

# Teaching Schools Council South West

## Newsletter – March 2017

### Challenge 4 in the South West – Embedding System Leadership

#### “Every type of school is engaged with a Teaching School Alliance by Summer 2018”

This spring edition of the TSC SW newsletter is hot on the heels of the Education South West Conference 2017 led by the Regional Schools Commissioner in Exeter on 9<sup>th</sup> March. Both Sir David Carter, NSC and Rebecca Clark, our SW RSC challenged the region with the need to increase the scope and coverage of teaching school alliances to ensure **all** schools are engaged and no school is left in isolation. In response we urge **all** teaching school leaders to review your alliance and the schools that access the full breadth of CPD, ITT and school improvement support through your teaching school activity, to ensure:

1. All schools **are aware** that the CPD / ITT / school support they participate in is through a teaching school; and
2. All teaching schools **actively seek to involve new schools** especially schools affected by rural isolation and sparsity.

The TSC SW team has been actively working with teaching schools across the region and developing relationships with Local Authority, RSC, MAT and diocese colleagues in particular, through participation in the new Sub Regional Improvement Boards led by the RSC. It is anticipated that with the new Strategic School Improvement Fund being rolled out in the summer term, teaching schools will have a significant role to play in providing school support through larger-scale thematic projects over the next 2-3 years through the Boards and sub regional brokerage hubs.

A key area of work this term has been developing the **Peer Review** framework for the region, which is intended to be developmental and encourage teaching schools to review and evaluate their impact to date and their capacity for the future with a fellow teaching school leader. For further details, please contact Jim Rogers. All teaching schools will be contacted in the next few weeks and invited to return a **Self-Assessment of current capacity for school improvement support** using a simple questionnaire tool. It is planned that this invitation will become a regular feature during the school year to encourage a more accurate picture of the school improvement landscape across each sub region.



Department

for Education **Save the date: Regional School Commissioner and TSC SW Event for NLE and NLG**

**Tuesday 2nd May**

**Exeter Venue tbc**

All NLGs and NLEs in the South West are invited by the Regional School Commissioner and Teaching School Council South West to attend an event to look at your important role as system leaders to drive up standards in the South West. There will be a range of workshops and keynote addresses. We would ask that you please save the date and invitations will be sent out shortly. You may be aware that the TSC regions are shifting to align with the DfE boundaries from next September. In the South West we are fortunate that our regions already align so no change locally!

Finally, I would like to take the opportunity to welcome Liz Garman to the role of Regional Teaching School Link for Dorset, Bournemouth and Poole. Liz has already been active in the sub region supported by Chris Mitten. Welcome!

Jenny Blunden and Simon Cowley  
Teaching School Council SW Members



## Update from Gloucestershire, Swindon and Wiltshire

The Teaching School Council development of Regional Teaching School Link people aims to facilitate a more joined up approach to system leadership across the South West. The region is co-ordinated by Chris Mitten, and I am responsible for one of the four sub-regions: Gloucestershire, Swindon and Wiltshire.

As I mentioned in the last newsletter I plan to visit all the Teaching Schools in the sub-region to explore the work that is taking place and to see if there is anything I can support with. I have had the privilege to meet the Teaching School Leaders and Headteachers at Sir Thomas Rich's Teaching School, The Cotswold Teaching School Partnership, Cotswold Edge Teaching Alliance, Odyssey Teaching School and The Crypt Teaching School; all based in Gloucestershire over the last month and have plans to visit more soon. The quality of provision in these organisations is absolutely brilliant and the dedication of the system leaders is inspirational. All the Teaching Schools in the sub-region meet regularly to share their plans for professional development, ITT and school to school support.

I attended my first Sub Regional Improvement Board (SRIB) meeting last month, which was chaired by the Regional Schools Commissioner for the SW, Rebecca Clark. Representatives from the RSC office, LA, Teaching Schools Council and Dioceses came together to share information about schools which were identified to be in challenging circumstances, and to explore what support is available and which organisations could provide it. A positive, supportive, 'no surprises' approach was very much the tone set at the meeting and I was asked to explore with local TSAs what resources are available across the sub-region to support this work.

The Targeted Leadership Programme being led by the White Horse Federation and Pickwick Learning Teaching School Alliance got off to a flying start last month with middle and emerging leaders engaging in twilight training sessions as well as inspirational leadership seminars led by Sir David Carter and Tom Whittingham. Richard Churches, from the Education Development Trust, facilitated a session for Pickwick's cohort on planning for and carrying out experimental evidence-based research to support them when they are carrying out school improvement projects across the region.

Thank you to all the TS leads and LAs who supported the co-ordination of information for the latest School to School Support round – Teaching Schools put in some excellent bids, matching the criteria very well, and I am delighted to report that 75% of bids applied for were successful across the sub-region. I look forward to hearing how the work goes and if I can do anything to help please let me know. Look out for the monthly newsletter from the NCTL which is an extremely useful way of finding out about the latest round of grants and funding that is available.

James Passmore  
Regional Teaching School Link  
Gloucestershire, Swindon, Wiltshire  
Deputy Head, Pickwick Learning Teaching School Alliance

## News from Bristol, Bath, NE Somerset, Somerset and South Gloucestershire

March 31st will mark the end of what has been a very fast two terms working as a sub regional link for Teaching Schools. Much of this time has been spent meeting and greeting, learning more about the work of the teaching schools and system leaders in the sub region. Also, supporting NCTL and DfE priorities so that we build capacity for school to school support and school improvement in the sub-region. March 31st is also significant as it will be our first sub regional conference. The aims of the conference are straight forward. Firstly, to promote awareness and engagement with teaching schools, national support schools and ITT providers. There are still many schools and school leaders across the sub region who do not fully understand the role of teaching schools, remit of NLEs and NLGs and the evolving local capacity to support school improvement plans. This conference seeks to make these roles explicit, but also to provide a networking opportunity to meet, greet and share, recognising the importance of effective collaboration in school improvement.

The second aim of the conference is to start a discussion about how we as teaching schools and national support schools are going to configure our work so that it makes sense and is easy to access. How we bring structures together in a planned way to optimise impact. This is a challenge, but one which must be discussed, so that we can make the most of the resources and opportunity that we have been given.

I look forward to seeing you at our conference and to listening to your views about how we collaborate in the future. For more information about booking, the conference programme and discussion paper, please click to the link <https://www.ttabooking.co.uk>

**Tony Bloxham**

**Director**

**Taunton Teaching Alliance**

## Update from Cornwall, Devon, Plymouth and Torbay

Since the last newsletter, I have focused on visiting as many TSAs as possible. This has been highly informative, and has helped me get a real sense of the expertise and capacity available regionally. This is going to become more important once the final pieces of the aligned school improvement system is in place. If I have not visited, please get in touch, and if I have, please send me your A4, one side, profile! Perhaps more importantly, from the visits I have been struck by the commitment to the TSA concept, and the shared values evident in those that lead the TSAs. I greatly value, and will do all I can to support, genuine collaboration across TSAs and MATs.

In line with the greater accountability placed on TSAs to evidence impact of school support and improvement, we have been developing training materials for LLEs. You are welcome to view our new handbook (PTSA) and access the training. Equally, I am still on a personal mission to promote educational research skills for practitioners. Let me know if you would like to learn more.

I have also just completed the first TSA pilot peer review. This needs thorough evaluation but I would suggest both the reviewer and the reviewed found the process informative and useful in developing the TSA further. I will be leading on some training across the SW region later this year.

Lastly, could I share again the link for the regional SLE database: <https://www.swts.org.uk/>. If you register your interest with [teachingschool@plpcic.co.uk](mailto:teachingschool@plpcic.co.uk) as a teaching school you will receive a login. From here you will be able to access the link address to place a hotlink to the database portal (are you following this?!) on your own TSA website. You can then upload your SLE and LLE details. This database is crucial in TSC SW collectively coordinating and presenting regional capacity to support schools and I would urge you all to engage and keep up-to-date your information. Just to clarify this is a generic database not PTSA:

Dr Jim Rogers

Regional Teaching School Link Cornwall, Devon, Plymouth, Torbay

Director of Plymouth Teaching School Alliance

[www.plymouthteachingschool.co.uk](http://www.plymouthteachingschool.co.uk)

[PlymouthTSA twitter](#)

[TSC South West twitter](#)

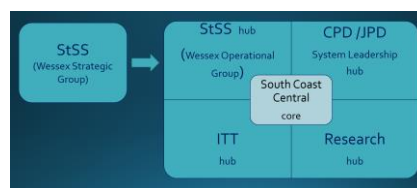
## News from Bournemouth, Dorset and Poole

Since January, I have been able to meet with all Teaching School leads across the patch to learn about their individual work and help shape the developing structure that will enable all schools to access information and support, as well providing better brokerage of system leaders. A website has been established, <http://www.southcoastcentraltsp.co.uk/>, to enable Teaching Schools to upload their various offers, including details of system leaders who can be engaged to deliver bespoke work. Rebecca Clark, chaired the first SRIB meeting in the patch at Thomas Hardy School on March 3<sup>rd</sup>, to continue work with Teaching School Council, LA and Diocese leads to match support to those schools able to receive targeted funding and discuss impact success over time.

Claire Adams, Ringwood School, has begun the Targeted Leadership project, with 10 middle leaders- 5 Secondary and 5 Primary involved in a programme that includes delivered sessions, coaching support and a six day project in another school over the Spring and Summer terms. With funding guaranteed for the next year, local groups will be able to consider how best to focus a further ten projects next year.

During February we have been able to appoint Liz Garman, Twynham School, as the new sub-regional lead and whilst I have enjoyed acting in an interim role, I am sure that having a local link will enable more joined up working and save my car tyres! So with no further ado, can I let Liz introduce herself...

I am really pleased to have been appointed the Teaching School Council Regional Link for Bournemouth Dorset and Poole and look forward to working with local Teaching Schools to collaboratively meet the needs of schools in our region. There are some projects that we are already working together on, for instance Maths No Problem, the Targeted Leadership project, Pupil Premium Reviewer Training and School to School support work. With the developments of the South Coast Central Teaching Schools Network our collaboration will only develop further allowing us to be more targeted in our approach. In the diagram below we have tried to capture how we see the further development of our collaborative work, although I am sure this will evolve as changes to the regional structures become clear.



We have also set up a SLE Network and look forward to working together on sharing best practice and meeting training needs for colleagues whatever their experience.

I know that we are all working hard on ITT recruitment in this challenging climate of fewer applicants and hope that we can also look strategically at how we support the supply of high quality teachers across the region.

As a region we are planning to hold our second conference in November following the success of 'Piecing the Jigsaw Together' and look forward to sharing the work we have been doing over the last year as well as keeping us all up to date with the latest national and regional policies.

Liz Garman

Regional Teaching School Link Bournemouth, Dorset and Poole  
Director of Teaching School Twynham Teaching School  
[Liz.garman@twynhamschool.com](mailto:Liz.garman@twynhamschool.com)



South Coast Central  
Teaching School Partnership

## South Coast Central Teaching Schools Partnership

South Coast Central Teaching Schools Partnership (SCCTSP) is a group of 10 South Coast Teaching Schools that have agreed to work together through collaboration, based on mutual trust and respect, to develop a self-improving school-led system in the Bournemouth, Poole and East Dorset area.

This partnership has grown out of a regional group of TSAs who first worked together to establish collaborative practice across all aspects of Teaching School work. Each TSA brings its own areas of strength so that together the partnership has a wide range of expertise available to support staff and schools as they secure better outcomes for children and young people, whatever their ability or stage of learning.

We work closely with our Local Authority partners and are establishing ways of developing school to school support across the region, which includes working with Wessex Strategic Group.

Our core belief is that together we can provide a stronger offer for school improvement, and that supporting staff progression from ITT, NQT through to Headteacher development is key to genuinely understanding school issues. We believe that helping schools to secure contextual data, to value achievement as well as attainment, is as important as reviewing outcomes based data.

We have recently established our website <http://www.southcoastcentraltsp.co.uk/> which signposts visitors to the work of our individual TSA partners as well as providing a platform for shared initiatives.

For any enquiries about our work please contact the individual TSAs directly, or to find out more about South Coast Central Teaching Schools Partnership. Please contact

Steve Mason at Linwood TSA  
[stevemason@linwood.bournemouth.sch.uk](mailto:stevemason@linwood.bournemouth.sch.uk)

Clare Adams at SPELL (Ringwood School)  
[clare.adams@ringwood.hants.sch.uk](mailto:clare.adams@ringwood.hants.sch.uk)



## Swindon Teaching School – Regional EAL Training Centre

Swindon Teaching School has been working with Challenge Partners and Hounslow Language Service to pilot a programme of support for Secondary School teachers to raise the attainment of EAL learners. Swindon Teaching School is now a Regional EAL training Centre for the programme. The three day programme gives the participating teachers the knowledge and skills to enable them to accurately pinpoint errors and misconceptions in students' written work from a literacy level and shares strategies for building student confidence and understanding in their subject. Feedback from the pilot has been very positive and teachers have commented on how the programme has also raised attainment of English speaking students with low literacy attainment.

Swindon Teaching School is now looking for schools from across the South West who would like to take part in the programme in the next academic year. The programme is funded by the EEF and quality controlled by the University of York. Schools need to have an above average number of EAL students on roll, with at least 15% EAL students in Year 10 History and Science. For further information please contact Sarah Jerman, Associate Headteacher  
[sjerman@swindonteachingschool.org.uk](mailto:sjerman@swindonteachingschool.org.uk)

### Maths Research Project

Wimborne Teaching School and the Jurassic Maths Hub have embarked on a joint Maths Research Project based on using the Singapore Textbook approach. The group consists of 7 enthusiastic Key Stage 2 teachers and is led by a Maths SLE. Meetings have taken place in the Spring term where practices and problems have been shared regarding the teaching of Maths in their classrooms. The collaborative approach gives teachers a deeper understanding of the principles and pedagogies related to the teaching for mastery and provides opportunities to gain deeper understanding of the CPA approach: Concrete, Pictorial & Abstract.

The next meeting will collate evidence and outcomes of the project ready to share at the Jurassic Maths Conference in June.

# News from Plymouth Teaching School Alliance

The Plymouth Teaching School Alliance has supported schools in Plymouth since 2012. We currently work with Plymouth Learning Partnership CIC and the Plymouth Local Authority on an inclusive, blended model of school support. Nationally this is a highly regarded, mature and unique model. PTSA's broad offer, accessing expertise from 104 SLEs and PLEs, 14 LLEs, 3 NLEs and 1 NLG across the city, and from external sources, is a proven resource.

The PTSA has a forward-thinking approach to professional development. We subscribe to the 'research-informed practice model' used alongside joint practice development and transfer. We respond to data driven needs and can co-construct bespoke professional development responses. Our 'Raising Standards in Reading' is a perfect example. Here we are working with the UK Literacy Association, Plymouth University, University of St Mark and St John and 56 practitioners from the region to tackle a common challenge in primary and secondary schools.

PTSA are setting-up a small working party to look at pulling together an evidence-based collaborative project that will see impact on all phases of education from nursery to secondary. This will be conducted with a view to:

- \* Providing a series of expert input sessions
- \* Facilitating collaborative projects from these sessions (hopefully through a lesson study model)
- \* Identify impact and design an evaluative model to evidence this
- \* Disseminate the findings

We have an existing model Judy, UKLA and Plymouth Uni are working with us on, and PTSA are keen to develop this further through oracy.

PTSA are leading on a new city/regional project based on **Oracy**. From detailed analysis of the citywide and regional data and in discussion with headteachers and teachers we see this as an 'umbrella' issue with 'sub-themes' including: deprivation and disadvantaged pupils, progress, subject knowledge, reasoning.

We acknowledge this is an issue from Nursery to Key Stage 4 children, it is not subject specific but cuts right across the education system.

As a result of this the PTSA is leading the creation and delivery of a high-profile Oracy project. We currently have Judy Clark UKLA/Marjon, Plymouth University, School 21, PTSA English and Maths Hubs, Mayflower School, Heles and All Saints, and Jurassic Teaching School Alliance coming together to form a project working group.

We would like to make this available across the SW region. If you are interested please contact [teachingschool@plpcic.co.uk](mailto:teachingschool@plpcic.co.uk)

## **Regional PTSA CPD forthcoming events:**

### **RE Conference:**

Guest Speaker: Lay Blaylock; Date: Friday 12<sup>th</sup> May 2017; Venue: TBC

### **Jim Smith – Lazy but 'Outstanding' teaching:**

Guest Speaker: Jim Smith; Date: TBC; Venue: TBC

If you would like to book yourself a place at either of these conferences, please contact the PTSA team

([teachingschool@plpcic.co.uk](mailto:teachingschool@plpcic.co.uk))

We hold an annual conference where the national and local landscape is explored. The last two years we have had Sir David Carter, Rebecca Clark, Roger Pope OBE and a host of other presenters. We are planning to hold an additional, practitioner-led conference each summer term.

**This year's regional conference will take place on Friday 6<sup>th</sup> October 2017 at The China Fleet Country Club – details TBC**

## **Workload Challenge Research Project**

The Jurassic Coast Teaching Schools' Alliance (JCTSA) have been awarded a NCTL grant as part of the Workload Challenge Project (see <https://www.gov.uk/government/publications/workload-challenge-school-research-projects/workload-challenge-school-research-projects> for details of all the projects). Our interdisciplinary project is investigating whether some of the principles which underpin the medical profession's approach to using data can be helpfully applied in schools. We are very grateful to Karen Mattick, Professor of Medical Education at The University of Exeter, who has collaborated with us on the project and has managed to secure both time and commitment from a range of clinicians. We have recruited 10 participant teachers from JCTSA schools and are starting work together in the second half of the spring term. We anticipate that the project will lead to a reduction in the participant teachers' workloads by empowering them to do something different in their approach to data. Our ultimate goal is to foster an atmosphere where data motivates change and underpins progress rather than being seen as an additional burden that needs to be 'managed'. If you would like to know more about the project, please contact Laura Webb ([lwebb@woodroffe.dorset.sch.uk](mailto:lwebb@woodroffe.dorset.sch.uk)) at the JCTSA.

## Cornerstone Teaching School adds conferences to its offering

The Cornerstone Teaching School (TCTS), part of the Cornerstone Academy Trust, specialises in the use of digital technologies as tools for learning, aiming to create learning environments fit for the 21st century, equipping children with skills, knowledge and higher level competencies in a digital age.

TCTS also runs educational conferences, using the excellent facilities at Broadclyst Community Primary School, also part of the Cornerstone Academy Trust.

A recent well-received conference was *Structure, efficiency and the funding formula*, a unique opportunity to hear from, and question, Peter Lauener, Chief Executive of the Education Funding Agency. He spoke about how, at a challenging time nationally, we can use funding more effectively. He emphasised the need for efficiencies such as those gained from more schools joining multi-academy trusts, and encouraged everyone to help ensure that the £40bn cost of running this country's schools achieves better value.

Other speakers at the conference included Eileen Barnes-Vachell, Head of School Effectiveness, Babcock Education who spoke about *Raising and Maintaining Performance in Tough Times*. Pam Tuckett, Audit and Accounts Partner, Bishop Fleming, discussed finances in the education sector, examining what academies are doing about their financial position. Will Jordan, Education Sector Manager, PS Financials, talked about exploiting the opportunity for change within the finance function when creating or growing a multi-academy trust.

Nina Rothery, TCTS lead, was delighted with response to the conference: "It was a very successful day, with extremely positive feedback. We plan to run more conferences, as well as our full schedule of training courses, in the near future."

The next conference is planned for 18 May, and will be about new technologies supporting children in the classroom to ensure good outcomes. For details see [www.tcts.education](http://www.tcts.education).



Meanwhile, a regular programme of courses has been established at TCTS. In addition to the popular three-day Beyond Monitoring course for heads and senior leaders, which is running on 23 March, 20 April and 19 May, those planned for the next few months include:

### **Accredited Lead Practitioner** (starting 4 May)

The Lead Practitioner programme is made up of a framework of professional standards and a process of accreditation that has been designed by the profession, for the profession.

### **Outstanding Teacher Programme** (starting 12 May)

The OTP gives good and outstanding teachers a set of high level skills and strategies that enable them to become consistently and sustainably outstanding.

### **Improving Teacher Programme** (starting 17 May)

The highly effective and motivating ITP gives teachers who want to improve their practice a set of skills and strategies to reach the next teaching level.

## EQUALITY AND DIVERSITY PROGRAMME

Cornwall Teaching School is forging the development of a cadre of leaders in the South West, trained through the Leadership Equality and Diversity Fund. A highly successful secondary phase programme delivered in 2015-16 has been succeeded by an across phase (primary and secondary) programme with 30 participants from a mixed economy; including 10 different MATs, maintained schools, special schools and single academies.

The current programme includes a series of workshops, twilight sessions, a residential and work shadowing placements with coaching and mentoring in different settings. Cornwall Teaching School Lead, Helen Argall, said: "This has been a collaborative effort with involvement from West Cornwall Teaching School and Kernow Teaching School Alliance. We have developed a specialist programme which meets the needs of leaders from a wide variety of school settings. This week we hosted Sue Chapman, a freelance trainer and coach, who led participants in a personality analysis. They were able to use this to explore how they work and how those they work with interact with them and others. Participants found it interesting to reflect upon how they work with others. They appreciated the time to explore the different elements of their personalities and how this impacts upon their working relationships. The next part of the course is a two day residential at the Bedruthan Hotel in Mawgan Porth when Liz Scott Coaching will be leading a day followed by a variety of female leaders from outside and within education who will be speaking and leading workshops."



## 'Tomorrow's Teachers' Teaching Academy

The Tomorrow's Teachers Teaching Academy project is a joint initiative by the South Somerset 14-19 Partnership, the Somerset Partnership & Wessex Teaching Schools and the Yeovil Federation

The pilot programme began in September 2016 and has provided a unique opportunity for students in Years 9-11 to gain an invaluable insight into a possible career in teaching and explore the different and varied opportunities in the world of education.

The idea arose from discussions surrounding the increasing problem of staff recruitment and retention for all our institutions, the role of the Somerset Partnership Teaching School in delivering teaching qualifications, and the development of education focused Trailblazer Apprenticeships.

In summary, it is a three year programme starting in Year 9 and running until the Easter of Year 11 which offers students:

- Teaching experiences in early years/foundation stage, primary, secondary, special school and FE.
- Sessions in partner schools including a learning walk, talking with students, a particular education topic, discussion with teachers and meeting NQTs.
- Other sessions including public speaking development, visits to educational institutions, schools as businesses, pathways and career routes information e.g. degrees, apprenticeships, School Direct.
- The opportunity to identify a specialist subject area and to develop skills in that particular area.
- A bespoke Work Experience week in Year 10 in which students select a school and are helped to plan their experience, including opportunities to teach and work closely with a teacher/mentor.
- A set of resources for every student, including a diary journal.

We would like to take this opportunity to celebrate and thank everyone involved in the pilot programme for their vision, enthusiasm and commitment.

The programme has received extremely encouraging feedback from the schools and students involved and we look forward to building upon our positive first year.

The commitment to continue developing the programme beyond the pilot stage is a testament to the success of Tomorrows Teachers.

For further information please contact the Somerset Partnership Teaching School at [office@somersetpts.co.uk](mailto:office@somersetpts.co.uk) or 01935 411384.

### Leading Learning CPD Programme

Working directly with the Education Endowment Foundation, Kingsbridge Research School is inviting colleagues from across the Southwest to their Leading Learning CPD programme, beginning on March 28<sup>th</sup> 2017. This innovative programme provides an overview of the most important research evidence in education, with usable tools to devise a high impact CPD programme, covering pertinent topics such as metacognition, memory and mindsets. The training is designed for leaders of teaching and learning in schools, TSAs and MATs; potential or existing Research-leads; SLEs; and aspiring senior leaders. Click [here](#) to book your place on this course

### JOIN THE TWITTER CHATTER ON MONDAY 20<sup>th</sup> MARCH FROM 7PM

NCTL will be hosting a live Twitter Chat to discuss women leading in education and we would like to invite TSC reps to play an active part in the discussion. The discussion will raise issues surrounding culture and confidence as well as the role that coaching can play in supporting women leaders. The chat will take place at **7pm on Monday 20th March**, so please join in and share your thoughts by following [@the\\_college](#) using the hashtag #WLEchat.

# Leadership Development session based around 'The Five Minds for the Future' by Howard Gardner

Tom Whittingham (Head of External Developments at the University of Worcester) recently facilitated a leadership development session for emerging, middle and senior leaders across Pickwick's alliance. The theme was based on the work of Howard Gardner and his 'Five Minds for the Future' book and the question 'What is the highest quality learning we aspire to as a school and across our collaboration?'

The 'Five Minds for the Future' identified by Gardner refer to five characteristics of the mind that Gardner suggests each person should aim to develop. While each person will not be able to develop them all in equal measure, we should aim to develop aspects of them all for the balance of mind needed for the future...



Each mind has been important historically, but will become even more crucial in the future. With these minds, a person will be well equipped to deal with what is expected, as well as what cannot be anticipated, in the future. While without these minds, a person will be at the mercy of forces that he or she cannot understand, let alone control.

## The 'Five Minds' are:

The Synthesising Mind: thinking things through and working out how to solve problems; the challenge is that people will often assume you are not doing anything

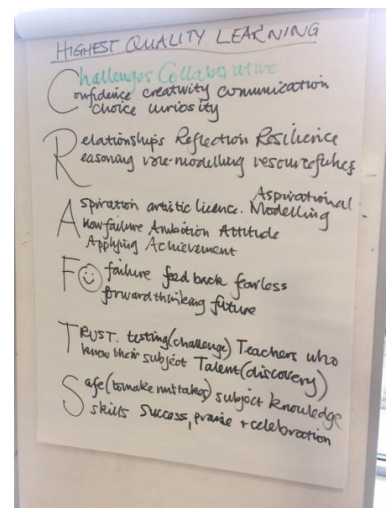
The Disciplined Mind: needing order, but ensuring there is time to think

The Respectful Mind: Listening to others, respecting people's opinions and views

The Creative Mind: Make sure the statutory things are covered but look for gaps in your organisation - what needs improving

The Ethical Mind: making sure you have the right moral compass in your work

Gardner talks about the CRAFTs of highest quality learning - this must allow professional autonomy to create improvements. Tom says we need to think about how we value what we measure and measure what we value. Consider our evidence base for evidencing qualitative qualities - we can do this through: observation, discussion and documentation - all three provide a secure evidence base. Colleagues thought the CRAFTs could include: knowledge of the children, communication, adaptable, subject knowledge, learning environment, high quality questioning, attitude and self-belief, active listening, everyone being a learner, optimism, moral purpose. What does highest quality learning look like in your school? How do we gather information and evaluations from our young people? One way of exploring this could be to ask pupil detectives from another school to visit and have a look around your school. Ask them to photograph or comment on what they see, hear and feel. What are the seven factors of classroom climate: care, control, clarify, challenge, captivate, confer, and consolidate. Internationally, British schools are known as the three Rs: Ram, Remember, Regurgitate - our challenge is to move pupils from shallow through deep to profound learning!



If you would like to submit material for the next newsletter, please ensure that this is sent to Emma Williams ([tsc-sw@truro-penwith.ac.uk](mailto:tsc-sw@truro-penwith.ac.uk)) before Friday 19<sup>th</sup> May 2017

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