

quality and excellence • school news • funding
useful resources • training courses and procedures

the **Bullet!**n

Autumn 2006

Issue 4

the Resource Unit for supplementary and mother-tongue schools

Adonis hails sector success

Schools minister promises continued support for supplementary schools

A major part of our work at the Resource Unit is raising the profile of supplementary and mother-tongue schools. While much has been done to communicate the purpose and impact of these schools, we are, like many of you who work in or with the sector, always conscious of the need to do more. You can imagine, then, how thrilled we were to be able to help organise an evening reception for supplementary schools hosted by Lord Adonis, Parliamentary Under-Secretary of State for Schools (pictured right, with the director of the Resource Unit, Paul Morrish).

The purpose of the April event, also attended by ambassadors and high commissioners, was to 'acknowledge the vital contribution that supplementary schools make to the education of children and young people'. Lord Adonis's encouraging address also outlined existing



opportunities for supplementary schools to be supported. His article on page 3, in which he voices his support for the 5,000-strong supplementary school movement, reveals how the minister would like to see the sector strengthened.

Lord Adonis said: 'The excellent Supplementary Schools Resource Unit is looking to develop an independent trust to support supplementary schools nationally. I look forward to discussing this idea with Paul Morrish.'



Quality and excellence

The Resource Unit's annual conference

A unique opportunity to learn about key quality initiatives and how the sector's services can be strengthened at a practical level.

This second annual conference will be relevant to stakeholders in the supplementary education sector, the voluntary sector, the fields of minority achievement, extended schools and community languages, and quality and training initiatives.

Thursday, 30 November 2006

BOOK NOW!

Conference tops our 'to do' list

Remember, remember, the 30th of November. It's the date of the Resource Unit's second annual conference. Last year, after a somewhat slow, sweat-inducing initial uptake on the bookings, we were inundated with requests for places. In the end we had to turn several prospective delegates away, so book your place early.

This year we're making the theme of the conference 'quality and excellence'. Fourteen schools within London have now worked through the Quality Framework developed by the Resource Unit in conjunction with the Pan London Forum. It's hoped that in future supplementary schools will be able to use the framework, both to help them build on and improve their provision, and as proof of that quality when they form partnerships with mainstream schools.

It has to be said that quality and excellence have always been core aspirations in the sector – and the contribution that supplementary and mother-tongue schools make to many children's and young people's education is recognised by none other than Lord Adonis in our key article on the opposite page.

As an example of how the idea of quality can be translated into practice, we've included a feature highlighting the work of Shakeel Hafez on page 6. Shakeel is doing excellent work in the Kirklees area, building bridges between mainstream schools and madressahs.

In our overview of supplementary schools, we take a trip to Hounslow to visit the Overseas Chinese Education Centre and report on the UK Federation of Chinese Schools Teachers' Training Conference. On page 10 we take a look at another supplementary success story, this time in the shape of the Znaniye Russian-speaking school, which in the four years of its existence has opened four schools across London. Now that's dedication!

We've also got some good news to relate. Thanks to the hard work of many of you out there, the Resource Unit has managed to secure nearly £200,000 of funding through the Connecting Communities Plus Fund.

We hope you enjoy this issue of the *Bulletin* and find much in it to excite and inform. Remember, this is your magazine; it needs to reflect issues, ideas and opinions that concern you. You can contact the unit at resource@resourceunit.com – so keep your suggestions, articles and letters coming!

All the best,
The Resource Unit Team

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In praise of supplementary schools

National policy and funding can assist supplementary schools, says schools minister Lord Adonis.

Supplementary schools make a large but under-appreciated contribution to the education system, and to the strength and diversity of our communities. Earlier this year I met leaders of the 5,000-strong supplementary school movement, and was impressed not only by the number and diversity of their schools, but equally by the passionate commitment of their leaders and organisers, many of them undertaking the work for little or no remuneration.

The term 'supplementary' is misleading. All good supplementary schools add to the work of mainstream schools; some of them – such as those engaging with under-motivated or disaffected pupils – make a valuable contribution in this respect. A National Foundation for Educational Research survey in 2001 found that 84 per cent of pupils who attended supplementary schools said it helped them with their mainstream school work.

However, many supplementary schools, serving distinct language and faith communities, provide for educational needs which are not met at all by mainstream schools, but which are integral to the communities concerned and make a vital contribution to their full inclusion within our national life. Britain is proud of its diversity, just as our minority ethnic communities are proud to be British. Supplementary schools strengthen and combine these multiple identities.

Extra provision

We want to see more and better supplementary schools, where there are willing organisers and parental demand. There are three particular ways in which national policy and funding can assist – through extended schools, specialist schools and the teaching and learning of languages.

We want all [mainstream] schools, over time, to become extended

schools, offering extra provision at or through their schools from 8am to 6pm, enabling young people to widen their horizons and enrich their learning.

Some mainstream schools have long recognised the success of supplementary schools and 'host' them collaboratively, encouraging pupils to participate as appropriate and including their supplementary GCSE and A-level results within their own scores for pupils in common. This is what happens, for example, at the Hellenic School in north London, which meets twice a week at East Barnet School. Nick Christou, East Barnet's headteacher, is a strong personal supporter of the Greek School and his governors charge it only for running costs of the premises.

The nationwide development of extended schools is a golden opportunity to foster more and better supplementary schools. There is a strong case for school premises to be made available to bona fide supplementary schools at no or reduced cost, and the government will be encouraging this in its formal guidance to extended schools.

There are also significant opportunities for supplementary schools to engage with specialist schools. The extra annual grant that specialist schools receive to support their specialist subject includes a community element. Specialist schools should use this funding to enhance local provision in their specialist area, which could include supplementary school provision.

This is particularly true of schools adopting a language specialism. Support for mother-tongue supplementary schools would be a thoroughly appropriate use of any part of the additional funding which a language college receives – not only the community element – which is now higher than for other specialist schools precisely to encourage such

innovation. Our future guidance on specialist schools will make this clear.

We have also made it an expectation of all specialist schools that they provide free community use of their specialist facilities under their community plan. I am keen that supplementary and mother-tongue schools get real benefit from this provision.

The languages ladder

There are many other ways in which mother-tongue supplementary schools can work with mainstream schools – for example, in the introduction of serious language teaching into primary schools – and we encourage this, too.

Last year, we launched our national recognition scheme – the Languages Ladder. It provides an alternative qualification route for learners of all ages to have their additional language skills recognised, from beginners to experts. I very much hope that supplementary schools will use the Languages Ladder with their pupils.

Many supplementary schools focus on communities which are performing less well in mainstream schools. For example, Park View Lord Academy in Haringey identified the underachievement of Black Caribbean and African boys and developed supplementary activities targeted to the needs of a core group. The Somali Supplementary School in Kensington and Chelsea, set up in 1998 with the help of dedicated volunteers from the community, provides national curriculum support for children aged 6 to 16 as well as mother tongue classes.

It is essential not to compromise the special ingredients of the sector which underpin its success: self-organisation, self-help and innovation. We want to encourage and support supplementary schools – not nationalise them.

Absolutely not to be missed!

The Resource Unit's second annual conference on quality and excellence takes place on 30 November 2006.

For those of you who we very reluctantly had to disappoint last year, the wait is over. The time has come to book your place at the Resource Unit's second annual conference. Last year's conference was a resounding success, bringing together over 100 delegates from across the country, including supplementary and mother-tongue schools and their forums, mainstream schools, community organisations, local authorities, the DFES, charities, academic institutions and researchers.

This year we've decided to focus on quality and excellence. We're continually impressed by the 'sincere effort, intelligent direction and skilful execution' of supplementary schools, but until recently there have been very few formal mechanisms which would enable schools not only to prove the quality of their existing provision, but also to improve to the point of excellence. This is one of the reasons we developed a pilot programme to introduce a Quality Framework in supplementary schools (see the summary on the facing page).

Coming off the back of this work, the 'quality and excellence' conference will provide a fantastic opportunity for delegates to delve into the issues of, well, quality and excellence, and digest ways in which the supplementary sector can build on the significant work it is already doing.

We'll be using discussion forums to show how quality and excellence can be articulated through practice. The morning programme will:

- look at quality initiatives that can be applied to our sector
- examine successful partnerships between supplementary and mainstream schools and see what can be learnt from these examples
- hold an inspiring session on how to create even more effective cultures of positive attitudes, expectations and results in supplementary schools.

The icing on the cake will be our afternoon workshops – providing insightful, practical advice and guidance. The carousels will cover:

- ten top tips for training – how to get the most from staff and volunteer training

- ten quality resources – where to find outstanding resources to help you manage your school, and plan and deliver lessons
- ten top quality tips – suggestions for ways of improving your supplementary school dramatically, for little or no money.

As well as benefiting from the wealth of experience of our speakers, you'll get to enjoy all the usual conference trimmings, including a buffet lunch, exhibition stalls and a rich networking opportunity. And, as an added bonus, the first cohort of schools in the country to take part in the Quality Framework for supplementary schools will receive their award certificates from Lord Adonis.

Last year was a sell-out, so fill in the enclosed booking form and return it to the Resource Unit asap! We look forward to hearing from you and seeing you soon.



Guinea pigs survive pilot ordeal

Quality is never an accident – it's the result of hard work, diligence and skilful execution, as fourteen supplementary schools across London proved recently.

No – this is not an article about little furry animals! Nor is it about a sadistic flying ace. This is about fourteen brave supplementary schools from six boroughs across London, who have proved William A Foster right when he said: 'Quality is never an accident; it is always the result of high intention, sincere effort, intelligent direction and skilful execution; it represents the wise choice of many alternatives.'

One of those alternatives was to subject to the peer and independent scrutiny of the Quality Framework (QF) developed by the Resource Unit and the Pan London Forum for Supplementary Education (PLF) – and it was about as wise a choice as you can get.

As reported in the spring issue of the *Bulletin*, the QF is a DfES-funded pilot programme specifically designed to help supplementary schools demonstrate to themselves and to the outside world that they take quality seriously and that they are committed to improvement.

The framework was designed to be progressive and developmental, so that supplementary schools that achieved an award at one level could use the descriptors and evidence at the next level to make an action plan for improvement.

And between May and June those schools who had stepped so boldly into the ring presented carefully prepared portfolios of evidence to other schools, local authority supplementary school co-ordinators and Resource Unit staff for scrutiny. This nerve-racking climax was the culmination of months of hard work, during which they had:

- attended briefing sessions
- conducted a self-assessment against the quality standards
- identified the gaps they needed to fill
- pulled all the information they needed together into one (or more) folders
- rehearsed their presentations.



In all of this work, their local authority mentors, the supplementary school co-ordinators, were invaluable, giving advice and assistance as well as turning up to the recognition meetings – where schools presented their portfolios to one another – to provide moral support.

So what happens next?

Well, we think the pilot programme was a fantastic success, so we're busy writing an evaluation for the DfES. One of the participating schools said: 'It was altogether an excellent and challenging process, which was well worth it.' We hope that this sort of endorsement will encourage the DfES to support the programme further and will enable us to offer it to more schools in other areas.

And as to how the first schools did... You will just have to come to our autumn conference (on 30 November 2006) to find out. Don't miss it!

What is the Quality Framework?

The QF represents the first attempt to develop a framework that can apply to schools across the country. It has:

- three areas of achievement – teaching and learning, management, and planning and partnerships
- nine quality standards – with clear descriptors and evidence lists at each level to help make objective judgements
- three levels of award – bronze, silver and gold.

In designing the framework, the Resource Unit and the PLF drew on elements of the *Common inspection framework*, the *Code of practice for study support* and our own extensive first-hand knowledge of supplementary schools.

Quality protects in Kirklees

The *Bulletin* takes time out to talk with Shakeel Hafez who co-ordinates the Madressahs and Supplementary Schools Project.

Young people's learning can be greatly enhanced by attending supplementary schools, but it's essential that this learning takes place in a safe environment. However, managers and leaders of supplementary schools may find that teachers and volunteers aren't fully acquainted with child protection law and practice in the UK.

Recognising the difficulties that some supplementary schools had experienced in gaining access to guidance and training, Kirklees Education and Social Services consulted with community representatives on ways of improving awareness about child welfare. The net result, the Madressahs and Supplementary Schools Project, was set up using Quality Protects funding. It has subsequently been recognised as a model of good practice.

Shakeel Hafez, supplementary schools co-ordinator for Kirklees, now works closely with over 50

madressahs and supplementary schools in the area to promote positive parenting; raise awareness about child welfare; develop child protection policies and good practice; facilitate training for teachers and volunteers; and encourage partnership between mainstream schools and supplementary schools. Quite a workload, particularly when you realise that the madressahs and schools have nearly 10,000 children in their care. Shakeel's hard work in getting the project off the ground was ultimately rewarded when the project won the prestigious Community Care Award in the child protection category.

Leading the way

Describing the project as a 'very positive and practical example of work', the judges identified the initiative

as leading the way in this aspect of social care. Shakeel has since been inundated with enquiries about his work from statutory and voluntary agencies across the country.

One of the project's core aims is to provide information, guidance and practical support for management committees and teachers, to enable them to fulfil their legal responsibilities. Some teachers and volunteers in the madressahs are unable to communicate in English, so the project facilitates behaviour management and child protection training for them. This practical work is supported by a set of information leaflets printed in both English and Urdu.

Shakeel also offers advice and support for colleagues such as social workers and other key staff, to ensure that they have confidence in culturally sensitive practice, particularly in dealing with cases associated with South Asian communities.

Safe children, sound learning – guidance for madressahs is a 56 page working document printed in English and Urdu. It promotes effective behaviour management of pupils, provides guidance for the protection of children and young people, and discusses methods of ensuring the health and safety of staff and pupils. The booklet costs £10. To order, ring 014 8422 5385 or email comm.ed@kirklees.gov.uk.

Shakeel has also developed a *Positive parenting* leaflet, again in English and Urdu, which highlights how positive parenting encourages better behaviour and how smacking affects children. The leaflet has been highly commended by the Association of Social Care Communicators and has been included in the the National Family and Parenting Institute's *Behaviour directory for parents*. To request copies of *Positive parenting*, ring 014 8422 2370 or email els.admin@kirklees.gov.uk.

Following some concerns within residential homes for children about practices affecting the care of Muslim



children, the project has recently produced *Guidance for carers of Muslim children*, which promotes culturally sensitive practice. The aim is to provide staff and carers with appropriate support, and to build confidence in order to ensure a consistent delivery of care.

Spotlight on ... Yusuf Molade

The Kokayi Supplementary School in North London supports the learning of African and African-Caribbean pupils.

If you were the headteacher in a mainstream school undergoing inspection, Yusuf Molade is the kind of pupil you would be more than happy for Ofsted staff to encounter while on their rounds. Yusuf attends the successful Raine's Foundation School in East London's Tower Hamlets during the day, and goes on to the ever-popular Kokayi Supplementary School in North London in the late afternoon. The articulate, genial 12 year old met with the Resource Unit to tell us a little bit about himself and what he thinks about school.

Colourful Kokayi

Around Kokayi they've named the walls after famous black people because it's an African-Caribbean school. The rooms are brightly coloured and they have computers, which we can use to help us with our work. It's a good learning environment; you learn a lot. If you come early, you're allowed to go on the computers to do some homework before your lessons start. Because I come straight from school, I usually get here up to 45 minutes before class.

I've been attending Kokayi since November last year. When I first started, I found it a bit nerve racking, but the students were nice and I settled in and got on with everyone. I started coming because my mum and I thought I needed a bit more help getting through work. I find it easier in school now and sometimes things I've learnt here, I haven't learnt in school yet. So when I do it in school, I understand it and can get on with my work and finish quickly.

A place for learning

The teachers at Kokayi are nice and teach well. They give you simple explanations that you can understand. If one person in the class says they don't understand something, the

teacher will go through what they are teaching again, just in case the rest of the class doesn't understand either. Teachers seem interested if you don't know something about the work. Even if the class teacher isn't here, there's always a cover.

I come on Monday to Thursday and have English, science, maths, IT, French and extension studies. My favourite subjects are maths, English and science. I also like football – watching it and playing it! I like sports in general and do them all in school.

Sometimes I ask the teachers if I can help, go on the computers and do some research, revise if I've got tests, or read one of my books. I read anything – action series, educational books, history, geography, newspapers... I'll just find a book, read the blurb and, if I like it, I'll take it and read it, no matter what kind of book it is. At the moment I'm reading *Freaky peaks*, which is part of a geography series. There are ten books in the series and I bought the whole set. The one I'm currently reading is about famous mountains and the people who have climbed them.

Getting a head start

I've got a 9 year old sister called Aminat who comes to Kokayi as well. She attends the primary school here on Saturdays. She's clever too. She only started in January or February, but she won a Kokayi award for being the top student in her year. She also does well in [mainstream] school.

I think it's important for me to come, because I might be smart already, but you can't really know everything – it's best to know more than you already do. And it's best to get a good head start. I do find it a little bit tiring, but when I grow up I can look back on this. It will be a good achievement when I get a

good job and see that it was worth it. I want to do lots of things, I haven't made my mind up yet! I want to be a doctor, a footballer, an athlete, a scientist, a science or maths teacher in secondary school, a mechanic, an engineer, or a businessman with my own company. I think my education is going well so far. In the future I think I will be successful in what I choose to do.

Kokayi was founded in 1982 by local African and African-Caribbean parents who felt the English education system was failing to meet the needs of their children. Classes were originally held in the parents' front rooms, until in 1992 the school moved to school premises in Haringey. It now has an intake of 150 children aged 5 to 16.

The school employs a team of fully-qualified primary and secondary trained teachers on a part-time basis. Staff teach classes based on the requirements of the national curriculum and core GCSE subjects, with a particular emphasis on the importance of the African and African-Caribbean heritage of students.

For more information about Kokayi, contact Hugh Dales, Education Officer, on 020 7272 3535.

The Resource Unit is keen to celebrate the accomplishments of students from supplementary schools. If you would like to feature a story in the next *Bulletin* about a pupil, past or present, we would love you to get in touch with us.

Remember, this is your *Bulletin*. It needs to reflect issues, ideas and opinions that will excite and inform your work. Please email your suggestions, articles and letters to: resource@resourceunit.com

From 20 to 200 in less than 30

The Overseas Chinese Education Centre started small – but has rapidly grown to become a hub for the Chinese community in West London.



The Overseas Chinese Education Centre (OCEC) offers more than outstanding academic support for its young people. It doubles as a significant social hub and cultural nucleus for the Chinese community in and around west London. Founded nearly 30 years ago, with an initial roll of only 20 pupils, it now teaches GCSE Chinese to over 200. Ruby Murray-Jones, the school's co-ordinator, says: 'It feels like a big family. For some children, coming to the school on a Saturday is the highlight of their week – both the parents and children love to meet up with their friends. The teachers from Hounslow Town Primary occasionally come in on a Saturday and are amazed to see the transformation in the atmosphere of their school.'

The school started in 1977, under the guidance of Reverend Chong, minister at the United Reformed Church in Hounslow. However, the school quickly outgrew the cramped church hall that was its first home and the Reverend Chong was obliged to seek out larger premises.

He found a willing ally in Dr Lue, then the Assistant Principal of King's College London, and a passionate advocate of mother-tongue classes. Together they persuaded Hounslow Council to let OCEC run its classes from Hounslow Town Primary School.

A solid reputation

The reputation of the school has grown to the extent that almost half its pupils travel from outside the borough to attend. Ruby says that news of the school's success has spread by word of mouth: 'So far we've been lucky. We've never had to advertise.'

Many parents in the Chinese community are eager for their children to learn the language, not only because it enables the younger generation to communicate with their grandparents and relatives, but also because it opens potential job opportunities in Hong Kong and mainland China. 'Some former students come back and tell us that they have been able to get a good job because of their Chinese GCSE,' says Ruby. 'Furthermore, if children are

bi- or trilingual, it seems to help with the learning of all their languages. Children today are lucky. I remember the 60s when there were children who needed to learn and wanted to learn, but there was no provision.'

Family learning

Ruby concedes that some of the children do struggle with the complexities of a language so different from English. 'In a way, Chinese is like their second language, while English is their first', she says. 'However, if they have parents who are keen to help them at home, they get over this hurdle. In fact, some pupils struggle for a couple of years, but afterwards they love to continue with the subject and feel that it would be a shame to give it up. Once they have received their GCSE, they are so proud.'

OCEC realises that secondary school homework can be an additional issue, and will sometimes advise a pupil to take their Chinese exam the year before or after their mainstream exams, depending on the ability of the pupil in the language and how they are handling the amount of work they have for their mainstream subjects.

Most of OCEC's volunteer staff are parents of children who have graduated from OCEC and who want to give something back. Ruby insists on continuity, as she feels that if parents see committed staff, they will be encouraged to play their part: 'We've been running with success over the years because of that particular bond between parents and teachers: parents helping the pupils and teachers helping the pupils, not separately, but together.'

OCEC – the facts

- The school runs every Saturday morning during term time.
- The school's volunteer staff is made up of two qualified teachers and other professionals, teaching their pupils to read, write and speak Chinese.
- Pupils usually attend from the age of 6 (or 5 if the child is particularly advanced). Teaching Chinese to GCSE level is seen as a ten year project, but persistence pays off: OCEC scores high with its GCSE results, with many pupils gaining B to A* grades.
- Hounslow council supports twenty supplementary schools by paying for their use of premises at local schools. There's a reciprocal benefit to the mainstream schools. Many OCEC pupils have become more engaged as a result of their attendance, and exam results in all subjects have been boosted across the board.
- Pupils from Hounslow sit their Chinese GCSE at the mainstream school, free of charge. Pupils from surrounding areas may not always be able to take exams in their own schools, but can pay to sit them in two of Hounslow's colleges instead. OCEC helps to organise this.

Modern Chinese teaching

The 12th UKFCS teachers' training conference

Delegates from 33 schools across the country came to find out the latest developments in Chinese language teaching at the UK Federation of Chinese Schools (UKFCS) teachers' training conference.

This year the theme was 'Modern Chinese teaching'. Key speakers included Dr Jim Anderson, Amy Thompson, Katherine Li and Jonathan Robinson, who offered some useful tips on motivating teenagers to learn Chinese at school and maintain their enthusiasm for the language beyond the classroom.

The thirteen workshops offered practical advice and tips on:

- the new A level specification and examination format (which will be implemented in summer 2007)
- GCSE (Paper 2) speaking techniques
- teaching techniques and aids for younger and older Chinese language learners
- understanding classroom management
- long, medium and short-term lesson planning
- learning how to speak Putonghua.

Next year's conference will be held at Lady Margaret Hall at Oxford University, on 31 March to 1 April 2007. For enquiries, please email education@ukfcs.info



Introducing Znaniye

Znaniye is a supplementary school addressing the educational and social needs of more than twenty ethnic minority communities living in London.

Most of our students are from Russian-speaking families experiencing poverty, marginalisation, exclusion or inability to access educational and recreational opportunities.

We are a fully inclusive organisation providing training, education and leisure activities to the local communities where our schools are based. We are the only Russian community school in London that can offer full support for the curriculum. So far we have helped more than 400 students to pass GCSE and A levels.

Every Znaniye school has, at its heart, a common set of values. These are:

- a positive vision for the future
- respect, tolerance and compassion for each other
- dedication to the fulfilment of personal and professional potential for adults and children
- commitment to the provision of opportunities, focus and goals for the young generation



- effecting this through education, leisure and active involvement
- shaping the attitudes and the achievements of our local communities and of British society as a whole.

We feel that these values enable students and staff to live and work in harmony, appreciating and learning from our differences and building upon what we all have in common as talented people.

This year we celebrate our fourth anniversary. In each of the four years we have been in existence we have managed to open another school in London – there are now Znaniye schools in Ealing, Hanwell, Stratford and New Oxford Street.

If you would like to know more about us, email znaniye@list.ru or visit www.znaniye.com



Community languages bulletin No 19 out soon!

The 19th issue of the *Community languages bulletin* from CiLT, the National Centre for Languages, is out in September. It is aimed at teachers, managers and governors in schools and colleges of all kinds where community languages are taught.

There is a focus on the Year of African Languages and on African French, and you can read about the national network of German Saturday schools. The second part of the bulletin's 'Focus on primary' looks at support and resources for developing community languages in the primary phase. It includes a case study on using the Asset Languages scheme to accredit Panjabi. Read about the growing range of events, large and small, held across the country, including the first national conference for community languages in London in June. Get dates in your diary for next year – or could you hold a similar event yourself? A case study on the Graduate Teacher Programme and the usual round-up of news, resources and events complete this issue.

If you would like to be added to the free community languages mailing list, please contact Kathryn Abram – email kathryn.abram@cilt.org.uk or call 020 7379 5101 (ext 284).



Connecting Communities Plus

Supporting local community organisations to run projects that promote race equality and community cohesion within their locality, this fund was launched earlier this year by the Home Office and is administered by the Community Development Foundation. Local groups can apply for grants of up to £12,000.

Connecting Communities Plus supports a range of educational projects, including supplementary classes and homework support for children from black and minority ethnic groups. The next round of funding opens on 15 November, 2006. The closing date for applications is 5 March, 2007.

For more details, visit the Community Development Foundation website www.cdf.org.uk and the Connecting Communities Grant link.

Faith Communities Capacity Building Fund

This fund supports the government's aim of helping faith communities to promote understanding and dialogue. It enables faith-based groups to develop their capacity for such work, and supports better government engagement with faith groups in developing and delivering policies.

The fund has two key categories:

- capacity building of faith and inter-faith organisations
- inter-faith activity.

The fund is now open for applications, which must be submitted by 5pm on 1 November 2006.

For further details, visit the website www.cdf.org.uk.

Faith Communities Capacity Building Fund, The Michael Young Centre, Purbeck Road, Cambridge CB2 2PF
Tel: 01223 400341

Email: fundingadmin@cdf.org.uk

Big Boost awards programme

Changemakers is launching a new awards programme called the Big Boost. The programme has been created to encourage more young people in England to set up projects that will make a real difference. The programme will support more than 12,000 young people over two years. The partners are particularly keen to reach young people from less well-off backgrounds.

The Big Boost programme is run in partnership by UnLtd, the Scarman Trust, Changemakers and The Prince's Trust.

The awards are for individuals or for small informal groups of people, living in England. There are two kinds of awards; one for 11 to 16 year olds and one for 16 to 25 year olds.

Awards for 11 to 16 year olds range from £250 and £1,000 (expected average of £750). These awards are for groups of young people and are led by a nominated advisor.

Awards for 16 to 25 year olds can be from £500 to £5,000 (expected average of £2,500). These awards are for individuals or small groups of young people.

For more details phone:

- for 11 to 16 applications: 0191 226 7330
- for 16 to 25 applications: 0845 410 2030.

Text: 07624 803 312

Email: info@thebigboost.org.uk

Website: www.thebigboost.org.uk

UnLtd Millennium Awards

UnLtd Millennium Awards offer a complete package of support for social entrepreneurs in the UK. It is for people who have both the ideas and the commitment to develop projects which will benefit their community. UnLtd offers two levels of award:

- level 1 – awards of between £500 and £5,000 (expected average of £2,000)
- level 2 – awards of between £10,000 and £20,000 (expected average of £15,000).

Visit the website at www.unltd.org.uk

Sir Walter St John's Educational Charity

Sir Walter St John's Educational Charity aims to promote the education and training of children and young people under 25 who live in the boroughs of Wandsworth and Lambeth.

Grants of up to £5,000 are awarded to support projects run by voluntary organisations, schools, colleges and youth groups.

Preference is given to projects supporting children and young people in the former Metropolitan Borough of Battersea.

Tel: 020 7498 8878

Email: manager@swsjcharity.org.uk

Website: www.swsjcharity.org.uk

RISE: UnLtd Refugee Integration Awards Scheme

If you are a refugee or have successfully been granted asylum and have an idea that will change your community, this scheme will help you get your project off the ground. RISE gives awards of between £500 and £5,000 to help individuals and small groups of refugees to set up projects that will make their communities a happier, safer, healthier and more just place.

For further details and applications call 0845 850 1122, email Alex Sobel at alexsobel@unltd.org.uk (north of England/Midlands) or Alex MacLeod at alexmacleod@unltd.org.uk (south/east of England), or visit www.unltd.org.uk

Maybe it's because I'm a Londoner



Belonging: voices of London's refugees opens at the Museum of London 27 October 2006, running until 25 February 2007. This major new temporary exhibition places the voices of refugees centre stage, presenting personal stories, photographs, objects, art and film to give an insight into the lives of refugees in London and the contributions they make to the city. Looking at the importance of family and community, at contributions through work and culture, and at feelings about 'home', this exhibition informs, challenges and inspires.

Belonging is the final exhibition of Refugee Communities History Project. The project is led by the

Evelyn Oldfield Unit, working in partnership with the Museum of London, London Metropolitan University, the Resource Unit for supplementary and mother-tongue schools, and fifteen refugee communities, funded by the Heritage Lottery Fund and Trust for London. It has collected more than 150 life story interviews with people who came to London as refugees since 1951.

Jack Lohman, Director of the Museum of London, says: 'This exhibition provides a space where the voices of London's refugees can be heard. It acknowledges the contributions that they make to every aspect of the capital, while showing

the challenges they face in creating a new life here.' Tzeggai Yohannes Deres, Director of the Evelyn Oldfield Unit, adds: 'I am very pleased that the exhibition of the Refugee Communities History Project will be held, and the interviews archived, at the natural place – the Museum of London, which, both as an expert in the field and a valuable partner in our mission, has enabled us to share our experience with the general British society.'

For more information, visit the Museum of London website at www.museumoflondon.org.uk or the website of the Refugee Communities History Project at www.refugeestories.org

In memory of John La Rose

Over the last fifty years, the supplementary schools sector has grown to become a significant force in education. All of those who are contributing to that progression can be proud of their efforts, but the work that we do today is made a little easier by the path paved before us.

John La Rose, author, educationalist, editor, and humble intellectual, was a revolutionary campaigner for social justice. A Trinidadian by birth, his

contributions in this country to the campaign for equality are countless. His achievements include founding New Beacon Books – a pioneering publishing house which has been publishing for 40 years; establishing the George Padmore Institute (which hosts a library and research centre and the former George Padmore Supplementary School); chairing the Association of Supplementary Schools; and chairing the Institute of the Race Relations and Towards Racial Justice (responsible for



publishing the journal *Race Today*). Sadly, John passed away at the end of February this year, aged 78. His legacy, however, remains with us.

Resource unit connects

The Resource Unit has secured funding worth £197,000 through the Home Office's Connecting Communities Plus programme. The money will be used to support a three-year project, to be run in one London borough with at least two mainstream schools and a cluster of local supplementary schools.

We were delighted with our success, not least because of all the hard work that went into putting the bid together – including some outstanding input from a small group of critical friends who reviewed the application. The project was one of only 70 or so projects (out of 1,500!) to gain funding.

So what is the project?

In our application we outlined a project that would work in one London borough. The aim would be to embed the work of the supplementary schools in the life of the mainstream schools and to:

- raise students' attainment
- involve students in anti-racist and anti-discriminatory behaviour in their schools
- help parents help their children study and learn
- help parents to become more involved in school life
- help supplementary schools supporting different faith and ethnic communities to improve.

The grant provides for a full-time development officer who will work closely with supplementary school leaders, tutors, students and parents, as well as with mainstream teachers and managers, and with community leaders and local politicians.

We have some tough targets to meet, but we're confident we'll meet them. As the *Bulletin* goes to press, we're working to recruit our new staff member and to identify partners. To get an update on progress, check out our website where we'll be posting news on the project.

For all of you who sent in the comments and suggestions that helped us secure the grant – you know who you are – a big thank you!

The Connecting Communities Plus fund has four key themes derived from *Improving opportunity, strengthening society*, the Government's strategy for increasing race equality and community cohesion. These are:

- improving access and outcomes for black and minority ethnic (BME) communities in education, employment, health, housing and the criminal justice system
- increasing black and minority ethnic communities' confidence in public services
- tackling racism and extremism
- bringing together communities from different races and faiths, and promoting a shared sense of belonging.

Spring Deaf Awareness event

Communities in and around Dewsbury celebrated a Deaf Awareness event on 25 March with some very excited children and families. Several interested families from Batley and Heckmondwike attended the event. This was held at the Thornhill Lees Community Centre and was supported by Kirklees Services for Children with Sensory Impairment, Community Support and Social Services.

The aim was to raise awareness of the needs of deaf children and families across the north Kirklees area, and to provide opportunities for communities to meet in an informal setting in order to exchange ideas and discuss different communication methods.

It is envisaged that some parents and volunteers at local supplementary schools would benefit from basic sign language training to develop their skills in communicating with deaf children.



Congratulations to Ardhmeria!

Congratulations to all the hard working staff at Ardhmeria Supplementary School for successfully applying for £7,000 this summer from the Local Network Fund. In the summer edition of the *Bulletin*, the Resource Unit reported the official opening of the school, when Ardhmeria was initially providing support for 25 to 30 pupils. However, news of the school spread so quickly in the Albanian community that soon after the launch pupil numbers more than doubled. Lutfi Surroj, Ardhmeria's chair, has been looking at opening another supplementary school due to the extremely high demand.

Autumn 2006 training programme

Learning opportunities for supplementary and mother tongue schools

This autumn's training programme mixes tried and tested courses with some newly devised sessions, developed in response to your feedback. You will also notice that our signature start-up workshop has been extended to a full day.

Basic fundraising

26 September 2006, 9.30–4.30
(a full day course, lunch included)

Useful tools and exercises to introduce you to fundraising and increase your chances of raising funds. The course will cover a range of issues including:

- identifying project needs
- making SMARTER bids
- creating bids and making your pitch.

Course facilitator: Liza Dresner, Charitable Fundraising, Development and Training Specialist

Child protection

28 September 2006, 9.30–4.00
(a full day course, lunch included)

All you need to know about this complex and vital issue. You will gain the confidence and knowledge to understand and deal with child protection issues and concerns; and to tackle situations that may arise in schools. The course will explore:

- values and attitudes, facts and definitions of child abuse
- child protection legislation
- responding and reporting abuse and the roles of other agencies.

Course facilitator: Claudine Rane, The National Council for Voluntary Youth Services

Business planning

3 October 2006, 9.30–4.30
(a full day course, lunch included)

An interactive, hands-on session on the benefits and practicalities of putting together your own business plan. The course will cover:

- understanding the need for a business plan
- identifying the elements of a business plan
- applying practical tools to making your own effective plan.

Course facilitator: Liza Dresner, Charitable Fundraising, Development and Training Specialist

Developing an effective partnership

5 October 2006, 9.30–4.00
(a full day course, lunch included)

Building partnerships is, as we know, becoming increasingly important.

We recognise how partnerships can be of mutual benefit in terms of strengthening services, building bridges and sustaining ourselves financially. But how do we go about doing this in a professional and confident manner? Sue Alton (former headteacher) will provide you with the essential knowledge and skills to enable you to create and build on professional relationships. The focus will be on forming and managing partnerships between supplementary and mainstream schools.

Course facilitator: Sue Alton, ContinYou Consultant, The Extended Schools Support Service

Mr Numbervator, making maths accessible and fun!

10 October 2006, 9.30–4.00
(a full day course, lunch included)

Maths consultant and advisory maths teacher Mr Numbervator engages the minds and attention of children by involving them in interactive, hands-on activities and open questions. This course is aimed at people with some experience in teaching maths who would like to spice up their lessons with practical activities. The course is aimed at those teaching maths to students aged 8 to 14 and will cover:

- place value
- using sorting diagrams
- developing mental thinking skills.

Course facilitator: Isaac Anoom, Guernsey Primary Maths Advisor

Child protection – designated officer

12 October 2006, 9.30–4.00
(a full day course, lunch included)

This course will enable participants to become familiar with the role and responsibilities of the designated child protection officer. It should be attended by those who are already aware of child protection issues, and who are already, or are considering, taking the lead on safeguarding children within their organisation.

Course facilitator: Claudine Rane, The National Council for Voluntary Youth Services Lesson planning

Training programme booking procedure

- 1 Courses are free and often over-subscribed so book early. To reserve a place complete a booking form and send us your deposit cheque(s) of £15 (a separate cheque is required per course), made payable to 'ContinYou'.
- 2 Your deposit cheque will be returned at the end of the training course. If you do realise you are unable to attend, and you cancel more than seven days prior to the course, we will refund your deposit cheque.
- 3 An email will be sent to you confirming your registration, followed by a course outline ten days prior to the course. Please provide the email address by which you can be most easily reached.

Lesson planning

17 October 2006, 9.30–4.00
(a full day course, lunch included)

This course provides practical guidance, resources and activities to make your lessons more enjoyable. You will gain a clear understanding of how planning benefits you and your pupils. The course introduces an easy-to-use planning model allowing you to adapt plans effectively for your own teaching circumstances. The course will look at:

- what an effective lesson plan includes
- the advantages and challenges of a supplementary class
- how we can use these advantages and challenges to inform our planning
- putting theory into practice – creating our own lesson plan.

Course facilitator: **Yinka Armartey**,
Resource Unit Consultant

Start-up workshop

19 October 2006, 9.30–4.00
(a full day course, lunch included)

Practical tools and advice on how to start up a supplementary or mother-

tongue school. Following this course, you will have a better understanding of the start-up process, and will be able to apply this to the planning and effective running of your supplementary school. The course examines:

- strengths and weaknesses
- research/needs assessment
- governing document/aims and objectives
- action planning and organisational structures.

Course facilitators: **Yinka Armartey**
and **Rachel Bond**, Resource Unit
Schools Consultants

Classroom management

31 October 2006, 9.30–1.00
(a half-day course)

What makes a good lesson? This session gives you a comprehensive understanding of classroom management, introducing effective strategies for your own teaching session which will enable you to provide a more rewarding teaching and learning experience for your students.

Issues that the course will address include:

- strategies for the classroom
- strategies for the school
- looking at classroom scenarios.

Course facilitator: **Dr Tozun Issa**,
London Metropolitan University

More drama!

2 November 2006, 9.30–1.00
(a half-day course)

What do children gain from drama? Apart from enjoyment, it also helps the development of the imagination. It is an excellent outlet for self expression, increases self-awareness, social awareness, self-confidence, self-discipline, self-respect and respect for others too. Rachel has devised a new drama session for the autumn term.

Course facilitator: **Rachel Bond**,
Theatre Practitioner and Resource
Unit Consultant.



Learning families – healthy communities

ContinYou's annual family learning conference

Focus of the conference

Aimed at both experienced family learning practitioners and those who are relatively new to family learning and parental involvement, this conference is a must for those developing and embedding family learning and parenting within schools, supplementary schools and other community settings.

The day will focus particularly on health and mental health issues and on engaging fathers and male carers.

Workshop topics include: family learning – where to begin; involving speakers of languages other than English in family learning; engaging fathers and male carers; and family learning, parenting support and extended services.

Keynote speakers:

- Chris Edwards, Chief Executive Officer of Education Leeds
- Duncan Fisher, Chief Executive Officer of Fathers Direct
- Miriam Rosen, HMI, Ofsted

Conference chair: Laurence Blackhall, Chief Executive Officer, ContinYou

For more information, contact **Paula Woodall** on **024 7658 8467**
or email paula.woodall@continyou.org.uk

31 January 2007

The National Exhibition Centre (NEC), Birmingham



Bullet!n Useful resources

Start-up guide

The Resource Unit's *Start-up guide* is a comprehensive, accessible course of information for those who are:

- planning to provide supplementary and/or mother-tongue education
- in the fairly early stages of such provision
- supporting supplementary schools in their borough or council.

For further information, call the team on 020 7700 8189 or visit www.resourceunit.com

Ebony Education

Ebony Education is an innovative education company whose aim is to provide holistic education to enable all children to achieve their full potential, and to provide parents and carers with the skills needed to support their children's educational needs.

Visit www.ebonyeducation.com or telephone 020 8850 6225 for details.

When we ruled

When we ruled is a landmark publication answering key questions in ancient and medieval black history.

Its comprehensive, critical, balanced and in-depth approach is essential reading for anyone teaching black history in supplementary schools.

Email info@everygeneration.co.uk

The TES Resource Bank

The TES Resource Bank at www.tes.co.uk/resources is a new service that lets you download free resources built by teachers for teachers. It features lesson plans, worksheets, games, assessment materials, flashcards, revision aids, posters, maps and more.

Bilingual resources

MantraLingua supplies bilingual resources that cover 40 languages from Africa, Asia and Europe, including hundreds of illustrated story books and excellent CD-ROMs. Some games and toys are also available. Mantra won a prestigious award this year for its work.

Visit www.mantralingua.com to browse the catalogue, call 020 8445 512, or email mishti@mantralingua.com

Community language activity booklet

For a free booklet containing over 100 ideas on how to promote community languages, follow the 'Language of the Month' and 'FAQ' links to find out about award-winning Newbury Park Primary School's community language programme. The booklet accompanies Newbury Park's website and audio material as teaching resources.

www.newburypark.redbridge.sch.uk

Ethnic Minority Attainment Online

This online resource base for teachers at www.emaonline.org.uk has been developed by Birmingham, Leeds and Manchester local authorities with funding from the DfES. For EAL and bilingual material, follow the 'EAL & Bilingual Resources' link to search for resources by key word, key stage, subject or language.

How will my supplementary school fit into the agenda of extended services?

Schools across the UK are exploring new ways of extending services in a drive to achieve sustainable improvement in their achievements. *Schools ETC* is a new magazine that brings together all the latest news, views, advice from leading practitioners and good practice in this field. It's an essential resource for anyone working in the supplementary schools sector and looking to improve their links with mainstream schools.

To subscribe to *Schools ETC*, call **Jason Barlow** on **020 8709 9904**, email your full contact details and purchase order number to subscriptions@continyou.org.uk or pay online through www.continyou.org.uk.



'Schools ETC offers timely support for schools as they face the fast-paced agenda changes of extending services.'

Dawn Gilderoy,
Curriculum Enrichment Co-ordinator, Hartlepool

