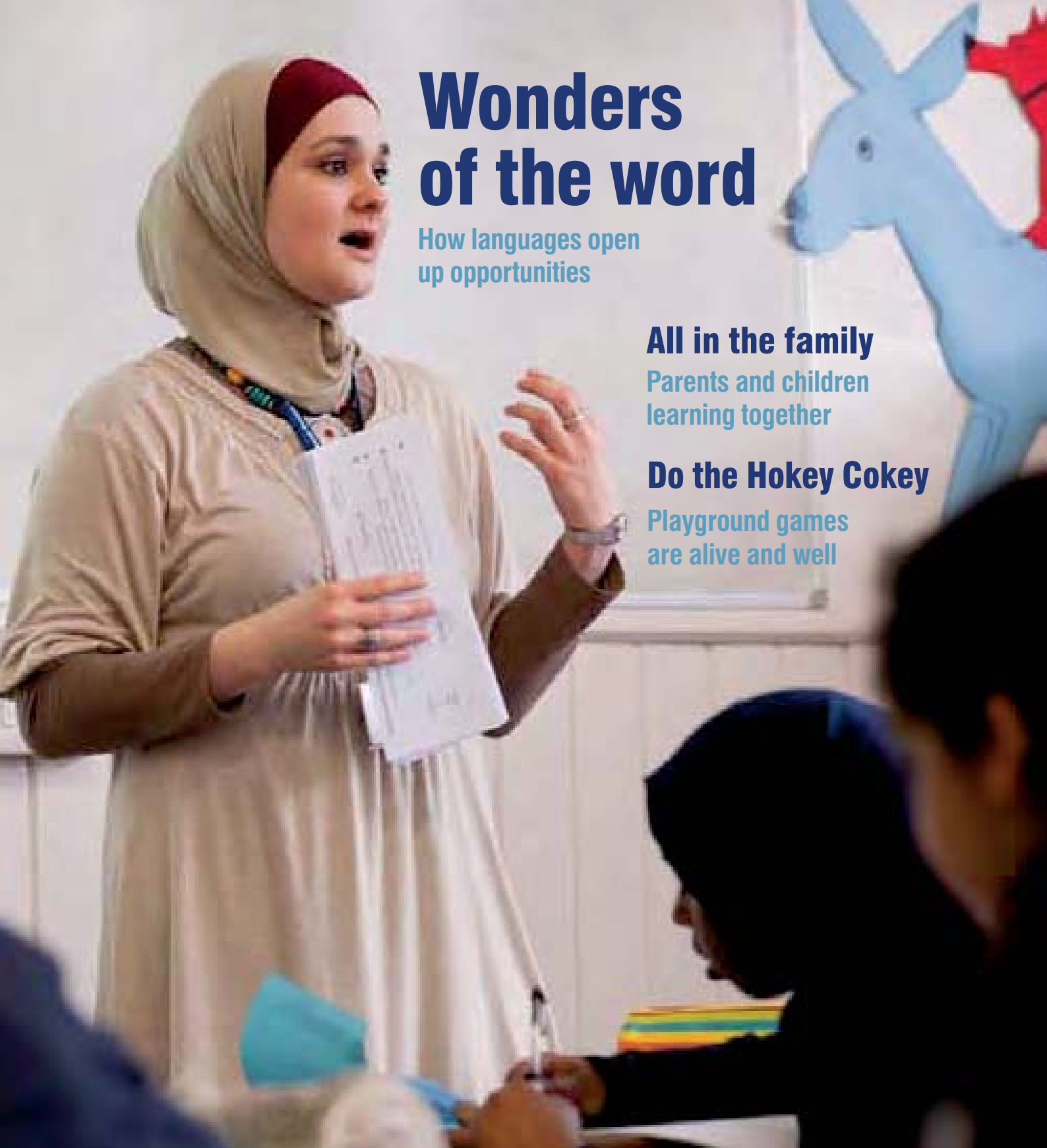


LONDON

InstEd

ISSUE 12 SUMMER TERM 2011

A magazine from the Institute of Education, University of London

A woman wearing a beige hijab and a light-colored long-sleeved top is standing in a classroom, holding a stack of papers and gesturing with her right hand as if speaking. In the foreground, the back of a student's head wearing a black hijab is visible. To the right, a blue paper cutout of a donkey is attached to a whiteboard.

Wonders of the word

How languages open
up opportunities

All in the family

Parents and children
learning together

Do the Hokey Cokey

Playground games
are alive and well

A word to the wise

THIS issue of London InstEd celebrates the capital's languages. Children in London schools speak 42 different tongues in addition to English, so we've visited secondary schools that have found ways to expand their language repertoire into subjects such as Arabic, Chinese, Russian and Urdu. We meet PGCE students from the IOE who are running lunchtime clubs in their mother tongues and learn about ways to teach community languages through the arts.

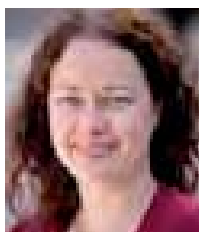
Our other theme this time is literacy. We bring you a tempting range of school trip ideas, some thoughts on creating a "book loving" primary and insights into family learning groups and their ability to inspire parents and children. We also find out how children's games have changed over the years and show how you and your pupils can learn more about the history and meaning of playtimes.

Finally, we offer two interviews. The IOE's new director, Chris Husbands, discusses how the Institute and schools can work more closely together and mayoral candidate Ken Livingstone sets out his vision for London's young people.



Diane

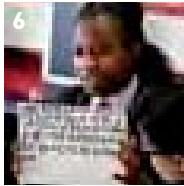
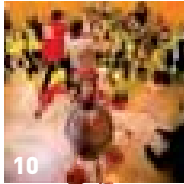
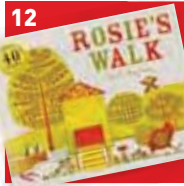





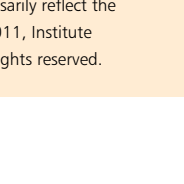

Diane Hofkins
Editor
d.hofkins@ioe.ac.uk



Emily

Emily Brewer
Managing editor
e.brewer@ioe.ac.uk

In this issue...

| | | |
|--------------------------------------------------------------------------------------|---------------------------------------------------------------------------|-----------|
|  | London Challenge | 1 |
| | Tim Brighouse looks back on a capital success | |
|  | London news | 2 |
|  | IOE news | 3 |
|  | Opening up the world through languages | 6 |
| | How London schools are exploring alternatives to French and German | |
|  | Word play | 10 |
| | Places to visit in London which bring excitement to language and literacy | |
|  | Enter through the library | 12 |
| | Keeping books at the heart of the primary and early years curriculum | |
|  | "You be Beyoncé and I'll be Jeremy Kyle" | 14 |
| | Traditional games get a modern twist in today's school playgrounds | |
|  | Listening to London schools | 17 |
| | The IOE's new director, Chris Husbands, looks to the future | |
|  | The art of teaching Arabic | 19 |
| | How schools are using the creative arts to teach languages | |
|  | In the beginning is the word | 22 |
| | Family literacy groups nurture budding readers | |
| | Research for teachers | 24 |
| | We follow two teachers and a PGCE tutor through their projects | |
| | Doing it for the kids | 26 |
| | Ken Livingstone's vision for London | |
| | IOE authors | 28 |
| | IOE summer school | 29 |



Design RF Design www.rfportfolio.com
Print ImageData www.imagedatagroup.co.uk
Cover image Luma Hameed teaches an Arabic lesson at Sarah Bonnell Girls' School in Stratford. © Philip Wolmuth, www.philipwolmuth.com

The opinions expressed in this publication are those of individual contributors and do not necessarily reflect the views of the Institute of Education. © 2011, Institute of Education, University of London. All rights reserved.

London InstEd is available in alternative formats. Please contact the IOE's marketing department, **tel** 020 7911 5556 or **email** info@ioe.ac.uk

London Challenge: a fond farewell

The programme has come to an end after a successful eight-year run. By 2008, London was the first capital in the developed world with better average pupil outcomes than the country as a whole. **Sir Tim Brighouse**, former London Schools Commissioner and visiting professor at the IOE, looks back with nostalgia



FOR me London Challenge was the Indian summer that followed my golden time as chief education officer of Birmingham. The British Council twinned us with Chicago because, like the windy city, Birmingham was regarded as having the worst schools in its country.

Nothing could have been further from the truth. The schools in practice had more than their fair share of brilliant practitioners; the politicians were steadfast and supportive in giving cash and the benefit of the doubt. The media got behind the schools and the “Brummie” identity played its part.

I was surrounded by colleagues who lived to work and were brimful of ideas and skill. All we had to do was get good data and link schools who could learn from each other in a quest ceaselessly to improve on our previous best.

So coming to London in the autumn of 2002 was to face a similar situation –

wonderful teachers and children who just needed the right kind of encouragement – complicated this time by 32 separate boroughs and a relationship with politicians which was necessarily different.

But the ingredients were similar.

- Make sure that we all agreed what we were doing was on the moral high ground
- Try to link the Commonwealth of the capital city to the advantage of the most challenged pupils.
- Get people to think for themselves and act for others
- Invest in initial teacher education to increase the supply of skilled new teachers
- Revitalise professional development.
- Work with the National College to grow leadership at all levels
- Link schools one to another armed with good data.

And for those schools facing the biggest challenges we recruited a small group of experienced part-time advisers with proven records and who could be relied on to understand that every school context would be different and there would be different answers. We called these schools ‘Keys to Success Schools’ because if they could succeed – and we were sure they would – then all schools could. And we were right in that assumption.

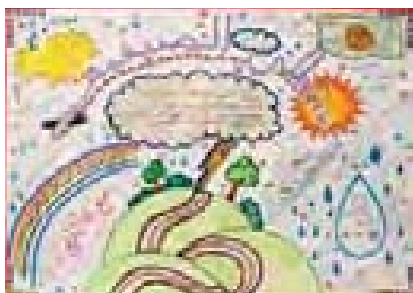
Soon the UK became the first country in the developed world where standards of pupils’ outcomes in the capital city were better than in any other region in the country.

My London Challenge years were the rosy sunset to a long career in education. Every London school I visited – and I visited hundreds – revealed some aspect of their practice which made me realise how fortunate the present generation of pupils are to have such teachers who are committed to unlocking their minds and opening the shut chambers of their hearts. And that’s not to mention their school leaders, whose understanding of school improvement is only matched by their determination to make the achievement culture in their schools ever stronger. As commissioner for London Schools from 2002–07 I learnt so much from so many people to whom I and countless young people owe so much. ■



London is becoming more multilingual

FORTY-ONE per cent of state school pupils in London speak a language other than English – up from 33 per cent 10 years ago, according to new research published by the Institute of Education and CILT, the National Centre for Languages.



Six experts from the fields of demographic research, linguistics and social policy have compiled a unique publication. *Language Capital: Mapping the languages of London's schoolchildren*, literally maps the languages spoken in London schools on to their individual boroughs and wards, providing a fascinating perspective on the complex nature of London as a global city.

Comparisons with earlier data show which languages have changed most and how communities across London are evolving. Multilingualism is on the increase, with almost all the languages recorded having more speakers now than 10 years ago.

Forty-two languages (up from 25) are each now spoken by more than 1,000 pupils across London and 12 languages (up from eight) are spoken by more than 10,000 pupils. Only four languages have declined in numbers: Gujarati, Panjabi, Greek and Chinese – all established communities.

The languages which have seen the biggest numerical increases are Somali, which has more than doubled in 10 years, Tamil, Polish and Albanian. The

book comes with important background information about each language, and analysis to help policy-makers, planners, or those working in public services to make best use of the data.

Professor Richard Wiggins, who led the research at the Institute of Education, said: "Our research shows that language data can provide us with a richer understanding of population diversity. We can use it together with other information to help make better sense of the city we live in, and to develop more effective social and educational policies."

The publication is based on evidence from the Annual Schools Census. It provides a key reference for policy-makers, planners, practitioners and researchers.

Language Capital: Mapping the languages of London's schoolchildren, by John Eversley, Dina Mehmedbegović, Antony Sanderson, Teresa Tinsley, Michelle von Ahn and Richard D Wiggins, is available from the CILT online shop. Price £40. www.cilt.org.uk/shop/product.aspx?id=110



Mayor commissions new A to Z of London's music education

SECONDARY pupils, young people who have left school and parents of primary-aged children are to be surveyed by IOE researchers about music education in London in the coming months. The study, piloted in two local authorities during the spring term, follows a major survey of schools, colleges and community arts organisations across the capital conducted last term.

Mayor Boris Johnson was prompted to commission the audit because of concerns about the patchy quality and provision of music education in London. The capital offers more than 32,000 live music events every year – more than New York and Paris combined – and is home to some of the world's most important musicians, bands,

orchestras and music colleges. However, many young Londoners, especially those from poorer families, are missing out on the chance to develop their musical talents.

Researchers are compiling information on the full range of musical opportunities available to London's one million schoolchildren and identifying the types of funding available to different education institutions and music organisations.

The survey will also identify successful music programmes and help to gauge the impact of government programmes.

The survey questions can be viewed at www.musiceducationaudit.com

Learning about global and international issues



TODAY'S world is awash with drama and disturbance – unrest and conflict in the Middle East; earthquakes, tsunamis and nuclear fallout in Japan and ongoing international economic troubles – so it is essential that young people understand global issues.

However, a report from the Institute of Education shows that pupils' engagement with and interest in the wider world is not automatic. Schools have a key role to play. The need for research on how young people learn and engage with global and international issues has never been greater, say its authors.

Young People and International Development challenges the assumption that young people are

interested and engaged in international development issues. Longstanding involvement is likely to be linked to the extent to which students can connect what is happening elsewhere in the world to their own lives and their sense of place within it.

A second report, *Global Dimension in Secondary Schools* finds that more and more schools are engaging in this area and that it can make a major contribution to broader educational goals such as cultural understanding and community cohesion.

Both reports have been produced with support from the Department for International Development (DFID).

The reports are available from www.ioe.ac.uk/derc

Study of children with autism finds they lack visual skills needed for independence

THE ability to find shoes in the bedroom, apples in a supermarket, or a favourite animal at the zoo is impaired among children with autism, according to new research led by Dr Liz Pellicano of the IOE.

Surprising results from a study of 20 autistic children show that while autistic children generally outperform others in small-scale visual search tasks, they are much less efficient in large-scale search. Finding an apple on a fruit plate is a much different visual task than finding an apple in the grocery store. Autistic children are generally better than their peers at small-scale visual tasks like the former, but large-scale tasks, like the latter, are crucial for independent living.

Pellicano and colleagues tested 20 autistic and 20 non-autistic children in a foraging game. Eighty per cent of the targets were on one side of the large space, a manipulation that would favor individuals who are drawn to understanding rule-based systems. Surprisingly, the control group outperformed the autistic children, who engaged in very inefficient searches. The researchers attribute this to an inability to form a global representation of the search space and problems with short-term spatial memory that prevent them from discerning the rules and applying them effectively.

Contrary to previous studies, which show that children with autism often demonstrate outstanding visual search skills, this new research indicates that children with autism are unable to search effectively for objects in real-life situations – a skill that is essential for achieving independence in adulthood.

Review proposes 12 principles to guide education policy

TWO leading education professors have drawn together cutting edge thinking from every sector of education to identify 12 principles as a guide for more coherent policy development across the system as a whole.

Education for All: Evidence from the past, principles for the future by Professor Andrew Pollard of the IOE and Professor Richard Pring, formerly director of the University of Oxford Department of Educational Studies, shows how policy-makers can "maintain a holistic sense of educational purpose"

and thus improve progression in learning throughout people's lives.

The report analyses evidence from research reviews including the Cambridge Primary Review, the Nuffield Review of 14-19 Education and Training and the Inquiry into the Future of Lifelong Learning, as well insights from the IOE's Centre for the Wider Benefits of Learning and the Teaching and Learning Research Programme.

A summary is available at www.tlrp.org/educationforall/EducationforAllRB.pdf

The London schools that changed English teaching

Georgina Brewis, IOE researcher, describes a groundbreaking project

ENGLISH changed dramatically as a secondary school subject during the 20 years after World War Two, our research team has shown. As our project, Social Change and English, 1945–65, enters its third and final year, the team has launched a new website to share interim findings and solicit further recollections of English teaching in the post-war period.

The Leverhulme Trust-funded project



is looking at developments in three London secondary schools that have been chosen because they influenced the evolution of the subject far beyond London. Led by the IOE's Dr John Hardcastle, a team of researchers based across three universities has so far undertaken extensive oral history work with former pupils and teachers and collected original pupil work from the period.

English was remade as a subject in the period after 1945 and English teachers themselves were important agents for change. There was a new respect for working-class culture and for the language and experiences that children brought with them from their homes and neighbourhoods. Teachers introduced demanding new texts from outside the traditional literary canon and

engaged pupils in discussions of politics, social problems, painting, film and theatre.

Teachers who have been interviewed so far recall new publishing trends, such as the production of high quality, affordable classroom literature for children. Others describe how

new technology such as film projectors and portable tape recorders opened up new possibilities in English lessons.

Pupils appear to have been profoundly influenced by the inspiring new teaching methods and chances to engage in social and political discussion on issues of concern to them. One such was Valerie Avery, a pupil at the experimental comprehensive Walworth, who at the age of 15 wrote an autobiography that was published as *London Morning*, a book that itself became a set-text for later generations of London pupils.

The study comes to an end in March 2012 with a book to be published later that year. In addition, the team plans to make its collection of oral history interviews available to the public. www.remakingenglish.org



New ESRC Doctoral Training Centre

THE IOE has been awarded accreditation as a Doctoral Training Centre in partnership with Birkbeck, SOAS and the London School of Hygiene and Tropical Medicine.

The Institute led the successful bid to the Economic and Social Research Council (ESRC).

All of the Bloomsbury DTC's provision at PhD level has been recognised, and the centre will have 26 studentships per annum to disburse over the next five years, beginning in October 2011. Staff in the four institutions have already begun work on allocating

studentships to specific areas of work.

The Bloomsbury DTC is one of only 21 such ESRC Centres across the UK. This places IOE and its partners in the front rank of social sciences doctoral training in the UK.

IOE welcomes New York University as official partner

THE IOE has formalised its long-standing relationship with the Steinhardt School of Culture, Education and Human Development at New York University (NYU).

The memorandum of understanding between the Institute and NYU establishes a platform for richer transatlantic collaborations in areas such as student and faculty

exchanges and joint research projects.

It also confirms the two universities' intention to allow the transfer of academic credits in certain circumstances.

This innovation will allow IOE students pursuing certain programmes to enjoy a prestigious period of study in New York.

The IOE and Steinhardt have been running a collaborative summer school in London for several years, but without the possibility of transferring earned academic credits. Both universities intend the new memorandum of understanding to encourage more students to explore a period of study at their counterpart institution.

Adult numeracy: **teacher qualifications matter**

A REPORT from Ofsted on adult numeracy has highlighted the need for a better-qualified adult numeracy workforce. Only 28 per cent of 506 numeracy tutors involved in their survey had the right qualifications for the role.

The IOE has recently produced several pieces of research raising concerns about teacher supply and training course availability for adult numeracy.

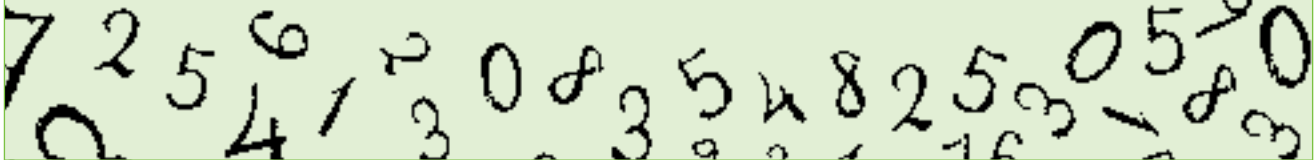
Helen Casey, director of the IOE's National Research and Development Centre for Adult Literacy and

Numeracy, responded to the Ofsted report, "Tackling the challenge of low numeracy skills in young people and adults". She said, "Our research has demonstrated clear evidence that adult learners who had better qualified numeracy teachers made more progress. In addition, a study we carried out last year supports Ofsted's concerns about the difficulties for managers in finding qualified numeracy teachers and for teachers in finding the courses they need."

"If we want to change the national profile of our population's numeracy skills, we need to make it much easier for tutors to get the subject-specific training they need, and to increase students' chances of being taught by a qualified tutor."

The IOE offers a course, Mathematics (Numeracy) Diploma in Education, for those interested in teaching the subject.

The reports can be found at www.nrdc.org.uk



Why ethnic diversity does not always boost tolerance

GREATER diversity in the classroom does not always lead to increased ethnic tolerance among pupils, according to a new study from the IOE. The research suggests that young white people are less well-disposed towards immigrants when minority ethnic groups are doing well.

Dr Jan Germen Janmaat, of the Centre for Learning and Life Chances in Knowledge Economies and Societies (LLAKES), looked at the relationship between tolerance and classroom ethnic diversity in England, Germany and Sweden.

According to his analysis, the greater the "civic competence" of the ethnic minority children, the less tolerant

their white classmates appear to be. "This may be down to competitive anxieties; ethnic groups may not be perceived as a threat when they are struggling to succeed but as they increase their status and become more adept at finding their way in society this seems to change," says Janmaat.

The study is a new analysis of data from the IEA Civic Education Study, a large scale survey conducted in April 1999 among a sample of 90,000 14-year-olds in 28 countries.

The report can be found at www.llakes.org/llakes-research-papers/

Conference optimistic about future for struggling readers

MORE than 100 Reading Recovery teacher leaders from around the UK, Ireland and Denmark attended a week-long national conference in Leeds last term to discuss the impact and future of literacy intervention in schools.

The conference looked at how Reading Recovery and Every Child a Reader (ECaR) can continue to offer the school-wide support it has successfully achieved after completing a government supported national roll-out.

Julia Douët, lead Reading Recovery trainer/coordinator at the IOE's European Centre for Reading Recovery, said: "It is an exciting time for Every Child a Reader, which is coming to the end of an initial three-year rollout."

"We are very much looking forward to the publication of the independent evaluation, that we feel certain will demonstrate the effectiveness and value for money of ECaR. We know there will be challenges in these difficult times, but children's literacy is of the utmost importance, and these children are our future."



Opening up the world through languages

Children in London schools speak 42 different languages – yet most secondaries focus on French, German and Spanish. Helen Green explores alternatives

EVERY Thursday, Mohammed, Sondoss and Yusuf give up their lunch hour to prepare for their Arabic exams – GCSEs in Mohammed's case, and A-levels for Sondoss and Yusuf. Today, having grabbed a bite to eat from the cafeteria, they're doing a translation exercise on short phrases pertaining to the media.

Fehmi Kahla, their tutor, is a PGCE student who has offered to teach Arabic at Gladesmore Community School in Haringey, where he is doing his teaching practice in his main language, French.

"They're working on expressions you might need in a press conference or

meet in a newspaper," he says. "I am trying to give them the skills they will need for their exams – translation, vocabulary, reading comprehension and speaking. Next week we'll be focusing on speaking."

Fehmi is one of 10 PGCE students from the IOE who have agreed to teach the languages they speak themselves in the schools where they are doing their placements. In addition to Fehmi, IOE student teachers are running lunchtime or after-school clubs in Japanese, Russian and Urdu.

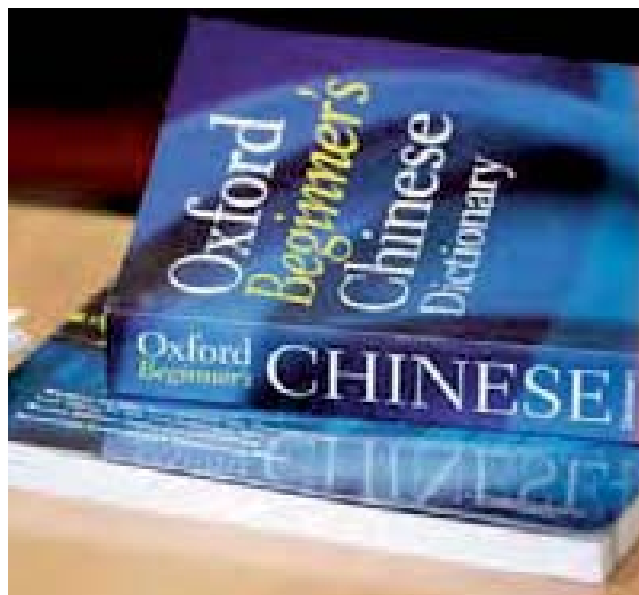
Before Fehmi's club started up, the pupils were given past papers to prepare

at home, but no in-school tuition. They all agree that the club has been a great help and has given them confidence.

Dr Fotini Diamantikadi, a tutor on the IOE's modern foreign languages PGCE, sees this as a way of helping schools introduce more world languages into their programmes. "Many of our current students are international," she explains. "They might come from France, for example, but they also have Arabic, and I speak Greek in addition to my specialism, French.

"I wanted to find out what strategies we could employ to teach languages other than French, German and Spanish – especially those with non-Roman scripts – and how different those strategies would be."

So Fotini and her colleagues set up two training days, one to look at the





differences in teaching non-Roman-script languages and the other for students to practise teaching them.

“From my point of view, once you identify the special aspects of the language – you write in another direction or use a different kind of writing – you can transfer the skills that you already use to teach any language. This can be quite controversial, but I’ve seen it happening.”

Fotini next wanted to find out what was stopping schools from teaching world languages, so she carried out a questionnaire survey among the IOE’s 70 modern foreign languages partnership schools. She asked what languages were being taught; what languages they would like to teach if they could; and what was preventing them from offering these languages.

The most frequently taught languages were French and Spanish, followed by German and Italian. A small number of schools (fewer than 10 per language) taught Urdu, Mandarin Chinese, Latin and Japanese. Italian and Mandarin were the most popular “wish list” languages, followed by Arabic, Russian, Spanish, Japanese, Cantonese, German, Portuguese, Latin and Urdu.

The most serious constraint in offering any of these languages was the lack of trained staff. “What struck me,” says Fotini, “is that they wouldn’t go outside

the school to find a specialist in Russian, for example; they would use existing staff who specialise in a mainstream language. But a lot of them don’t know other languages, so it’s a vicious circle.”

The final question in the survey asked schools how they would use a PGCE French student teacher who also offers a community language. “The vast majority opted for lunchtime or after-school clubs, but some did say they would make it part of the curriculum, so ideas have started changing,” says Fotini with a smile.

“You’d be amazed at the number of students who have three languages at home”

Confucius comes to east London

One school that has found a way of offering community languages is Kingsford Community School in Newham. Kingsford is a specialist language college in which almost half of the pupils qualify for free school meals and in which almost 70 languages are spoken. “You’d be amazed at the number of students who have three languages at home,” says language college director Julian Linathan.

The main languages in the curriculum are Mandarin, French, Spanish, Bengali, Italian and Urdu. There are also after-

school options, and this year students are being examined in 15 different languages.

“They get some tuition – it depends who we have in the school,” says Julian. “We’ve got teachers who can support half the languages, and for others we bring in partners of staff – a Yoruba or Tamil speaker, for example. For some languages it has to be a parent, so we do a bit of coaching with the parent first.” Headteacher Joan Deslandes admits that the school is in a privileged position, being a language college. Its pupils are able to go on work experience in China as well as France or Spain, for instance. However, she does feel that other schools can increase their provision of languages so long as their leaders are committed to it.

“But it can’t be done in a piecemeal way. Languages have to be treated as seriously as English, maths and science if we’re to make any progress for pupils and our country in terms of our linguistic expertise.

“Afternoon and lunchtime clubs can be set up to open the door of opportunity to what learning a language can offer as a first step towards having something more structured,” she adds.

Mandarin takes pride of place at Kingsford. In 2000, it became the first state school in the country to introduce Mandarin as a compulsory subject from Y7.



"We realised that China was going to be massive in terms of the global economy with a huge impact on the Western world," explains Julian. "An extra benefit is that most of the students in this area don't know Mandarin at all, so everyone was starting on a level playing field."

And in 2007, Kingsford became the first state school in the UK to be awarded the prestigious status of "Confucius Classroom" – a centre of excellence for the teaching of China's language and culture.

There are several Confucius Institutes in universities – there's one in the School of African and Oriental Studies – but Kingsford was the first in the world to be called a Confucius Classroom, recognised as such by the Specialist Schools and Academies Trust (SSAT) in collaboration with Hanban, the Chinese equivalent of the British Council, and Peking University.

There are others now, but a number are grammar or single-sex independent schools. "It's key that we're a comprehensive, mixed, east London school in one of the most deprived areas of London," says Julian.

"The SSAT visited several schools across the country where Mandarin was being taught, to select the first five to represent our country. I think they chose us because of our commitment and our high standards in teaching and learning

Mandarin, and how we've ensured it's embedded – as are all our languages – in the curriculum," adds Joan Deslandes.

And embedded it is. In maths there are sessions with the abacus; in geography, special China projects; in English they study Chinese Cinderella. There are pen-pal exchanges with schools in China; ICT classes use software to advertise the Chinese new year; business studies pupils go to China to market goods.

Outreach is essential to Kingsford's ethos: many of the teachers go into local

"Mandarin is one of the most sought-after languages by employers"

primary schools to introduce the children to languages including Mandarin, and the school offers classes in Mandarin to the wider community.

Every year pupils have work experience in China; they go into schools as teaching assistants, and those studying engineering are placed in companies with an engineering base.

"All our pupils know, when they arrive in Y7, that there's going to be a China trip each year, so they start saving up for it," says Joan. "We have a bank in the school that's been set up by NatWest."

"It's part of their financial awareness,"

she adds with a smile.

Linying Liu, head of Mandarin and Confucius Classroom, thinks teaching Chinese is not that different from teaching Western languages.

"But because Mandarin is character-based, we have special games for learning how to write.

"It's a challenge for some students but a motivation for others because they find it so special and interesting. I find that students who are good with art, with visuals, find learning characters easier."

Kingsford doesn't have a sixth form, so every year Brighton College, an independent school which is also a Confucius Classroom, gives fully paid scholarships (funded via HSBC) to three students to study for Mandarin A-levels. "We're an unlikely partnership," says Joan, "but a very strong partnership indeed."

And beyond A-levels, there are Kingsford students in universities in China as well as at UK universities such as Exeter and Cambridge. And when they finish university? Linying Liu points out that Mandarin is one of the most sought-after languages by employers, so the future is looking good, or, as they say in Mandarin: hěn hǎo! ■

*Helen Green is a freelance writer
helengreen10@ntlworld.com*



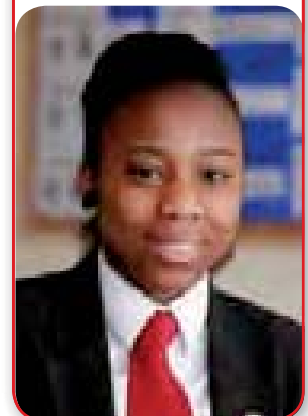
Beau: I like the characters and the way they all link – two words link to name one word. I'd like to do Chinese in university.

Sanyu: It's just interesting and a great opportunity to learn Mandarin.



Marian: The language is great and I like the way it's taught. The characters are mixed in with fun and games, and we get to learn about the culture as well.

Geraldine: I like the diversity of the class. We have different abilities, but we all encourage each other.





What's Chinese for decathlon?

The theme of today's Mandarin GCSE class is "Learning to talk about attractions in your area". It's a timely topic – Beckton, where Kingsbury school is located, is near the Olympic site, so Chinese visitors could well be passing through.

Alex Ferraby, the teacher, informs the class that they will be able to speak about these places in an interesting way, by linking them with the Mandarin equivalents of "not only ... but also" and "there is/are". He also breaks the news

that for the exam, they will have to write them in Chinese.

After a brainstorming session, Alex projects local attractions – Canary Wharf, the Greenwich Observatory, West Ham football club – onto the interactive whiteboard and teaches the students how to say and write each one in Mandarin. They answer his questions and repeat after him with great enthusiasm. Their pronunciation seems excellent, and they try hard to get the tones right.

Alex tells the students to choose which characters they will learn to write, taking

into account their complexities and usefulness. To great relief, he informs them that they will be able to write "2012" just like that, because that is how they do it in China.

"I ask them to learn the most manageable characters so they don't get bogged down," says Alex. "I know what it's like; it was the same process for me."

The homework is to write three phrases about the local attractions, in preparation for tomorrow's lesson on how to get from one place to another.

Word play

If you're looking to inject some fun into your language or literacy lessons, there's a myriad of places to go in London. **Sasha Bishop** selects a few



PHOTOS: RICHARD EATON

The British Library

www.bl.uk

Best for: Key Stage 2 to Post-16

Highlights: The biggest and best place to study the written and spoken word, the British Library holds 14 million books and 3 million sound recordings. For Years 5 to 9, it offers a creative writing workshop, which aims to boost pupils' confidence in using language playfully and creatively. Workshops for Years 9 to 13 include "Ways of Reading", which looks at the process of writing, re-drafting and editing, and "Sounds Familiar?" exploring English accents and dialects. These can all be combined with time spent exploring the permanent galleries and current exhibitions.

Subjects: English language, English literature, media studies (also art & design, citizenship, geography, history, religious education)

Costs: Free of charge but must be booked in advance

Transport: King's Cross/St.Pancras, Euston (train/tube), Euston Square (tube), bus routes 10, 30, 45, 46, 63, 73, 91, 205, 214, 390 all stop nearby. Coach drop off point at Ossulston Street.

Discover Children's Story Centre

www.discover.org.uk

Best for: Foundation Stage to Key Stage 2

Highlights: Pupils can help the baby space monster create new stories in the multi-sensory story trail with a sparkly river, secret cave and slide, or cosy up in the Story Den, which changes to reflect the current exhibition. If the weather is good, you can head outside to the Story Garden with its totem pole, pirate ship and sensory garden. Story Telling, Speaking and Listening, and Writing workshops encourage language and literacy skills and link to exhibitions (Welcome to Monsterville – from 27 May).

Subjects: Art & design, English language, English literature, music

Costs: £125 for group of up to 30 children.

Advance booking required.

Transport: Stratford (train, tube, DLR), bus routes 25, 69, 86, 104, 108, 158, 238, 241, 257, 262, 276, 308, 425, 473, D8, UL1, coach parking available.



PHOTO: T.W MITCHELL

Arsenal Double Club Languages www.institut-francais.org.uk/courses/arsenal



Best for: Key Stages 2 to 3

Highlights: Arsenal's award-winning programme in collaboration with language and cultural organisations is designed to encourage the dual aspects of language learning and sport. Classes can choose from French, German, and/or Spanish (plus Portuguese at Key Stage 3), and benefit from

language resources and football coaching activities at your school. At the end of the programme, schools are invited to a Languages Day at the Emirates Stadium incorporating a tour, museum visit, language activities, presentation ceremony, T-shirt and a football.

Subjects: French, German, Spanish, PE (also available in other curriculum subjects).

Costs: Resources £8 per pupil, Emirates Stadium visit £5 per pupil

Transport: Finsbury Park, Highbury and Islington (rail/tube), Arsenal (tube), bus routes 1, 4, 17, 19, 29, 30, 43, 91, 106, 153, 159, 210, 236, 253, 254, 259, 271, 277, 393, W3, W7, coach parking available (pre-booking essential).



PHOTO: SAM PEACH

The Poetry Library

www.poetrylibrary.org.uk

Best for: Key Stage 2 to Post 16

Highlights: The major library of modern and contemporary poetry (1912 onwards) in the UK, the Poetry Library provides an accessible way into poetry and has a dedicated children's section with more than 4,000 books. The library can help you plan a school visit to ensure you get the most from any trip.

Subjects: English language, English literature, media studies

Costs: Free of charge but must be booked in advance

Transport: Waterloo, Charing Cross (train/tube), Waterloo East (train), Embankment (tube), bus routes 1, 4, 9, 15, 26, 59, 68, 76, 77, 91, 139, 168, 171, 172, 176, 188, 211, 243, 341, 381, 388, 507, 521, RV1 and X68. Coach drop off points at the London Eye (pre-booked only) and near the National Theatre.

The Charles Dickens Museum

www.dickensmuseum.com

Best for: Key Stage 2 to Post-16

Highlights: Dickens is intrinsically linked with Victorian London and this museum is housed in his only surviving London home. School groups can visit the atmospheric surroundings of the reconstructed rooms and the exhibition areas, try a handling session, or participate in workshops including "Literature in Context" – examining Dickens' novels and the Victorian world, "By Popular Demand" – using theatre playbills and Dickens' annotated texts to uncover evidence of life in 19th century London, or "Haunts and Hangouts" – a chance to study maps and texts relating to crime, punishment and urbanisation.

Subjects: Drama, English language, English literature, media studies (also art & design, geography, history)

Costs: £4 per adult and £3 per child for school groups. Optional guided London walk £2.20 per person. Workshops must be booked in advance.

Transport: King's Cross/St. Pancras, Farringdon (train/tube), Russell Square, Chancery Lane, Holborn (tube), bus routes 7, 17, 19, 38, 45, 46, 55, 243.



If you are a London state school, you might be eligible for free travel. See www.tfl.gov.uk/schoolparty for more details

Enter through the

Library

With the end of the National Literacy Strategy, books will move to the heart of the primary English curriculum, says **Geraldine Brennan**

THIRTEEN years after the birth of the National Literacy Strategy, primary schools are once again preparing for a seismic shift in how they help children build relationships with texts.

"We have reached another key moment in primary education and schools will have to rethink their literacy offer," says Jeni Riley, reader of literacy in primary education at the Institute of Education.

"The strategy gave us clear guidance about progression that had been missing from the original national curriculum, and we don't want to lose the rigour of all it attempted to do, but we need to think what else we want primary teachers

to consider when they are offering English as a subject."

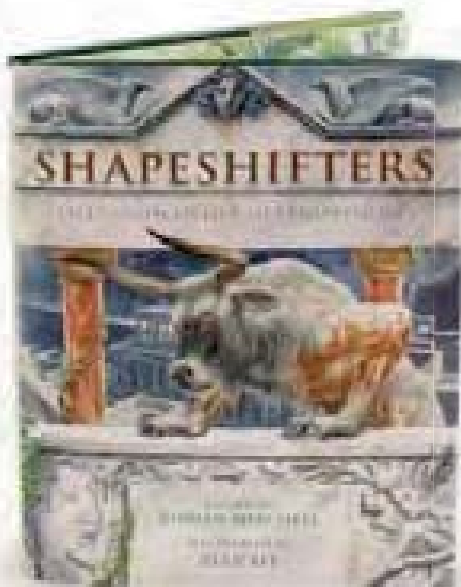
David Reedy, chief primary adviser for the London borough of Barking and Dagenham, agrees. The NLS, which is being discontinued in September, has brought valuable ideas such as shared reading and writing, guided reading and writing, a systematic approach to phonics and intervention strategies to enable lower attaining pupils to catch up, he says. "There is also closer working between schools, local authorities and higher education institutions and clearer views about what leads to better teaching, including a focus on talk for learning."

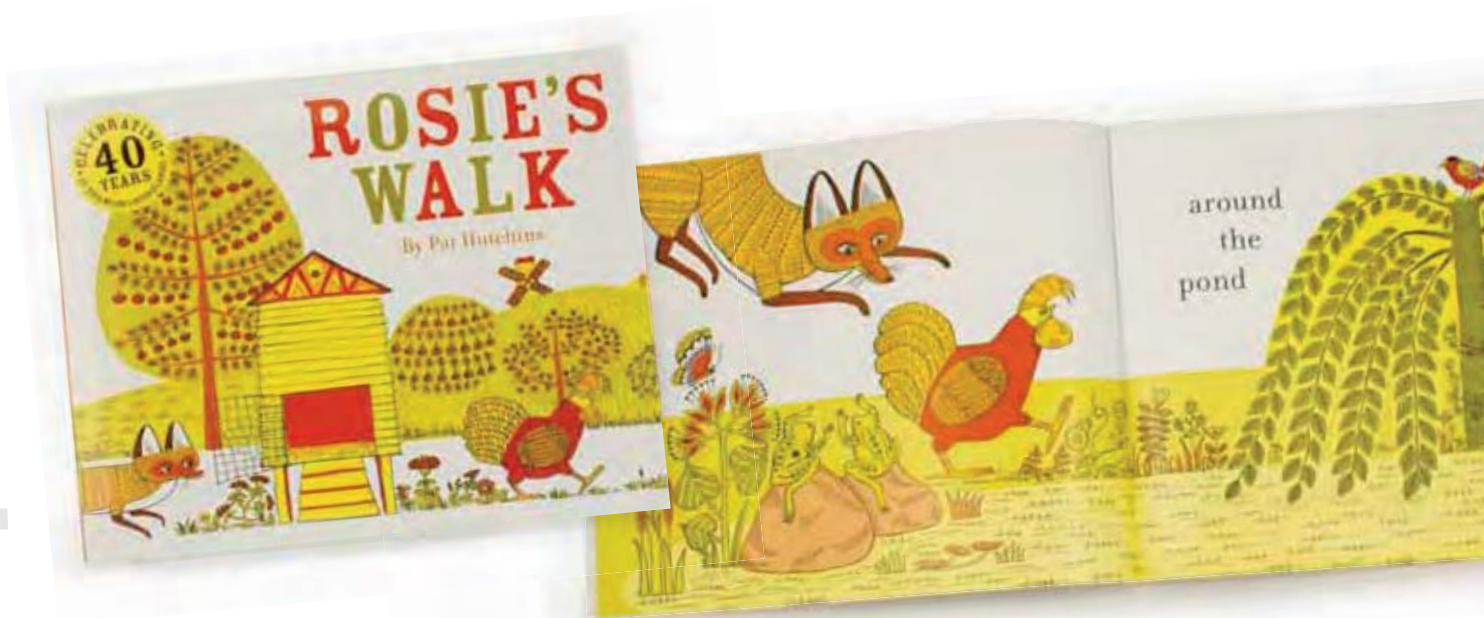
But the end of the national strategy

"gives opportunities for a more holistic approach to assessment and renewed focus on oracy and pupil voice". There is an emphasis on reading for purpose and fulfilment and the ability to use new and traditional texts together, says David Reedy, who is also president of the UK Literacy Association.

Dr Riley agrees that the twin pillars of the new approach will be speaking and listening ("We need children to be confident, fluent, engaged speakers and listeners") and access to high quality children's literature, replacing the sentence and word level work of literacy hours with more real books in the classroom. Some schools have already reinstated a practice that predates the literacy hour: "reading part of a book a day".

But she believes that many teachers need support to find out about the high





quality children's books they need. David Reedy points to the UKLA study Teachers as Readers, which found that teachers struggled to find time and space to widen their own reading. This helps them set an example for pupils and recommend books for children's range of needs and interests. When the teachers in the study did increase their own pleasure in reading, their pupils did the same.

"Developing engagement in reading must be a priority," says David Reedy – and the best books to achieve this are those that interest children "with no

excessive persuasion needed by the teacher". They are likely to stand up to exploration and re-reading, raise questions and read aloud well. They will challenge the reader with sincere ("not sentimental") language and by exploring feelings, attitudes, scenarios and relationships, while still having literary merit. "A wide range of children's fiction deals with difficult issues: the problem is finding texts of this type that meet the other criteria as well. Some are too preachy, some are a bit embarrassing."

David Reedy also suggests bringing more of children's home reading lives into school through show and tell sessions, Reading Diaries and opportunities for talk.

Research

Building Communities: Researching Literacy Lives, funded by the Esmee Fairbairn Foundation and UKLA.

Teachers as Readers: Building Communities of Readers, funded by the Esmee Fairbairn Foundation and UKLA www.ukla.org ■

The book trail: To get a good selection of books into school, ask the experts

- Build a good relationship with an independent children's bookshop. If it's too far from school to take children to events there, go and browse by yourself and get ideas from the staff. The staff might be willing to come to you if you set up a book event in school.
- Take pupils to the school's local library. In the summer term, invite a public librarian to assembly to promote the Summer Reading Challenge which encourages children from 7 to 11 to keep reading through the summer holidays with themed lists of books. This year's theme is Circus Stars but the previous year's lists are a good resource. www.summerreadingchallenge.org

Is your school book-loving? Here are some of former Children's Laureate Michael Rosen's ideas on how to create a book-loving school. Find more at www.michaelrosen.co.uk/booklovingschool.html

- Invite parents, carers and grandparents to bring their childhood books and comics into school and talk about them.
- Ask any visitors to school or adults that children meet on school trips to talk about their memories of favourite books.
- Make sure there is at least one point in the week when children encounter a book simply to read, listen to or discuss in an open-ended way.

David Reedy recommends

- Rosie's Walk by Pat Hutchins (Red Fox). 40 years old this year!
- Owl Babies by Martin Waddell and Patrick Benson (Walker Books)
- Sir Gawain and the Loathly Lady by Selina Hastings, illustrated by Juan Wijngaard (Walker Books)
- Follow that String by Deborah Brown and Kathy Bacovitch (Red Fox)
- When Daddy's Truck Picks Me Up By Jana Novotny Hunter and Carol Thompson (Frances Lincoln)
- What Shall I Make? by Ray Gibson (Usborne Activities)
- Shapeshifters: Tales from Ovid's Metamorphoses by Adrian Mitchell and Alan Lee (Frances Lincoln)
- Picture books by Shaun Tan



“You be **Beyoncé** and I’ll be **Jeremy Kyle**”

Diane Hofkins learns about how traditional games get a modern twist in today’s playgrounds and shows how teachers can join in

SCHOOL playgrounds are a wonderful nurturing ground for imaginative play, as every primary teacher knows. Now, a new project from three universities and the British Library can help primary staff and pupils share ideas, find out more about the development and history of traditional play and research children’s culture.

Research from the IOE, the University of East London and the University of Sheffield, along with a ground-breaking website from the British Library and an intriguing documentary film, all show that traditional children’s games such as

Tag and Ipi-dipi-dation are thriving in 21st century playgrounds. They are not dying out as some people fear.

The research findings counteract the widely held belief that the media are destroying the imaginative play of children. By observing play over two years in Sheffield and London school playgrounds, researchers have found that games consoles, pop music and television actually enrich children’s pretend play, adding topical themes to fantasy scenarios as youngsters incorporate their favourite characters, reality TV stars, pop songs and dance



PHOTOS: COURTESY OF THE BRITISH LIBRARY

moves into their make-believe worlds.

Today's children act out the Jeremy Kyle Show, or Britain's Got Talent, as well as engaging in play based on computer games. They sing like Beyoncé, adapt musicals such as Mamma Mia and riff on adventure films and novels, such as Harry Potter and Percy Jackson, or computer game characters such as Mario.

But children rarely simply repeat what they've memorised; instead, they transform, recombine and subvert. One child involved in the study described a favourite game: "Some people play Doctor Who by choosing characters from the show and then improvising. They travel to different places in the police box, fight villains and save the world."

Traditional games have always incorporated elements of children's media cultures. In the sixties, seventies and eighties, folklorists Iona and Peter Opie documented how the games of the time included fragments of advertising jingles, pop songs, theme tunes, film stars and soap operas.

The researchers, who observed play over two years in London and Sheffield school playgrounds, found that the world of childhood documented by the Opies has changed much more substantially outside the school gates than within.

"It became apparent that for most children, activities away from the playground are different to the games played in school break and lunchtimes, with school-time play being a site of reception, transmission and sharing of the type of play culture much evidenced

The video and the game

The two schools involved in the project feature in a 50-minute documentary film, *Ipi-dipi-dation: My Generation*, produced by Grethe Mitchell of the University of East London as part of the project. It features unique footage highlighting the diversity and complexity of children's play, and interviews with boys and girls aged six to eleven talking about their games.

The project has also brought traditional play culture into the age of new media, developing a prototype computer game called the Game Catcher, which combines traditional clapping games with the latest videogame technology from the Nintendo Wii and Microsoft Kinect.

Grethe Mitchell said: "Playground and computer games are normally seen in opposition to one another, but the Game Catcher extends the reach of playground games into the new media age, fostering a new form of electronic play and allowing games to be shared with children who are far away or perhaps because they are ill, cannot be present in the playground." *More information from g.r.mitchell@uel.ac.uk*

by the Opies, including more 'traditional' games, songs and rhymes," says the project report, *Children's Playground Games and Songs in the New Media Age*.

"This would seem to have interesting implications for school play policies and

Tops have vanished but the Hokey Cokey has survived for at least half a century

funding, as the school playground seems key to the continuity and transmission of a more 'traditional' form of children's play culture."

Out-of-school street play was mentioned by only one or two children,

but appeared to have mostly disappeared in favour of supervised after-school clubs; activities such as dance, football, music tuition or language lessons; and play at home.

"A few children (mostly from the Sheffield school) played with a number of children in their street, but most children did not know any others in their street and therefore played mostly with siblings, friends from school or other connections, or with cousins of the same age," say the researchers, who were led by Professor Andrew Burn of the IOE.

The researchers also documented very specific types of continuity and change over the years. For examples, whipping tops have almost completely vanished, but conkers remain popular, and the



Hokey Cokey has survived for at least half a century.

The types of games they documented include clapping games, running around games, jokes and rude rhymes and pretend play.

Although many teachers worry about boys playing games which appear violent, the researchers found that these games are much more complex than they seem. Play fighting seems to go against the ethos of cooperation and harmony that schools seek to

engender in their playgrounds, says IOE research officer Chris Richards.

"If something looks like it involves throwing punches or kicking, teachers see it as a problem. For the children it's often a matter of quite elaborate pretense. They're caught up in a fantasy. They're caught up in something very meaningful and dynamic for them. They're excited by it and they enjoy it." This type of play only becomes a problem for boys when it gets out of control, he says. "What boys do in play fighting is they collaborate quite carefully to construct a narrative of risk and conflict which works towards a resolution."

Girls, meanwhile, are more likely to base their conflict-based play on domestic situations which may

escalate into something dramatic such as a kidnapping.

Professor Jackie Marsh of the University of Sheffield said: "Today's children have to manage an increasingly complex world of technology and information and the project has shown how these aspects of their lives are crucially important for their social, emotional and cultural development. The playground provides an important space for children to engage with how their culture is changing in a digital age."

The report can be found at http://projects.beyondtext.ac.uk/playgroundgames/uploads/end_of_project_report.pdf ■

The website: www.bl.uk/playtimes

The British Library's website, Playtimes, a Century of Children's Games and Rhymes, features unique recordings and footage of children's games and rhymes from 1900 to the present day.

These are presented in sections on different types of games, introduced by former Children's Laureate Michael Rosen. The website's design was influenced by suggestions from a panel of children from the two participating schools, Christopher Hatton in London and Monteny Primary in Sheffield.

As part of the project, which was funded by the Arts and Humanities Research Council, the British Library has digitised folklorists Iona and Peter Opie's field recordings, making them available alongside older and newer recordings on the website.

It features a Kidzone for children and a comprehensive set of teachers' notes. These suggest things teachers and pupils can do on the site:

- Explore children's play in the past and present

- Get your students to become researchers of their own culture
- Get your students to interview parents, grandparents and teachers to investigate the changes, continuities and influences on play in different periods
- Examine the historical, social and political influences on children's play
- Contribute to the "Your Stories" section of the British Library Playtimes website by creating content (letters, drawings or video about play in your school).



Listening

to London schools

The IOE's new director, Chris Husbands, talks to Diane Hofkins about the future and the past

Tell us something about yourself

My background is in secondary school teaching, and I taught history before moving into higher education. We are a teaching family. I'm married to a teacher who leads early years at Gospel Oak Primary in Camden and the eldest of our four daughters is a primary teacher in Stevenage.

I was the first person in my family to stay in school beyond 15. My mum's dad spent 42 years as an underground miner. My dad's dad was wounded in World War One and worked as a timekeeper in a Midlands weaving factory until the 1940s. Both my grandmothers were in domestic service before marrying and bringing up large families.

It was, I suppose, a conventional Midlands working-class background. I don't think that when I was born my parents could have envisaged the kind of career I would have. My dad had to leave school at 14 but he remains one of the most able people I know.

The difference – the only difference – between my life and my parents' and grandparents' – was that I had an experience of education that was denied to them. I did well because I had educational opportunities, and I believe passionately that those opportunities have to be available to all.

How and why did you become a teacher?

I felt I had done extremely well out of the state education system and I have a profound commitment to making sure others can have the same opportunities. Working with schools is part of that. It's a moral commitment to improving children's lives and to the power of education. And I loved teaching.

I did my PGCE here at the Institute, so I did my teaching practice in London schools. I went to teach on a council estate in Norwich, and then a comp in Letchworth. Over the last 20 years, since I came into higher education, I have worked with hundreds of schools and thousands of teachers and it has been an enormous privilege.

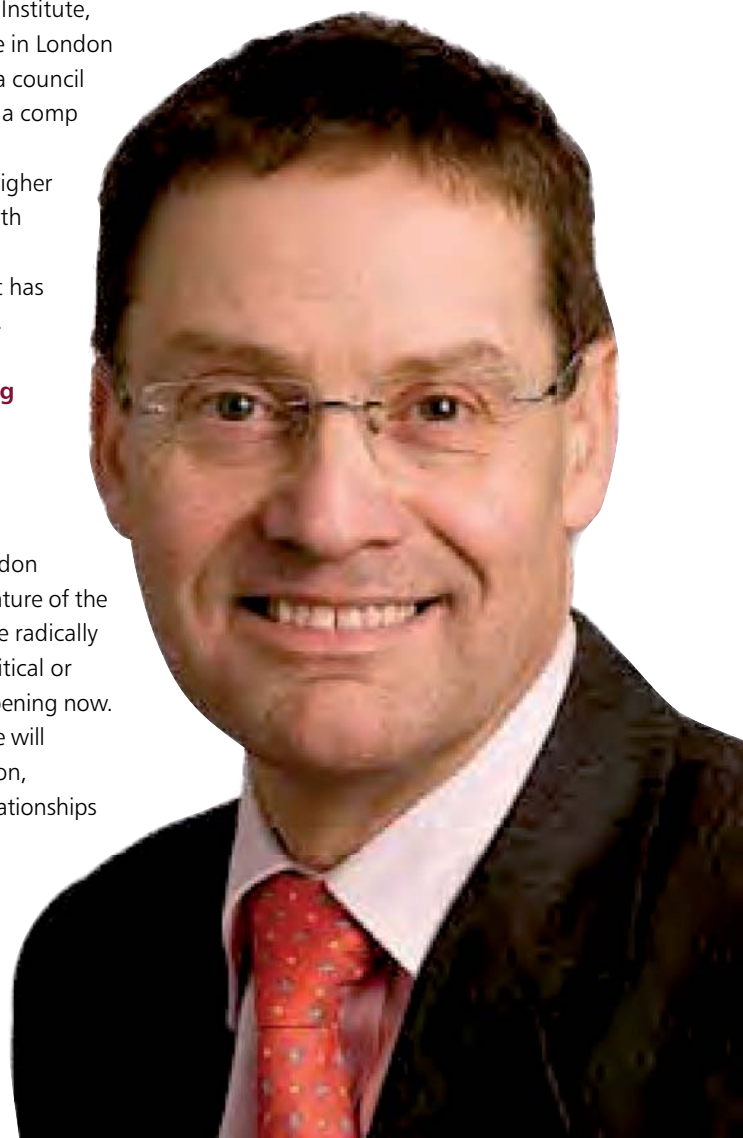
How is the IOE developing its relationship with London schools?

The IOE has been providing teachers and services to London schools for 110 years. The nature of the relationship has altered quite radically at periods of substantial political or societal change. That is happening now.

My commitment is that we will stay close to schools in London, and build very productive relationships that will enable us to think of solutions together, even though the future is challenging. We've been having conversations with

heads and they see the Institute as a profound resource for training.

We're listening very hard to what schools want and the White Paper's plans for school-led initial teacher education are consistent with this. "School-led" is a really interesting phrase. It has been interpreted to be "school-provided" or "school-commissioned" but our dialogue with schools suggests that few schools want that. They value their links with us



Chris Husbands



The only difference between my life and my parents' was that I had an experience of education that was denied to them

- Professor Husbands was educated at Emmanuel College, Cambridge, receiving a BA (Hons), History, Class 1 (with distinction) in 1980 and a PhD in 1985
- He was awarded his PGCE at the IOE in 1984
- He taught secondary history in Norwich and Letchworth before moving on to run the history PGCE course at the University of East Anglia
- He was director of the University of Warwick's Institute of Education from 2000–03
- Professor Husbands joined the IOE in 2007, becoming Dean of the Faculty of Culture and Pedagogy
- He directed a national evaluation of Children's Trusts for the then Department for Children, Schools and Families
- His other roles include serving as a board member of the Training and Development Agency for Schools and as a member of the National Trust Learning Panel
- Among his research specialisms are curriculum, teacher development and policy on schools and teaching.

and the key contribution we make to teacher education. We are looking to a "school-led" system which is grounded in partnership, drawing together the very best of what school-based experiences can offer with sharply focused, research-led, IOE experiences.

We will be working with clusters of schools on closing the gap between ITT and CPD. We are finding ways to involve our teacher education staff more intensively in the work of schools and to involve schools more closely with our work.

We need to respond to the changing educational landscape in ways which are consistent with the Institute's values – its belief in education as a force for individual and social change – but I don't think we should be embarrassed about listening to our partners. And those partners say the Institute has a very profound understanding of the realities of life in schools.

There are a number of key drivers for our work with schools in 2011 and beyond. They are:

- Working to draw together teacher development across the whole career

- Drawing together the different strands of schooling – seeing pedagogy, learning, curriculum, organisation and attainment in relation to each other
- Recognising that the school system is becoming more complex and potentially more fractured and that the Institute can play a central role for all schools.

In fact we are in a unique position to do joined up thinking about pedagogy, curriculum and leadership. But we must make sure we are doing that in ways that respect the expertise of schools.

We are a resource for all London schools, from the most privileged to the most impoverished, the most successful to the most struggling, the most advantaged to the most disadvantaged.

How can schools use research from the IOE?

There are at least three ways to look at this. There is research that we do which appears unconnected to educational practice. For example, a vast range of work is done by the Centre for

Longitudinal Studies on cohort data and by the Thomas Coram Research Unit and the Social Science Research Unit on the nature of childhood, and children's and family life. Although this wealth of research won't necessarily tell teachers how to teach Year 9s on a Friday afternoon, they are treasure troves of information and insights about the wider context of children's lives.

The second type of research, although not related to day-to-day practice is that which is about the nature of education policy, its impact and its consequences. This includes work on the economics of education, on designing education systems and on patterns of attainment.

Then there is work which is very applied, for example, work on children's learning in science in the Science Learning Centre, or from Reading Recovery. What's special about the Institute is that it has these three layers in very close relationship. For many teachers, it's that third layer that says "this is about me, today and tomorrow". We need to make sure we are emphasising all three, helping practitioners to see how to bridge them. ■

The art of teaching Arabic

Community languages come to life through poetry, dance, drama and design. **James Russell** visits one of four schools that are showing the way

“WE have five senses, and individuals learn in different ways – for some people it’s visual, for others it may be through sound. I think it’s important to use as many of the senses as possible in the process of teaching and learning,” says Luma Hameed, Arabic and German teacher at Sarah Bonnell School in Stratford, East London.

Sarah Bonnell is one of four schools involved in a Goldsmiths, University of

London research project which has been investigating the potential for using creative work – stories, dance, drama, artwork and multimedia – in the teaching of community languages, and how it affects pupils’ learning and confidence. The schools – a mainstream primary and secondary school and two community-based complementary schools – are teaching Arabic, Mandarin, Punjabi and Tamil. Sarah Bonnell is a language college where nine languages are offered, and

Arabic classes are currently being taught as part of the Nuffield Foundation-funded project.

Luma (pictured below) finds teaching “using visual methods rather than a textbook is more meaningful”, and it is clear that the students are highly engaged and stimulated.

“Personalising learning is very important,” she says. The approach encourages independent thinking. “The children enjoy and engage better, ultimately learning more.”

In addition, there are many cultural, social – and economic – advantages to studying a language such as Arabic. “Arabic is spoken in 22 countries within





the United Nations, and is one of the world's most widely used languages" Luma points out. "It is more and more in demand by companies worldwide, and many UK companies have links with the Middle East."

Cauthar Tooley (pictured opposite) is the headteacher at Sarah Bonnell, where the majority of pupils come from Muslim backgrounds. "With the current political situation worldwide, it's important to combat Islamophobia, and normalise the language and culture that goes with this religion," she says.

In class, Luma's Year 8 pupils have been asked to design their dream home, using drawings and models. In a follow-up session, they describe their designs in Arabic. Luma is now planning to work with the school's textile department so that students can make traditional British clothes and send them to Sarah Bonnell's link school in Morocco, along with essays about the clothing and how it was made.

The pupils are highly articulate and keenly aware of the benefits of learning

Arabic. One pupil, Nishat, commented that she found it a really useful language to study: "Many of the letters and words are the same as those found in the Qur'an, and as most of us in the class are Muslim, this helps us to understand it."

In the research by Goldsmiths, a number of pupils reported that they remembered new words more easily

"The range of languages spoken by our many bilingual students is a precious resource"

when they met a genuine communication need, rather than appearing in a list to be learnt from a textbook.

Jim Anderson, from Goldsmiths' Department of Educational Studies, adds, "Language learning is an essential part of preparing young people to play their part in an increasingly interconnected and conflicted world." He believes there is a need for greater

diversity in the languages offered in mainstream schools: "The range of languages spoken by our many bilingual students is a precious resource, which should be recognised and supported."

The importance of passing on cultural heritage to the next generation through the teaching of community languages is widely recognised in the capital's schools.

Jim's research found that, creatively taught, community languages can make an important contribution to pupils' language and literacy, cognition, intercultural understanding and personal and social development.

Luma says that it takes quite a shift to adapt to these new methods of teaching. "You get used to standing in front of the whiteboard and giving the pupils instructions. Listen, repeat and write. That is the way we used to learn, and the way we used to teach." But she has found that the shift is yielding positive results. "It's not just that I want to teach them and want them to learn. They want to learn." ■

Luma's creative ideas for language teaching

To enhance students' listening and speaking ability:

1. Try a puppet show.
2. Use Voki (www.voki.com/Voki_for_education.php), a free service that allows you to create personalised speaking avatars.
3. Record students reading a text or video students engaging in role plays and upload your recordings onto the school's managed learning environment (MLE).
4. If you have a partner school's link, create a room on the MLE where students can communicate and exchange opinions and discuss issues using the target language (TL).

To enhance students' reading and writing ability:

1. Create dual language stories, using the community language and English.
2. Set up an art gallery. Students talk about their dream holiday, for example, then write about it, and then in pairs or small groups, they draw and paint a piece of art that will be displayed with their writing in an art gallery inside the school or classroom.

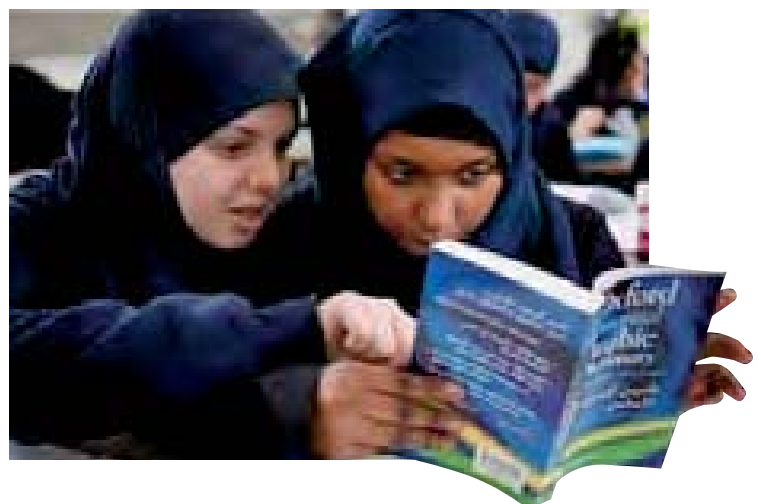
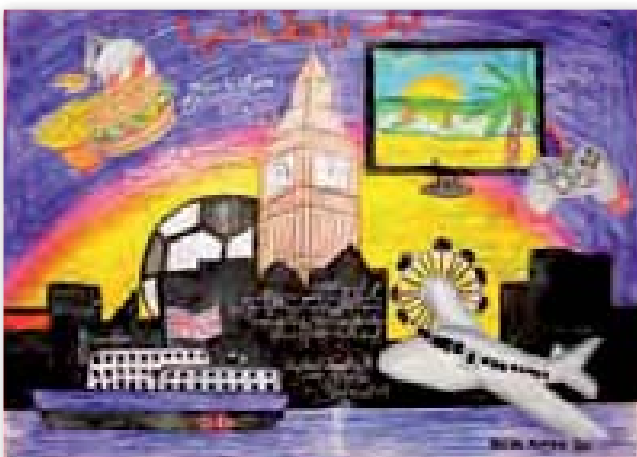
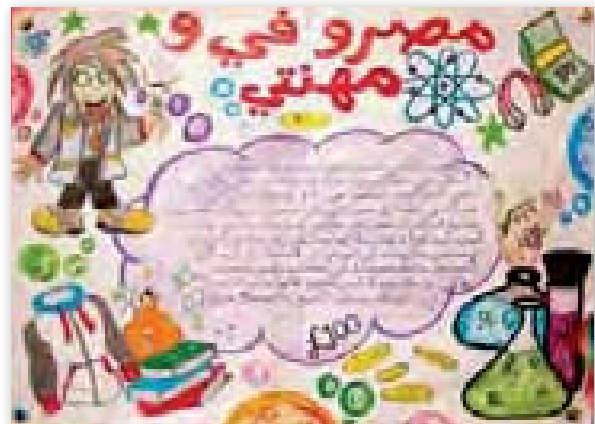
3. Create a diary with photos. (This could be planned to develop writing in a specific tense).

4. Create leaflets about saving the environment, celebrating the Olympics 2012, or any other topic using either the language only or the language and English.

Further resources

A free, practical booklet is available from May 2011 from Goldsmiths. It aims to support teachers who wish to bring a creative focus into their teaching approach. It covers how to set up a project, building a positive learning environment, cross-curricular planning, ideas for stories, drama/dance, artwork and e-teaching and learning.

The booklet suggests starting small, perhaps by introducing, working on and then doing creative activities around a poem, song or simple story. www.gold.ac.uk/clcl/multilingual-learning/creativity/ Further information about this and other Goldsmiths projects related to language and culture are available on the Multilingual Learning website: www.gold.ac.uk/clcl/multilingual-learning/





In the beginning is the



word

Emily Brewer sits in on a family literacy group as parents discover new ways to nurture budding readers

A GROUP of eight parents are seated in the Parents' Room at Allen Edwards Primary School, Lambeth. They're listening intently to a reception teacher talk about how they can support their children's literacy development.

The group, who come from a range of cultural and ethnic backgrounds,

already know that they should be reading with their children for 10 minutes each day, but other useful tips include commenting in the children's reading record, and showing the children that reading "isn't just in books" – for example, it can be used to choose a product in the supermarket.

When the teacher returns to her class, the first question from family literacy tutor Pauline Else isn't about what the teacher said – but how she said it.

"We talked about learning styles at the start of this course," Pauline reminds the group. "What style was the teacher using just now – auditory, visual, tactile...?"

The parents agree that the learning style the teacher used was entirely auditory, and that

some of them find it much easier to learn from a visual presentation on the interactive whiteboard. It's an interesting moment in a class where *how* you learn is at least as important as *what* you're learning.

The parents have been attending the family learning (FL) programme, run by Pauline from LLU+ at London South Bank University and funded by Lambeth Family Learning, for the past four weeks. As well as finding out how reading is taught and assessed in schools, they're learning about what activities they can do with their children at home.

Last week, the parents made colourful and imaginative board games, and today they report great success using them with the children. One mum says, "My son asked to play so many times, I had to tell him there would be no dinner if we didn't stop!"

Today, the parents are starting work on a book called "My Day". Pauline asks them to cut out pictures from a catalogue to





illustrate sentences about things that happen during their child's day: I wake up, I have breakfast, I play with my toys. For the last hour of the day, the children join their parents, helping to stick in the pictures and read from the books together.

Carlene is also showing Sarah how to make a name book, an activity covered in a previous session. She folds a piece of card into a zigzag shape and writes the letters of the child's name on the different sections, then draws pictures of objects beginning with the same letter.

Carlene found this inspired her child to make connections between words beginning with the same letter. "She looked at the washing machine, saw the Maximum sign on the detergent drawer, and said to me, 'M is for Mum!'"

Research from the Institute of Education's National Research and Development Centre for Adult Literacy and Numeracy (NRDC) highlights the benefits of FL programmes for children and schools. Evidence from 13 countries reported that schools saw better motivation and increased confidence in children that take part in FL, and found evidence of a link between parents' and carers' involvement in their children's literacy and their children's improvements in literacy learning.

Clio Whittaker, family learning coordinator at Southwark's Centre for Literacy in Primary Education, has seen the effects of FL programmes on parents as well as kids. "One dad was made redundant after the business he worked for was sold, and the new owner needed him to read instructions,"

she recalls. "After his FL sessions, he told me, 'I'm not going to pretend about this any more.' He signed up for adult literacy classes, and now the whole family reads together around the kitchen table."

Another study from NRDC is based on results from the IOE-based British Cohort Study, which tracks over 17,000 people born in one week in April 1970. Its author, Augustin de Coulon, found a strong link between the literacy and

numeracy skills of parents in the study and their children's cognitive outcomes.

Today, Pauline's group has an extra visitor, Emma, who was inspired to take a course in Preparing to Teach in the Lifelong Learning Sector (PTTLS) after attending family learning sessions at her son's school. Already, she says, "Some of my teacher friends are stealing my ideas!" ■

Some names have been changed.



Top tips for family learning

- Ask the parents to work together on a group agreement at the start of the course, so that they don't feel they're following "school rules". This might include: being on time, switching off mobile phones, and keeping sensitive information confidential
- When parents identify the learning styles that work for them, the tutor can deliver learning that is more inclusive and accessible to everyone. Help parents also to understand the impact of different learning styles on effective learning for their children, in the classroom and at home
- Celebrate the different cultures represented in the group, by inviting each person to relate their own memories of storytelling. Develop this idea by using story cards – each person makes up part of a story, and the story continues around the room using the different cards. This highlights that there is a structure to stories and that children need to be familiar with these structures
- Think about how numeracy could be involved in literacy work, and vice versa. The parents in Pauline's group made dice to go with their board games, which included numbers as digits and as words
- Ask the parents to help provide resources, so they can see what's available at home. For example, the parents at Allen Edwards brought in copies of the Argos catalogue and used the pictures in their "My Day" books
- Encourage parents to share feedback about what they learned from the previous session, and what happened when they used the activity at home.

Research for teachers

In the last issue of London InstEd, **Karen Shead** joined two London teachers and an IOE tutor as they embarked on one-year research projects, funded by LERU, the London Education Research Unit. Now, she meets up with them again to see how they are getting on

Bringing trainees to book

Jess Anderson, PGCE tutor in primary education at the IOE (pictured, near right), is looking at the impact of reading children's literature on student teachers

THE main part of my research project has been a pilot book group with eight volunteers from the primary PGCE programme.

The purpose of the group, as well as

developing knowledge and engagement with children's literature, is to help them understand the reading process and the teaching of reading and, ultimately, to help them become the very best teachers of literacy they can be. I am looking at how to encourage them to become more aware of themselves as readers, for example, what goes on with them cognitively, what their reading strategies are, and to make them more

conscious of this in order to see how it can be modelled with children.

One thing I realised is that because the participants are student teachers they initially needed more support than I was giving them in recognising how their engagement with reading could help them in teaching reading in the classroom. In the first book group, although they engaged easily as readers by relating to the books

Helping NQTs with behaviour strategies



Jo Lambert, assistant headteacher at Park High in Harrow, is looking at the impact of teacher behaviour on students

I THOUGHT my research would be a straightforward study on NQT teacher behaviours and their effect on student outcomes, but I have discovered that other factors have a huge effect. There is not a direct correlation between teacher behaviours and student behaviours

because we have to take into account that the NQTs are also learning.

Research has shown there are four levels of competence: unconscious incompetence, conscious incompetence, conscious competence and unconscious competence. Whenever we are learning something new we need to pass through these stages.

When NQTs are thrown into classrooms they are at step one. They then start analysing themselves but are not always aware of what they are doing to create positive or negative environments.

The intervention we are giving them (in the form of a checklist) helps them to see

that what they do has certain student outcomes; this raises their awareness and then they know what they might need to address to improve student behaviours.

As they begin to apply some of the intervention strategies they experience more positive student behaviours. Coupled with reflection and more risk-taking this moves them further along the road to competency. They begin to realise they do have the power to create positive environments and, in turn, this gives them more control and confidence. ■



and identifying with characters, they didn't necessarily connect this with how it could support their discussions with children.

I have asked them to keep a Reading Journal. At first they tended to write a review of the book, rather than using it as a personal examination of themselves as readers. I gave them an excerpt of my own journal where I identified what was going on with me on a meta-cognitive

level (everything going on in my mind) and how I would use that in a classroom. It seemed to help.

Four of the participants agreed to be case studies and so far I have visited three of them in school and observed them teaching literacy. I will be interviewing them another couple of times and will go and visit them on their school placement in the summer term to get a sense of how they have developed.

It is proving to be a big project and it has been a growing experience for me as a teacher of literacy. One of the really nice things to have come out of it is that members of the book group are now recommending books to me. It's not just about me as a teacher providing reading material, there is a sense of excitement and enthusiasm for children's literature from them, which is what it is all about. ■

Asking what it means to be bilingual



Laura House, primary school teacher at St Mary Magdalene in Islington, is looking at bilingualism in primary schools

MY actual research hasn't started yet, but I have been working on a detailed research proposal as part of the Masters in Education and Leadership I am doing for Teach First which has been really useful in outlining the areas I need to consider.

The idea is that the children who are going to be my case studies will act as co-researchers, and I hope that the research methods will be enlightening to them as well. I am hoping that the process of them finding ways to articulate their identity as bilinguals is useful for them.

I'd like to use a mixed methods approach so I can get more of an insight into these children's understandings. I want to use children's drawings, one-to-one interviews and group interviews.

Through the reading I've done for my research proposal I have found that there's a real lack of research into what bilingual children feel about their

own bilingualism and if they see it as linked to their identity.

I don't think that anyone has really asked bilingual children what being a speaker of more than one language actually means to them. I think what I'm trying to get at is deeper than either a linguistic or cultural thing; I want to see if the kids see bilingualism as linked to who they are as a person. It's interesting to be doing research in an area that seems to see-saw in government interest. It would be amazing to write something that might one day influence a positive change in the way language learning is seen in primary education. ■





Doing it for the kids

Ken Livingstone, Labour candidate for the 2012 Mayoral elections, tells us what results he'd like to see for London's children and young people

What are your greatest aspirations for London's children and young people?

I want a better balanced economy, which will mean more jobs for young people in London. For working-class kids, there are far fewer options than in the past, especially high-skilled jobs.

What has most surprised you about London's young people?

I think the only thing would be how young children can master really sophisticated new technology, and their ability to use it to be creative in things like music. In addition, going around colleges I've been really struck by the seriousness with which young people are taking political developments since the current government came to power – there is clearly a big impact on the next generation, and many of them are getting involved in politics for the first time.

Did you have a particularly inspirational teacher?

School was the place where I started to develop a real love of science. I had two inspirational teachers who introduced me to concepts of objectivity and scientific methodology, which have influenced me ever since.

What's the best thing about education in London?

The real increase in attainment in the past decade – and the increased pay for teachers, after a lot of investment by the last Labour government.

What will planned public spending cuts mean for London's children and young people?

There is a real risk that many young people will fail to achieve their true potential. The cuts are incredibly unfair and hit the poorest hardest.

If you're elected, what will be the first thing you will do for London's children and young people?

I'd like to revive the investment in new youth services that we were planning late in my second mayoral term, which would have given young people more places to go after school and at weekends.

In your time as Mayor of London you supported schemes to promote environmental awareness in schools. What are the challenges for sustainability in 2011, and how can schools address these?

If we don't act now to cut our carbon emissions, young people face the

prospect of climate change on a huge scale in this century. We need to do more to make sure our buildings are sustainable and there is more progress made on cutting emissions on things like school travel.

The Mayor's Office recently confirmed cuts to London Zoo school visits, which you originally funded. What contribution do you think school trips make to young Londoners' education?

School trips are vital, and given the range of museums in London we should be encouraging more school visits – not cutting funding. A visit to a zoo or museum can literally be life-changing for many kids, giving them the inspiration to study new subjects and take an interest in a new issue like science or the environment.

If you were rewriting the school curriculum, what would be your top priorities?

I would want far more emphasis on English, maths and science within schools.

In relation to children, education and young people, which of your accomplishments are you most proud of?

Introducing free travel on buses and trams means families are saving £300 for each of their children each year. In a city where 40 per cent of kids live below the poverty line that made a huge difference. ■

IOE authors

The Ethics of Research with Children and Young People: A practical handbook

Priscilla Alderson, IOE, and Virginia Morrow, University of Oxford, Sage Publications, January 2011, £24.99

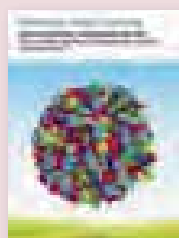


This practical book is essential reading for anyone who conducts or reviews research with children or young people.

This clear and practical text informs students and researchers about the relevant laws and guidelines and current debates in research ethics. Priscilla Alderson and Virginia Morrow cover ethics at every stage of research, and with all kinds of young research participants, particularly those who are vulnerable or neglected.

Remaking Adult Learning: Essays on adult education in honour of Alan Tuckett

Edited by Jay Derrick, Ursula Howard, John Field, Peter Lavender, Sue Meyer, Ekkehard Nuißl von Rein and Tom Schuller, IOE Publications, December 2010, £23.95



This collection of essays charts the challenges and successes in the adult learning sector up to the present day and gives local,

national and global perspectives, contemporary research and incisive analysis, which shows how taking part in well-thought-out programmes can have a positive impact on people's lives.

E-Learning Theory and Practice

Richard Andrews, IOE, and Caroline Haythornthwaite, University of Illinois at Urbana-Champaign, Sage publications, April 2011, £23.99



The book deals with the social implications of e-learning, its transformative effects, and the social and technical interplay that supports and directs e-learning. This book is for everyone involved in e-learning.

Teaching Secondary Geography as if the Planet Matters

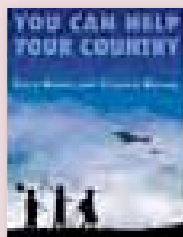
John Morgan, Routledge Publications, July 2011, £21.99



This thought-provoking text looks at how Geography teachers can develop approaches to curriculum and learning which help students understand the nature of the contemporary world. It sets out a model for teaching and learning that allows teachers to examine existing approaches to teaching and draw upon the insights of geography as a discipline to deepen students' understanding of urban futures, climate change, "geographies of food" and the "geographies of the credit crunch".

You Can Help Your Country: English children's work during the Second World War

Berry Mayall and Virginia Morrow, IOE Publications, April 2011, £25.99

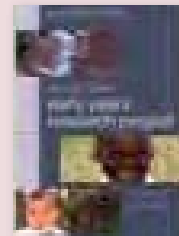


This book reveals the remarkable, hidden history of children as social agents who actively participated in a national effort during a period of crisis. This highly-illustrated volume draws on interviews with people who were of school-age during the war, on archives and on school histories which recorded wartime

activities as well as children's accounts of their experiences at the time.

Doing Your Early Years Research Project

Guy Roberts-Holmes, Sage Publications, March 2011, £22.99



This new edition of a much-loved book guides you through your early years research project from start to finish and draws on the work of early years practitioners to illustrate concepts and methods.

Post-Compulsory Education and Lifelong Learning across the United Kingdom: Policy, organisation and governance

Edited by Ann Hodgson, Ken Spours and Martyn Waring, IOE Publications, January 2011, £19.99

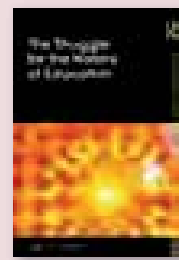


The perspectives of researchers, policy-makers and practitioners from across England, Wales and Scotland are brought

together to give an analysis of how each approaches national policy, organisation, governance and practice.

The Struggle for the History of Education

Gary McCulloch, Routledge Publications, February 2011, £23.99



This book demonstrates the key changes and continuities in the field and its relationship with education, history and the social sciences over the past century.

All available from the Bookshop at the IOE, 020 7612 6050, ioe@johnsmith.co.uk

IOE summer school

The Institute of Education is offering an extensive range of one-day courses from 20 June until 28 July. Discounts are available when you book for a full week (only £600 – which is just £120 a day), and three weeks (£1,650, or £110 a day). A school or organisation can also book one week or more and send a number of individual delegates for different sessions. A selection of courses is shown below; some run over more than one day. For full details, please visit <https://store.ioe.ac.uk>

EARLY YEARS: WEEK 1

- 20 June** Preparation for primary deputy headship
21 June Media in education
22 June Early years conference: Learning in the EYFS
23 June Through the looking glass: storytelling & creativity
24 June Child development: what should EY practitioners know about it?

SCIENCE WEEK: WEEK 2

- 27 June** ICT in science teaching
28 June Space & time at the Royal Observatory, Greenwich
29 June Engaging chemistry
30 June Science demonstrations: effective & safe
1 July Sustainability & cross-curricular working in schools

FURTHER AND HIGHER EDUCATION: WEEK 3

- 4 July** How to design mobile learning activities
5 July Assessing learning at further & higher education levels
6 July Global learning in post-16 education

- 7 July** The future of student finance in England
8 July Community organising & learning

SCHOOLS: WEEK 4

- 11 July** Mathematics in the British Museum
12 July Using drama strategies to develop comprehension in shared & guided reading
13 July Fundraising: persuading people to give to your school
14 July Action research – exploring practice
14 July Global dimensions in schools & partnerships

LEADERSHIP: WEEK 5 AND 6

- 18 July** Widening leadership
20 July Developments in UK education policy & practice
21 July International school leadership development
25 July Leading & managing change & improvement
26 July Ways forward for primary teaching assistants
27 July Are you a regular or an irregular verb? MFL, creativity and grammar
28 July MFL, camera, action! Languages, creativity and ICT

For more information: telephone 020 7612 6347 or email summerschool@ioe.ac.uk

Did you study **at the IOE?**



Whether you graduated five or 55 years ago, the Institute of Education Alumni Association would like to hear from you. We offer several ways for you to keep in touch with your friends and classmates, be it organising a reunion or starting an alumni network. We also hold regular events and gatherings, as well as offering many benefits and services to former students of the IOE.

Becoming a member of the IOE Alumni Association is completely free. All you need to do is send us your current contact details and the course you studied to alumni@ioe.ac.uk

Alternatively, you can search for “IOE Alumni Association” on Facebook to visit our fan page or find us on LinkedIn via the IOE alumni profile, where we have built up a network of nearly 500 connections with people who have studied at the IOE. We look forward to hearing from you soon.



Leading education
and social research
Institute of Education
University of London



tel +44 (0)20 7612 6000

email info@ioe.ac.uk

twitter twitter.com/ioe_london

www.ioe.ac.uk