



Practice
Development Group

Dissemination Event

Dominic Thompson and David Galloway

Agenda

- 5.00 – Set Up and Welcome
- 5.15 – So... How did it go? Group Collaborative Task
- 5.25 – The Practitioner Perspective – Developing a Culture of Reading (Becky Day – HSDC)
- 5.35 – The Facilitator Perspective – Sharing (Will Bowerman – HSDC)
- 5.40 – Time to talk!
- 5.50 – Examples of Good Practice (Bob Read – ETF Regional Specialist Lead)
- 6.00 – Networking with the ETF (Claire Callow – ETF Regional Specialist lead)
- 6.10 – Using Flipgrid to Increase Engagement and Motivation Online (Rachel Oner – ETF Regional Specialist Lead)
- 6.20 – ETF Funded Projects – OTLA (Dom Thompson - HSDC/ETF PDG Project Manager)
- 6.30 – Time to Talk!
- 6.40 – The ETF Mentor Programme (Will Bowerman – HSDC)
- 6.45 – Funded MA and MPhil programmes with the ETF (Dave Galloway – HSDC/ETF PDG Project Manager)
- 6.50 – Final thoughts/opportunities
- 6.55 - Close and Q and A

Thank you!!





So.... How did it go?

What did you find out?
What did you change/adapt?
Any new resources?
Any new contacts?

“

**THERE IS MORE
TREASURE IN BOOKS
THAN IN ALL THE
PIRATES LOOT ON
TREASURE ISLAND.**

Walt Disney

”

The Participator Perspective

Developing a Culture of Reading

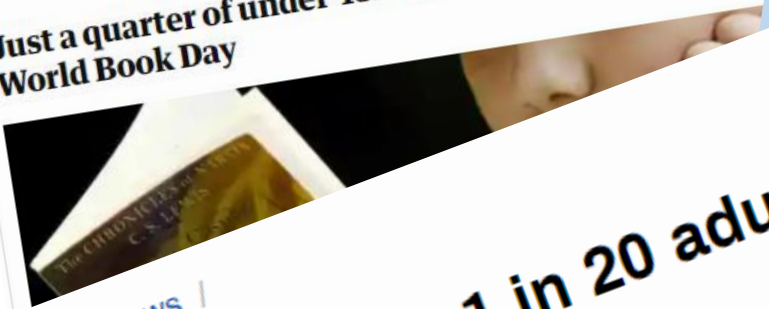
Becky Day

English Functional Skills Lecturer/Functional Skills
Apprenticeship Coordinator

Becky.day@hsdc.ac.uk

Children are reading less than ever before, research reveals

Just a quarter of under-18s read each day, study shows
World Book Day

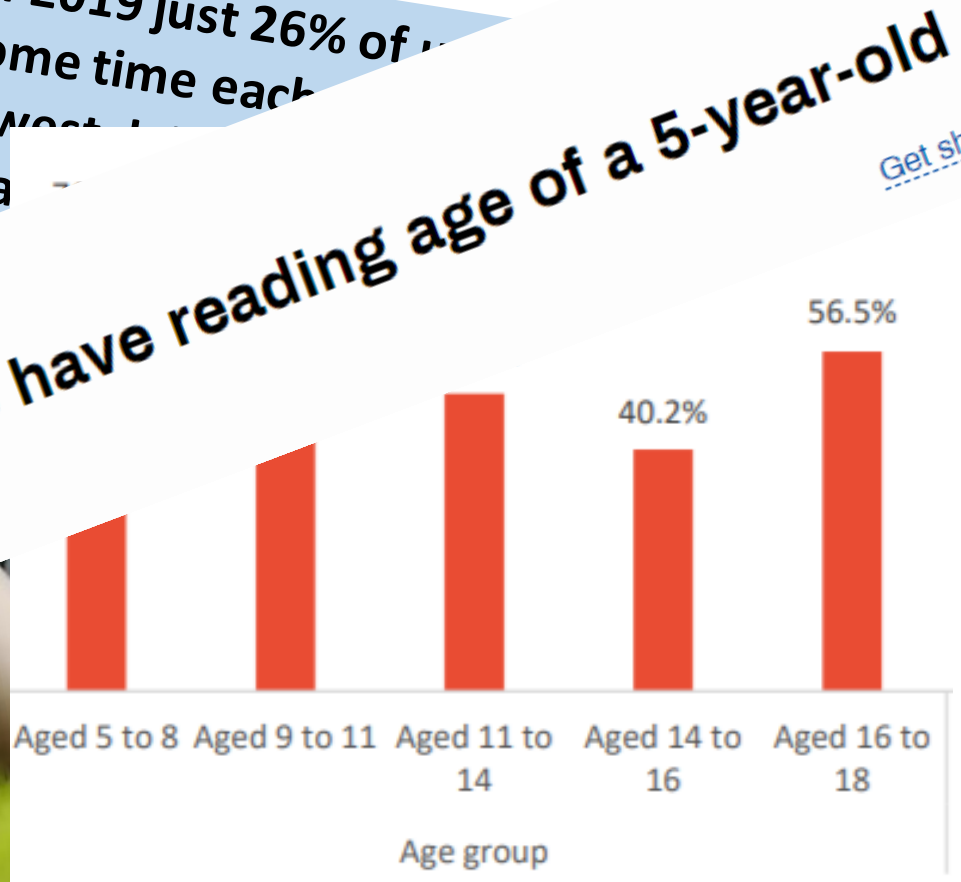
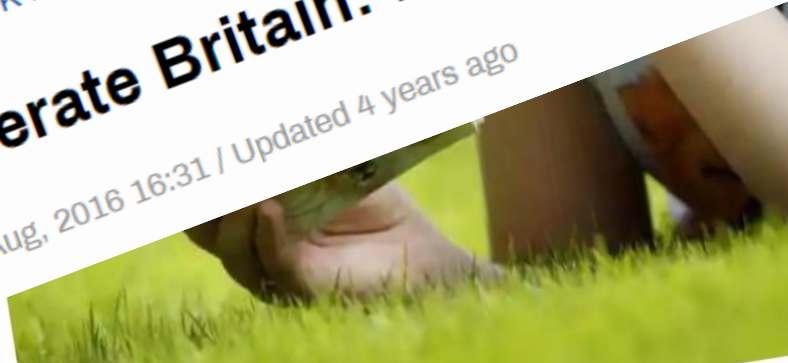


in 2019 just 26% of
some time each
lowest
cha

home / UK News /

Illiterate Britain: 1 in 20 adults have reading age of a 5-year-old

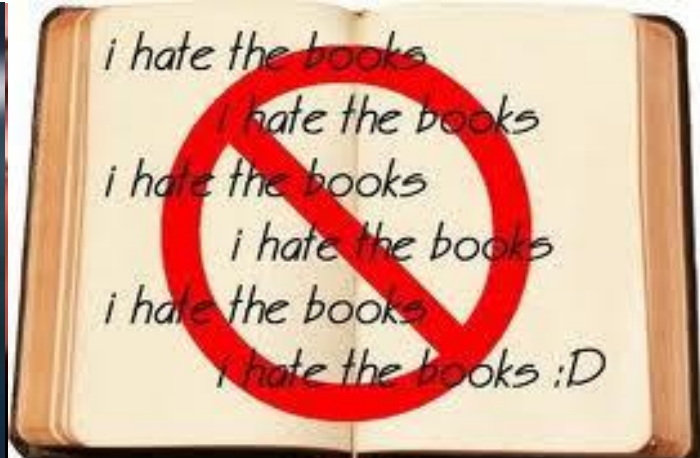
30 Aug, 2016 16:31 / Updated 4 years ago



[Get short](#)

by Danny Lawson

Students don't read books any more. Why?



Why should students read?

16-year-olds who choose to read books for pleasure outside of school are more likely to secure managerial or professional jobs in later life.

Reading for pleasure is more important for children's cognitive development than their parents' level of education and is a more powerful factor in life achievement than socio-economic background.

- **improves brain connectivity.**
- **increases your vocabulary, comprehension and spelling.**
- **empowers you to empathize with other people.**
- **aids in sleep readiness and reduces stress and depression.**
- **Book readers outperform non book readers academically**

Adjectives

- In your writing, you probably used adjectives.
- Underline the adjectives you have used.
- They could be describing the scenery or it could be describing the behavior of the person.



Adjectives bring writing to life



Personal diaries offer a unique firsthand perspective of significant moments in history in a way that other historical records rarely can.



HISTORY'S GREATEST DIARIES

Research the famous writer and write down who they are, where they were when they wrote their diary and what they are famous for.



Research the famous writer and write down who they are, where they were when they wrote their diary and what they are famous for.

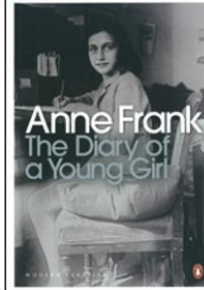


Robert Falcon Scott Journals
 Captain Scott's Last Expedition
 HENNER WORLD'S CLASSICS

Who?.....

 Where?.....

 What?.....



Who?.....

 Where?.....

 What?.....

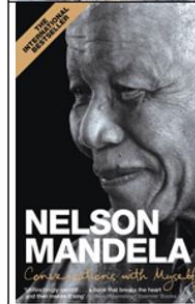


Daniel Defoe
 A Journal of the Plague Year
 HENNER WORLD'S CLASSICS

Who?.....

 Where?.....

 What?.....



Who?.....

 Where?.....

 What?.....



Anne Frank Discussion Forum

Class code `bppg2xm`


Meet link [Generate Meet link](#)


Select theme
Upload photo


Upcoming


No work due in soon

[View all](#)



Announce something to your class 



Becky Day
13 Jan 

Hey everyone, how are you all doing!? How is your reading of Anne Frank going?
I was wondering if we could post your favourite quote from the book. Add it at the bottom of the message. I have enjoyed this book far more than I thought I would - she is such an inspirational writer!



Alejandra Teodosio Rodriguez 17 Dec 2020

I started reading the book last week and I'm enjoying it. I don't want to do a spoiler but it's interesting how they well managed the situation. The comments that she adds after some days to clarify her words are a good touch of how our behaviour change in very short time and how we want to justify our strong words sometimes.



Marcela Zullo Peretra 2 Jan

I am on page 150 now. I feel sorry to know that she died at a young age. And I am curious about the end. Many thoughts came to my mind.

Her perspective was unique. And once it was exposed to the other residents, they might have regretted their behaviour. Anne was the common target because others probably thought she was the weakest person in the Annexe.

But she seemed to be stronger than anybody else there. Anne was resilient, polite, and suffered quietly. She dreamed of having her life back. She worried about the unfortunate Jews who didn't have the same opportunity to hide.

She was a very young girl who grew up surround by fear and injustice.

It is inevitable to compare that moment to what we are living now.

Life is brief, and many matters lose their importance in the overall.

Activate Windows

Go to Settings to activate Windows.



This week I've been reading a lot
and doing little work. That's the way
things ought to be. That's surely the
road to success.

— *Anne Frank* —

AZ QUOTES



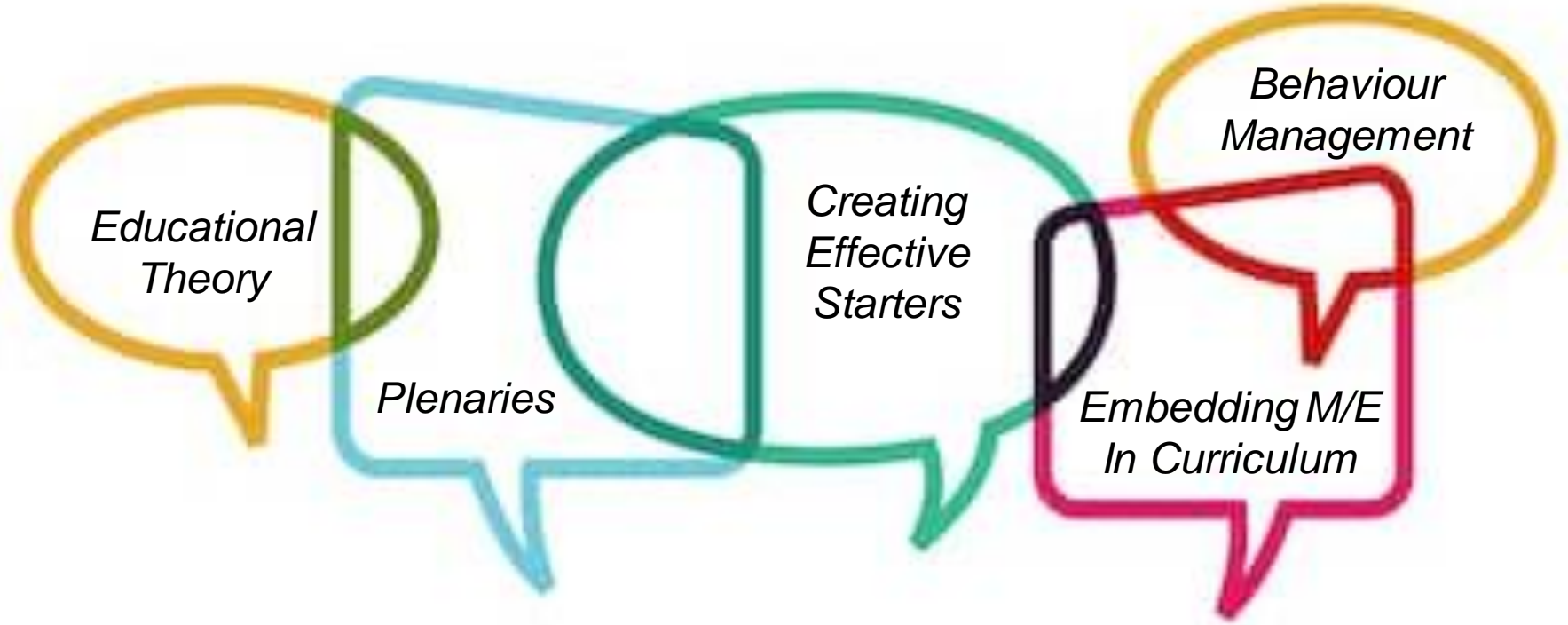
Professional discussion on teaching, learning and assessment in Zoom conversations and group emails

Participants brought problems forwards for discussion, reflection and further investigation *

Feedback was supportive, positive, enthusiastic, relevant

* Participants took reflections away with them to investigate and report back in the next Action Learning Set (1 per month for approximately 1 hour)

The Facilitator Perspective...



What did we talk about?



Your turn to talk...

5 minutes – Total!
Share your experiences (1-2 minutes each)
Is there anything you can offer the other person?

The RSL role

**Identifying and sharing good
practice**

Bob Read, RSL – Eastern Region

Essex ACL

Use of Qwigr for audio feedback



Audio

Make feedback personal. Give them more individualised feedback in less time.



Video

Record your students talking about their work. Create a video walk through for a mock exam.



Photos

Add an image to your feedback. Attach a photo to group work.



Web links

Provide a link to a YouTube video. Signpost students towards helpful resources.



Files

Attach files to your feedback. Give them the markscheme when you hand back work.



Conversations

Students respond to your feedback. Record spoken foreign language tasks.



[@qwigrfeedback](https://twitter.com/qwigrfeedback)

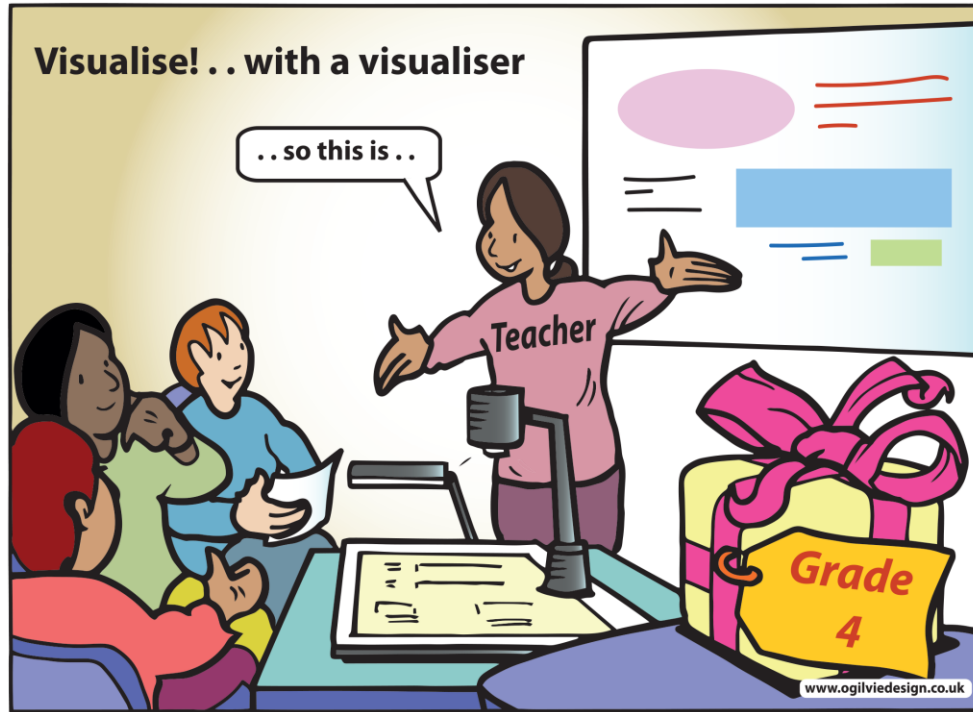


[@qwigrfeedback](https://www.instagram.com/qwigrfeedback)



[@qwigrfeedback](https://www.facebook.com/qwigrfeedback)

Suffolk New College – use of visualisers



Writtle University College

Use of graphics pads & digital whiteboards

This is the opening to *H is for Hawk*, a biographical account by Helen Macdonald of her experience of training a goshawk, a bird of prey, as she recovered from a period of depression following the death of her father.

Forty five minutes north east of Cambridge is a landscape I've come to love very much indeed. It's where **wet fen** gives way to **parched sand**. It's a land of twisted pine trees, burned out cars, shotgun-peppered road signs and US Air Force bases. There are ghosts here: houses crumple inside numbered blocks of pine forestry. There are spaces built for air-delivered nukes inside grassy tumuli behind twelve foot fences, tattoo parlours and US Air Force golf courses. In spring **it's a riot of noise**: **constant plane traffic**, **gas guns over pea fields**, woodlarks and jet engines. It's called the Brecklands - the broken lands - and it's where I ended up that morning, seven years ago in early spring, on a trip I hadn't planned at all. At five in the morning I'd been staring at a square of streetlight on the ceiling, listening to a couple of late party-leavers chatting on the pavement outside. I felt odd: overtired, overwrought, unpleasantly like my brain had been removed and my skull stuffed with something **like microwaved aluminium foil**, dented, charred and shorting with sparks: **Wing! Must get out!** I thought, throwing back the cover: **Skull** pulled on jeans, boots and a jumper, scalded my mouth with burned coffee and it was only when my frozen, ancient Volkswagen and I were halfway down the A14 that I worked out where I was going, and why. Out there, beyond the foggy windscreen and white lines, was the forest: **The broken forest**. That's where I was headed. **To see goshawks.**

landscapes-open skies

inside the writer's mind - claustrophobic

back outside where the goshawks fly

contrast - two adjectives

short phrase then list

striking simile

direct speech

short sentences

Toolbar: eraser, highlighter, marker, pencil, lasso, text, image, link, zoom, undo, redo.

City College Norwich

Making the most of Powerpoint in English teaching

- [live modelling using interactive text boxes](#)
- [Polleverywhere add in](#)
- translate & SMART look up features
- onscreen recording

London South East Colleges Drop Everything and Read



STAGE 4: IDENTIFYING PARTS OF SPEECH & EFFECTS

On a cold, fretful afternoon in early October, 1872, a hansom cab drew up outside the offices of Lockhart and Selby, Shipping Agents, in the financial heart of London, and a young girl got out and paid the driver.

She was a person of sixteen or so—alone, and uncommonly pretty. She was slender and pale, and dressed in mourning, with a black bonnet under which she tucked back a straying twist of blond hair that the wind had teased loose. She had unusually dark brown eyes for one so fair. Her name was Sally Lockhart; and within fifteen minutes, she was going to kill a man.

VERBS	DOING, THINKING AND FEELING WORDS
ADVERBS	DESCRIBE THE VERBS (often ending in <i>ly</i>)
ADJECTIVES	DESCRIBING WORDS
NOUNS	NAMING WORDS

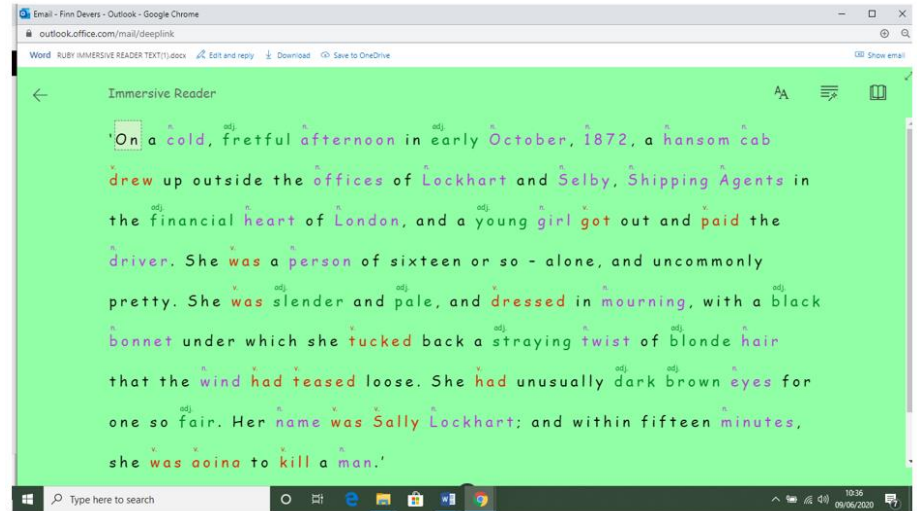
How do they create mood, atmosphere & suspense?
What TECHNIQUE IS USED?

DISCUSSION POINT
WHAT IS THE EFFECT of THESE WORDS / PHRASES?

YOUNG PRETTY
COLD STRAYING
ALONE UNCOMMONLY
SLENDER, PALE, MOURNING
FRETFUL

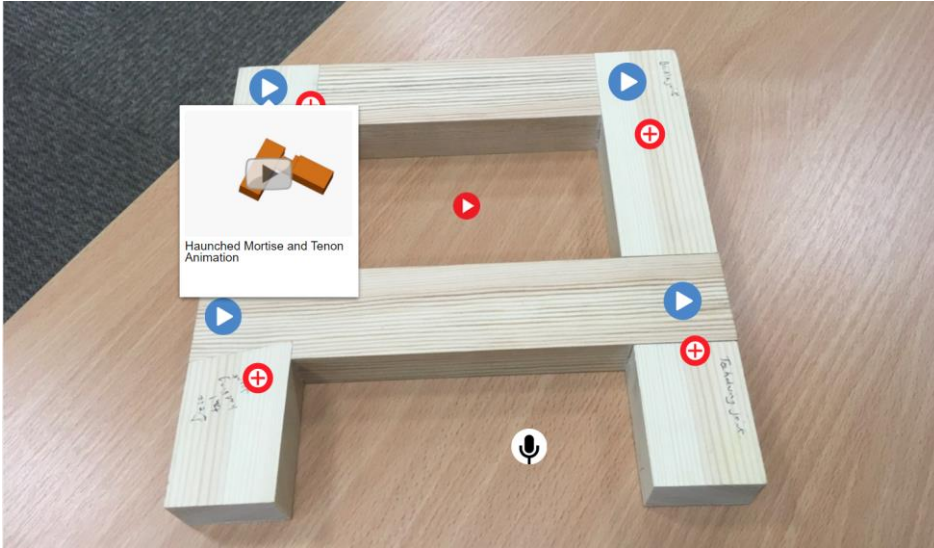
WHAT DO THESE WORDS REVEAL ABOUT SALLY?

Using Immersive Reader to explore wordclasses



Galway and Roscommon Education & Training Board

Use of Thinglink in embedded support



Plain Carbon Steel



GRETB
Galway and Roscommon Education & Training Board

There are different types of steel

Apart from iron, what elements are present in plain carbon steel?

Types of Steel

- Plain Carbon Steel
- Low Carbon/Mild Steel
- Medium Carbon Steel
- High Carbon Steel
- Alloy Steels
- High Strength Low
- Stainless

Properties of Low Carbon steels:

- very ductile and soft
- can be pressed into complicated shapes eg car body panels at room temperature without cracking

Plain Carbon Steel consists of Iron and small quantities of carbon. There may also be traces of Impurities left over from the extraction process.

MANGANESE

High Carbon Steel

Harder and more expensive than both mild and medium carbon steels

Medium Carbon Steel

are harder, stronger and tougher than low carbon steels

Low Carbon Steel

Also known as 'dead mild' steel if carbon content is between 0.1% and 0.15%

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Ferrous Metals

Stainless Steels



ETF Regional Specialist Lead for
Maths and English in the South East

claire.callow@etfoundation.co.uk



[@claire_callow](https://twitter.com/claire_callow)

South East online networks (fully funded)

EMSOL (English, Maths and ESOL) managers' network

ESOL network

Maths Practitioners' Network

English Practitioners' Network

All groups meet 16.15-17.15 once a month (day of the week varies)



South East Maths and English January 2021 Newsflash

Please follow this [link](#) to the SE ME Padlet for information about all of the ETF offer, including the following:

- **South East online networking events (fully funded):**

Join the **ESOL network**. Next meeting: January 11th 16.15 - 17.15.

Join the **EMSOL (English, Maths and ESOL managers') network**. Next meeting: January 13th 16.15 - 17.15.

Join the **Maths Practitioners' Network**. Next meeting January 21st, 16.15 - 17.15.

Join the **English Practitioners' Network**. Next meeting January 25th, 16.15 - 17.15.

Let Claire know if you wish to join any of these groups, even if you are not able to attend these dates (as you will be sent slides and information following any event you miss.)

- **National Maths and English Online - Tutor Support Group drop-ins**. Starting January 14th 16.15-17.15. The Regional Specialist Leads from across the country are holding a series of fully funded drop-in sessions to support you with teaching, learning and assessing progress online over the coming weeks. We will be looking to support each other with issues and solutions. So, whether you have made a great break through with a particular approach or you just don't know where to start, just grab a coffee and come along when you finish teaching.
- **Fully funded embedding English and maths in apprenticeships webinars** (various topics available).
- **CfESEND Inclusive digital learning webinar (fully funded)** Jan' 13th.
- **Level 5 FS English course** starting January 2021
- **Level 5 GCSE English course** starting 16th February 2021.
- **Level 5 GCSE maths course** starting 28th January 2021.
- **Mathematical Methods - a foray into the 9 basic maths skills and a range of alternative methods** starting 1st February 2021.
- **Practitioner led reflections on maths and English webinar various dates, starting 15th January.**
- **TASTER SESSION: Teaching Functional Skills Maths Level 5 CPD module** 12th January 2021.
- **Teaching Functional Skills Maths Level 5 CPD module** starting 27th January 2021.
- **Maths and English digital pedagogies** starting 2nd February 2021.
- See the full **Shaping Success English and Maths offer** on the [Padlet](#) (including a comprehensive selection of stand-alone, on-demand webinars).

Claire Callow · 1m

SE MEETF South East Maths and English news and updates claire.callow@etfoundation.co.uk**The NEW Shaping Success offer**

+

Shaping Success home page. (There are 19 fully funded pathways on offer in English and maths which are all outlined on this page.)

Contact Claire if you have any questions or wish to discuss opportunities.



Courses
The Education and Training Foundation (...)
etfoundation

ETF support for English and maths - general guides, publications and links

+

JISC - FE experts give top tips for teaching in lockdown 2021
Jan 2021



FE experts give top tips for teaching in L...
The enforced shift last spring to online w...
jisc

TES 13.01.21 re: exams this summer and Williamson's consultation and letter to Ofqual



GCSEs 2021: In full - Williamson's letter L...
Gavin Williamson has written to Ofqual's ...
tes

AoC response to Dfe and Ofqual's letter exchanges.

Maths courses and materials

+



British values maths resources and guid...
Maths resources from Entry level to Leve...
excellencegateway

OFQUAL blog on FS reform



Reform of Functional Skills qualification...
From 1 September 2019 a reformed suit...
blog

L5 GCSE Resits: develop your practice (maths modules) online course . Contact Claire if you require any more

STARTING 28th JAN 2021

EDUCATION & TRAINING FOUNDATION

Developing maths in vocational/technical contexts

+

FULLY FUNDED embedding English and maths in apprenticeships webinars . See here for full list of titles and details or contact Claire with any questions. (We can also run these courses 'in-house' for a group of your staff online at a time to suit you.)



Further free embedding maths and Engl...
Posted on December 11th, 2020 The Edu...
etfoundation

Embedding maths and English in apprenticeships: embedding strategies
(introductory webinar)

EDUCATION & TRAINING FOUNDATION

ETF Booking

Centres for Excellence in maths

+

CfEM live conference events summer 2020 recordings etc



Programmes

CfEM National Action Research Confere...
As part of my new adventure my first FR...
touch consulting

Mini conference: Mastery, Motivation and engagement and data technology

EDUCATION & TRAINING FOUNDATION

ETF Booking
This is an online event which will run fro...
etfoundation

Mini conference: Motivation and engagement and data technology

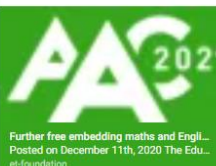
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ETF Booking

English courses and materials

+

OFQUAL blog on FS reform



Reform of Functional Skills qualification...
From 1 September 2019 a reformed suit...
blog

L5 GCSE Resits: develop your practice (English modules) online course . Contact Claire if you require any more details.

STARTING 16th FEB '2021

EDUCATION & TRAINING FOUNDATION

ETF Booking
A limited number of free places are offer...
etfoundation

Maths and English digital pedagogies

Starting 2nd February 2021

EDUCATION & TRAINING FOUNDATION

ETF Booking

ESOL courses support for te ESOL

+

Effective ESOL teaching approach range of ESOL let's maths and English
(introductory webin...

EDUCATION & TRAINING FOUNDATION

ETF Booking
Many of our learners in
etfoundation

Supporting ESOL courses
(online course)

EDUCATION & TRAINING FOUNDATION

ETF Booking
By the end of the course
etfoundation

Supporting ESOL courses

EDUCATION & TRAINING FOUNDATION

ETF Booking

Claire Callow · 1m

ETF English & maths Networks (South East)

A home for sharing information from the South East English and maths networking events

EMSOL managers' networking meetings

EMSOL network 13.01.21



EMSOL network Jan 2021 PDF document padlet drive

Dom's slides about the Practice Development Groups



PDG slides 13 01 21 PDF document padlet drive



Maths practitioners' networks

Meeting slides 16 11 20



Maths network 16 11 20 PDF document padlet drive

National Development Day, 16th December 2020: Engaging and Motivating online



NDD: Engaging and Motivating Online 1... PDF document padlet drive

Meeting slides 12 10 20



ESOL networking meetings

Slides from the network meeting 11.01.21



ESOL network Jan 2021 PDF document padlet drive

Slides from the network meeting 23 11 20



ESOL network Nov 23 2020 PDF document padlet drive

Shared by Sumi at Abingdon and Witney College



English practitioners' network

Link to Laura and Umaira's GCSE Mock on Google forms. We know this is a work in progress but we thank them very much for sharing!



GCSE English Language Mock Exam 1 Time Allowed: 1 hour 45 minutes: Materi... google docs

Meeting slides 14 12 20



English network CC 14 12 20 PDF document padlet drive

National Development Day, 16th December 2020: Engaging and Motivating

Online forum 22.04.20 Focus: digital and online learning

Claire's slides



Online forums Presentation CC 22 04 20 PDF document padlet drive

Link to SE ME padlet where you'll find a column of information and ideas with links to materials etc.

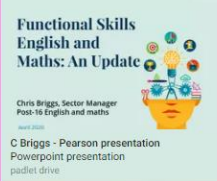


English network CC 14 12 20 PDF document padlet drive

Online forum 20.04.20. Focus: FS Update



Online forums Presentation CC 20 04 20 PDF document padlet drive



Network event, Winchester (Hampshire Achieves), 26.11.19



Network Presentation CC Hampshire Ac... PDF document padlet drive



Network Agenda 26 11 19 PDF document padlet drive



Network event Folkestone Co 15.11.19



Network Agenda Final 1 PDF document padlet drive



Network Presentation C PDF document padlet drive



‘How to avoid going in cold’

Increasing engagement and motivation before you begin a course.



Flipgrid

Rachel Öner – Regional Specialist Lead for English

rachel.oner@btinternet.com

Some of the pitfalls of delivering online classes:



- many courses now have practitioners from all over the country
- learners are reluctant to use their cameras
- learners lack confidence with the tech
- learner can take longer to 'bond'
- less opportunity to network

Any others can you think of?

My aims:

- to break down barriers
- get learners familiar with the tech – introductory videos to Zoom to save time in the first lesson
- meet their peers before the start of the course

Let's look at the finished result:
<https://flipgrid.com/cb65cb42>



A screenshot of a Flipgrid course page. At the top, it says "by Rachel Orr" and "December 1, 2020". The title is "Intro to L5 Teaching FS English". Below the title, there is a video player showing a woman speaking. To the right of the video player is a thumbnail for "TEACHING FUNCTIONAL SKILLS ENGLISH". Below the video player, there is a "Record a Response" button. Underneath, it says "11 Responses" and "123 views, 8 comments, 27 hours of engagement". At the bottom, there is a grid of 11 video thumbnails showing different people who have responded to the course. Each thumbnail has a name and a date below it.

Results and feedback

What I felt:

- marked difference in engagement
- instant bonding of participants
- much more of a 'warm first session'
- provoked conversations about their shared reasons for doing the course.

What they said:

- *"What a lovely idea and enjoyed 'meeting' others before the course."*
- *"I loved the Flipgrid idea and will use it as much as I can on future courses."*
- *"I absolutely hated filming myself, but I did it as I didn't want to be left out 😊."*





Time to Talk...

10 minutes (have a short break☺)
Is there anything you can offer the other person?

Quite a journey...

Taking part in an Outstanding Teaching Learning and Assessment (OTLA) programme proved to be the start of a research journey for Havant and South Downs College.
Dom Thompson takes a look back



**EDUCATION & TRAINING
FOUNDATION**

- ✓ Funded programmes
- ✓ Collaborative
- ✓ Supported by experienced mentors
- ✓ Networking/Sharing opportunities

**The Next Step...
And Then...**

Teacher's Takeaway

“The Teacher’s Takeaway brought three local colleges together in an innovative and supportive way, but also created an online platform for staff across the three FE colleges to use to drive the improvement of teaching learning and assessment”

**Alice Copp (Quality Manager –
Bournemouth and Poole College)**



Volume No. 101

Winter 2020

RaPAL

Practitioner Action Research Edition



Find your voice ..



ETF Mentoring programme



The course is 'Advanced mentoring skills for experienced mentors'



There is also a foundation programme for those less experienced



The course is run on FutureLearn (online learning), Zoom (course leaders and peer discussions) and independent learning



The course is approximately 6 months



The goal is to learn the theory of mentoring and supervision

Where I am now on the course...



I am currently developing a business plan for my mentoring programme



Once the course has been agreed by the course leaders and college, it will be implemented. I will mentor and supervise my mentees (and second mentor) based on my programme



Once the mentoring programme has been completed I will ask mentees for feedback to investigate the impact of the programme in final evaluation

Practitioner Research Programme

MA Short Course

ETF MPhil Programme



Research Priority Areas

A man in a light blue shirt and a blue lanyard is standing at the front of a room, gesturing with his hands as if presenting. He is facing a group of people seated at round tables. The room has a brick wall and a projector screen on the right side. The screen displays a magnifying glass icon over a person's silhouette. The overall atmosphere is professional and educational.

**Teaching, learning and assessment in Maths & English.
The embedding of English and Maths**

**Developing effective teaching methods
Online learning and digital technologies.**



Practice
Development Group

Thank You!!

Dominic Thompson and David Galloway