



Open Futures



Welcome to **openit**, the termly newspaper for the *Open Futures* programme.

In each issue we will bring you creative lesson ideas, practical advice and useful information together with the latest news about *Open Futures*.





If you haven't registered with *Open Futures* and would like to receive future copies of **openit** either as a printed newspaper for sharing in the staff room or in electronic format to circulate to your colleagues, or both, please register your interest at: www.openfutures.com

About Open Futures

'Raising attainment through bringing learning to life'.

Open Futures is a skills and enquiry-based curriculum development programme, linking learning and life. It was developed and continues to be supported by The Helen Hamlyn Trust to help children discover and develop practical skills, personal interests, and values which will contribute to their education and help to enhance their adult lives.

Open Futures supports the curriculum by providing inspirational contexts for learning, high quality training and teaching resources. It builds on the belief that creative reflection is essential to deep learning – whether of skills ('know how') or of facts ('know what'). Creative reflection and enquiry define the *Open Futures* curriculum. The programme integrates four strands that enable children to:

-  Make choices and effective decisions - **askit**
-  Grow their own fruit and vegetables - **growit**
-  Cook for themselves - **cookit**
-  Work with new media to produce films – **filmit**

Open Futures introduces schools and children to a way of learning and teaching that fosters discovery and curiosity.

If you are interested in finding out more about how to become an *Open Futures* School or would like to hear more about the programme please contact us:

hello@openfutures.com

openit

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The Open Futures Trust

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Why has my school been selected to receive the *openit* newspaper?

This might be because your school is in, or close to, Birmingham, Hull, Manchester or Newham where *Open Futures* recently launched its 2011 Curriculum Development Partnership initiative. During the next two years we will be developing the partnership schools and want to hear from you if you are interested in initiating the programme in your school.

openit is being made available **free** to selected schools in these four areas.

Currently three primary schools in each area (four in Manchester) are working intensively with the *Open Futures* Team developing learning and teaching programmes which will provide their pupils with life enduring and life enhancing skills. By 2013 each of these thirteen 'Partnership' schools will be an *Open Futures* Centre Of Excellence.

A significant part of this exciting curriculum initiative is ensuring *Open Futures* training activities are accessible to as many schools as possible within the four areas. Consequently, during the next two years there will be many opportunities for headteachers, teachers and children in all schools in the Birmingham, Hull, Manchester and Newham areas to participate in workshops and conferences associated with the 2011 Partnership.

openit is one of the ways we will keep you informed about *Open Futures* events and training opportunities.

To ensure you receive a copy of *openit* please register via the website

www.openfutures.com

or to find out more please contact us: hello@openfutures.com



PRIZING OUT YOUNG GARDENERS



Paul Kettell looks at teaching and learning beyond the classroom at Tangmere Primary School.

'I couldn't get over the atmosphere and how the children supported each other' was the reaction of one teacher, walking into the assembly hall one July afternoon. For this was a special day at Tangmere Primary School. During the last few months, children and their families had been growing vegetables at home and today they had brought their best efforts in for judging. Scoring was now finished and the children had assembled to discover the winners. Behind the tables of beautifully displayed plates of garden vegetables sat several rows of nervous parents waiting to hear the news.

The Tangmere Produce Show had started as an idea at the beginning of the school year. It was a way to celebrate the children's gardening skills (gardening had been part of school life at Tangmere since it introduced *growit* six years ago) with the rest of the school and with families, and of extending the considerable learning that comes with growing plants not just beyond the classroom but beyond the school gate.

The competition was open to every child in the school and was launched in the Spring with the

school making seeds, starter pots and compost available to anyone that needed them, or they could use their own. The response was fantastic, with children from a third of all families at the school excitedly collecting their chosen seeds from a choice of courgettes, dwarf French beans, beetroot, peas, runner beans and potatoes. Some chose to grow only one or two, whilst others, with more confidence, opted to grow them all.

Over the next few months, the school maintained enthusiasm for the competition and encouraged children to continue to care for their plants by sending home growing tips ('don't forget to earth up your potatoes as they grow') or by printing small reminders in the school newsletter ('the school peas are now 15cm tall, how tall are yours?'). This raised awareness of the competition throughout the school and amongst families and brought in further entries.



When Show Day arrived, the children brought in their harvests to display on plates in the hall ahead of the afternoon's judging. Not everybody's plants made it. Some crops had failed or had been forgotten (there were a few frantic phone calls home that morning) whilst many others were growing healthily but hadn't yet produced harvestable crops. Next year Mrs Pavard said she would start the competition before Easter. This didn't matter of course, as the benefits were gained by participating, but the most thrilling aspect was that highlighted by the teacher as she walked into the hall – the excitement of all the children in the school, whether they had taken part or not, whether their plants had grown well, on time, or not at all.

As the results were announced, each award was greeted by cheers and applause from all the children, no matter who had won, boosting the confidence and self-esteem of all those who had participated. Mrs Pavard described it as a wonderfully supportive atmosphere and, she felt, perhaps the greatest benefit of the competition, though there were others. 'It not only engaged the whole school, but it really engaged our families, and succeeded in our aim of extending the learning beyond the school gates' said Mrs Pavard, 'encouraging our families to learn alongside their children'. This is the shared approach to learning that they are seeking, a partnership between child, family and school. The Produce Show gave the children the chance

to demonstrate their skills of growing their own food, to deepen their understanding and to share their learning with their families at home. These are skills that will benefit the children for life.

Paul Kettell (growit Project Officer for *Open Futures*) is Training Officer in Outreach Education at the Royal Horticultural Society. Paul writes a regular column on the *Open Futures* Online Community.



Big ideas for the very small

Nick Chandley, *askit* Project Officer, takes a look at the new enquiry resources for Early Years

The most recent resources in the *askit* arsenal for Nursery and Early Years are sure to go down well in the classroom. With seven new activity sheets written by Sara Stanley, whose book *'But Why'* is fast becoming a staffroom staple, and additional strategies by Jane Yates, the pack is sure to engage even the youngest of our Nursery children. There are monsters, fairytales, aliens, model zoos and talking computers, along with lots of great ideas that encourage the children to think about such things as friendship, good and bad, animal rights, appearances and perfection. The skills these activities help to develop are incredibly valuable, not just for school but for the child as a person - skills such as making a decision and justifying it, working with others, agreeing and disagreeing, making distinctions and reflecting on their work, amongst many others. Creative and critical thinking abounds too, in Jane's list of strategies that encourage children to make connections, ask questions and use meta-concepts such as: always, never, opposite, same and different.

One may be forgiven for thinking that this kind of teaching would need a lengthy list of qualifications in order to be effective. It's certainly true that the high quality *askit* training programme, led by professionals in the field of Philosophy for Children, would equip teachers with the kind of skills, knowledge and understanding they would find invaluable in getting their pupils to think much more deeply about the things that matter to them. These resources though are accessible to anyone, with simple resources, clearly-explained plans and ideas for extending beyond the sessions. For example, 'Perfect people' starts with a letter from Soaky-Teas, the leader of Planet Plato. He is going on holiday and asks the children if they would carry on his work, making new people for his new planet. The children then create model people out of Play Doh, making sure that



they are as good as they could possibly be. The suggested questions the teacher might ask, such as 'Would it matter if your person had no heart?', are guaranteed to get some very memorable responses from the children!

If this activity were to stop at this point, there is little doubt that the children would have achieved lots, but Sara doesn't leave it there. She introduces questions and dilemmas that help build even more depth, such as the idea that, even though the person might *look* like a perfect person, it could be badly behaved. A favourite of mine is the question she asks to help frame the children's last words – 'Do you think there can ever be perfect people?' The experience I have in schools of working with very young children allows me to say with some confidence that, despite the depth of such a question, there will be some wonderful ideas resulting from it.

In summary then, this latest addition to the ever-growing bank of *askit* resources is not to

be missed. Despite being framed as individual sessions, there is great potential in all of them for further follow up and I can pretty much guarantee that there'll be a parent knocking at your classroom door one day, asking what it is that you're doing differently that is encouraging their child to ask awkward questions. Every time that happens to me, I smile to myself and place a metaphorical stamp on my mental stamp chart!

Nick Chandley (*askit* Project Officer for *Open Futures*) is a P4C (Philosophy for Children) trainer for SAPERE.



The *askit* resources for Early Years are available to all schools in the *Open Futures* programme as part of their *askit* training. To find out more about becoming an *Open Futures* school please contact: hello@openfutures.com or visit: www.openfutures.com

How Do We Find Time To Teach *filmit* Skills?

‘How do I find the time to:

- teach all the class camera skills,
- make sure they know how to download their films correctly
- and edit their film?’

‘If I had a pound for every time I’ve heard that, I’d be rich by now.’ says Michelle Box, ICT Co-ordinator and *filmit* champion at Ackworth Howard Primary School.



So, Michelle decided to try a different approach. With the support of a trainer she enlisted the help of some pupils at her school. Michelle knew that film-editing could be an important cross curricular tool not only for the teaching staff but pupils too. She wanted the children to have the opportunity to access film-making whenever they wanted to. For example, Michelle realised that being able to create a film about Anglo Saxons during their History topic would be a valuable assessment tool. If some of the pupils could become the experts then they could take some of the time pressure away from the teachers.

Michelle gathered together a small group of pupils, a representative from each class, and arranged for them to receive some expert tuition. The pupils spent two half day sessions in the summer term, learning some of the basic skills required to get going with digital videoing.

As well as the basics of how to mount the camera on a tripod and using a camera to take different kinds of shots such as zooming in and out, panning, long shots, close ups and super close ups, the pupils were shown how to download their film to the laptops correctly. Pinnacle 8 software was used for editing their digital video and the pupils learnt the importance of downloading it locally to the school’s laptops and not across the network. By working in a small group with pupils of different ages the children were able to work collaboratively and support each other, ensuring that they were doing it correctly. Michelle realised that being able to rely on the pupils to download and access their raw film on the laptops was such a time saver as this task is difficult to fit in to a teacher’s busy day.

A further half day was spent in showing the pupils how to edit their film. This included searching for and adding music to their edited film, a process that many pupils have a problem remembering. It was also very important that they were given time to reinforce their new found skills in film capture and editing.

The pupils, ranging from Year 3 to Year 5, quickly became ‘experts’ after being given special ‘passes’ giving permission to collect a laptop during break or lunch times. They were encouraged to practice what they had been taught until they felt confident enough to bring along another ‘partner’ to

pass on their skills and ‘teach’. Michelle’s idea is to cascade this knowledge throughout school, using the pupils in this coming academic year.

When asked how they felt about becoming experts in order to help other pupils, Lucy said

‘We should do it more often. Different classes could be experts on different things and then teach others.’

Hannah loved the idea and said

‘It gives us the opportunity of being the teacher.’

James totally agreed with Hannah, saying

‘It’s helping the teachers because we know what to do so it makes it easier.’

The small group of pupils understood that it was all down to them to bring Michelle’s ideas to fruition as, without them cascading their knowledge, it wouldn’t work. Luke stated

‘I really enjoyed working in a small group and am really looking forward to teaching others what we have learnt.’



Everyone thoroughly enjoyed the sessions and they can’t wait to share their knowledge with the other pupils.

We will let you know how they get on in a future issue of **openit!**

Denise Evans is a FILMIT PROJECT OFFICER for Open Futures

You can see some examples of films made by the children at Ackworth Howard J&I School on the *Open Futures* website:



www.openfutures.com/filmitfilms



Developing Enquiring Young Minds

The Teaching Journey of Kirsty Golds

Six years ago, Kirsty Golds began her teaching career by joining the staff at Tangmere Primary School near Chichester, West Sussex. When Kirsty started there Tangmere had joined the Open Futures pilot project. Two years later, in 2007, she was amongst the first to be trained in askit as part of the project by SAPERE, the Society for the Advancement of Philosophical Enquiry and Reflection in Education. At the end of the last school year, Kirsty became the first Advanced Skills Teacher in Philosophy in West Sussex.

Bob Pavard, *Open Futures'* Curriculum Consultant, talked to Kirsty about her commendable achievement.

Kirsty's Philosophy Kit:

Kirsty has found the following resources to be invaluable in philosophy sessions:

Venn Diagram sorting hoops
Grouping similar ideas, thoughts and questions

Piece of rope
Representing a continuum of ideas, opinions etc.

Counters
Using as a means of voting
Using as "lives" to be used when contributing to discussion (avoiding domination by individuals)

Coloured paper and pens
Presenting thoughts, ideas, questions before and during a discussion

Notebook
Noting memorable/significant aspects of an enquiry



Firstly congratulations on achieving your Level 3 and your appointment as AST (Philosophy). To what extent did your initial training prepare you for this achievement?



I carried out my Initial Teacher Training during the height of the literacy and numeracy strategies; with hindsight I realise that this regimented and prescriptive training, leading to a regimented and prescriptive style of teaching, is inadequate in meeting children's learning needs. Interestingly, I didn't realise this until my Philosophy training.



You were one of a group of teachers from different schools who completed an askit SAPERE Level 1 course when the strand was introduced into *Open Futures*. What effect did that course have upon you as a relatively inexperienced teacher?



I finished my Level 1 training feeling slightly overwhelmed but knowing that I had the beginnings of a pedagogy and curriculum which would be hugely meaningful to children. I was apprehensive at the need to 'let go' and let the children be responsible for the question and direction of the discussion; on reflection I needn't have worried about this as, although I had a very challenging year six class, they relished the responsibility and control they were being given, seemingly for the first time in their school careers, and began to think in a caring and collaborative way very quickly.

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You then had the opportunity, again through your school's involvement in the *Open Futures* pilot project, to go forward to Level 2 training. What impact did that course have upon your practice?



It was after my Level 2 training that I felt the skills of P4C became embedded in my classroom practice. During this course I engaged critically with research into P4C and for the first time led an enquiry at adult level. About this time I really began to feel that I knew what I was doing and the importance of doing it in this way. My class at this time had been conducting philosophical enquiries for two years and I became aware that they were beginning to feel that they knew what they were doing too. This class were a great support to me as they were fully aware that I was also 'learning' philosophical skills. I had developed a relationship with the group that encouraged them to evaluate and feed back my skills as well as their own. They could tell me what was working well and were also very quick to tell me what I needed to improve, but usually did this with a suggestion of what we could do instead. I very quickly realised that this was the right ethos for philosophy sessions, regardless of the stage of training and have endeavoured to maintain this atmosphere in subsequent classes. The class and I had lots of observing visitors at this time and we all loved the responsibility that being the 'School Experts' brought!



You were then able to attend a new course, especially designed by SAPERE for *Open Futures* philosophy teachers who would become mentors for their colleagues. How useful was that course?



My Level 2+ training had the most immediate impact on my practice. It was satisfying to see how quickly the exercises and skill-builders that I had been introduced to and had planned in improved the quality of children's thinking skills. This, for me, was the missing link between the children taking control of the enquiries and the need to teach and develop the children's thinking skills. I was also given the opportunity to share these exercises and skill-builder activities with the staff in my school in a twilight staff meeting, and the feedback from this was excellent.



Finally, you decided to undergo Level 3 training, which you completed successfully last year. This is a demanding course – congratulations on completing it so successfully.



Thank you – it was a challenging course! Fortunately I was provided with time before my Level 3 training to work with individual teachers and classes across the school and this is possibly the most empowering element of my work in school to date, knowing that my skills are now influencing philosophical enquiry across the school.



So what next, Kirsty?



The next stage for me is to continue to develop and reflect on my own practice in light of my Level 3 training. I want to develop ways of assessing and recording children's philosophy skills. I'm excited by the challenge of working in other schools and sharing good practice with more children and teachers.

Kirsty's class use 'Philosophy Journals'. These are notebooks that children can use in any way they like to record their thoughts, ideas, opinions and questions before, during and after an enquiry.





Kirsty's Useful Websites:

www.thephilosophyman.com
www.p4c.com
www.sapere.org.uk
and, of course, the *Open Futures* Online Community where there is a forum dedicated to *askit* and where Nick Chandley of SAPERE writes a regular column.

Kirsty will often split an enquiry over two sessions as follows:

FIRST SESSION

- Warm-up
- Introduction/stimulus
- First thoughts
- Question raising and selection

INTERVAL BETWEEN SESSIONS

- Opportunity for teacher and children to think about the issue/question
- Children use their philosophy journals to note ideas etc.
- Teacher predicts (without pre-determining) possible directions that enquiry could take.
- Prepares vocabulary and considers implications.

SECOND SESSION

- Warm-up
- Re-cap of selected question
- Enquiry discussion
- Summary – (often using 'listening buddies')
- Final words

Do you agree or disagree with the following statements?

- ② It is essential that 21st century education focuses on developing young people's aptitude and appetite for learning, in school and out.
- ② All young people, in all kinds of schools and colleges, can be helped to become more confident and capable learners.
- ② Developing openness, inquisitiveness, resilience and imagination is as important for high-achievers as it is for low.
- ② This aim also helps students do better on tests – there is no necessary conflict between raising standards and developing learning aptitude.
- ② We already know a good deal about how to do this, but there is a lot more to find out.

If you agree, you are already an 'expansive educator'.

Expansive Education is a collective term for all teachers, schools, colleges and organisations that are committed to the development of useful, transferable habits of mind throughout mainstream education. *Open Futures* has already generated a substantial body of practical knowledge in this area. So have the RSA's Opening Minds, Art Costa's Habits of Mind programme, Bob Burden's Thinking Schools, Philosophy for Children, Visible Thinking and many other initiatives. The Expansive Education Network aims to bring this knowledge together, and make it easy for teachers both to benefit from it, and contribute to it.

The Learning Powered School: Expansive Education Comes of Age

Guy Claxton and Bill Lucas

Centre for Real-World Learning

University of Winchester

Our recent book, *The Learning Powered School: Pioneering 21st Century Education*, (written with colleagues Maryl Chambers and Graham Powell) is a good illustration of Expansive Education at work. Drawing on evaluations of twenty of the most committed Building Learning Power (BLP) schools and colleges, the book is a detailed guide-book to creating the kind of culture change that Expansive Education needs, if it is to be successful. BLP has become increasingly influential over the last ten years, in schools not just throughout the UK but around the world, and this book is a distillation of the practical wisdom that has emerged about how teachers' classroom habits can be helped to become more 'expansive'. Opposite are some of the most important lessons we think we have learned, which we are sure will strike a chord with many *Open Futures* schools and practitioners.

The Learning Powered School certainly does not have all the answers. Developing a culture of Expansive Education is a long-term adventure, not a quick fix. Everything may need customising and adapting if it is to work in a new school, or with a new class. But our experience with Building Learning Power, over the last ten years, has given us unshakeable faith that any school can become more expansive if it really wants to. And we have strong evidence that, if it does, its results will go up, not down.

How teachers' classroom habits can be helped to become more 'expansive'

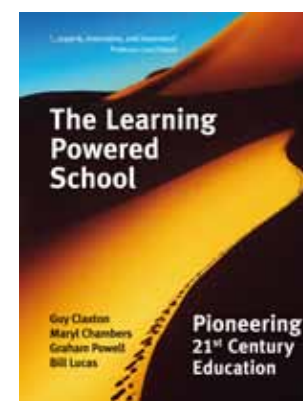
- ★ Foster a real conversation with parents and staff about the true purpose of 21st century education. Ask 'What do we really want for our kids? What will they need in order to thrive in the 21st century?' Don't be afraid to think big and ask deep questions. Involve pupils in this inquiry too.
- ★ Especially, build a community of inquisitiveness in the staffroom. Strengthen teachers' openness to new ideas from research, from other schools, and from each other. Make the whole school a place that buzzes with experimentation and imagination.
- ★ Develop a school-wide language for talking about the traits we wish to develop in our pupils. Help teachers learn to notice, and comment upon, children's willingness to stick with difficulty, to have a go at something new, to sort problems out for themselves, to adopt different perspectives, to use their imagination, to stay focused despite distractions, to welcome feedback, to think through the consequences of different courses of action, and so on.
- ★ Keep looking for small ways in which children can be encouraged to 'do it for themselves', and learn to resist the temptation to 'teach' too much and too quickly. Especially, give children meaty challenges they can really get their learning teeth into, and give them time to struggle. This is the only way they will build up their confidence in their ability to tackle difficult things, and experience the satisfaction they can get from doing so.
- ★ Learn to plan activities that stretch different 'learning muscles' (as we say in BLP). Do Science in a way that builds questioning, English in a way that builds collaboration, Maths in a way that builds resilience, History in a way that builds empathy. Learn to design activities in the way that exercise machines are designed – so that individual 'users' can adjust the difficulty for themselves so they get the right degree of stretch or challenge.
- ★ Keep encouraging children to see for themselves where and how they can use the habits of mind they are learning in one subject, in other, and in their out-of-school learning lives. Help them learn the habit of resourcefulness: seeing how they can make the most of what they know and can do, as they meet new challenges.
- ★ For school leaders, engage in this learning journey yourselves, and do it publicly. Model learning. Balance genuine commitment to the value of the expansive approach with an open-minded and collegial attitude towards 'the way we are going to get there' and 'what it means for our unique school'.
- ★ Be patient. Changing habits takes time, support and encouragement. Aim for a real shift in the school ethos in three or four years. But don't give up or get distracted. As one Head put it, 'gentle pressure, relentlessly applied'!

The Learning Powered School, by Guy Claxton, Maryl Chambers, Graham Powell and Bill Lucas, is published by TLO Ltd and available from amazon or www.tlo ltd.co.uk

Open Futures is a supporter of the Expansive Education Network, a network of universities bringing together teachers and educators who are passionate about learning for the real world. Find more information about the Expansive Education Network at www.expansiveeducation.net

Bill Lucas will be speaking at 'Developing the Primary Curriculum', a regional conference for headteachers and governors in London on 17th Nov 2011. For more information or to book your place at this conference:

You can register online at www.openfutures.eventbrite.com, email openfutures@ontapcommunications.com or call our conference booking line on 01242 698070.



Thoughts on filmit India

Passport? Got it.

Ticket? Got it.

Money? Got it.

Assumptions and expectations? Got them.

I was ready to go.

by Paul Clifford *filmit* Project Officer for Open Futures

My mission was to go out to India to provide some technical support to the *filmit* India schools. As a *filmit* Project Officer I knew how the project worked in UK primary schools. I had seen how the process of making and sharing films could benefit children's learning in schools across the south of England. What would *filmit* India be like?

Now back home after two weeks living and breathing *filmit* in India I am happy to report that I didn't leave anything behind except my assumptions and expectations. What a wonderful and inspirational visit I had.

Open Futures filmit India is funded by the HHT and supported by INTACH, the Indian National Trust for Art and Cultural Heritage, and so it has a specific focus of recording the art and cultural heritage of India. The project covers heritage in all its forms: natural, built, material and I will be coming back to these forms in future articles. But what fascinated me most was the intangible heritage. This is the dance, sayings, music, food, games, sports and stories of the different regions of India. It was this kind of non-material cultural heritage that the children got most excited about.

At the moment *filmit* India is active in over forty schools in four regions with more planned. However the INTACH strategy is to grow slowly as they believe this will be more productive and sustainable. The project currently runs in Goa, Hyderabad, Delhi and Kolkata with the next city being Chennai. Each of these regions has its own unique heritage. Due to the size of India, people in one region are often unaware of what another area's heritage is like, so as well as saving their own heritage the children are sharing it with each other and with the rest of the world.

How are the children accomplishing this? What is *filmit* India?

By using video cameras and the *filmit* website, guided and supported by INTACH, they have in many ways become the guardians, archivists and communicators of their art and cultural heritage.

The filming happens within the schools but also on the streets, around the monuments, in museums and in the homes of these pioneering children.

These three films are a great example of both this theme and film techniques.

"Every morning Goans wake up to that familiar 'ponk-ponk' sound made by the 'Poder' (Breadman) who delivers bread at our door-step. This film shows the journey of the bread from the bakery to our Dining table." This is the description of the film *Goan Bread* from the *filmit* website and this film graphically demonstrates what intangible heritage is: a technique, a food, a collection of



ingredients and shapes, something which is non-material. The film is also extremely well-crafted, creative and well-thoughtout. It uses great filming techniques that are simple yet effective and ones we are all able to learn and use. It has a simple theme, not too many characters, long, medium and close-ups, great choice of music, subtitles where necessary and great narrative flow. Any documentary maker would be proud to have made this film.

'A Glimpse into the Cultural Heritage of India'. This simple but effective film is from just one angle but the descriptions of the dances, hand movements and song are important and if this dance or the song were to be forgotten this film could be used to re-learn them. This shows *filmit* in India and INTACH's commitment to recording intangible heritage for the future.



The last film 'Christmas in Goa' focuses on festivals in this part of India - another intangible heritage - but instead of it being about a Hindu or Muslim festival it is about the Christian celebration of Christmas and again shows just how diverse India and its cultures are. Festivals are popular events to film by Indian schools. They would provide a valuable resource for any school and an inspiration to start to record local festivals and celebrations in the UK.

The children I met were extremely creative and had a vast wealth of 'hidden' knowledge about their culture, especially the intangible. They were very able, independent thinkers - their teachers put this down to the 'India effect' - living in a vibrant, exuberant, hectic, inspirational and challenging environment.

The teachers that have taken up this project, this challenge, instantly recognised the learning potential of the programme and of using film in the learning process, and have become ambassadors for this type of project. There is an appetite for experiment and using different learning methodologies, tools and resources in schools as well as for greater communication and collaboration with UK schools. This was something echoed by all the schools, teachers and students I visited.

As I've said, I'll write much more about this, but to give you a flavour check out my creative lesson idea on page 13, inspired by the children of India.

Paul Clifford writes a regular column on the *Open Futures* Online Community.

For more information on *filmit* India go to

www.intach.org



To see these and other examples of *filmit* films visit our website: www.openfutures.com/filmitfilms



Winter Soups

As we start the Autumn term, and the days get colder and the nights draw in, we turn to comfort food. Autumn is also the time of the year when there is so much fantastic seasonal produce that can be turned into some lovely soups.

To make soups in school with your pupils, all that is needed is a source of heat (this could be a ring on a cooker or a table-top halogen hob), a nice big saucepan and for a smooth soup a food processor or hand blender (for a chunky soup this is not necessary) and the ingredients of choice.

For the youngest pupils, Tomato Soup Express is effectively just an 'assembly job' that they can be part of.

TOMATO SOUP EXPRESS

Recipe serves 6 – 8

Ingredients

- 1 medium-sized red onion – peeled and finely chopped
- 1 garlic clove – peeled and crushed
- 2 tablespoons olive oil
- 500g canned tomatoes - chopped
- 500ml passata
- 1 x 410g can borlotti beans – drained and rinsed
- 200ml water
- 1 dessertspoon bouillon powder
- ground black pepper

Equipment

- chopping board
- sharp knife
- garlic crusher
- tablespoon
- dessertspoon
- wooden spoon
- can opener
- measuring jug
- medium-sized saucepan
- blender or sieve

How to make it

1. Put the onion, garlic and olive oil in the saucepan and cook slowly, stirring until the onion is soft but not brown.
2. Add the tomatoes, passata and vegetable stock. Heat until almost boiling.
3. Continue to cook over a medium heat until the tomatoes have softened.
4. Add half the borlotti beans. Transfer the mixture to a blender goblet. Whizz to a smooth purée.
5. Add the remaining beans and reheat until piping hot.
6. Season the soup. Serve it with hot crusty bread or herby scones.

Pupils in Years 1 and 2 could make Harvest Vegetable Soup. Ingredients in this soup can be varied, dependent on what is available, but it is wise to keep a root vegetable as the main ingredient as it will give the soup its texture and thickness. Also, a necessary ingredient would be either onion or leek to give the soup its base flavour.

This soup, served with some home-made bread rolls, could be the centre of a Harvest Festival Celebration in your school, with parents being invited along to taste the fruits of the *cookit* session.

HARVEST VEGETABLE SOUP

Recipe serves 4 – 6

Ingredients

- 1 medium-sized potato – peeled and diced
- 2 leeks – trimmed, washed and finely sliced
- 2 carrots – peeled and sliced
- 1 medium-sized onion – peeled and finely chopped
- 2 courgettes – sliced
- 50g frozen peas
- 1 small can (approx 227g) chopped tomatoes
- 1 dessertspoon bouillon powder
- ground black pepper
- 750ml water
- 1 tablespoon fresh parsley – chopped

How to make it

1. Put all the prepared vegetables, except the peas and tomatoes, in the pan.
2. Add the water and bouillon powder.
3. Heat the mixture to boiling point, and then reduce the heat to a simmer. Put the pan lid on and cook for 20 minutes or until the vegetables are tender. Add a little more water, if needed.
4. With a slotted spoon, carefully remove approximately a third of the vegetables from the pan. Purée them in a blender with half the canned tomatoes.
5. Return the puréed vegetables to the pan, then add the peas and the remaining tomatoes. Reheat gently until hot.
6. Serve with warm crusty bread.

HOT TIP: Look for low (or no) salt bouillon powder or stock cubes.

Equipment

- peeler
- vegetable knife
- chopping board
- measuring jug
- can opener
- large saucepan with lid
- wooden spoon
- tablespoon
- slotted spoon
- ladle
- blender

As you head into November two other fantastic warming soups are Curried Parsnip soup and Butternut Squash soup.

When making the Curried Parsnip soup, it is easier if you parboil the parsnips and carrots, keeping the water they are cooked in to use as stock. By par-boiling, the vegetables become far easier for the pupils to chop.

CURRIED PARSNIP SOUP

This recipe serves 4.

Ingredients

- tablespoon olive oil
- medium onion – peeled and chopped
- garlic clove – peeled and crushed
- tablespoon balti curry paste
- 4 parsnips – peeled and chopped
- carrot – peeled and chopped
- vegetable stock cube or 1 tablespoon vegetable bouillon powder (reduced salt if possible)
- 2 sprigs fresh thyme – chopped
- 600ml boiling water
- ground black pepper

Equipment

- saucepan and lid
- tablespoon
- chopping board
- sharp knife
- blender
- wooden spoon

How to make it

1. Gently fry the onion and garlic in olive oil for 5 minutes then add the balti curry paste and fry for 2 – 3 minutes. Add the parsnips and carrot and fry for a further 5 minutes, stirring to prevent browning.
2. Make up the vegetable stock with the 600ml boiling water.
3. Add the vegetable stock and thyme. Bring to the boil and simmer for 15 – 20 minutes until the vegetables are tender.
4. Ladle the soup into the blender goblet and whizz until smooth. Season the soup with black pepper, serve piping hot.



BUTTERNUT SQUASH SOUP

This recipe serves 4 – 6.

Ingredients

- 1 small butternut squash – peeled, seeds removed and diced
- 1 onion – peeled and chopped
- 1 carrot – peeled and evenly sliced
- 1 leek – trimmed, washed and sliced
- 1 stick celery – sliced into small pieces
- 1 medium-sized potato – peeled and diced
- 1 tablespoon bouillon powder
- 2 tablespoons vegetable oil
- 750ml water
- ground black pepper

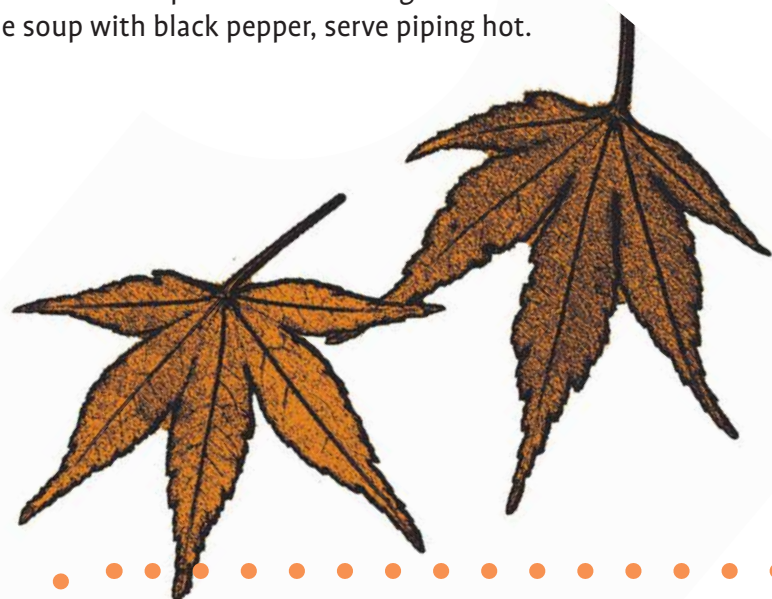
Equipment

- vegetable peeler
- chopping board
- sharp knife
- measuring jug
- large saucepan and lid
- blender

How to make it

1. Place the vegetable oil in the pan and add the onions. Fry gently for 5 minutes until soft.
2. Add the carrot, leek and celery to the pan and fry for a further 5 minutes.
3. Add the diced potato and butternut squash, together with the bouillon powder and water.
4. Put the lid on the pan and bring to the boil. Reduce the heat and simmer for 20 minutes or until the vegetables are soft.
5. Use the ladle to place the vegetables and stock in the blender.
6. Whizz to a purée. Return the purée to the clean pan. Season well.
7. Serve the soup piping hot.

HOT TIP: Do not overfill the blender goblet.



Both of these soups are delicious and hearty, especially when drunk outside on a cold night around the bonfire!

Soup-making is a wonderful opportunity to get a class to sit and eat together to enjoy tasting the soups they have just made. Quite often pupils are willing to try new flavours that normally they wouldn't dream of trying, just because they have been involved in the making of it.

The best place to start this part of the event is by getting your pupils to learn the skills of laying a table. Many children have never done this, so it is a really useful skill for them to learn.

Recently, in one school when it came to lay the table the pupils involved were so keen to get it right, that you would have thought the Queen was coming to lunch.



BREAD ROLLS

This recipe makes 6 – 8 rolls.

Ingredients

- 225g strong white plain flour
- 1 x 7g micro-fine dried yeast
- 150ml warm water (NOT HOT) or milk
- 1 tablespoon olive oil
- extra flour – for kneading and sprinkling
- oil – for greasing

Equipment

- mixing bowl
- measuring jug
- tablespoon
- wooden spoon
- flour dredger
- baking tray – greased and floured

How to make it

1. Put the flour and yeast in the mixing bowl. Stir to combine the ingredients. Make a 'well' in the centre of the dry ingredients.
2. Add all the warm water and olive oil and mix the ingredients to a soft dough.
3. On a lightly floured surface, knead the dough until it develops a soft, elastic and smooth texture. Heat the oven to 220°C/Gas 7.
4. Divide the dough into 6 or 8 even-sized pieces. Knead each portion to form a round bread roll.
5. Place the rolls on the prepared baking tray. Set aside in a warm place to rise until twice their size.
6. Bake the rolls for 10 - 15 minutes until golden-brown and sounding hollow when tapped underneath.

Sandra Rayner (cookit Project Officer for Open Futures) is a Culinary Project Officer at Focus on Food.

Filming Intangible or Living Heritage A lesson plan

by **Paul Clifford** *filmit* Project Officer for *Open Futures*

Objectives

- To develop students' knowledge, understanding and experience of culture and heritage.
- To explore and capture some of the students' knowledge, understanding and experience of intangible cultural heritage.
- To develop the students' knowledge, understanding and experience of filming techniques such as interviews, filming events and capturing sound and movement.
- This particular lesson idea would work well with P4C.
- This lesson has four parts and works best when done over a number of days to allow for reflection.

Mind mapping

What do we mean by heritage?

Teacher to initialise a session looking at the meaning of this word and in particular the meaning that the students develop.

Introduce the idea of intangible heritage such as songs, dance, sayings, stories, food, games, sports, crafts, clothes and of course living people, especially older friends and family that might have skills or interesting experiences, memories or knowledge.

The following are useful questions to start with:-

- What old things do you have in your house?
- What old or interesting buildings do you know?
- Why are they important?
- What is a treasure?
- What is tradition?
- What stories or songs do you know?
- What special events do you go to?
- What special clothing do you wear and why?
- What traditions and beliefs do you have?

Capture the students' ideas using postits, or large pieces of paper or some other method. Get the students to work collaboratively in groups.

Discuss what they have produced and get them to make a plan of what they are going to film. It is probable that they will have to take the cameras home.

Ideas for filming

Discuss with the students the different kinds of film they could make to capture their heritage: perhaps an interview, a drama or recording an event. They could make a documentary, mockumentary, comedy or horror. They can dress up as their grandparents or dress their grandparents up as themselves. They can also use sound, pictures, writing and drawings - even animation.

The students in India would use the mantra 'Think, talk, plan' before filming. We developed this with the students as a simple way of remembering things to do before picking up the camera. It is simple to press a button and start filming and easy to do without thinking out what, why and how you are filming. The mantra would remind them that collaboration was important, that thinking and reflecting on their thoughts before making a plan would produce a much better piece of work.

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Open Futures Conferences

Sheri Hill, Production & Conference Manager, describes the evolving and inspiring nature of *Open Futures* Conferences...

New Regional Conference Series

Developing the Primary Curriculum – How to win young minds and inspire children's learning

17th November in Newham, London &
22nd November in Hull.

Open Futures is pleased to be hosting a series of conferences across the country to address increasing concerns from Headteachers and Governors that the primary curriculum should provide pupils with life enduring and life enhancing skills alongside – and to encourage – academic achievement.

The conferences bring together leading educationalists and innovative educators who are pioneering different approaches to developing the primary curriculum and celebrating the results.

Through thought-provoking keynote speakers, practical workshops and case studies the conferences will inspire delegates to challenge and explore current issues in primary education, particularly how to encourage greater engagement and independent learning, and how to provide children with the skills and dispositions to become successful and better learners.

Participants will have the opportunity to share their experiences and to develop links with other professional colleagues from across the UK. The conferences will provide senior educators with valuable time in a supportive and creative environment to consider, plan and re-affirm their curriculum vision.

17th Nov 2011, Newham - West Ham FC Upton Park Stadium

Leading educationalist Bill Lucas will deliver a keynote presentation and workshop on 'New Kinds of Smart' - How the Science of Learnable Intelligence is Changing Education.

Ian Patience, Co-Director of Thinkwell, will provide a keynote address and workshop: Towards a more Enquiry-based curriculum. Ian has a reputation for leading enjoyable, interactive professional development sessions for school leaders that provide practical tools for learning, balanced with exploration of the values and principles that underpin their effective use.

Developing a Skills and Enquiry-based curriculum, the experience of two Headteachers.

22nd Nov 2011, Hull - Hull KR Stadium

Ian Patience, Co-Director of Thinkwell, will provide a keynote address and workshop exploring a variety of curriculum models.

'What does a Skills and Enquiry-based curriculum look like in the classroom?'

Ian has a reputation for leading enjoyable, interactive professional development sessions for school leaders that provide practical tools for learning, balanced with exploration of the values and principles that underpin their effective use.

During the day there will also be contributions from leading educationalists, experienced headteachers and teachers. They will share their experiences of developing alternative ways of meeting the learning needs of children through the provision of social and practical skills which will help them cope with, survive and shape their own futures.

Join us ...

We do hope that you will be able to join us at one of these conferences. You can register online at www.openfutures.eventbrite.com, email openfutures@ontapcommunications.com or call our conference booking line on 01242 698070.

Open Futures National Conferences

Open Futures National Conferences bring together headteachers and teachers who are members of the programme to provide opportunities to meet each other, enjoy inspiring keynote speakers and practical workshops with influential national and local educationalists. They will also learn more about the *Open Futures* movement for Skills and Enquiry-based learning and help to identify funding opportunities.

The 2010/11 *Open Futures* National Conference took place in Leeds in March 2011 focusing on Skills and Enquiry. Delegates from *Open Futures* pilot and partnership schools gathered from around the country to explore how pupils can develop both practical and cognitive skills in order to understand and apply knowledge and information. The conference featured two excellent and very different keynote speakers and a variety of developmental seminars and workshops. The national conference provided delegates with a stimulating, challenging and entertaining day. Look out for the 2011/12 annual *Open Futures* National Conference which provides our schools with key opportunities for educators to network, learn and share.

Open Futures 2011 Curriculum Development Partnership Launch Conference

The *Open Futures* Trust is funding four new School Partnerships in Newham, Hull, Birmingham and Manchester. Thirteen Partnership schools will work intensively with *Open Futures* Professional Partners and Trainers to achieve the shared aim of each school becoming a 'Centre of Excellence' within two



Headteachers from the 13 schools of the Curriculum Development Partnership.

years. This bespoke launch conference, held on 5th October, provided delegates from the Partnership schools with opportunities to meet and develop networks with other Local Authority Partnership schools, our Professional Partners, Trainers, Headteacher Ambassadors, Trustees and Staff. Attendees learnt more about the pedagogy underpinning *Open Futures* and its links to the four strands, *askIt*, *growIt*, *cookIt* and *filmIt*, further developing their understanding of the *Open Futures* Skills and Enquiry-based learning programme.

Interviews with some of the heads can be found on the homepage www.openfutures.com

SKILLS AND ENQUIRY WORKSHOPS

Open Futures CPD workshops kick off in Manchester!

Manchester Communication Academy are to play host to the first of our 'Skills and Enquiry' workshops' on Thursday 10th November 2011.

These workshops will be interactive, and give delegates the opportunity to take part in learning how to develop a school garden, how to use what is grown to enhance pupils' cooking in the curriculum, and how to develop film-making across the curriculum.

The sessions commence at 2pm, with an introduction to 'Skills and Enquiry' from John Storey, *Open Futures* Curriculum and Training Director, and close at 5.45pm. Refreshments will be available mid-way through the workshop.

There are a limited number of free places still available to schools who are new to *Open Futures*. If you wish to attend, or know someone who might be interested, please contact me at:

anna.hodgson@open.futures.com

or call the Oxford office on 01865 481402.

If you are not able to attend this workshop, we will be replicating this event in other areas of the Country from Spring 2012. Look out for more information in the next issue!

A calendar of festivals

It seems that the Autumn term is bursting with festivals, both religious and secular. They often provide a good opportunity for interesting class discussions and activities. Below is a short list of what some people are celebrating or commemorating over this next half term. Some you will know well but others may be new to you.

Oct 31	Nov 26
Samhain (Hallowe'en) (Pagan)	Day of the Covenant (Bahai)
Hallowe'en (All Hallows' Eve) (Christian)	Al-Hijira (Muslim)
Nov 1	Nov 27
All Saints' Day (Hallowmas, All Hallows') (Christian)	Advent Sunday (Christian)
Nov 2	Nov 28
Coronation of Emperor Haile Selassie I (Rastafari)	Ascension of Abdu'l-Baha (Bahai)
All Souls' Day (Christian)	Nov 30
Nov 6	St Andrew's Day (Christian)
Eid-UI-Adha (Muslim)	Dec 5
Nov 10	Ashura (Muslim)
Birthday of Guru Nanak (Lunar calendar) (Sikh)	Dec 8
Nov 11	Feast of the Immaculate Conception (Catholic)
Armistice Day (Multifaith)	Bodhi Day (Buddhist)
Nov 12	Dec 12
Birth of Baha'u'llah (Bahai)	Our Lady of Guadeloupe (Catholic)
Nov 15	Dec Tue 13
Shichigosan (7-5-3 festival) (Shinto)	St Lucy's Day (Christian)
Nov 17	10th Tevet (Jewish)
St Hilda (Christian)	Dec 21
Nov 23	Hanukkah (Jewish)
Niinamesei (Shinto)	Dec 22
Nov 24	Winter Solstice - Yule (Pagan)
Martyrdom of Guru Tegh Bahadur (Nanakshahi calendar) (Sikh)	Dec 24
	Christmas Eve (Christian)
	Dec 25
	Christmas Day (Christian)
	Dec 26
	St Stephen's Day (Christian)

'CHILD OF OUR TIME'.....

Open Futures 2011 Curriculum Development Partnership Schools Update

Busy times for our Curriculum Development Partnership Schools mean that there is a lot to report on since our last feature in *openit's* Summer Term 2011 edition, introducing our 13 new developing 'Centres of Excellence' in Hull, Manchester, Birmingham and Newham.

Whilst *Open Futures* Curriculum Development Advisers, John Storey, Bob Pavard and Sue MacLeod have been attending group twilight planning meetings in each of the four new areas, trainers from each of the four strands of the *Open Futures* Programme have been busy carrying out site visits, and delivering initial training in *askit*, *growit*, *cookit*, and *filmit*.

Several representatives of our new schools have taken the opportunity to visit some of our existing 'Centres of Excellence' and been able to see the effects of the *Open Futures* Programme in action, observe some lessons in practice and of course make connections with entirely new networks of schools. The response to this has been extremely positive from all involved.

At the time of writing, plans are well afoot for the Launch Conference next week for our 13 new schools at Mary Ward House in London. Look out for the interviews with heads on the homepage at:

www.openfutures.com.

As if this weren't all exciting enough, we thought that the opportunity to capture the development of our new schools on film over the course of the Partnership Project, in the style of a video diary was far too good to pass up. Our *filmit* team are currently working on developing this initiative with these schools in order for us to create a 'virtual diary', following the progress of the schools, teachers and children alike. We are sure that this will be a success and are looking forward to sharing the results. Let us know if you would like your school to take part in a similar exercise!

hello@openfutures.com

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Filming

Encourage the students to take short clips using a variety of shots (long, medium and close-up) if appropriate. They should make sure the sound is clear and there is enough light.

Editing and presenting

The students will hopefully have taken short clips which will not need much editing. Depending on the time available the films should avoid any effects or gimmicks (transitions etc); giving enough time to watch them and comment on them. Use this last session as the plenary.

Add on activity idea

The students can then begin their own heritage archive starting with all the examples they have collected and adding to them throughout the year. Indeed the school can adopt it and add to it year on year.

What will be the cultural heritage of tomorrow? Street dance, graffiti, computer games? Brainstorm the students' current or recent interests including music, toys and games and decide what they mean, whether they are important now and will be in the future.



Open Futures

To receive this newspaper regularly please register your interest at:

www.openfutures.com

You can receive **openit** as a printed newspaper for sharing in the staff room or in electronic format, to circulate to your colleagues, or both.

If you are interested in finding out more about how to become an *Open Futures* School or would like to hear more about the programme please visit:

www.openfutures.com

or contact us at:

hello@openfutures.com

When you have finished with this newspaper please:

- pass it on to a colleague
- register online for your next copy
- and then finally
- recycle this newspaper



Do you want more than just this paper?

There is an online community with over 900 teachers registered

We hope that this paper gives you lots of ideas and inspiration but if you want even more than a termly fix we can arrange this.

Schools who join the *Open Futures* Programme get free access to our online community. It is packed with ideas and articles to encourage and inspire. But the best bit is that you can ask questions too. The *learn and share* forum is a place where you can talk to our experts and teachers from other schools to develop your understanding and practice.

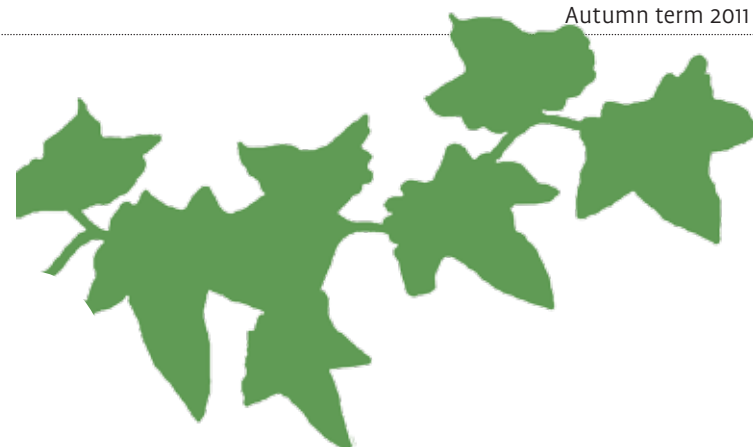
Many of the articles in this paper also appear in the online community giving schools who are members of *Open Futures* a *Question and Answer* session with the article authors.

Recent questions have covered:

- Recipes for World War 2
- Advice on which cameras to buy
- Texts to use with Foundation stage

School membership options for *Open Futures* start from as little as £50 and provide access to the online community for all your staff.

For more information please contact hello@openfutures.com



Volcanic Christmas!

Festive customs from Iceland

Iceland may well be known for having recently cleared the skies of modern day aircraft following the eruption of its volcano Eyjafjallajökull, but perhaps it is less well known for the fact that in Icelandic tradition there are no fewer than thirteen Santa Clauses, (or jólasveinar, 'Yuletide Lads' as they are locally known.)

During Christmas in Iceland, they come to town bringing gifts and sweets. The first arrives thirteen days before Christmas and then the others follow, one each day. After Christmas, they then leave one by one. A special Icelandic custom for children is to put a shoe in the window from 12th December until Christmas Eve. If they have been good, one of the 'Santas' leaves a gift, and bad children receive a potato.

The holiday season ends on 6th January, with a special celebration of the Twelfth Night. This is when elves and trolls come out and celebrate with the Icelanders, dancing and singing. On this day, the festivities of New Year's Eve, where nearly all homes light fireworks and bonfires, are repeated.

THE BIG BANG!

Explosive Facts about Fireworks.

Rockets can reach speeds of 150mph, however the shell can reach as high as 200 metres. You see the explosion of a firework before hearing it because sound travels at 761mph, but light travels at 671 million mph.

A sparkler burns at a temperature over fifteen times the boiling point of water. Three sparklers burning together generate the same heat as a blowtorch.

The first recorded fireworks in England were at the wedding of King Henry VII in 1486. The world record for the most rockets set off all at once was set at the *Battle of Flowers Parade* in Jersey on 15th August 1997 when 39,210 rockets were launched at the push of one button!

Trick or Treat

A modern tradition?

The concept of Trick or Treat being a modern American inspired tradition may be misplaced. 'Trick or Treating' can actually be dated back as far as 1895 and earlier still, when it was more commonly referred to as 'Guising' in Scotland and 'Souling' in England and Wales. Poor people would go from door to door in disguise begging for food and money, in return for singing and offering prayers for the dead.