



T&L Times

Edition 5

Welcome

Welcome to our last newsletter of Term 3. Hope you have had a very productive term and achieved what you had set out to do. Our quote this week is for all of those who may have not achieved yet all that they had set out to do with the last week heading into sight.



"Don't stop because you're tired. Keep going because you're almost there"
Unknown

Fantastic Feedback

It is probably impossible for us to change someone, to fundamentally alter their individual values and beliefs etc. What we can do, however, is to give people feedback about the impact their behaviour is having on us and how we would like it to be in the future. This means taking a very adult, proactive approach and using assertive language and behaviour. Below is a **guide to the essentials of effective feedback**:

What you have to say to the other person will benefit them as well as you

You stick to the facts and the specific observable behaviours and avoid using labels

You believe it is within the person's capability to do something about their behaviour

You choose a place and time that is comfortable, preferably for both of you

You **OWN** your feedback, using 'I' statements

You state how their behaviour makes you feel

You treat them with respect

You manage your own emotions

You use assertive and adult language

You talk very specifically about how you would like things to be in the future

You give feedback as soon as possible after the event

As a rule of thumb, you are tough on the issue and sensitive with the person



Super Snappy

A good acronym when giving any feedback to someone is to make it 'SNIPP'

Specific observable behaviours (not labels)

Neutral (Non personal and non emotive)

ImmEDIATELY (or as soon after)

PPrivate

Practical (to the job role)

SNIPP!

Remember too that any

positive feedback = motivational feedback and any **negative feedback = developmental feedback.**

Perfect Podcasts

The TES—The Education Podcast offer a range of really interesting podcasts that you might want to have a listen to. In this edition of our newsletter we pick out our top ten.

1. How to build a school curriculum (1)
2. Mental health and well being (8)
3. How to maximise the impact of TAs (14)
4. Why peer learning is more effective than you might think (17)
5. The challenges facing special schools (34)
6. The challenges of curriculum planning (36)
7. The importance of arts and culture education (43)
8. How to deliver the ultimate school induction (63)
9. SATs and mental health (87)
10. How to help pupils achieve in GCSE literature (99)



The number in the brackets is the number podcast to access. To access any of these podcasts then please [Click Here](#)

Internet Information

The Trust have recently launched their own 'You Tube' Channel which will feature videos from all of our Trust locations as well as key information at Trust level. We will be updating you over the next few weeks about what content you can find from this platform as it becomes available. Currently on the platform you can find content on:

1. Homework heroes—8x Tables (Hoo St Werburgh)
2. Using bar models for problem solving (Hoo St Werburgh)
3. Finding fractions of amounts (Hoo St Werburgh)
4. A summary of the key points from 'How Children Succeed' by Paul Tough (Trust)

All this content has been created by own Trust location or centrally at Trust level it will be useful for all of our locations to tap into the content available.

A massive thank you goes to Sam Simmonds (Hoo St Werburgh and Trust Maths Lead) for setting up the Trust You Tube Channel and starting off adding some of the content.

We look forward to seeing how the content develops over the next few weeks and months.



To access the You Tube channel then please [Click Here](#)

Climate Crisis

How can schools respond to the climate crisis?

. Fiona Carnie looks at what schools can do to address this crisis.

1. Revisit your vision and values—Is the wellbeing of people and planet at the heart of what the school is seeking to achieve? If not, a recalibration that sets up a conversation and brings together the views of teachers, students, parents and locals to create a consensus around what education is for will help the school to respond to the crisis in a way that has the backing of its community.

2. Ensure your policies prioritise working towards a zero-carbon future—Transport, energy, food, uniform and purchasing policies can each on their own make a significant contribution towards reducing carbon emissions and protecting wildlife. Redrawn in the round, they can affect a transformation in terms of building a positive and meaningful response to this emergency.

3. Ensure the curriculum fosters the skills, knowledge and attitudes to help create a more environmentally sustainable world—Schools need to explore ways to collapse the educational silos that currently define education and show the connections between different subject areas so that learning relates clearly to life beyond the school gates. By prioritising collaborative project working, thinking critically, being creative and solving problems schools will be better able to equip students with valuable skills for the future.

How can all this be achieved?

Each school could set up a climate crisis committee reporting to the governing body. Such a group could include students, parents, teachers, school leaders and interested members of the local community. Working together this group could look at these three areas and agree on the actions that need to be taken. Students need to know that they will be as prepared as possible for a future that is unknown. Given the scale of the challenge it is unreasonable to place the burden of finding an appropriate response on the teaching profession alone. Instead it will be important to harness the skills and expertise that exist beyond schools, for example within local environmental organisations and businesses, to challenge and support schools and governors to respond appropriately to the crisis.



Digestible Documents

A key area of inspections under the new Ofsted framework is the adding of cultural capital for our learners. So what is cultural capital and how is it added. We look at an article which might give you some answers:

"Cultural capital" is a term that's bandied about quite freely now that it features so prominently in the Ofsted school inspection framework.

Teachers, consultants and everyone in between talk about how learning can enhance and be enhanced by the coveted cultural capital.

But how many of us teachers actually know what it is? Or, more importantly, know of its origins?

The issue is that cultural capital is a part of a much bigger picture that we must understand if we are to provide students with a varied and broad curriculum offer that prepares them for the world.

The importance of cultural capital

It is widely accepted that a person's level of cultural capital is a huge indicator of how well they are able to succeed academically and engage in wider society.

This isn't a new concept and Ofsted certainly didn't coin it.

French sociologist Pierre Bourdieu originally came up with the concept of a person possessing "capital". Bourdieu (1973, 1986) explores the theory of cultural capital and highlights the link between an individual's background and their access to knowledge.

Bourdieu (1986) breaks capital into three distinct types; embodied cultural capital, objectified capital and institutional cultural capital.

He emphasised that cultural capital is intrinsically linked to economic and social capital. Access to economic and social capital allows greater access to cultural capital and Bourdieu (1973) observed that, as a side effect, cultural capital is often linked to social class and as a result reinforces social divisions, hierarchies of power and inequality within society.

Eradicating inequalities

Within education, we obviously aim to reduce and, in time, eradicate inequalities. But improving an individual student's cultural capital isn't a matter of giving them a book or sending them to see a play.

And, in turn, building on their social capital doesn't just mean giving them a talking frame so they know how to interact. For schools to truly provide the required skills and experiences, social capital and economic capital must be considered and taken into account, as well as cultural capital.

In *Cultural Literacy* (1988), ED Hirsch succinctly summarises that "to be culturally literate is to possess the basic information needed to thrive in the modern world". But alongside this, as teachers, we must not overlook the importance of social capital and the opportunities and skills required for students to be successful in the delivery of themselves.

Exposure not only to culture but also to situations in which they might not have previous experiences is of paramount importance to their ongoing successes.

Moreover, having the understanding that economic capital is intrinsically linked to the level of a student's cultural and social capital keeps at the forefront of our minds the differences in experiences that our disadvantaged children may have had. Although it may not be glaringly obvious, across a class there can be significant variations.

Well-informed individuals

It follows, therefore, that, as teachers, we need to ensure that along with teaching the content of the curriculum, we are enabling students to function as well-informed individuals well after they leave school.

It's a huge job, but without the guidance of their teachers, some young people have very little cultural and social input from elsewhere and therefore may miss opportunities others are able to access and make decisions that are less informed than they could be.

Now more than ever, the job of the classroom teacher is of such high importance with regard to filling the gaps that students have.

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