



The termly newspaper for the *Open Futures Network*

openit

8

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www.openfutures.com



Cultural Diversity issue

openit 8 – Autumn term 2013



askit • growit • cookit • filmit
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Andy Cameron
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Celebrating Diversity, in 31 languages

Heald Place is a larger than average primary school serving a culturally diverse population in Manchester. Curriculum Adviser, Sue Macleod spoke with Headteacher Hatim Kapacee about the challenges of leading and managing a school of over 600 pupils and 31 different languages.

Language and thinking

As someone who does not have English as my first language, I understand at first hand what most of our children 'feel' and experience. I am acutely aware of the significant link between language and thinking and the need to enable all our children and their families to maximize opportunities that are available and to seek out new ones. At Heald Place, one of the things we constantly strive to do is to value everyone's first language and the home culture.

We are lucky that we have a big staff team and most of the home languages that we have are represented. This ensures that children are able to discuss their work in their mother tongue and so support higher-level thinking. On other occasions, the children themselves will interpret and translate to support their peers. Although this brings its own challenges, it allows pupils to take responsibility and helps them build an ethos of warmth and care towards everyone.

Children's own experience

Making an accurate assessment of a child's language is vital in the first few weeks in school. We normally

partner international new arrivals with an induction buddy who can support them during these early weeks and we keep them firmly based in their class groups, ensuring that they are totally immersed in the life of the class and can develop relationships with their peers.

So much of our teaching can draw upon the children's own experience, culture and early language and the real life contexts that are familiar to them. For example, in our eco-lessons, the children's first hand knowledge of the importance of water and energy and the impact of this on growing fruit and vegetables in their homeland brings learning to life for all of us. We are lucky to have such a diverse range of experiences within our school and try to ensure that we take every opportunity to exploit this wonderful resource.

“Our school is a place where parents and children feel valued for the culture they bring to us as well as engaging with the culture here in Manchester.”

Lots of opportunities

When we heard about *Open Futures*, we could see immediately how it would enhance and extend our creative curriculum as well as making learning and teaching relevant to our increasingly diverse community. It is so important that our school is a place where



parents and children feel valued for the culture they bring to us as well as engaging with the culture here in Manchester. We can already see how *growit* and *cookit* will extend opportunities to widen everyone's knowledge and understanding of our world. Links with the Allotment Society will be extended and we hope our community garden will provide lots of opportunities for children, parents and school to learn together.

Ideas and thoughts

It is vital that our children become independent thinkers who can meet the challenges that life will undoubtedly throw at them. Developing a skills and enquiry-based curriculum is at the heart of our philosophy and *askit* will support us in embedding enquiry-based learning right across the school. *filmit* will further extend the children's skills and provide them with an engaging way of capturing their ideas and thoughts. The *Open Futures* programme is very hands on and practical. It helps to bring the work to life for the pupils and the 'doing' excites them and in turn, encourages them to talk.

At Heald Place, we all feel so privileged to work in such a diverse community. It has so much potential because it is so diverse. Where else would you want to be?

Welcome to openit

Welcome to issue 8 of *openit* – the newspaper that supports learning and teaching through the *Open Futures* curriculum approach.



Cultural Diversity has always been central to the *Open Futures* approach. In this edition of *openit* we focus on a host of opportunities for children to develop and deepen their understanding of Cultural Diversity. Thinking and learning about different cultures through enquiries, food and films helps to engage children as what they are learning is brought to life. It also provides plenty of opportunities for parents to become involved and share their expertise and experiences.

The end of the summer term is always a busy time for everyone. This year excellent events took place in many *Open Futures* schools, including Chiltern Farmers' Day in Hull, the Knottingley cluster Children's Conference and Moulsecoomb's Heritage Education Week in West Sussex. Camberwell Park Specialist Support School and Cheetham Hill in Manchester took part in the RHS Tatton Flower Show at the end of July. Cheetham Hill won first prize for their recycled container garden called 'Green Summer'. Camberwell Park brilliantly showcased how *Open Futures* enables their children personally and in their learning across the curriculum. *Open Futures* were happy to support them with this major event, which became a whole school project for Camberwell Park. They share their story with us of pages 14 & 15.

In June we hosted a conference for the curriculum partnership schools in Hull, Manchester, Birmingham and Newham, enabling both existing schools and new schools to meet and share their experiences and aspirations for the programme. They will be working together in clusters moving forwards, sharing expertise and ideas.

On page 14 you will find 'Open Futures filmit with the Shakespeare Schools Festival'. The schools are entering their final phase of rehearsals ready for performances in November. You will also find further news on The Andy Cameron filmit Award. The award provides a chance to share your films with film experts in England and India and have them recognised!

We are very pleased to announce that *The Open Futures Trust* has appointed two new Trustees; Hilary Hodgson, Director of the Ormiston Trust and Sir David Bell the Vice-Chancellor of Reading University. They bring a wealth of educational experience, which will be of enormous support to the Trust and to our schools. See page 15 for their profiles.

Enjoy this edition, if you have any questions please do get in touch. We hope that you have started the new school year with as much enthusiasm and renewed energy as we have.

Lucy O'Rorke
Trust Director

About Open Futures

'Raising attainment through bringing learning to life'

Open Futures is a schools' curriculum programme that brings learning to life for young children, developed and supported by the Helen Hamlyn Trust. It champions a fundamental shift in how the National Curriculum is delivered, by re-focusing education on intuitive approaches that ignite children's passion for learning. The programme inspires children through purposeful activities that develop practical skills and enquiring minds – awakening confidence, instilling responsibility and sparking the desire to get the most from their education and transform their prospects in life.

Open Futures focuses on four strands – thinking skills (*askit*), horticulture (*growit*), food (*cookit*), and new media (*filmit*) – supporting learning across the National Curriculum, including fundamental skills in maths, English, science and information and communication technology (ICT). It gives schools a unique framework to create interesting and valuable experiences that greatly improve pupils' ability to concentrate, absorb what they are taught and play an active role in their learning.

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

openit

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Open Futures Partners

Communities of Enquiry
SAPERE



When you have finished with this newspaper, please pass it on to your colleagues and then recycle it.

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STOP PRESS

Open Futures and the RHS Campaign for School Gardening CPD Events for 2014

We are delighted to announce news of an exciting new initiative, which *Open Futures* are offering in partnership with the RHS next year.

As part of their programme for the coming year, the RHS Campaign for School Gardening invited *Open Futures* to devise two entirely new workshops to compliment their 2014 season of CPD courses:

Growing and Cooking with Maths and Science throughout the Seasons (suitable for teachers at KS 1 and 2)

- RHS Garden Harlow Carr, 21st March 2014, 10.00 am to 4.00 pm

Thinking Outside the Planet (suitable for teachers at KS 1 and 2)

- RHS Garden Wisley, 3rd July 2014, 10.00 am to 4.00 pm

Details of the *Open Futures*/RHS Campaign for School Gardening workshops may be found on the RHS website www.rhs.org.uk/cpd

Places for these workshops are extremely limited and are expected to sell out quickly, so book **NOW** to avoid disappointment.



Why is ‘Cultural Diversity’ the focus of openit 8?

Eight years ago the Helen Hamlyn Trust published a Concept Paper which articulated the underlying principles upon which The *Open Futures Learning Programme* would be developed.

The Paper listed the Trust’s concerns including:

“Schools have an increased awareness of the need to acknowledge and address issues of cultural diversity but do not necessarily have the support to do it. Appreciation of other cultures is frequently marginalised, or ignored, in the restricted school curriculum.”

All current *Open Futures* schools and the ten schools in the 2013 partnership have addressed the Trust’s concerns and share the priority of:

“Helping children be better informed and pro-active citizens of the world . . . contributing to the community, showing respect for themselves, others, other cultures and the environment.”

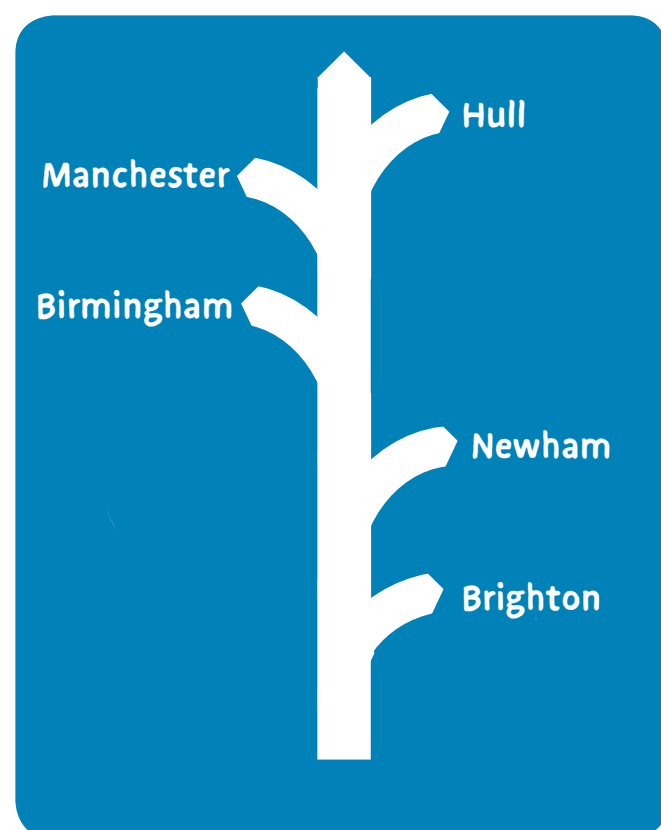
See the excellent example of Heald Place Primary School, described by headteacher Hatim Kapacee, on the front page.

How can the *Open Futures Learning Programme* help schools to celebrate diversity and promote an inclusive ethos?

There are lots of good ideas in this edition of *openit*, but we recommend that schools new to *Open Futures* could use the ‘planning for change guide’ on page 16 to identify a curriculum development priority (for example, establishing an inclusive ethos) and then map a route to achieving their objective using *askit*, *growit*, *cookit* and *filmit*.

The Open Futures Partnership 2013 – 2015

Cultural diversity and language



Heald Place featured on the front page is one of ten new schools joining the *Open Futures network* in 2013.

Manchester

- Heald Place Primary School
- St Augustine’s Primary School

Up to 200 languages are spoken in the city at any one time which, given its population size of 480,000, makes it the most linguistically dense and diverse conurbation in Western Europe, if not the world.

Hull

- Hall Road Academy
- Ings Primary School

Hull’s ethnic diversity has undergone significant changes in recent years and it now has the most diverse population in the Humber sub-region. Black or minority ethnic (BME) residents now make up 10.9% of the population, compared to 3.8% in 2001.

Birmingham

- Brookfields Primary School
- Twickenham Primary School

30% of Birmingham’s residents are of a minority ethnic origin, including West Indian, Irish, Indian, Pakistani,

Bangla Deshi, Somali and Eastern European. The diversity of the city’s residents brings a rich cultural mix and the city is home to Europe’s first arts centre dedicated to developing and promoting African, Caribbean and Asian arts and culture.

Newham

- Brampton Primary School
- Calverton Primary School
- Newham Reintegration into Education Team (RIET)

144 languages are recorded as home languages of pupils. Although English is the most common first language spoken, this is the case for only 35% of pupils. Other most common first languages are Bengali 15%, Urdu 9%, Gujarati 5% and Panjabi 4%.

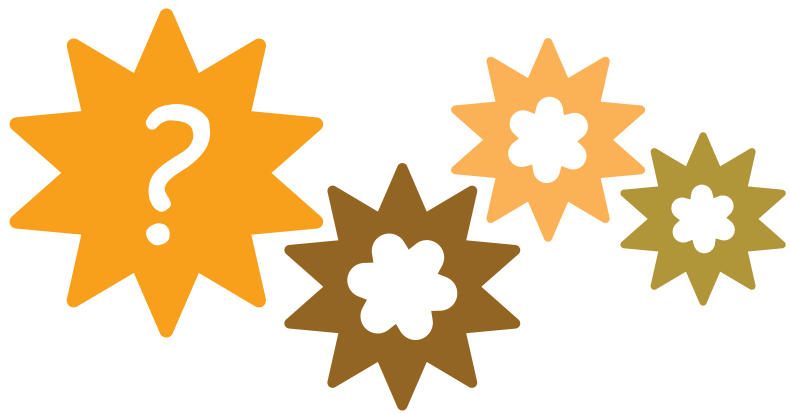
Brighton

- Mouluscoomb Primary School

The main community languages used in Brighton & Hove are Arabic, Bengali, Cantonese, Farsi, French, Mandarin, Portuguese, Polish and Turkish. Mouluscoomb, a suburb of Brighton is within the most deprived 5% communities in England. 91% of people are white British with 4% from another white background and 5% from a non-white background.

The World

The estimated number of languages spoken around the world is 7,000, of these 2,500 are at risk of extinction.



askit & cultural diversity

Nick Chandley, explores why *askit* is the perfect vehicle for exploring the meaning of cultural diversity.

Cultural diversity – a culturally diverse concept?

Many questions are just simply too big to tackle so through our facilitation we try to break things down into manageable chunks, ensuring we have common and personal understanding along the way.

Dialogue

Words and their meanings are the cornerstones of philosophical enquiry. Many of the words we deal with though aren't the kind where a simple dictionary definition will suffice. Love means many things to many people for example, so our enquiry will explore what these maybe similar, maybe varied, maybe very different interpretations are through dialogue with others. What we do try to do, however, is to focus in on various aspects and explore those, in the hope that this will lead to greater understanding of the whole.

Variety

With regard to the concept of cultural diversity, we start with a problem – what does it actually mean? We may assume that culture is the way that particular people or societies act, think and relate to each other and that diversity is 'variety', so collectively this might mean that there exists differing groups of people each with their own particular characteristics. But then, isn't that

In order to tackle the meaning of cultural diversity through enquiry, we, as teachers, should do exactly the same thing that we would if we were teaching a particular concept in a maths lesson – familiarise ourselves with it beforehand.

Try this exercise by way of preparation, perhaps just yourself or maybe even the whole staff.

Write down the word diversity and surround it by as many associated words you can think of.

Think also of the words you surround it by – are there any words you associate with those?

Once you've done that, try and find any words you think are linked and connect them up.

Try the same then with cultural. This record, especially if written on big paper, could be stuck on the staffroom wall and possibly added to over time.

obvious? So maybe the term cultural diversity might mean more than the sum of its parts?

Nearly 6.5 million results on Google for that term shows that a lot of people have a lot to say about it but surely the thing that's interesting is what it means to us. I can hear you shouting at the page now that we have the perfect vehicle for such an exploration, *askit*, but perhaps we should resist exploring it with children until after we've done a little exploration ourselves, and here's one way.

Concepts

What you'll end up with is something that could help inform your enquiries, with the youngest to the oldest children and even with parents too. You will inevitably have generated a group of words – concepts – related to your understanding of cultural diversity. Stuck for a good enquiry question on cultural diversity? Then look at your collection of words for inspiration and build one from them, such as:

- Would the world be better if we were all the same?
- Is everyone completely different from everyone else?
- What is distinctive about you? Your school? Your village/town/city?

Respect

We're now beginning maybe to explore the 'nuts and bolts' of the concept of cultural diversity, allowing us, as mentioned above, to really get our teeth into the issues within and surrounding it. The activity I suggested above for the teachers could just as easily be done with the children. For example, if someone mentions the word 'respect' during the enquiry, you might put that word in the centre of the board and ask the children to suggest words that they associate with it, ensuring they give good reasons for their suggestions.

“As a source of exchange, innovation and creativity, cultural diversity is as necessary for humankind as biodiversity is for nature.”

To finish, I'd just like to mention a couple of resources for exploring the concept of cultural diversity, starting with the United Nations.

Cultural diversity compared to biodiversity

Article 1 of the UNESCO Universal Declaration on Cultural Diversity suggests that 'As a source of exchange, innovation and creativity, cultural diversity is as necessary for humankind as biodiversity is for nature.' Particularly for upper juniors and on into secondary school, this would suggest a nice link between cultural diversity and their learning on evolution and interdependence. For example, in what way could cultural diversity be compared to biodiversity? It would make an

interesting project to research biodiversity (as applied to plants and non-human animals) and then look at it from a human angle – what's the same and what's different? Children will learn the importance of biodiversity, but what about the importance of cultural diversity – do we benefit from having a culturally diverse community?

Fear of the unknown

One of the more powerful story stimuli I've encountered over recent years has been 'The Island', by Armin Greder (*Allen & Unwin*, 2008. ISBN 1741752663).

It tells the story of an island community, cut off from the rest of the world, that finds one day an

outsider washed up on the beach. This new person is not like those on the island and the story follows the conflicts that develop as the islanders try to work out what to do with the arrival.

This book is conceptually very rich but one of the overriding themes is fear of the unknown, which is one of the barriers we have to overcome in the classroom when promoting cultural diversity.

I warrant that many of the questions your children generate for this stimulus would be very relevant to cultural diversity.

What better way to make the unknown known than by asking questions?

Open Futures – a case study

A brief extract from a case study by Roger Sutcliffe about *askit* in Benson School, Birmingham

The teachers of Benson are preparing a modern generation of children of mixed heritage for an uncertain future. That may well be true of several, if not most, of the other schools in the *Open Futures* network. It just seems poignant to be talking of such a future in a place with such a rich past, in the historical sense – not so much, of course, in the economic sense for most of its citizens.

So, what part has *Open Futures* and more particularly *askit*, played in Benson's preparation of their children? Cath Rindl, the Headteacher, and her staff faced a choice in 2008 after their OFSTED inspection: either to focus even more on Literacy and Numeracy, or to develop a curriculum that, in her own words, "motivated the kids to come to school". Happily, they chose the latter, and – behold! – results in English and Maths have improved.

Independent and practical learning.

The choice was made, of course, before *Open Futures* was available to the school, but the further choice of becoming involved in this project was consistent with the emphasis on 'the whole child', especially with giving children opportunities for independent and practical learning. Sport and music also play a big part in this policy.

One other aspect of the policy is worth highlighting and that is the general approach to teaching. In a memorable metaphor, again from Cath,

"Benson does not have a 'post-box model of learning': education here is much more like the original sense of drawing out from the children rather than putting in."

Not that there is a lack of evidence of the usual planning for the broad areas and topics for learning and a proper respect for the fruit of good listening and enquiry.

Helps us to disagree

In an interview with 3 Year 4 and Year 5 children of different ethnic origin, I found all of them remarkably well informed on matters large and small. And the confident way in which they spoke was an indication, in itself, of the positive effect of the school policy.

Naturally, also, the children spoke very well of *askit*. "It helps us to disagree. If we have made a mistake, we know which side is best. Say I have got it wrong, Fahriya can correct me," said Jaheim.

***askit* Champion**

The whole staff were inducted into Level 1 by Nick Chandley at the start of last academic year, and there were soon three *askit* champions in place, one for each of the phases: These and a couple of others also attended a Level 1 'plus' day with Nick and me in the summer of 2012. A third step in their own CPD was the Level 2 course, which they completed last term.

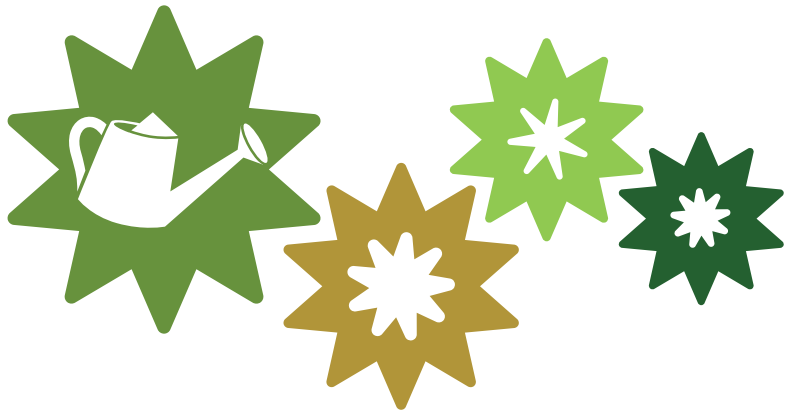
It is clear that the post-level 1 courses have made a significant difference, not only to their own

practice but also to the support they can give their colleagues.

Since the Level 2, the team have had two sessions with the whole staff concentrating on developing *askit* and the pattern seems now to be to take opportunities to infuse the enquiry process into topic work, as well as to hold open enquiry sessions with off-curriculum stimuli that are topical or seem likely to capture the children's interests.

The full version of 'askit in Benson' will be available shortly on our website – www.openfutures.com





growit & cultural diversity

Claire Custance and Anne Gunning of the Royal Horticultural Society explore festivals and cultural events that celebrate nature's bounty at this time of the year.

Historically festivals have always been important as they provide links with our past, present and future, enabling people to renew old ties and make new associations.

Festivals can provide a much needed break and relaxation from everyday life, however many also have a deeper meaning that reflects the spiritual and social lives of individuals, family groups and the wider community. Festivals can mark the end of a period of great industriousness, such as we see when we bring home the harvest, or the triumphing of good over evil, as celebrated here on the 5th of November.

A common theme across all cultures is the desire to come together in order to bring goodness back into our lives and to help us adopt a fresh, more positive outlook on things. Here at the RHS, we see nature as our biggest ally in this process. If you've ever stood in a golden cornfield stretching as far as the eye can see (as Van Gogh did), or marvelled at the resplendent colours of turning autumn leaves, then you will know how nature soothingly reassures us of its constancy while we ourselves are renewed. Year-in, year-out the cycle of the seasons is repeated, punctuated by glorious bursts of colour and bringing wholesome foods to nourish us as we celebrate together.

Here is our pick of the Autumn highlights.

Koyo, Japan

As the last of the summer heat begin to wane, Japan's

foliage undergoes a dramatic seasonal transformation. Through to late November, a carpet of colour spreads from the northern island of Hokkaido to the lower elevations of central and southern Japan. This is known as Koyo. During the festival, trees such as Maple and Ginkgo are lit to enhance the spectacular colour effects. To create your own Koyo, see our top trees for seasonal colour.



Diwali, India

Although Hindus call it the 'Festival of Lights', for small rural villages in India, Diwali is also a celebration of the end of the harvest of the 'kharif' or rain-fed crops. Kharif crops are sown with the beginning of the first monsoon rains in the Asian sub-continent. The timing can vary from state to state, with kharif starting at the earliest in May and ending at the latest in January, but it is popularly considered to start in June and to end in October. At Diwali, villagers offer up a Lakshmi puja (prayer ritual) giving thanks and praying for the good harvest to come. Try growing some of your own kharif crops from our list opposite.

Harvest Festival, Britain

Harvest Festival used to be celebrated at the beginning of the Harvest season on the 1st of August and was called Lammas, meaning 'loaf Mass'. Farmers made loaves of bread from the new wheat crop and gave them to their local church. They were then used as the Communion bread during a special mass thanking God for the harvest. The custom ended when Henry VIII broke away from the Catholic Church and nowadays we have harvest festivals at the end of the season.

At the start of the harvest, communities would appoint a strong and respected man of the village as their 'Lord of the Harvest'. He would be responsible for negotiating the harvest wages and organising the field workers. The end of the harvest was celebrated with a big meal called a Harvest Supper, eaten on Michaelmas Day. The 'Lord of



the Harvest' sat at the head of the table. A goose stuffed with apples was eaten along with a variety of vegetables. Goose Fairs were and still are held in English towns at this time of year. Think about sharing your own food with some of our top crops for sharing.

“A common theme across all cultures is the desire to come together in order to bring goodness back into our lives and to help us adopt a fresh, more positive outlook on things.”



Things to try at school

Create your own Koyo, Japan

Plant some trees which perform in the Autumn

Acer palmatum 'Osakazuki' One of the best Japanese maples for autumn colour, it is an elegant plant with leaves which turn glorious shades of bright scarlet in the autumn.

There are many in the Japanese Maple group which have colourful Autumn foliage – <http://apps.rhs.org.uk/plantselector/plant?plantid=29>



Acer griseum (The Paperbark Maple) Beautiful fiery red Autumn foliage, mini sycamore wings and papery peeling cinnamon coloured bark – <http://apps.rhs.org.uk/plantselector/plant?plantid=21>

Rhus typhina (Stag's horn Sumach) A large, branching shrub/small tree which

has large pinnate leaves which turn exquisite shades of red and orange in Autumn.

The stems are very tactile and feel furry. This tree will send up suckers which can be dug up and planted in pots to sell on – <http://apps.rhs.org.uk/plantselector/plant?plantid=3984>



Sorbus 'Joseph Rock' has superb Autumn colour and was introduced to the west after it was found in China in the early twentieth century by the famed plant hunter, Joseph Rock. It is an upright tree with pinnate leaves which turn orange, red and purple in autumn, contrasting with the butter-yellow berries – <http://apps.rhs.org.uk/plantselector/plant?plantid=1859>

Grow your own fireworks

Foxtail lilies are the nearest things to fireworks that the plant kingdom has to offer.



The cut flowers look like rockets streaming into the sky when you present them in a vase.

The tubers can be planted in Autumn through Winter in a sunny spot in free draining soil.



You could also plant some ornamental *Allium* 'Purple Sensation' bulbs which are very reliable, flowering in June and look like sparklers once the seed head has dried.

See www.gee-tee.co.uk who supply a wide selection of bulbs and tubers.

Sow your own kharif (rain-fed) crop

Kharif crops: Millet, Sorghum, Maize, Mung Bean, Sugarcane, Guar, Pigeon Pea, Urad, Peanut, Sunflower, Soy Bean, Rice, Tea, Cotton.

Although many kharif crops can be sown and used to learn about germination, they would require a lot of tender loving care to produce a crop in our climate. Peanuts and mung beans germinate easily.



Sunflowers (*Helianthus annuus*) are a reliable choice and can be used for many cross curricular studies. They can be sown in paper pots in April for an early start and then transplanted – or sown directly where they will flower in May. They will flower from July to September depending on when they were sown so although you may miss the flowers over the Summer holidays the ripe seeds heads are still stunning.

Consider which variety you will sow. Tall varieties such as 'Russian Mammoth' are good for tallest sunflower competitions and tend to have a thicker sturdier stem if sown directly. Dwarf varieties such as 'Big Smile' have more than one flower and tend to flower earlier. Sunflowers are perfect for pollinators and can be used to stock the bird table. Make sure you protect them from slugs and snails.

For more detail on how to grow sunflowers see http://apps.rhs.org.uk/schoolgardening/uploads/documents/Growing%20sunflowers%20in%20school_1347.pdf

Share your food

Harvest is a good time to think about sharing your school produce with others in the community.

Here are our top crops for sharing.

1 Pumpkins

Sow seeds under cover mid April and transplant to the garden after all risk of frost has passed (June). Hopefully someone will be watering them over the summer holidays and when you return in September the plump orange gems hidden beneath the foliage are discovered.

2 Vegetable soup

A mixture of whatever is ready to harvest such as carrots, onions, beetroot and herbs can be made into a soup for sharing.



3 Apples

November to March is the time to plant bare root apple trees so if you don't have any growing already, think about growing a range of varieties which have local provenance.

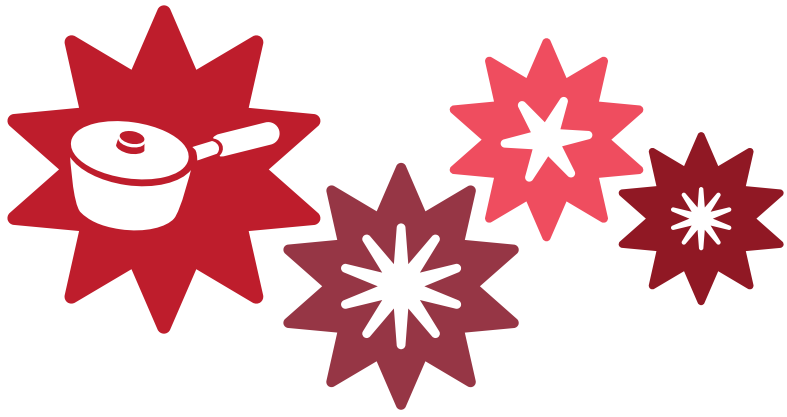


Sunflower growing competition at Foundry Primary School, Birmingham

www.fruitfulschools.com/fruitfulschools/welcome.html – sell orchard packs suitable for schools.

'Foodshare' www.foodshare.co.uk/cms/schools has lots of useful tips on how to share excess produce with community groups and is a great way of connecting schools with local people who can share gardening knowledge and encourage inter-generational learning.

Alternatively sell some of your Autumn harvest and donate the profits to 'Send a cow' organisation to share your food bounty with communities in Africa – www.sendacow.org.uk/schools



cookit & cultural diversity

Ann Kerry, *cookit* Manager, explores the alchemy of ingredients and how different cultures use the same ingredients to create dishes which are similar, but not identical.

It has become commonplace to use the word ‘culture’ to describe a group of people that have something in common. It may describe an ethnic group, or an age group, such as teenage culture, or a group within a group such as gang culture, and it is very typical to refer to the culture of an organisation.

The culture of food is a very broad notion, it is dynamic as it changes with the seasons and is re-created by manufacturers, chefs and cooks at home. Food culture relates to growing, cooking and eating of food. According to Colin Spencer, a food writer, “Food reflects everything. It is a microcosm of what is shaping the world at the time. What you eat and how you eat it is the product of what you are doing there and then”.

Shopping and cooking

Over the last century there has been the opportunity to enjoy a wider range of cultural experiences, largely due to the relative ease of travel and emerging technologies. Eating habits in Britain have changed dramatically as diets have been influenced by factors such as the technology in kitchens, modes of transport supplying shops, the media and by trade and migration. The eating habits of our ancestors would be completely unrecognisable to us today. Our experiences of shopping and cooking have been transformed, as have our attitudes towards health, eating habits, foods we eat from around the world, waste and choice. Shops sell food from around the globe and foods once thought of as exotic are now readily available; such as mangoes and passion fruit, but if we lose awareness and skills related to how food grows and how it is prepared and cooked

there is a danger of diminishing one’s cultural history and identity.

The potential for interdisciplinary learning about food culture is considerable, including tradition, values, and respect for food, history, geography and social experience. Food culture provides a lens to focus on contemporary social values, skills, cultural diversity, religions, festivals and celebrations.

Festivals

Food is a mother language; like Latin, it shares its roots with hundreds of different cultures. The ingredients may be the same but it is what we do with them that is different.

The alchemy of food reduces the degrees of separation in a culture and shows the migratory paths of our ancestors. Pupils’ respect for food and learning in food and health must be fostered and situated in a socio-cultural context using their everyday lives, food culture and experiences, with opportunity for pupils themselves to influence the context and the process of their learning thereby promoting empowerment.

A common theme running through all food cultures is the tradition of festivals and celebrations. Three that fall during autumn are Diwali, Harvest Festival and the Feast of the Tabernacles.



Diwali

Diwali is the festival of lights marking the victory of good over evil and like any South Asian celebration, food plays a very important role, especially in the Hindu, Sikh and Jain calendar.

The festival of Diwali starts on the 3rd of November in 2013 and extends over five days.

Diwali fare is mainly vegetarian and some of the dishes cooked for the celebration include Channa (chick peas), Saag (spinach), Navratan Korma (mixed vegetables and paneer), Khasta Aloo (curried potatoes), Malaiwale Subzi Kofta (diced cabbage and spinach balls), Nariyal Aur Badam Wale Chawal (Basmati rice with coconut), Vegetable Samosas, (see **openit 6** for the recipe) and Raita (plain yoghurt with shredded raw onion and



Purdina raita

spices). **Harvest Festival**

In Britain, in the Christian calendar, Harvest Festival takes place at the end of September to mark the end of the main harvesting season. Harvest Festival used to be celebrated at the beginning of the Harvest season on 1 August and was called Lammas, meaning ‘loaf Mass’. Farmers made loaves of bread from the new wheat crop and gave them to their local church (see **openit 5** for the recipe for Courgette, Cheese and Onion Bread). It is traditionally a time to give thanks for the crops that have grown and celebrate the hard work involved in tending and reaping crops.

Thanks have been given for successful harvests since pagan times. Today the tradition involves the donation

“Food is the mother language; like Latin it shares its roots with hundreds of different cultures.”

of food, which is displayed in churches and shared with those in need within the community.

Harvest festival is now held on the Sunday closest to the Harvest Moon, which is the full moon that occurs closest to the Autumn Equinox, which is on 22 September in 2013. The last day of the Harvest Festival is held on Michaelmas Day, sometimes called Goose Day where Goose Fairs were traditionally held, and still are in some communities, the most famous today being the Nottingham Goose Fair. A hearty dish making good use of harvested produce is a Harvest Cobbler.



The Feast of the Tabernacles

The Jewish religion also celebrates a type of harvest festival, but it is called Sukkot, the feast of the Tabernacles. The sukkah is intended as a reminiscence of the type of fragile dwellings in which the Israelites dwelt during their 40 years of travel in the desert. The festival falls between 18th and 25th September in 2013.

if you don't have a copy of the previous issues of openit mentioned here, you will be able to find them on our website – www.openfutures.com



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Recipe

Harvest cobbler

This recipe serves 6.

Ingredients

- 10ml Vegetable oil
 - 1 Onion – peeled and finely chopped
 - 1 Clove garlic – crushed
 - 1 Carrot – diced
 - 1 Potato – peeled and diced
 - 1 Courgette – trimmed and diced
 - 6 Tomatoes – skinned (optional) and chopped
 - 1 Teaspoon vegetable bouillon
 - 200ml Water – boiling
 - 1 Teaspoon finely chopped fresh herbs, eg chives,
 - parsley, thyme, oregano
 - Freshly ground black pepper
- For the cobbler**
- 200g Self-raising flour
 - 1/2 Teaspoon baking powder
 - 50g Butter
 - 1 Teaspoon fresh herbs (torn) – choose from basil, thyme or chives
 - 50g Hard cheese, eg Cheddar or Red Leicester – grated
 - 125ml milk – approximately (to mix)

Equipment

- Chopping board
- Sharp knife
- Mixing bowl
- Tablespoon
- Teaspoon
- Saucepan
- Wooden spoon
- Table knife
- Grater
- Small bowl
- Flour dredger
- 6cm plain cutter
- Palette knife
- Overproof dish

How to make it

- 1 Place the vegetable oil in the saucepan and add the onion and garlic. Stir with the wooden spoon and cook over a medium heat until soft, but not brown.
- 2 Add the potatoes, carrots, vegetable bouillon and water, sit and simmer for 10 - 15 minutes.
- 3 Add the courgettes, black pepper and herbs and cook for a further 5 - 10 minutes until the vegetables are softened but still a little al dente. Transfer to an overproof dish.
- 4 For the cobbler, heat the oven to 220°C/Gas 7. Place the flour and baking powder into the mixing bowl. Add the butter and rub it in until the mixture resembles breadcrumbs.
- 5 Add the herbs and most of the cheese. Mix with the table knife and then add 2 tablespoons of milk at a time and mix until it forms a soft, but not sticky dough.
- 6 Lightly flour the work surface. Press the dough out to a 2cm thickness. Cut out the scones with the cutter and place them on top of the vegetable mixture. Use the reserved cheese and sprinkle on top of the scones.
- 7 Bake for 15 – 20 minutes until the scones are golden brown.
- 8 Serve hot.



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Recipe

Purdina raita

This recipe uses plain yoghurt with mint and coriander. It is a refreshing accompaniment to Samosas and other savoury Indian dishes

This recipe serves 4 - 6.

Ingredients

- 250 Plain yoghurt (not set variety)
- 4 Spring onions – chopped
- 1 Clove of garlic – crushed
- 1 Green chilli – de-seeded and chopped finely (optional)
- 2 Tablespoons fresh mint – finely chopped
- 2 Tablespoons fresh coriander – finely chopped
- 1/2 Level teaspoon ground cumin
- 1/4 Level teaspoon garam masala
- Freshly ground black pepper
- A few mint leaves and coriander leaves for garnish

Equipment

- Mixing bowl
- Sharp knife
- Chopping board
- Garlic crusher
- Teaspoon
- Tablespoon
- Serving dish

How to make it

- 1 Place the yoghurt in the mixing bowl.
- 2 Add the onions, garlic, chilli, mint, coriander, cumin, garam masala and black pepper to the yoghurt and mix together thoroughly.
- 3 Transfer to a serving dish and garnish with extra mint and coriander leaves.
- 4 Serve chilled.



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Recipe

Bread rolls

This recipe makes 6 – 8 rolls.

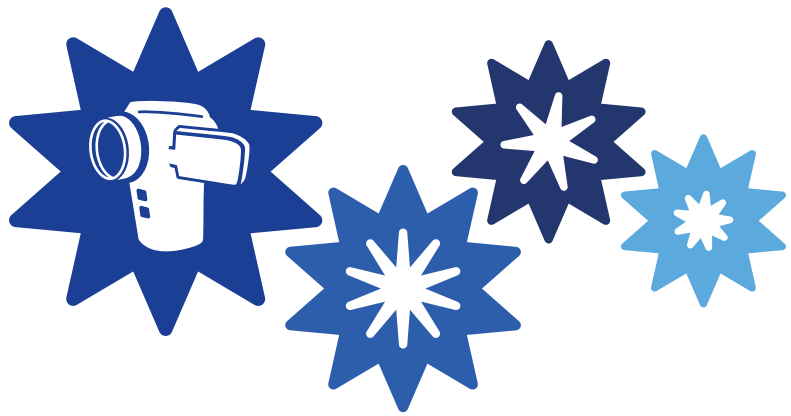
Ingredients

- 225g Strong white plain flour
- 1 x 7g Micro-fine dried yeast
- 150ml Warm water (NOT HOT) or milk
- 1 Teaspoon 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

- 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 (or milk) 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.



filmit & cultural diversity

Denise Evans, *filmit* Trainer, reflects on learning activities which celebrate cultural diversity.

A culturally inclusive school reflects and celebrates the cultural, religious and linguistic diversity in the school, the community and the city. So how can *filmit* help pupils develop and express their own voice to enable them to overcome the language and cultural barriers they are presented with?

Filmmaking can provide new ways of Teaching and Learning to help all pupils learn well, allowing them to share their experiences and views, promoting better communication and integration. What better way of supporting pupils with language that will enable them to integrate and achieve their full potential in the key curriculum areas than through watching and making films using either digital stills or digital video. Support can also be extended to pupils' parents. By engaging parents in the life of the school in return gives them the confidence to support their children's learning.

Introduction to their school

Filmmaking allows pupils, Teachers and Teaching Assistants engage in hands-on activities to celebrate diversity. Filmmaking has been used initially to help new pupils familiarise themselves and understand their new school and the school day by watching a film about their new environment. This has been created like an auditory tour, but in the pupils' own language. Teaching Assistants from a variety of linguistic and cultural backgrounds could make films to support new pupils familiarise

themselves with school life. This would enable pupils to grow in confidence in their new environments.

Schools have implemented projects and activities to promote diversity such as a talent show in which children from different parts of the world presented song and dance. This was filmed and then presented to the wider school community. The project aimed at teaching learners to respect and value other people and cultures.

A day in the life

Cultural diversity matters, and making a short film entitled 'A day in the life of . . .' about three pupils of different ethnic groups who attend a school would help develop this understanding. Discussion could take place around similarities and differences in the cultural backgrounds.

From watching and discussing the film, issues could be explored such as what they had in common and if this came as a surprise? This would develop critical awareness and respect for individuals and groups.

Diversity week

During Diversity Week in one school, there was a high level of reflection on the photographic material that was collected and presented in PhotoStory2 and Pic Collage.

The conclusions of the pupils resulted in the identification of the unique talents and skills that pupils from different ethnic groups brought to their classroom.

Filmmaking could include the study of all major faiths; including important figures from the past or present from different cultures and religions.

Questions asked might include 'Would you want to be like some important figure?' 'Why or why not?'

Filmmaking can be fun and support children's learning. Classmates who speak different languages could help teach new words to each other in sharing common objects or sayings. Filmmaking can certainly help pupils develop skills in communication, self-awareness and the understanding of others.

New City Primary School

I have recently been working closely with Fern Bamford at New City Primary. This is a 2.5 form entry school in Newham, an East London borough with one of the most culturally diverse demographics in the country which is reflected in the school community; with approximately 22 different languages being spoken amongst the children. Fern, the *filmit* Champion, has approached *filmit* enthusiastically saying that it enhances the Teaching and Learning in such a diverse community.

Fern goes on to say that during the summer term of 2013 the children in Year 5 at New City, spent some time making a film as part of their literacy lessons. This film was based on 'The Piano,' an animated film exploring the memories and emotions of an old man whilst he played the piano.

In planning their own versions of the film the children were able to call on their own home life and cultural experiences and through collaboration and team work were able to decide as a group which of these they would include in their own version of the film.

The finished films reflect what children know about life and the events which may happen. They included scenes of sporting and musical achievement, graduation, marriage, and death.

“Filmmaking can certainly help pupils develop skills in communication, self-awareness and the understanding of others.”

filmit activities

New City Primary has been involved in a wide range of *filmit* activities including film, animation and Photo Story3 projects, all of which have encouraged collaborative team work as the children plan, schedule, direct and film their shots.

It has provided the opportunity for all children to become involved in the creative process and fosters the participation of all.

Children are able to share their own experiences of what they know and through negotiation and compromise come up with a finished project which reflects this.

Using photos and cameras has always played an integral role in supporting children in the school both to engender familiarity and support language development and we are now beginning to use *filmit* processes to develop this even further.

To see their films visit our website, www.openfutures.com and log into *filmit*.



A group of the children who made films based on 'The Piano' with their Literacy Teacher and *filmit* champion Fern Bamford.

Open Futures People – new *filmit* trainers

Liz Hankin



'At heart Liz is an experienced teacher of Art & Design. Liz is a Director of EdICTs with 30 years of experience in teaching, advisory, project management and as a consultant. She has worked at LA, national level and

international level for embedding technologies and the use of media into teaching and learning.

Her work has included a role as a consultant with the Innovation Unit. One of Liz's strengths is working with clients to find out exactly what they really want to do. She has experience of creating curriculum models to suit key elements in school improvement, either co-constructed with students or to match school centred initiatives. Recently she has taken on the role of Lead Consultant on the NFER/Futurelab Enquiring Schools Programme and is currently supporting several schools through their 'disciplined innovation' programmes, covering all phases of education.

Above all Liz is passionate about bringing learning to life. Recently she has been working on several creative projects with schools where pupils take ownership of their own learning and employ a range of media tools to explain and expand learning.

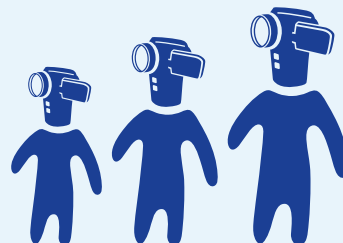
Paul Main



Paul has worked across many areas involving innovation in education. He spent five years facilitating projects for the Governments National Creativity Program, Creative Partnerships. His approach is to use

evidence to inform best practice and put creativity at the forefront of all education. Most of his work involves helping children develop their ability to think; creating independent, happy learners! He particularly encourages schools to use filming and photography as a way of engaging all learners. There are many uses of film in the classroom, from formative assessment to metacognition.

Paul also works with Futurelab, Cambridgeshire County Council and Curious Minds. His recent projects included a research study of the impact of Ipads in SEN settings. He also helps schools who are beginning to adopt handheld technologies.



Wes Jefferson



Wes' educational career spans 19 years. Initially starting out as a primary practitioner, it was here that he saw the potential of technology to transform and inspire pupils' learning. In 2000 he moved into

an LA advisory role for ICT, supporting Teaching and Learning at both primary and secondary phases. In this role he led on the ICT Secondary National Strategy and ICT Functional Skills. On a national level he has worked with QCA on previous revisions of the secondary ICT Curriculum and in developing the Assessing Pupil Progress (APP) materials.

Now working independently his portfolio of work includes a wide range of services to schools, ranging from developing Teaching & Learning to ICT visioning. He is also a tutor on the Computing and IT PGCert Ed at Brunel University, a professional tutor on the Teach First programme and an external examiner for Greenwich University.

You will never find Wes far from the classroom; whether it is supporting a newly qualified teacher or helping a group of pupils create their own plastercine animation.

Open Futures in the news

I can cook-up a rainbow

Children and staff at Camberwell Park Specialist Support School celebrate their two-year partnership with *Open Futures* at the RHS Tatton Park Flower Show.



When Head Teacher Mary Isherwood and her team at Camberwell Park decided to celebrate the achievements of their children through their two-year collaboration with *Open Futures*, the significant and ambitious project to exhibit at the RHS Tatton Park Flower Show was launched.

With a year of planning, hard work and creativity involving the entire school community and support from *Open Futures* strand trainers complete, this ambition was finally realised at the show this summer.

Anna Hodgson, Operations Manager for *Open Futures* caught up with Mary in June, before the show, to ask her about the school's preparations for the Flower Show.

Can you tell us a little about your School?

Camberwell Park is a special school which caters for children between the age of 2-11 who have a range of cognition and learning difficulties including severe, profound and multiple learning difficulties and autism.

Can you tell us about this exciting project?

We are thrilled to have the opportunity to be an exhibitor at the RHS Flower Show Tatton Park. We are exhibiting five gardens which are all one metre by one metre on the theme of 'I-Can' with all gardens including edible elements. The central garden 'i – can' shows the food we buy in cans from seed to crop. The other gardens are 'i-can cook up a rainbow', 'i-can count with the very healthy caterpillar', 'i-can play football' and 'i-can tell a story through A Magic Garden'.

All the gardens demonstrate links across the curriculum including elements of spiritual, moral, social and cultural development which underpin our school ethos such as being an ECO School and our work as a Unicef Rights Respecting School. The gardens have particularly strong links to the *Open Futures* strands of 'growit' and 'cookit' but have also been used as stimulus for a range of 'askit' discussions and the whole journey has been recorded using the 'filmit' skills of photographs and videos. The children engaging in the preparation and journey to Tatton will form a significant part of our exhibition.

As we want to make the links between 'growit' and 'cookit', our exhibition at Tatton also includes cooking demonstrations where we are making salad dressings and home-made lemonade. We will be distributing the recipes at the show.

We recognise that it is not possible or appropriate to take all of the children to the Flower Show and so we are holding our own Camberwell Park Flower Show on 16th July when the gardens from all classes will be exhibited and we will be inviting in parents/carers and other guests to join us for a whole school picnic and flower show judging. All children will get an *Open Futures* medal and certificate of participation.



Open Futures



What have been the biggest challenges you have faced?

Time and funding! However much time you think it is going to take and however much money you think you are going to need to cover the costs – it takes more!



Staff and children demonstrating their cookit skills at the show



The school demonstrate visual recipe tools to support their childrens' learning

“Open Futures is now an embedded part of the ‘way we do things around here’ and we will continue to invest in ensuring that the work continues...”

What has been the most inspiring or surprising aspect?

Our children constantly amaze us and surprise us with their imagination and their abilities and planning and preparing the gardens for Tatton have been no exception!

What do you hope the projects' legacy will be?

As a school, we are very much about celebrating our children's achievements and what better way of doing it than on such a public stage! The theme of our exhibition is 'I-Can' and we will have proved very much that this is the case for our children. If we can contribute in some small way to changing perceptions of 2 things – one is how gardening/cooking/filming and talking are so cross curricular and also and most importantly that cognition and learning difficulties are not a barrier to such learning – then we will have achieved. For us – the legacy is already there and visible in the children's faces each day when they are in school!



overwhelmed with the achievements of the children and the school and the impact working with *Open Futures* as a whole has been on opportunities for our children's learning. They have been very supportive of the Tatton Project – volunteering to help on preparation and show days. Classes have involved parents/carers through parent's mornings in classes where they have come in to work alongside their children on growing and cooking activities. As headteacher, I complete a weekly blog on the school website which has also included Tatton updates!

The more close involvement of parents/carers regarding the Tatton show itself has been with the parents/carers of the children who are attending Tatton on show days with us. As it is the school holidays we are working with the parents/carers of children we are taking very closely and hoping they will also attend!

What are your hopes for Camberwell Park and your peer group as part of the Manchester cluster?

Open Futures is now an embedded part of the 'way we do things around here' and we will continue to invest in ensuring that the work continues beyond the funded project. We have close links with other schools in the Manchester Cluster so the 'partnership working' which means so much to us, will also continue.

Is there anything else you would like to share with us?

I would like to thank everyone at *Open Futures* for supporting us with our RHS Flower Show Tatton Park project, particularly the trainers who have worked with us on the preparation in school and Anna Hodgson and others in the team who have supported behind the scenes.

I would also like to thank the Passionate, Respectful, Organised, Understanding and Dedicated team of staff at Camberwell Park for making it happen – particularly

Allison Taylor and Alison Randall without whom it would not have been possible! I am very **PROUD** to the headteacher of such an outstanding school.

As well as the legacy within our own school it was also our intention to be ambassadors for *Open Futures* getting out the message as widely as possible about the value of *Open Futures* to all of our learners.



Headteacher **Mary Isherwood**, **Allison Taylor**, Deputy Head and children talk with **George Osborne** and **John Edwards**

(spot the sound boom in the top left of the picture!)

What advice would you give to other schools when organising a project such as this?

Go for it! I guess with anything like this there is an element of risk taking but if you have the right team of people to support it is a calculated risk and one worth taking in relation to the rewards it will bring to all involved.

How have you engaged with parents?

In the initial stages of planning, discussion with parents was through the parent governors who are

We were delighted to be able to help Camberwell Park to celebrate their project at Press Day, where the achievements of the school were appreciated by many visiting local dignitaries, including **George Osborne, MP for Tatton**, the Lord Mayor of Manchester and **John Edwards, Director of Education and Skills**.

The school ably demonstrated how cognitive and learning difficulties are no barrier to achievement and how *Open Futures* may be adapted to support all learners.

We would like to congratulate all at Camberwell Park for their commitment, hard work and dedication and for sharing with us their stage, demonstrating *Open Futures* at it's very best!



The Andy Cameron filmit Award 2014 is open for entries

**Don't THROW-IT!
Care-for-it, Fix-it, Save-it,
or Make Something Else With It**

The Andy Cameron filmit award 2014 is now open for entries – the details are: Deadlines for entries

- **Midnight 28th February 2014**

Winners announced

- **28th March 2014**

It's all about telling stories ... *The Andy Cameron filmit Award* celebrates children telling and sharing their stories, through film and animation, with other children in schools right across England and India.

There will be a top level judging panel including people from the film and TV industry and we'll have great prizes for winners and runners up.

Film entries can be in whatever style or genre you want them to be but the maximum length

is 3 minutes (there is no minimum length). They can be short live action films, animations, drama, documentaries, a 'How to' video, a talking heads film ... your challenge is to find the style that suits your story!

The theme – Care-for-it, Fix-it, Save-it or make something else with it

Do you have something really special that you care for, that is at risk or broken. What will you do to care for it? How will you find a way to fix it? Will you save it or can you do something else with it?

It might be an object like a special toy or a building, a special friendship, a favourite bird or a custom or festival that is meaningful to you. It could be real or imaginary. The only guide for your film is that your story should demonstrate how you cared for it and solved the problem.

The children will find their own compelling, imaginative ideas and work them into 3 minutes of fabulous cinematic originality so the pressure is off for the teachers!

How to Enter

Films should be submitted online via the **filmit website** www.openfutures.com/filmit There is now a channel

dedicated to entries for the competition, entitled **The Andy Cameron Award**. www.openfutures.info/filmit/channel.php?channel=21

Teachers will need a password to be able to upload films. If you do not have a password or are not an Open Futures School, please email us on hello@openfutures.com.

Further details about the competition, FAQs and helpful tips will be available at www.openfutures.com. Look out for filmit e-mails with further helpful information.

The age of entrants will be taken into consideration.

**Let's get this award
off to a flying start
WE WANT TO SEE LOTS OF ENTRIES !**

Winners will be announced before **Easter 2014**. There is no limit to the number of entries each school can submit. If you are interested in entering email hello@openfutures.com to register your interest.

News in brief

First National Youth Film Festival

Interested in films? Schools and youth groups are invited to take part in free film screenings and events.

The programme for National Youth Film Festival, which takes place across the UK from 21 October – 8 November 2013, has been announced.

The packed programme of over 100 free screenings at the Festival includes exclusive previews of new films (*Cloudy With A Chance of Meatballs 2*, *The Selfish Giant*), recent releases (*Monsters University*), foreign language films (*Therese Desqueyroux*) and classic titles (*Oliver!*).

By accessing the bookings website, schools and youth groups will be able to search for Festival events in their area and secure places for their students and members free of charge.

This annual celebration of film and cinema will see young people from all walks of life immersing themselves in a host of activities including filmmaking workshops, Q&A sessions with industry professionals and filmmaking awards. Teachers will enjoy access to free curriculum-focused resources.

A highlight of the Festival programming is the Childhood Favourites strand inspired by the films that fired the imaginations of actors and filmmakers when they were young.

This UK-wide celebration of film has received an overwhelmingly positive response from the film industry. To date, over 400 cinemas and venues have committed to hosting National Youth Film Festival screenings, including Odeon cinemas, Everyman cinemas, Picturehouse cinemas. In addition, leading film distributors and studios are committing their films to the screenings.

The festival is a key element of **FILM NATION UK's** exciting new unified programme of film education funded by the BFI (British Film Institute). It builds on the work of leading film education charities **FILMCLUB** and **First Light**. Cinema First will also be investing in and working in collaboration with the National Youth Film Festival, which is to be delivered with the support of National Schools Partnership.



Visit the National Youth Film Festival website – www.nationalyouthfilmfestival.org

Shakespeare Schools Festival

“A rhapsody or words, Heaven's face does glow”

Hamlet Act 3, Scene 4

Groups of pupils in five *Open Futures* schools, in two in West Sussex and three in Wakefield, are now well underway preparing to participate in the Shakespeare Schools Festival. Progress in each school is being recorded as a production diary by a *filmit* team of five pupils. To see their films visit our website, www.openfutures.com and log into filmit.

These *Open Futures* schools now have an opportunity of joining over 100,000 8 – 18 year olds who, with the help of Shakespeare Schools Festival Charity, have performed abridged Shakespearian plays for their family and friends in professional theatres around the country. SSF provides the scripts, resources, framework and workshops for teachers which equip them with the tools to engage whole classes, stretching the gifted and talented and giving SEN and disengaged pupils opportunities for effective learning, offering everyone the chance to reach their potential and represent their school in the community.

Through experiencing the festival, teachers and pupils alike can gain confidence and skills to tackle both the language and production of Shakespeare's most exciting plays.

School	Play	Venue	Performance date
St John the Baptist C of E Primary School	The Tempest	Roedean Theatre, Brighton	24th October 2013
Tangmere Academy	A Midsummer Night's Dream	Alexandra Theatre, Bognor Regis	7th November 2013
Criggleshstone St James CE Primary Academy	Much Ado About Nothing	Theatre Royal, Wakefield	21st October 2013
Criggleshstone St James CE Primary Academy	Much Ado About Nothing	The Montgomery Art Centre, Sheffield	15th November 2013
Towngate Primary School	Macbeth	Theatre Royal, Wakefield	22nd October 2013
Southdale C of E Junior School	Macbeth	Theatre Royal, Wakefield	21st October 2013

Open Futures People – new trustees

Hilary Hodgson



Hilary is currently Director of Ormiston Trust, a charity founded in 1969 by Peter Murray OBE to support the needs of vulnerable children and their families. It continues to support thousands of families in the eastern region through its sister charity Ormiston Children and Families Trust.

Since 2010, Hilary has also overseen the Trust's developing role as an Academy sponsor through its subsidiary Ormiston Academies Trust. OT now

sponsors 24 rapidly improving secondary and primary schools across the country, all with a commitment to enhancing the life chances of young people in areas of social deprivation.

Prior to this, Hilary occupied a number of senior roles in education, the arts and grant-making. These included nine years as Director of Education at Esmee Fairbairn Foundation, one of the largest charitable trusts in the country. She also worked with the Big Lottery Fund as a senior manager during its set up phase and led on arts education and youth arts strategy for the Arts Council in London. Hilary's early career was in educational theatre and as a Head of Drama in a North London comprehensive school.

Hilary has an MA in Modern Foreign Languages from Oxford University, loves music, literature and travel and lives in north London with her partner and her teenage son Ben.

Sir David Bell, KCB



Sir David Bell was born in Glasgow in 1959. He studied history and philosophy at Glasgow University. He obtained his PGCE from Jordanhill College of Education and a Master of Education from Glasgow University. He taught in primary schools in Glasgow, becoming a Headteacher in Essex.

Between 1990 and 1995, he was Assistant Director of Education at Newcastle City Council, with a year as Harkness Fellow at Georgia State University, Atlanta.

Sir David became an Ofsted team inspector in 1994, carrying out inspections in primary schools. By 2001 he was HM Chief Inspector of Schools in England.

In 2006 he became Permanent Secretary at the Department of Education. As the most senior education civil servant in the country, Sir David served four Secretaries of State and three Prime Ministers.

Sir David became a Knight Commander of the Order of the Bath (KCB) in 2011 and Vice-Chancellor of the University of Reading on 1 January 2012.

Open Futures in the news – 2

Seaside Recycling

Cheetham Church of England Community Academy, Manchester, winners at the RHS Tatton Park Flower Show.

While the team from *The Open Futures Trust* were at the RHS Tatton Park Flower Show with Camberwell Park School they visited other areas of the show and discovered that another of our *Open Futures'* schools, Cheetham Church of England Community Academy, had taken part in the 'Summer Seaside' School Container Competition, for which the RHS asked schools to use recycled materials.

There were many fantastic designs but Cheetham's entry stood out because every part of it was made from recycled materials.

An old plastic crate contained the plants which the children had grown from seed and plastic bottles were used to make the shape of the boat. Old seed catalogue pictures were meticulously cut out and used to decorate each of the bottles and were laminated to make the sails. Willow stems made the mast. Unlike other displays at the show it was the public who voted for the winner in this category by posting their vote in a ballot box. The title 'Green Summer' was apt for this exhibit and took into account the sea side and recycling theme.

The public voted for this as it was such a clever idea, it looked stunning and as one member of the public said "I think this boat would actually float!"

Anne Gunning of the RHS and our *growit* trainer said "It really was a fabulous idea. Well done Cheetham and everyone who made this happen (Especially Van)."



planit and shareit

‘planit’

All *Open Futures* schools constantly strive to improve learning, engagement, enjoyment and attainment for pupils of all abilities.

This requires rigorous planning, monitoring and evaluation.

Working with the University of Newcastle Evaluation Team (David, Lucy and Pam) some *Open Futures* schools are now implementing ‘Theory of Change’ processes.

Here is how one school planned the stages towards their curriculum goal of ‘**Improved Pupil Achievement**’ agreed with Managers, Governors, Teachers, Parents and Pupils.

Engaging children in learning

All pupils will experience *Open Futures* strands (*askit* – a minimum of half termly; *growit*, *cookit* and *filmit* – a minimum of twice over the school year)

Pupils begin to develop skills across all four *Open Futures* strands

Pupils begin to see skills developed through *Open Futures* strands as relevant tools for learning

Pupils are confident in the use of skills and can articulate the learning that is taking place

Pupils increase in general confidence in learning and are excited and engaged in learning

Engaging parents and families in learning

School identifies and targets individual parents to come into school to cook with their children

Schools find ways of engaging parents and families in growing

Parents and families attend events that involve participation in their child’s learning

Parents and families are engaged in the school curriculum and their child’s learning

Parents and families are able to support their child in their learning

Pupils are able to apply learning and skills to new situations both inside and outside of the classroom

Improved pupil achievement

‘shareit’

If you are planning to use the *Open Futures* learning programme to celebrate cultural diversity, promote an inclusive ethos and forge extensive links with the community you could use a similar planit process.

We invite you to **planit and shareit** – send us a copy of your plan. We will publish all contributions and share them across the *Open Futures* network in the next edition of *openit* and on www.openfutures.com

Why did my school get openit?

This might be because your school is in, or close to, Birmingham, Hull, Manchester or Newham where the *Open Futures* Trust is currently sponsoring a Curriculum Development Partnership initiative.

If you’re interested in hearing more about the partnership, or wish to explore ways of introducing the *Open Futures* Skills and Enquiry Learning Programme into your school, either visit www.openfutures.com or email hello@openfutures.com.