



Open Futures 2005 - 2015

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Open Futures in Hull

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# 10 Years of Open Futures

**10 years and the Open Futures Trustees are pleased to announce plans for the next phase of development.**

It is nearly 10 years since the Helen Hamlyn Trust first initiated *Open Futures* in September 2005. The educational, political and financial landscape has changed dramatically over the years, however *Open Futures* has remained relevant and has continued to address the needs of young children, which are now routinely in the headlines. In 2004 Helen Hamlyn expressed to her board of trustees the need to 'reach children at the earliest stages of their education'. At the time interventions focussed predominantly on secondary age children.

*Open Futures* began as a 1-year pilot project consisting at first of *growit* and *cookit* in ten schools along the south coast between Portsmouth and Eastbourne. Within 3 years the programme had expanded to include *askit* and *filmit* and was working with a total of 64 schools. By 2008 all those involved began to articulate the pedagogical significance of *askit*, *growit*, *cookit* and *filmit* together. Thus *Open Futures* became The *Open Futures* Enquiry and Skills-based learning programme, and is now established in eight regions across England.

Helen Hamlyn and the board of trustees have generously supported *Open Futures* and its evolution over the last 10 years with our professional partners, our schools and lead by our dedicated, *Open Futures* team. 'Evolution' is a carefully chosen word, as the process has been a learning experience and a progression for everyone; the Royal Horticultural Society, SAPERE, Focus on Food and our schools.

Everyone has benefitted and developed through the partnership and the *Open Futures* approach is unique in the framework it provides which enables schools to plan children's learning across all the core curriculum subjects through the rewarding activities and contexts provided by the strands.

***"Seeing philosophical enquiry in action persuaded us to view horticulture and cooking not just as skills, but as a starting point for questions."***

**Claire Custance (RHS) and Anita Cormac, (FoF)**

We developed an *Open Futures* Quality Mark as a means to help guide the process of implementing *Open Futures* and to articulate the success factors which we had seen emerge during the pilot phase. The quality mark also helps schools to build their evidence, always useful when Ofsted are visiting and also to ensure sustainability in the long term. Achieving Level 3 enables schools to be recognised as *Open Futures* flagship schools.

*Open Futures* now has 22 flagship schools nationally and more will be accredited in the Autumn. These schools are outstanding in how they have embedded the *Open Futures* approach throughout their schools. Some have



been working with us for 10 years and continue to extend the proposition. Many have used *Open Futures* as an opportunity for staff progression as they take on more responsibility; new strands are popping up in schools up and down the country from *digit*, an archaeological strand to *compute-it*, *danceit* and lots more. At the core of our development strategy is the partnership with our flagship school teams. Together we develop the programme and are able to promote initiatives, which help to extend the effectiveness of the programme. In effect there is no 'end' to the relationship as we all continue to fuel each other.

*Open Futures* is about people and building relationships between children, teachers, parents, governors and the local community. Due to the practical nature of the strands parents get involved and connections are made with community groups and local businesses.

Not only are children able to improve their academic prospects, but also enhance their sense of belonging and wider responsibility – making '*Open Futures*' an essential part of any curriculum.

# Welcome to openit

Welcome to issue 12 of **openit**, which is all about ...



Welcome to **openit** 12, this year's summer edition.

This edition highlights the very real benefits Open Futures has brought, in its 10 years, to our family of schools and our plans for the next phase. The front page celebrates and acknowledges the driving force behind this initiative, Lady Helen Hamlyn.

As in life, which never stands still, Open Futures is evolving. We will be working with more schools in Hull in partnership with Hull City Council and its Health and Wellbeing strategy, to which end we have made some new appointments in Hull, to solidify and support our common strategy of working with schools in their endeavours to improve children's health, outlook on life and aspirations.

We are developing our CPD strategy further, building on the foundation of the successful workshops we have already run. Please visit page 13 to find out more about our forthcoming programme and book early to ensure you get a place on the course/s of your choice. Our programme is being continually updated with new courses which are developed in response to requests from both our Open Futures schools and also non-Open Futures schools who have attended previous workshops and in collaboration with our strand experts and partners. It's heartening to read the feedback we've received to date, showing that we are on the right track.

We are also celebrating the retirement of some of our headteachers, who have contributed so much to the development of our programme with their enthusiasm and wisdom and we wish them all a long and happy retirement.

As ever we wish you all a good summer and hope you return to the new school year, reinvigorated and ready for the excitements and challenges we will all face as life takes us on through another year.

**Lucy O'Rourke**  
Trust Director

## About Open Futures

**'Engage Inspire Learn Succeed'**

*Open Futures* is a transforming force in education; a proven curriculum programme that integrates inspiring, practical experiences into the heart of the school curriculum. Working with schools and their communities in the UK and India, *Open Futures* reaches over 30,000 children.

An enquiry-based learning strategy for schools to complement, extend and reinforce their existing educational curriculum.

The *Open Futures* programme comprises three key elements:

- Professional advice and mentoring for senior leadership teams
- High quality Continuing Professional Development (CPD) for teachers in enquiry based learning; *askit* – *Philosophy For Children* (P4C)
- A proven programme of skills based training for teachers through 3 educational strands; *growit*, *cookit* and *filmit*

Our key objective is to engage and inspire children to want to learn, to develop an 'I can' attitude and to succeed in life.

Our approach supports attainment in literacy, numeracy, science and technology. It allows all learners to engage and contribute positively to the classroom, the school and the community.

To find out how to become an *Open Futures* School or to hear more about the programme please phone us on 01235 533131 or email us at [hello@openfutures.com](mailto:hello@openfutures.com)

**openit**

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**\* \* \* \* \* STOP PRESS \* \* \* \* \***

**\*\*\* 2015/16 CPD programme \*\*\***

**\*\*\*SAVE THE DATES\*\*\***

**12th November 2015**

**Food Hygiene and Safety (Incorporating the CIEH exam)  
Manchester**

**11th February 2016**

**Thinking Outside the Planet, Birmingham**

**9th March 2016**

**Cooking and Growing with Maths and Science, RHS Hyde Hall**

**26th April 2016**

**Cooking and Growing with Maths and Science, RHS Wisley**

**28th April 2016**

***askit* for Enquiring Minds, Manchester**

**21st June 2016**

**A Sensory tour of the Curriculum with *growit*, RHS Wisley**

Please contact us direct for more information and if you are interested in hosting an *Open Futures'* CPD workshop in your school.

Email us at [events@openfutures.com](mailto:events@openfutures.com) or phone us on 01235 533131.

These workshops are suitable for KS1 and 2 teachers and support the new primary curriculum.

**See page 11 for full details of two forthcoming courses**

More dates and venues to follow



## Open Futures' next phase

### The next phase . . . Hull, health and national development

During the past four years The *Open Futures* Trust has worked closely with five primary schools in Hull to introduce the *Open Futures* 'learning programme, "Linking Learning and Life".

There are three nationally recognised *Open Futures* flagship schools established in the city; Chiltern Primary School, Neasden Primary School and Thoresby Primary School. Two other schools, Hall Road Academy and Ings Primary School are well on the way to achieving flagship status.

The local authority Health and Wellbeing Board have invited *Open Futures* to work in partnership with them as part of their revised strategy for Hull. They commented that *Open Futures* sets the gold standard in addressing the health needs of young children and their families across the city with a sustainable and long-term vision for improving quality of life and resilience.

The partnership will start in September 2015 and will provide a focus for *Open Futures* Research and development. This is an opportunity to really make

a difference to the children's lives in the long term. Working with schools and Public Health is an innovative approach which we anticipate will influence our work in other parts of the country with Hull leading the way.

We have appointed Elaine Burke as Director of Learning and Programme Development who will be based in Hull. She will work with schools, parents and community groups to extend *Open Futures* engagement across the city.

Julia Weldon, Director of Public Health, said: "***We are delighted that the Open Futures scheme is to roll out and to expand within the city. The scheme has already achieved significant benefits for the pupils of Ings Primary School, Thoresby Primary School, Neasden Primary School, Hall Road Community Primary School and Chiltern Primary School.***"

She continues: "***Open Futures gives children the opportunity to develop practical skills, which will help them to live healthy, productive lives. Learning how to grow and cook food and understanding key principles of nutrition can be fundamentally important in encouraging children to take responsibility for their health and preventing them from becoming obese. Those schools***

***which are already delivering Open Futures as an integral part of the curriculum will support others in adopting it from September 2015, and by 2018 the scheme will have benefited a total of 20,000 children and directly reached at least 1,000 parents. With this expansion, we have a fantastic opportunity to positively impact the lives of the next generation of Hull residents and beyond***".

A development team for *askit*, *growit*, *cookit* and *filmit* is being established and will be based in the city, dedicated to providing training specifically for schools and community groups in Hull.

This phase of *Open Futures* development in Hull will result, by 2018, in a dynamic partnership of 23 schools across the city and will influence our work with schools, Academy Trusts and Local Authorities. Nationally we continue to support new schools joining the programme and developing and promoting projects with existing schools.

**The next chapter is full of potential and I hope you will continue to be part of writing it!**

## Meet some of the team



### Elaine Burke

Elaine has been appointed Director of Learning and Programme Development. Based in Hull, Elaine will be responsible for the future development of the Hull project and the national programme.

Elaine specialises in harnessing the power of the arts and creativity to make big and lasting impacts. Her work began as a psychotherapist specialising in child, adolescent and family mental health, within her role as Head of Art Therapy across Specialist Children's Services in Hull and East Yorkshire.

From there, she moved on to public health, establishing the Arts and Health Service which gained national and international status for using the arts to significantly improve wellbeing. Elaine and her team worked with schools, patients, communities, prisons, carers, regeneration projects and over 100 other partner services.

In her subsequent freelance work, Elaine has used creativity as a catalyst across tourism, education, business, health, public realm and regeneration. Hull people will be familiar with the Larkin Toads public art project, for which Elaine did the development work, and was specialist advisor to the board. She works closely with business leaders, amongst others, to broker partnerships into communities and is passionate about showcasing great work and bringing people together to make brilliant projects even better!



### Sandra Rayner

Sandra is the *Open Futures* Culinary Project Officer for the north. She is passionate about working with schools to help them to use cooking as a tool for enhancing the primary curriculum and encouraging children to eat healthily and try new flavours.

Sandra relishes the challenge of working with schools to develop the programme to suit their needs and encourage them, where possible, to use the fresh ingredients grown in the school garden.

Sandra has been a teacher for over 20 years. She taught food technology and health and social care in Leeds before joining *Open Futures* over 6 years ago.

She loves to cook at home, enjoys travelling abroad, narrow boating, walking and gardening.



### Nicola O'Riordan

Also based in Hull, Nicola will be the lead practitioner for the *askit* strand, working closely with the Hull schools.

During the course of her career Nicola has worked as a primary teacher, Special Educational Needs Coordinator, Deputy Head and Educational Consultant for Inclusion and Special Educational Needs.

Nicola became a Philosophy for Children (P4C) SAPERE registered trainer in 2008 and has worked in primary, secondary, special and university settings facilitating communities of enquiry and providing training, mentoring and coaching in the P4C approach. In 2013 she completed a doctoral thesis, which explored the implementation of P4C in primary schools.

Her research findings and experience of working with schools as a P4C trainer and facilitator support the conclusion that enquiry based approaches to teaching and learning have a very positive impact on pupils.

Opportunities for regular enquiry in the classroom facilitate the development of creativity, cooperation, resilience and a love of learning: attributes that are essential for lifelong wellbeing, achievement and success.



### John Hickling

John is looking forward to sharing his enthusiasm as a *growit* trainer with both schools and communities to support wider aspects of the schools curriculum.

John took on his first allotment aged 11 when he decided to become

a gardening millionaire by growing 120 rows of onions which subsequently all rotted in storage while he was waiting for the wholesale price to rise. He was not put off by this and after training in botanic gardens then taught horticulture in East Yorkshire to both keen amateur and budding professional gardeners.

He subsequently joined the RHS as a Schools garden advisor to support Yorkshire and Lincolnshire Schools to develop their outdoor curriculum where he aimed to develop the confidence of school staff to build gardening into the curriculum and to develop links with the local communities.

He left the RHS to work as a freelance School and Community Gardening advisor which allowed him to develop his passion to work with a wider range of community groups.

He sees the future of school and community education as fundamental to solving poverty, food and social issues and encourages different organisations to work together.





# Celebrating askit

Nick Chandley reminds us that reflection is a core aspect of *askit*, so it seems fitting that our celebration of ten years of *Open Futures* is a retrospective of things past

## Developing questioning (August 2012)

*Thinking about 10 years of Open Futures, I wanted to revisit an article written in 2012 as for me it represents what is central to askit ‘questioning’!*

It is good questioning which helps to give all the Open Futures strands the ‘it’ factor. As Roger Sutcliffe, founder of SAPERE, said some years ago, “If anything was wrong with the old slogan of learning through doing, it was that you can do and do and do and actually not succeed in learning because you are either not asking the right questions or you are not reflecting on what you have done and learning from your mistakes. Developing those basic skills feeds into good learning across the curriculum.

### Awkward questions

One of the indicators of a bright child, according to MENSA, is someone who asks lots of questions. Unfortunately, our system seems to have grown over the years into one where we assess children on the quality of their answers to questions they are asked so a fairly natural outcome of this is that children ask fewer questions.

Those of you who are parents will relate only too well with the inquisitiveness of very young children and the, sometimes, awkward questions they ask. How many of you have had

to think of increasingly creative ways to answer the dreaded ‘why?’ questions?

### Spur of the moment

I stumbled upon this recently, a BBC news article about how you might respond to 10 tricky questions that children ask, such as ‘why did God let my kitten die?’ and ‘why do I like pink?’ You can find it here – <http://news.bbc.co.uk/1/hi/8200022.stm> – and some of the parent responses are quite interesting.

They’ve been given with the benefit of time to think, but I wonder what they’d have been like on the spur of the moment? Or even worse, on the spur of the moment and in the company of the person that inspired the question – “Daddy, why is that man’s nose so big?”

### The mood to learn

Back to school though. Einstein said that “the important thing is not to stop questioning. Curiosity has its own reason for existing” and surely, if we have a class that is curious, we have a class that is in the mood to learn.

The *askit* approach, with specific time given during a community of enquiry for children to generate questions, is a great move forward in developing curiosity, especially as the children are developing questions together.



### Celebrate the questions

So what might be the very first step in creating a climate of questioning? In my mind, it’s to celebrate the questions children ask, regardless of the ‘quality’ of them.

When I’m doing sessions with children, observed by teachers, the general rule of thumb is that the more people watching, the least good the question is that the children vote for. They might have ones like ‘does being equal mean treating everyone the same?’ and ‘when do we really become grown up?’ waiting in the wings but, with a dozen teachers (or in one case, the whole school of nearly 40 staff!) watching, the one they’re likely to go for is ‘what’s the cat’s name?’ or ‘how much did the car cost?’.

I’m sorry to bring this fact of life home to all those of you planning to show off your *askit* skills to the rest of the school, but forewarned is forearmed!

### Behind the question

So – my first response to the question voted for would be “what a wonderful question this is, children!”

**“How many of you have had to think of increasingly creative ways to answer the dreaded ‘Why?’ questions?”**



If nothing else, it gives me a few seconds grace to think about where we might go with it!

Let's take the question 'what is the cat's name?' as an example of where we might go (this was a question one group of children voted for after we'd shared the picture book 'John Brown, Rose and The Midnight Cat'.

After my initial celebration, the natural thing in my mind would be to ask the children for their responses to the question. Quite simply, 'well what do you think the cat's name is?'

I wouldn't want to spend too long exploring this as I'd basically be getting a series of suppositions from the children, so after taking 4 or 5 responses, regardless of how many hands are up, I'd make my next facilitator move by trying to get a little more 'behind' the question.

### A bigger question

I could simply ask them a question myself, such as 'does it matter what the cat's name is?', maybe with an idea that this could develop into 'does it matter what your own name is?', but I could also put the ball back into their court by asking them about the question they've voted for. An opportunity, then, for them to discuss, maybe in pairs, whether this is a 'fact' (or 'research') question and whether there's a bigger question behind it.

### A true community of enquiry

There is, as you've obviously noticed, a particularly 'juicy' concept in the question, that of 'names'. It sometimes works well to ask children what the most important words are in the question, or what 'big ideas' are in there, and list it/them on the board. You might then end up with a list of key words, or maybe even just one, and you could then ask the children to think of further questions based on this list.

This is another great opportunity to get the children talking in pairs or small groups. After a few minutes, you could then ask any children if they'd like to ask their question to the rest of the class. The last time I used this strategy, the first question a group asked was 'why do we need names?' The children who came up with this question were really proud to have set their classmates thinking, which made them want to ask more questions.

This was also another step towards the class becoming a true community of enquiry, where questions come from the children as well as the facilitator.

### And now to the present day . . .

Take a look at this, something I came up with in an attempt to move children on, independently rather than through my facilitation, from the first question they ask.

In the example discussed above, the first question would be 'What is the cat's name?'

The children would then be encouraged to write their first thoughts in the second box – maybe something like 'the cat might be called Elsie' – and to then write another question after reflecting on their thinking, which might be something like 'do animals give themselves names?'

### The 'wonder' question

I copy and laminate these so the children can write on them with board pens (with a version too that says 'Our first question is...') and although it seems quite simple, it's proving very effective.

I've also included one that some children from a Y3/4 class in Birmingham completed after reading the Anthony Browne story Little Beauty. It's a fabulous story by the way, well worth getting, especially as it's based on a true story. Very little was given by way of explanation and as you can see, their 'wonder' question perfectly gets to one of the big ideas behind their initial question.

1 My first question is . . .

2 Which leads me to think . . .

3 Which makes me wonder . . .

1 My first question is . . .  
why did the gorilla want a friend?

2 Which leads me to think . . .  
Because the gorilla was lonely

3 Which makes me wonder . . .  
~~It make~~ makes me wonder if do Animals have feelings? Does animals have feeling for other animals?





# Celebrating growit

Anne Gunning's *Open Futures*' champions are schools which have the confidence to share and celebrate their achievements with others

**When I reflected on the last 4 years working with *Open Futures*' schools in Manchester and Birmingham I realised that my happiest days were those when I did the least work. It's not that I'm lazy – every teacher knows that it is the learners and not the teachers who should feel tired at the end of a school day if we have planned and implemented a stimulating, interactive lesson. What I mean by this is that I know I have done a good job when a school has the confidence to go it alone and I can sit on the side lines and enjoy the spectacle. Looking back here are some examples:**

## **Camberwell Park School, Manchester**

To celebrate 2 years of *Open Futures*' training, Camberwell Park decided to exhibit gardens and cookery sessions at the RHS Tatton Park Flower Show in 2013. What wasn't mentioned in that edition of *openit* (**openit 8**) was that the *Open Futures*' trainers had their very own flower show at the school ahead of the Tatton show and we had to judge the gardens which was a very difficult job.

This day was one of the highlights of my time working with *Open Futures*. Parents and community groups came along and the teachers and children were very proud of their work. My horticultural highlight was that they had managed to grow 2 pumpkins ready for July which demonstrates they are expert growers, this is very hard to achieve.

When five of the gardens were taken to the Tatton show, the public, including George Osborne, who saw the gardens and enjoyed the cooking demonstrations, were inspired and impressed with the strong educational links which had been made throughout the process and most of all by the children's enthusiasm for growing and healthy eating.

In 2014 Camberwell Park joined the 22 schools who exhibited as part of the Winsford Education Partnership and created another beautiful display garden.

## **Cheetham CE Community Academy, Manchester**

Cheetham CE Community Academy were featured in *openit 8* when they won first prize voted for by the public for their 'Green Summer' container exhibit at the Tatton Park Flower Show. Their boat which was made from recycled plastic bottles looked perfect against the Punch and Judy sea side theme.

In 2013, I was also invited to a celebration event when many local dignitaries and community members were given a guided tour around the outdoor area where each class had staged a garden exhibit. Again it was very difficult to choose a winner. Exhibits included the teddy

***“The public, including George Osborne, who saw the gardens and enjoyed the cooking demonstrations were impressed by the children's enthusiasm for growing and healthy eating.”***

*It was so difficult to judge!*



*Edible cooker*

*I can cook a rainbow garden*



*I can count garden*



*I can explore my world garden*





bears' picnic and remembrance poppies with planting inside an old filing cabinet which had been painted red. As well as the beautiful garden exhibits, the children had prepared refreshments, knitted scented sachets and staged an outdoor play on our tour around – it was truly inspirational.

### Foundry Primary School, Birmingham

Foundry Primary school used *growit* particularly for groups of children who needed additional support to develop their speaking and listening skills. It was really interesting to see how the support teacher used the garden to develop these skills. She also inspired whole school involvement by having a special *growit* focussed day each term when every class ran a *growit* activity which linked to a growing theme.



One term they took Sunflowers as the theme and every class ran a sunflower activity and all the work was displayed in the hall. Every child sowed a sunflower seed and grew it on and then the best 6 from each class were planted outside for a competition. This not only created a beautiful display at the front of the school but involved lots of plant science, numeracy and literacy.

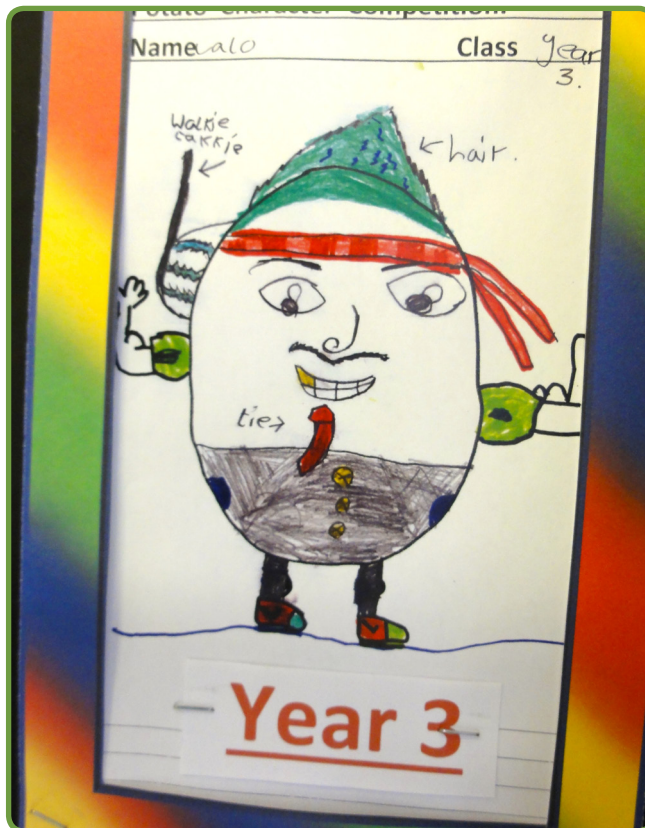
The main reason why this is one of my highlights is that all these ideas came from the teachers.

Once they had learnt basic growing techniques they linked all parts of the curriculum to this theme to create a range of hands-on,

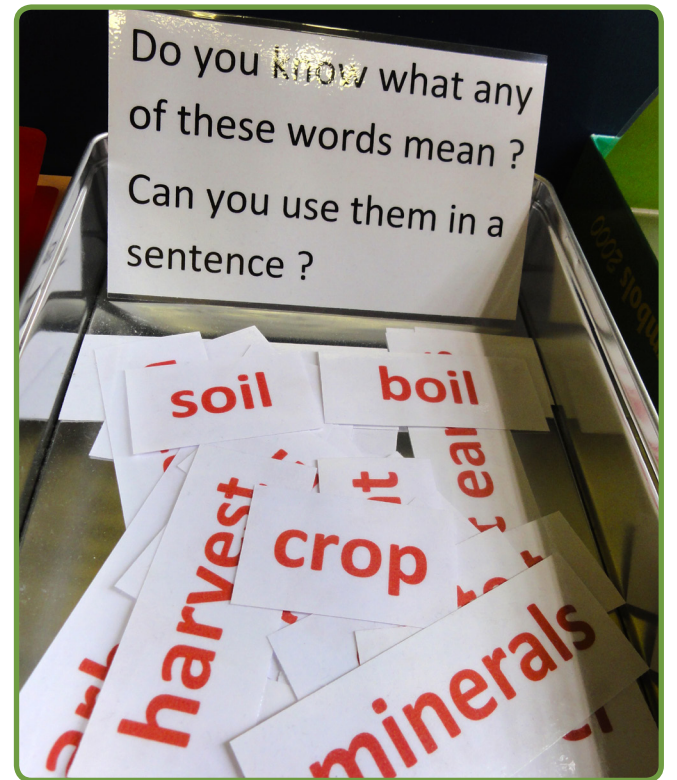


investigative activities which the children really enjoyed and which were relevant to the real world.

The next term saw a focus on potatoes. Every class competed to grow the heaviest bag of potatoes – potatoes were seen being relocated on a daily basis into the sunniest (and sometimes the shadiest if it was someone else's bag) part of the school grounds. They also ran a 'create a potato character competition' on the theme of the Potato Pete character from World War 1.



There were also other cross curricular activities such as estimate the weight of the heaviest potato ever grown, a potato growing word search, making finger print potato people and singing the potato song. The grand finale of the potato theme was harvest time in July when the produce was counted, weighed, measured and of course cooked and eaten.

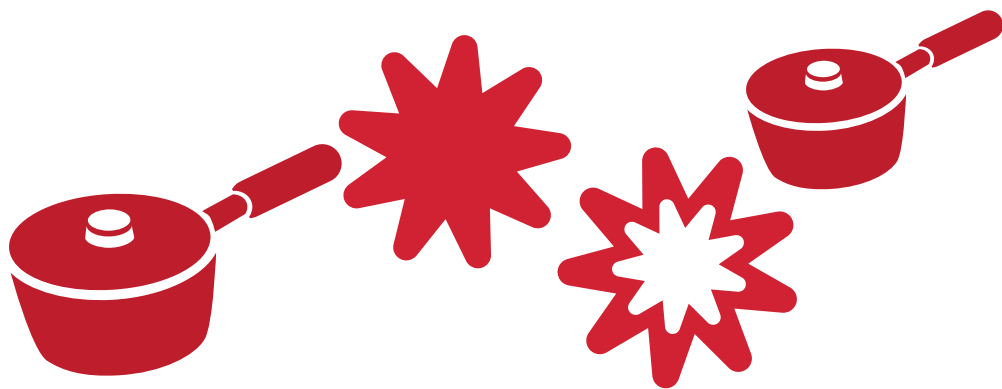


On days like these, when schools are just as excited about 'growit' as I am, I feel happy that these champions will inspire other schools to grow their own food while counting, reading, listening and measuring.

Two more photos from Camberwell Park  
– too good to leave out –  
Winnie witch and the Pumpkins & Proud to be part of  
the RHS Tatton Flower Show







# Celebrating cookit

Ann Kerry reminds us how cooking and food related activities have shown to be an ideal vehicle for delivering many aspects of the mathematics curriculum

## Mathematics and cookit: Cube it, circumscribe it, compute it, centre it and count it

**Many subjects in the curriculum entail learning information and concepts. When the understanding and embedding is assisted and enhanced by learning through doing, problem solving and reasoning, mathematics comes to life. When concepts and information are related to relevant experiences and practical situations and children can understand what they are learning and why it is important. Cooking or food related activities are one way of developing an understanding of many mathematical concepts.**

### Counting and shaping Roasted Vegetable Croustades\*

When cooking for the first time with children in early years or Key Stage 1, a colourful and delicious recipe to make is Roasted Vegetable Croustades. This helps to develop fine motor skills when cutting out the bread circles with a pastry cutter and brushing on a little oil. The bread is then placed into a muffin tin, introducing the concept of changing a 2D shape into a 3D shape. It also introduces simple knife skills when cutting a few batons of red pepper and leek.

The concept of fractions is introduced and this also helps to embed the process of counting when the children count how many teaspoons of filling they

need to use and learn to differentiate between the measurements of different spoon sizes, ie teaspoon, dessertspoon and tablespoon.

### Estimating, measuring and creating 2D & 3D shapes Glamorgan Sausages

Weighing, measuring and estimating are an integral part of cooking and these are used to a greater or lesser degree in the making of any dish. A recipe such as Glamorgan Sausages can illustrate the concept of estimating which is often difficult for children to grasp.



Initially use scales to weigh a rounded tablespoon of breadcrumbs; then estimate 50g and 75g of breadcrumbs using rounded tablespoons. When measuring the cheese this can be estimated by cutting off a piece from a block, for example, if the block weighed 600g, then one quarter of the block can be cut off ready to be grated.

Measuring spoons can be used to measure the herbs. These spoons generally measure from 2.5ml to 15ml. Choose recipes carefully when estimating quantities as some dishes require very accurate measuring, particularly cakes and biscuits as these usually contain some sugar.

When the Glamorgan Sausages are ready to shape, further mathematical concepts can be illustrated.

One method is to lightly press the mixture in the bowl into a round and then mark with a knife into 8 triangles, a bit like cutting a pie.

**“Mathematics comes to life when related to relevant experiences and practical situations.”**

\* see page 15 for the recipe



Another method is to place the mixture onto a floured surface and to use a noughts and crosses grid as a template thereby cutting the mixture into 9 equal shaped squares. After which the triangles or squares are shaped into the traditional Glamorgan Sausage cylinder shape.

This all links naturally to the requirement to create 2D shapes and 3D shapes including circles, triangles, rectangles, squares and recognise right angles.



Children learn about shape and space through practical activity, which builds on their understanding of their immediate environment. They begin to grasp mathematical language, using it to talk about their methods and explain their reasoning when solving problems.



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More resources at [www.openfutures.com](http://www.openfutures.com)



Recipe

Roasted vegetable croustades

This recipe makes 12 croustades.

Ingredients

- 4 Tablespoons sunflower oil
- 15g Butter
- 1 Leek – trimmed and sliced
- 1 Red pepper – diced
- 6 Large slices semi-stale bread or 12 slices of milk roll
- 100g Cheddar cheese – finely grated

Equipment

- Chopping board
- Sharp knife
- Saucepan
- Wooden spoon
- Grater
- Teaspoon
- 9cm Cutter
- Pastry brush
- 12-Hole bun tin

How to make it

- 1

Heat the oven to 200°C/Gas 6.
- 2

Melt the butter using a saucepan or microwave, add 2 tablespoons of oil to the melted butter. Coat the leeks and red pepper pieces with the butter and oil mixture. Place on a baking tray and roast for 20 minutes in the oven. Stir once during cooking.
- 3

Cut 2 circles of bread from each slice of bread. (Save the left-over pieces for making fresh breadcrumbs for another recipe).
- 4

Lightly brush one side of each bread circle with the remaining oil and place them, oiled side down, in the bun tin. Press firmly to form a case for the filling.
- 5

Spoon a teaspoon of the roasted leek and red pepper mixture into each of the bread cases. Sprinkle a teaspoonful of the grated cheese on top of each case.
- 6

Bake the Croustades for 10 – 15 minutes or until the bread is crisp and browned and the cheese has melted. Serve hot.



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Recipe

Glamorgan sausages

These vegetarian sausages are traditionally made with Caerphilly cheese. This is an excellent recipe to use when looking at food in World War 2.

Ingredients

- 250g Potatoes – peeled, boiled and mashed without milk or butter
- 150g Cheddar cheese – grated
- 1 Leek – thinly sliced
- 1 Dessertspoon sunflower oil
- 1/2 Teaspoon dried sage
- Pinch of cayenne pepper
- 1/2 Teaspoon wholegrain English mustard
- 1 Tablespoon fresh parsley – chopped
- 125g Fresh wholemeal breadcrumbs
- 1 Egg – beaten
- Ground black pepper

Equipment

- Saucepan and lid
- Potato masher
- Sharp knife
- Chopping board
- Frying pan
- Wooden spatula
- Blender or food processor
- Potato peeler
- Fork
- Teaspoon
- Small bowl
- Plate
- Colander
- Baking tray

How to make it

- 1

Heat the oven to 200°C/Gas 6. Cook the leeks in the sunflower oil until soft but not brown.
- 2

In a mixing bowl, combine the mashed potato, grated cheese, cooked leeks (cooled), sage, parsley, mustard, 50g of the breadcrumbs and pepper. Mix thoroughly using a fork.
- 3

Divide the mixture into 8 even-sized pieces and shape into sausage (cylinder) shapes, 7 – 8cm long.
- 4

Dip each sausage into the beaten egg and coat in the rest of the breadcrumbs.
- 5

Place on to a greased baking tray and bake for 15 minutes until golden-brown.







# Celebrating filmit

Paul Main demonstrates that the making of films offers an engaging approach for literacy

Paul Main demonstrates that making films offers an engaging approach for children to practice speaking skills and also to structure their thoughts concisely. Both are pre-requisites to improving the quality of writing.

## Role Play

On my recent travels to Tilbury Pioneer Academy we used video to retell the historical events of the Great Fire of London. Our aim was to help the children examine and explain what happened in 1666. As with many engaging primary school projects we started with role-play. We used iMovie to capture the various news reports, monologues and sketches that the children produced. The year two children had already prepared for my visit and were full of interesting ideas.



## Confident learners

The use of video as a capturing tool has a particular advantage with less confident learners. It is important to explain to children that we can always edit their creation after we finish; I find that this lessens the anxiety and if anything improves the performance. Watching learners see themselves on

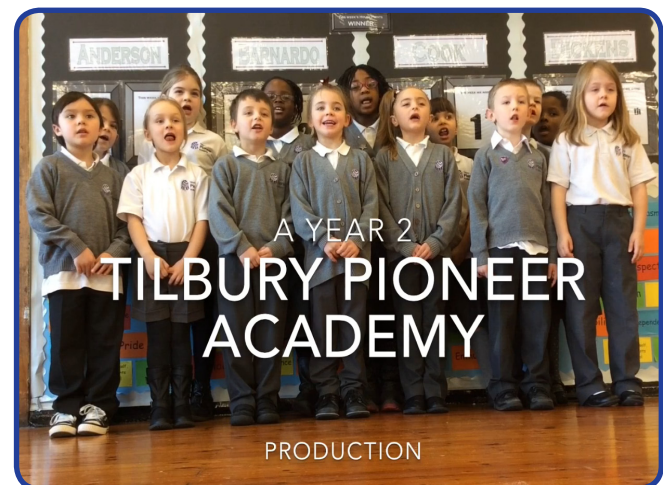


TV is particularly interesting; we know that helping children to understand what they did well and what they need to improve on is a very powerful strategy.

## Rich learning experiences

The children at Tilbury Pioneer were particularly good at making suggestions to their peers as to how they could improve next time they pressed the record button. This sort of assessment can help each student becomes more autonomous which puts them on the path to becoming an independent learner. As with all rich learning experiences, the year 2s had created a variety of items related to the Fire of London. This included written work, a dance routine and model houses that were burnt outside (in a controlled setting!). Our film allowed us to stitch all of these items together into a narrative that made sense for the viewer.

**The use of film for learning can help students to see the bigger picture. For some learners it might seem that they are participating in a series of unrelated tasks. Making a film offers the perfect way to bring everything together at the end of a topic.**



Dan George, headteacher of Tilbury Pioneer, commented “... the work year 2 children were involved in as part of the filmit aspect of Open Futures, has enabled them to learn a wide range of transferable filming skills such as using different camera shots and angles, as well as sound and visual effects. This opportunity also developed children’s confidence to draw upon their learning, presenting information clearly and concisely. The children were extremely proud of their film and enjoyed showing it to parents at the school’s very first red carpet film festival.”

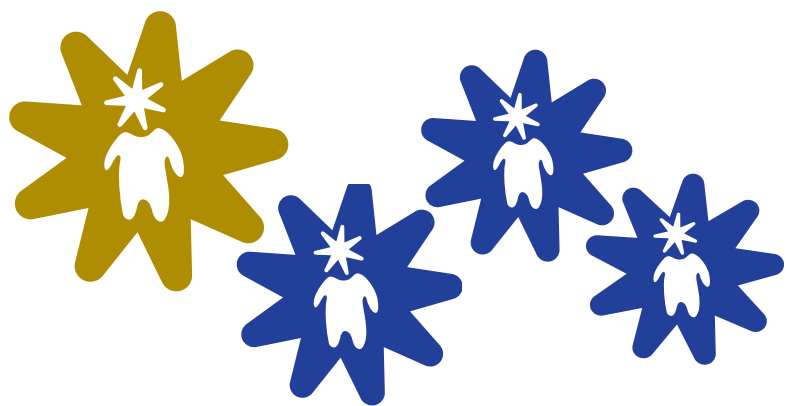


**“This sort of assessment can help each student becomes more autonomous which puts them on the path to becoming an independent learner.”**

**For more of the ‘best of’ see the articles by Denise Evans in Openit copies 7, 8 and 9**

Denise retired earlier this year and we would like to thank her for her commitment to Open Futures and the development of filmit and also to take this opportunity to wish her a long and happy retirement.





# Celebrating Open Futures people

Headteachers from 6 of our flagship schools have recently retired. We thank them for their valuable roles in developing the programme and wish them a long and happy retirement.



**Vicky Morton**  
Temple Primary School,  
Manchester

I will be taking many happy memories from Temple Primary as I enter the next stage of my journey to take early retirement.

One of which was making the decision to get involved in *Open Futures*. It was a steep learning curve as we really didn't know what to expect but it was definitely one of our best decisions. *Open Futures* has reignited our curriculum and reminded us about the true value of education, enquiry based learning and life skills.

Yes, this is hard to measure, but that does not mean it shouldn't be happening. When the children tell us how by growing plants they have understood the layering of the rainforest, when children say *askit* has given them a more confident voice and they have more things to talk about with their friends, these are the things that make it worth the effort.

I wish all our *Open Futures* schools great success in the future; you are changing children's lives!



**Phil Hunt**  
Petersgate Infant School,  
Clanfield

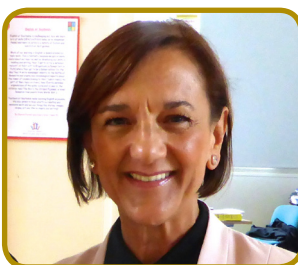
It's hard to believe that it is ten years since I became involved with a project known then as *growit*, *cookit*. I was then head of Petersgate Infant School in Clanfield and we

became one of ten schools invited to join the pilot scheme.

The staff at Petersgate grasped the opportunity and their enthusiasm, hard work and positive attitude made it all happen. The key staff from that time have now retired but their legacy carries on to the benefit of the children of Clanfield.

The children loved the project; growing, cooking, eating and digging in the soil to find worms and wiggly things. Filming was an exciting new innovation and films made by the children recorded major school events including the visits of Jim Rose, Levi Roots and Ofsted! *askit* encouraged the children to reflect and question. They learned the rules of discussion and to respect the views of others.

Above all *Open Futures* put sparkle and fun at the core of a curriculum which was skills based and child centred.



**Elodia Eccles**  
Southdale CE Juniors,  
Wakefield

*Open Futures* has been such a significant initiative at Southdale. Our involvement in the programme has provided us, over many years now, with tremendous opportunities

for high quality training that has helped teachers to develop engaging and motivating learning experiences for our pupils.

*growit* transformed our vision for the external environment and the wonderful garden and the "Potting shed" continue to support our pupils in so many aspects of their learning.

We continue to be delighted with our *cookit* room. The children's cooking skills and their capacity to support the school in welcoming our many visitors, have gone from strength to strength.

The opportunity to be involved with the Shakespeare Schools Festival is forever documented in some wonderful photos which tell their own story of learning, enjoyment and challenge.

*Open Futures* has quite simply had a massive impact on Southdale life!



**Colleen Gibson**  
Crigglestone St James CE  
Primary Academy, Wakefield

'Happiness is a journey, not a destination' and that has certainly been my experience and philosophy throughout my teaching career over the last 38 years.

I am very fortunate to be able to say that there have been many highlights throughout this period, but, undoubtedly, one of the most memorable and fulfilling has been my association and involvement with the Helen Hamlyn Trust and the *Open Futures* programme.

From St James' being selected as a pilot school in Wakefield it has been my great privilege to work alongside the *Open Futures* team to promote and develop *growit*, *cookit*, *filmit* and *askit* across school, and school-to-school and to witness how much the children have been enthused, motivated and inspired through the skills-based enquiry approach.

A huge thank you to the fabulous *Open Futures* Team and, of course, to Lady Hamlyn whose vision, belief, commitment and support made it all possible!



**Naiomh Sampson**  
Towngate Primary School,  
Ossett

*Open Futures* has been the key driver in the development of Towngate's curriculum and has provided many memorable occasions.

Who can forget the first time a child picks a perfect pea pod from a plant they grew from seed; pops the pod and spies 8 bright green peas; tastes the peas straight from the pod with absolute delight on their face? Who can forget the amazement on parents' faces as they devour a three course meal cooked from scratch by their child?

Who can fail to be moved by the deep and thought provoking questions raised, discussed and debated through *askit* sessions, or the insight afforded to us of their learning through filmit productions?

*Open Futures* really has lived up to its name for our pupils; I am proud to have been associated with it and forever grateful for the support and training from all partners, most especially for the wonderful enthusiasm and guidance from the *Open Futures* Team.



**Mary Pavard**  
Tangmere Academy,  
Tangmere

One of the most significant times in the development of *Open Futures* was the introduction of *askit*. Not only did it challenge the thinking

of adults and children alike, but provided opportunities for children to discuss areas that previously had not been explored. The knock on effect into language used in the classroom was really noted by outside staff working with us. It also had a very positive effect on behaviour both in the classroom and in the playground. I am sure it was a strong contributory factor in us gaining Rights Respecting School Level 1.

I have no doubt that *Open Futures* will be an aspect of primary schools that those children involved will not forget. It certainly provided them with valuable life skills which I am certain will stay with them and be used regularly.





## News from Hull



### Priory Primary School, Hull

When their place on our fast-track programme was confirmed, Kath O'Hanlon headteacher of Priory Primary school responded, "We were delighted to hear that we had been successful

in our application for the Fast Track 2 year flagship programme and are really keen to get started. We applied because we felt it would be the perfect vehicle for moving our curriculum forward and would build on the work that we currently do. We have held the National Enterprise Award for nearly three years now and hold enterprise activities each term in each phase – we can already see how *Open Futures* will give us new ideas and fit well with this part of our learning.

Our staff were trained for Philosophy for Children two years ago and we use enquiries in several parts of the curriculum so *askIt* will help us develop this practice further too. Our staff and parents are excited about the idea of a proper kitchen to develop the *cookit* strand and while we do grow vegetables in our quad *growit* will develop this further.

We believe that this initiative will help us prepare our children for the real world, giving them lots of practical skills, knowledge and challenges. The training package that we will receive will upskill all our adults and give them the confidence to provide the highest quality experiences for our children.

***It will be great to get started!"***



### Alan Johnson MP, gives pioneering school top marks ✓

Alan Johnson MP, has given top marks to a pioneering Hull school, spearheading the project soon to be rolled out across the country.



Starting in September 2015 *Open Futures* in partnership with Hull Primary Schools, the City Council and Public Health will be working intensively to improve the health and well-being of pupils across the City.

Alan Johnson MP recently visited an *Open Futures* flagship school, Chiltern Primary, to observe *Open Futures* in action and to meet children and their teachers engaged in the programme.

He was impressed: "It's absolutely tremendous. This is the first time I have seen *Open Futures*. I've



*visited the cookery class and Year 5 – all the children seem to be really enthusiastic about it and learning from it."*

Headteacher Lynne Clarke is very pleased with the progress of pupils: "The results have been dramatic. The children's enthusiasm for *Open Futures* has helped drive the curriculum forward just as much as I or the staff have".



Lucy O'Rourke, Director of The *Open Futures* Trust, addressing a group of headteachers recently said: "Summary results from an independent evaluation of the programme show that more than 95% of teaching staff felt that it had improved pupil's self-confidence and motivation. 100% of teachers report that it has a very strong to moderate impact on pupil's life skills".

**Hull is leading the way. This is an opportunity to really make a difference to children's lives in the long term. Working with schools and Public Health is an innovative approach which**



**we hope will influence our work in other parts of the country.**

**Our approach, focusing on the four learning strands, will encourage children to develop skills for life, build their confidence, enhance their communicatin skills and improve attainment. The programme will have a positive impact on attendance, behaviour, achievement and community engagement across the city.**



# Open Futures CPD Review and the New Programme Offer for 2015/2016

**As the end of the Academic Year approaches, we conclude delivery of the second year of our stand-alone CPD workshop courses.**

We offered three courses this year, again in collaboration with the RHS as part of their Campaign for School Gardening Training Course programme. We were delighted to have been asked to participate in the programme once again and particularly pleased to be asked to repeat our two highly successful courses 'Thinking Outside the Planet' and 'Cooking and Growing with Maths and Science throughout the Seasons'.

## Last year, this year

We were pleased this year to offer courses in two *Open Futures* flagship schools: Gallions Primary Academy and Camberwell Park Special School, who played excellent hosts to both lively cooking and growing courses at the end of March and end of April respectively. Delegates enjoyed the balance of practical and curricular sessions, which were supported by our comprehensive course workbook with additional follow-on activities and materials. Both courses were attended by a mix of *Open Futures* and non-*Open Futures* delegates alike and feedback from both courses was once again, extremely good:

- *Absolutely brilliant and inspiring, thank you!*
- *Brilliant. Top quality trainers with matching resources*

Delegates attending our *askit-growit* course on 22 April were treated to a very special venue; Siemens 'The Crystal' in East London. A perfect correlative for the course, The Crystal offered delegates an ideal context for 'Thinking Outside the Planet'.

Plenty of stimulus for enquiry and thought provoking challenge was provided throughout the course of the day by our expert trainers. Delegates left feeling inspired to share what they had experienced, when back in school:

- *I will encourage children to be more curious in their approach to gardening and look for more opportunities to encourage Philosophical enquiry*
- *I appreciate the relaxed and informative nature of the course – and informative too!*

## This year, next year

Activity is well underway for the start of our 2015/16 course programme. This coming Autumn term heralds the introduction of our new *cookit* course 'Food Hygiene and Safety' which incorporates the CIEH Level 2 exam paper and certification. This course, an essential professional development qualification for anyone tasked with working with food in schools, supports the mandatory introduction of cooking within the primary curriculum.

The course is suitable for Teachers, TA's and school catering staff alike. The initial course will run in Manchester this coming November.

*filmit*, 'Supporting Literacy through Film' in partnership with Bradford Film Literacy, will now be offered as a series of CPD development sessions, which focus on improved literacy outcomes. We will be running many courses across the country from October 2015. Please see the course detail information below and contact us to book places for your school in time for the start of this annual series of workshops.

We will be offering new courses based on 'growit and the sensory curriculum'; focussed on Special Educational Needs, and 'askit and participation'; focussing on speaking and listening skills. These courses will be run in Birmingham and Manchester respectively early in the New Year. On top of that, we will, of course, be working once again with the RHS to support the Campaign programme, with a further 6 courses, hosted both within RHS gardens themselves and in some of our flagship schools across our regions.

**Courses are available to book individually, in groups of 2 or more, or for whole schools. Please contact us on [events@openfutures.com](mailto:events@openfutures.com), or telephone us on 01235 533131 for more information.**



## Open Futures cookit 1 day CPD workshop

### Food Hygiene & Safety

incorporating the CIEH Level 2 Food Safety qualification



cookit

**Thursday 12th November 2015**

## Summary

A practical hands-on workshop, for a maximum of 20 teachers to assist with the delivery of *cookit*. This course is accredited by the CIEH (Chartered Institute for Environmental Health) and is OFQUAL (Office of Qualifications and Examinations Regulation) regulated.

Participants will take a multiple choice exam paper and receive OFQUAL endorsed certification on both successful completion of the course and attaining the required pass level threshold. (The examination is externally marked by the CIEH). An additional tailored in-school follow up day is available to book, enabling participants to fully embed the theory of food safety and practice within their school (subject to availability).

This qualification provides learners with the knowledge and skills required to operate safely within food handling environments.

## Learning outcomes

- Participants will leave with a firm grasp of the importance of food safety and knowledge of the systems, techniques and procedures involved
- Participants will have an understanding of how to control food safety risks, personal hygiene, food storage, cooking and handling
- The course will give participants the confidence and expertise to safely handle food

## Skill level:

Suitable for participants who have some experience in schools at KS1, 2, 3 and 4

## Cost:

£150.00 per person. Optional bespoke in-school follow up day £350.00



**Date: Thursday 12th November 2015**

## Venue:

Cheetham CE Community Academy  
Halliwell Lane  
Manchester  
Greater Manchester  
M8 9FR

## How to book:

Please phone us on 01235 533131 or email us at [events@openfutures.com](mailto:events@openfutures.com) to book your place.



filmit

## Open Futures 2015 CPD Programme

### 'Supporting Literacy through Film'

in partnership with Bradford Film Literacy



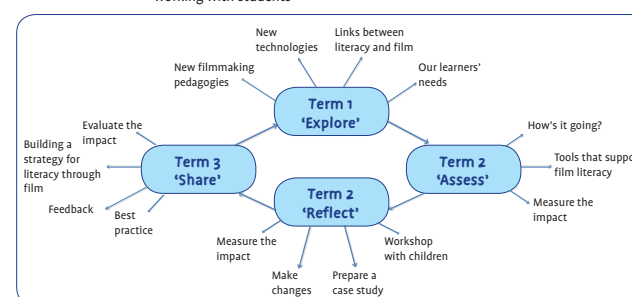
## Summary

An annual programme of Professional Development for Teachers and their students to support improved literacy outcomes through the medium of film.

## Course outline

The course is delivered through a series of group workshops and individual in-school support visits over the course of an academic year.

Term 1 - 'Explore'	Term 2 - 'Assess'	Term 3 - 'Reflect'	Term 3 - 'Share'
<ul style="list-style-type: none"> <li>• Group teach-meet training session</li> <li>• 1/2 day in-school support</li> </ul>	<ul style="list-style-type: none"> <li>• Group teach-meet training session</li> <li>• 1/2 day in-school support: working with students</li> </ul>	<ul style="list-style-type: none"> <li>• Group teach-meet training session</li> <li>• 1/2 day in-school support</li> </ul>	<ul style="list-style-type: none"> <li>• Group teach-meet: case study, plan and evaluate</li> </ul>



## Learning outcomes

- Teachers are empowered to deliver effective strategies which address school improvement outcomes
- Focussing on student needs, participants will explore practical applications of filmmaking. Through participating in an Action Research project, teachers will identify methods which enhance literacy outcomes
- Students will experience innovative approaches to teaching using digital technologies which increase their motivation to become better writers

*"On average target pupils engaged in the programme have made 4 average points progress for writing and reading" (source: Bradford Film Literacy)*

## Cost of the full annual programme

£2,250 for 2 teachers attending from the same school

- Training commences in October 2015 with follow-up group set training days in January and April 2016. Training will be available to book in Hull, Manchester, Birmingham, Newham and on the South Coast. Venues to be confirmed, dependent upon bookings

## How to book

- For more information or to book a place for the 2015 programme, please contact us at [events@openfutures.com](mailto:events@openfutures.com) or telephone us on 01235 533131.



## cookit ten years on ...

**Following on from our ten years of growit article in openit 11, Ann Kerry reminisces on her 10 years of involvement with cookit, the other of our first two strands, initiated by the Helen Hamlyn Trust.**

Ann Kerry is the cookit manager and lead trainer and her involvement came about through our initial partnership with Focus on Food, where she was the Senior Education Officer. She has significantly influenced the development of the *Open Futures* skills and enquiry learning programme and the *Open Futures* approach has in turn influenced Ann personally and Focus on Food.

### Highlights

The highlight of the past ten years for me has been the opportunity to work with incredibly inspirational people including teachers, trainers, headteachers and other *Open Futures* colleagues. I had always encouraged schools to source locally grown, fresh, seasonal produce, or to grow their own. ‘growit – cookit’ provided a fantastic opportunity to work in partnership with experts from the Royal Horticultural Society.

Teachers and children were thus directly engaged with the whole process from planting through to harvesting, cooking and eating the results.

### Staff Training

My Initial involvement with *Open Futures* was planning cookit training programmes developing recipes and writing resources. I then went on to plan and deliver all staff training on the Cooking Bus whilst continuing to oversee and monitor the work in schools. From the outset teachers and children were awe-inspired, thrilled, and excited to be preparing, cooking and learning about foods they had grown.

This also had a significant impact on children’s attentiveness in the classroom, one of the first reports I received from a teacher included:

*“Every child is developing excellent skills and all the children really benefit from the lessons. They look forward to the sessions enormously. There has been an improvement in their behaviour when they know it is going to be a cookit day, because they do not want to miss out on the cooking if they are naughty!”*

**“The model developed by cookit for training staff and working with pupils has been replicated widely as an example of effective and high quality training”**

### Equipment

At first most schools had little or no equipment to use for cooking, so a kit of equipment was devised that could be stored in a lockable trunk and kept solely for cookit. This was made available to schools along with guidance on how to develop an area for cooking, often there was no dedicated area consequently lessons took place in corridors and hallways, initially with no cooking facilities.

### Impact

Within the first year we were able to see the impact on children’s learning. They widened their horizons and became more willing to taste unfamiliar foods. Their skills, knowledge, confidence and use of language developed significantly. Social and negotiation skills were enhanced and they also became more able to understand some of the more abstract concepts of curriculum content. These became much more understandable when taught through real life situations. One school regularly ran ‘growit – cookit’ days where the whole curriculum was taught through growing and cooking activities. The children used the activities to work on literacy, numeracy, science and all the National Curriculum subjects. It was wonderful to witness the success of their initiative.

### Input from schools

Throughout the ten years schools have contributed hugely to the success and development of cookit. It has been the input from schools that has driven the development of resources and recipes. The feedback has also assisted with the modifications made to the training programme, with the emphasis far more on schools learning through modelling and participating, after the initial, more formal, hands on staff training. This is informing the *Open Futures* CPD programme.

Cooking is now formally included in the new National Curriculum. More schools across the country are



developing a designated area for cooking and have purchased appropriate tools and equipment for children to use. Many schools are engaging with the wider community so that food can be a focus for learning for the whole family and the community. Schemes of work are in place but schools still need help and guidance with making tangible links to the wider curriculum. Also, to avoid teaching children unsafe and dangerous practices, there is also a real need for good quality and comprehensive training.

### The Future

My hope for the future is that cooking becomes integral in all that schools do. Also that the secondary sector develops cookit so that children can build upon their learning in primary schools. The model developed by cookit for training staff and working with pupils has been replicated widely as an example of effective and high quality training.

**It is good to see that many organisations and individuals offering training now emulate the *Open Futures*’ cookit training programme.**

**Ann has managed the cookit strand of Open Futures since 2004.**

*Previously she taught for many years and, after the launch of the National Curriculum, was one of the first female heads of Design and Technology.*

*In 2000, Ann was appointed as an Advisory Teacher on the first Focus on Food Campaign Cooking Bus where she taught children and trained teachers across the UK. Ann has an MSc in Food, Management, and Nutrition, holds an Advanced Diploma in Food Safety and Hygiene, is a trainer for the Chartered Institute of Environmental Health in both Food Safety and Nutrition and was honoured with the award of a Teacher Fellowship from the Savoy Education Trust. Ann developed the training for the “Food in Schools” programme, assisted with the development of the training for “Let’s Get Cooking” and provided training for HMI’s.*

*She has also worked with celebrity chefs on numerous occasions and profiled the Focus on Food campaign at many prestigious venues including Buckingham Palace.*



When asked about her favourite recipe, Ann responded “I am often asked what my favourite recipes are, and after doing a training session in school recently, I would have to say there are many, but Roasted Vegetable Couscous has to be in the Top 3!



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Recipe

Roasted vegetable couscous

This salad can be served as a vegetarian main course or as a side dish. It can be served hot or cold.  
This recipe serves 6 - 8.

Ingredients

- 250g Couscous
- 1 Dessertspoon vegetable bouillon powder
- 250g Boiling water
- 1 Yellow pepper - cut into 2cm pieces
- 1 Red pepper - cut into 2cm pieces
- 1 Courgette - diced into 2cm pieces
- 1 Red onion - cut into 2-3cm chunks
- 1 Sweet potato - cut into small dice
- 2 Tablespoons olive oil
- 1 Garlic clove - crushed
- 200g Feta cheese
- Freshly ground black pepper
- 1 Dessertspoon balsamic vinegar (optional)
- 6 - 8 Basil leaves

Equipment

- Mixing bowl
- Cling film
- Kettle
- Measuring jug
- Sharp knife
- Chopping board
- Tablespoon
- Dessertspoon
- Fork
- Garlic crusher
- Baking tray
- Large serving dish

How to make it

- 1 Heat the oven to 220°C/Gas 7.
- 2 Place the prepared vegetables, olive oil and garlic on a baking tray and bake for 15 - 20 minutes until they are slightly crisp at the edges.
- 3 Prepare the couscous by placing it in the mixing bowl with the bouillon powder. Add the boiling water. Cover with cling film and leave for 10 - 15 minutes.
- 4 Cut the Feta cheese into cubes and tear the basil leaves.
- 5 Fork the couscous through to separate the grains and season with black pepper.
- 6 Remove the cooked vegetables from the oven and coat with the balsamic vinegar (if using) and add to the couscous.
- 7 Top with the Feta cheese and basil leaves.

Hot tips

- Try using diced aubergine or cherry tomatoes

## askit in Central Bedfordshire College

In 2014 Nick Chandley was asked to give a two-hour presentation on askit to senior leaders, learning area managers and the chair of governors in Central Bedfordshire College (CBC). What happened next was “a ground breaking move for Open Futures and askit”

Following the presentation I was asked to stay for the rest of the day to discuss the implications for CBC. By the time the meeting had finished, plans were under way for every member of staff to be askit trained, a mark of the college's forward-looking ethos and commitment to its students and staff.

### Philosophical dilemmas

A year on, ten Level 1 askit courses have been completed, along with a Level 2 course and meetings with all departments. More training is planned for staff new to the college and there are moves under way to make askit apparent to every visitor to the college, through

displays, corridor questions and the hijacking of the reception flat screen monitor to encourage everyone who enters to tackle philosophical dilemmas.

### Genuine enthusiasm

It has to be said that the success of this project is not simply down to a dynamic management team. Each course has included lecturers, mentors and support assistants from an incredibly diverse range of subjects: hair & beauty to motor vehicle mechanics, sport to travel & tourism & GCSE maths & English to public services. The actual list is far too big for this article but what has been common is a general and genuine enthusiasm for adopting what can be for many, in any education setting, a very different approach to lessons and it is this enthusiasm that has helped drive the success of askit at CBC.

### Senior leaders

What has also been very refreshing is the involvement of the senior leaders. At every visit, I've been welcomed by at least one member of the team and all have attended courses themselves. It was wonderful to see the principal, Ali Hadawi, sitting next to Danny from carpentry

and engaging in philosophical dialogue of a kind they'd never have done if they hadn't been on the course together.

### Greater engagement

The impact of askit is reported as developing more independent thinkers who ask more questions and are more inclined to justify their opinions, with students accepting that it's ok for people to have different ideas and that they all may be right for the individual. Lecturers have also noticed a greater engagement with lessons and students taking more of an interest in their peers.

### Emotional session

On one visit I was pretty much dragged to a session by Hayley, a Pathways tutor, who couldn't wait for me to see the change in one of her groups since adopting askit. I'm perfectly happy to admit that it was one of the most emotional sessions I've been in, to see students with a range of difficulties interacting with each other so positively, respectfully and eagerly. I'm fairly convinced too, although I didn't ask it of Hayley, that askit will have added to her already considerable teaching talent.

“It was wonderful to see the principal, Ali Hadawi, sitting next to Danny from carpentry and engaging in philosophical dialogue of a kind they'd never have done if they hadn't been on the course together.”

There are many more stories I could tell and more will be written about this project, but suffice to say that this ground breaking move into FE for Open Futures couldn't have been better nor have been initiated at a better place. I'm there again very soon – I find it hard to keep away!



# Exploring enquiry-based learning

## Open Futures Curriculum Adviser, Bob Pavard, reports on two training courses with teachers in Twickenham School, Birmingham and students in the University of Chichester.

Twickenham Primary School identified as a priority “To develop a new curriculum suitable for life in the 21st century”.

University of Chichester has a BA in Primary Education and Teaching which includes a module in which second year students consider a creative approach to learning and teaching in the humanities subjects.

Though their intentions and outcomes differed significantly, these two courses considered the same FOUR key questions, namely:

- 1. What might be the purposes of a curriculum for the future?
- 2. What knowledge might children need in the future?
- 3. How might creativity be fostered through a curriculum for the future?
- 4. What are the implications of research findings for learning in the future?

### 1. What might be the purposes of a curriculum for the future?

Starting point: consideration of current ideas about what might constitute a curriculum for the 21st century.

Two sources were discussed:

- President Barack Obama’s reference to the importance of “ . . . preparing students with the skills for the new economy – problem solving, critical thinking, science, technology, engineering, math.” (State of the Union address, 2014)
- the Pearson Group identification of key competencies:
  - Communication in English and foreign languages
  - Competence in maths, science & technology and digital technology
  - Learning to learn individually and as part of a team
  - Personal, interpersonal and intercultural competence
  - Initiative and entrepreneurship
  - Creative and cultural awareness(“Making Education Work”: Pearson 2014)

#### Emerging principle:

*In a curriculum for the future, learning skills, dispositions and attitudes will be equally as important as academic subjects.*

### 2. What knowledge might children need in the future?

Starting point: two sources were discussed:

- “Shift Happens” (<http://www.slideshare.net/jbrenman/shift-happens-33834>)

- “Since we can’t know what knowledge will be most needed in the future, it is senseless to try to teach it in advance. Instead, we should try to turn out people who love learning so much and learn so well that they will be able to learn whatever needs to be learned.” John Holt (‘Why Children Fail’ 1964)

These were then considered alongside the National Curriculum’s claims that

- “The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens”
- “The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils’ knowledge, understanding and skills as part of the wider school curriculum”

#### Emerging principles:

- *The importance of ensuring that children acquire knowledge that is currently relevant alongside the capacity and desire to acquire knowledge for themselves*
- *The National Curriculum forms one part of the School Curriculum in which schools can determine the pedagogy and content for themselves*

### 3. How might creativity be fostered through a curriculum for the future?

- Starting point: NAACE’s definition of creativity
- thinking or behaving imaginatively
- this imaginative activity is purposeful: that is, it is directed to achieving an objective
- these processes must generate something original
- the outcome must be of value in relation to the objective

All Our Futures: Creativity, Culture and Education’, the National Advisory Committee’s report (DfEE, 1999).

#### Emerging principle:

*A pedagogy that fosters creativity needs to be developed alongside a curriculum for the future to help children:*

- *Tackle questions*
- *Solve problems*
- *Have ideas that are new and original to them*

### 4. What are the implications of research findings for learning in the future?

Starting point: Both courses then considered a summary of research into children’s cognitive development and learning, showing a progression from the theory that knowledge is transmitted through to theories that knowledge is co-constructed between the learner and teacher.

#### Emerging principle:

*The importance of interaction, collaboration, dialogue and other social and motivational factors in a curriculum and pedagogy for the future.*

## The sequence of training

### Session 1: Defining Enquiry-based Learning

It is the sort of learning that encourages children to be active and inquisitive, helping build a sense of wonder and fascination about the simple art of ‘wanting to know’.

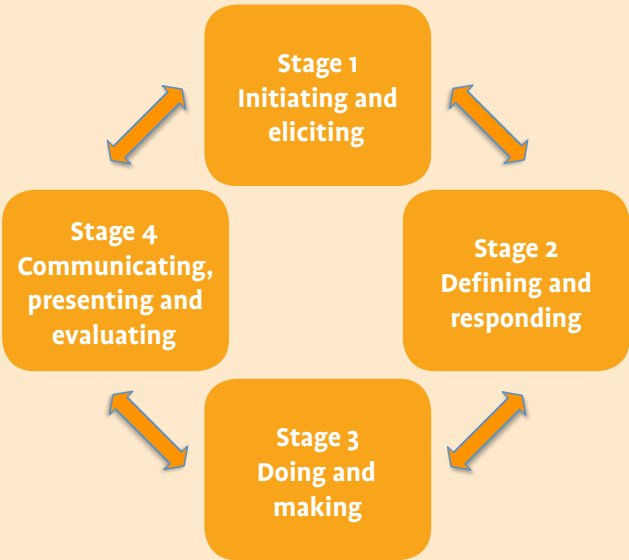
This session followed the ideas and activities in the Chapter 1 of the *Open Futures*’ publication “Enquiry-based learning and *Open Futures*”.

### Session 2: A model of Enquiry-based Learning

This session began by considering several models, using ideas and activities from Chapter 3 of “EBL and Open Futures”. Most of the session was spent exploring the online interactive version of “Enquiring Minds”, a Futurelab research and development project, funded by Microsoft. ([www.enquiringminds.org.uk](http://www.enquiringminds.org.uk)).

### Session 3: (onwards) Strategies for developing the skills, competencies, dispositions and attitudes for children to be successful and effective enquirers

This session began with an exploration of the “Enquiring Cycle” (Enquiring Minds) and discussion of the terminology. It the focussed upon Stage 1 and considered strategies for initiating children’s engagement and eliciting their interest and curiosity.



Subsequent sessions followed a similar approach to each of the other three stages.

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