

# Have You Seen...?

by Kev Flynn and Beth Greville-Giddings

The core purpose of the work taking place in the art room is generating and developing projects inspired by artists work, styles and techniques, with an individual focus.

The current exhibition at the Nottingham Contemporary, 'Glenn Ligon: Encounters and Collisions', explores the development of his work in relation to other artists – through research and experiences of art, particularly related to black culture. Ligon has collated work 'to create his ideal museum or personal art history'.

A lot of the artists featured in the exhibition are ones we use as reference points in the art room, including: Richard Serra, Cy Twombly, Jean-Michel Basquiat, Andy Warhol, Jasper Johns, Jackson Pollock, Willem de Kooning, Franz Kline and Glenn Ligon's own works which we are already fitting into GCSE projects. The exhibition is essentially one big project of Ligon's work!

To see a collection like this outside of London is rare and it's worth visiting if you have a chance, both as an opportunity to understand the work we do in the art room and as an experience in itself.

The exhibition is on until 14<sup>th</sup> June.



Photo credit: @Nottm\_Contemp

## Tried and Tested

### Songs For SPaG

Whilst running a 'Chiroke' session recently at school (YouTube karaoke as cover for choir), Stephen Lockyer discovered that aside from having to censor several lyrics, the grammar and punctuation in popular song lyrics are all over the place.

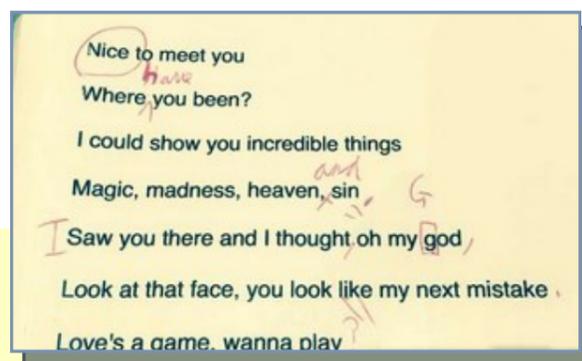
He decided to use this new knowledge to teach SPaG with his Year 4 group. Armed with the lyrics to Taylor Swift's 'Blank Space' and red pens, the children set about pulling the lyrics to pieces and correcting all Ms Swift's mistakes.

*"This not only reinforced what they did and (more importantly) didn't know, it also allowed me to highlight methods to indicate errors."*

The pupils loved the activity - much more than the dry SPaG resources that get produced.

The pupils have spotted that song lyrics rarely use commas or speech marks and have immediately started putting in requests for other songs!

As a plenary, the children can have the opportunity to perform they re-written song lyrics to the class. Aside from being fun this has the added benefit of highlighting why the original lyrics may have been written in the way they were.



Stephen Lockyer is a Deputy Head at a small Prep School in Tunbridge Wells.

He tweets as @mrlockyer and blogs at <http://staffrm.io/@mrlockyer>

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Westbury School Learning and Development Bulletin



# Relay

## What is a Teaching School Alliance?

Issue 2,  
May 2015

National Teaching School designated by



National College for Teaching & Leadership

The Westbury Woodlands Federation is a member of the Transform Teaching School Alliance which has a diverse membership of 50 schools including primary, secondary and special schools.

Teaching schools are outstanding schools that work with others to provide high-quality training and development to new and experienced school staff. They are part of the government's plan to give schools a central role in raising standards by developing a self-improving and sustainable school-led system.

Teaching schools identify, develop and coordinate expertise for the benefit of pupils across a network of schools resulting in:

- Better results for pupils
- Fewer poorly performing schools
- More good and outstanding schools
- A self-improving and sustainable system

TRANSFORM  
Teaching School Alliance



There are several ways you can get involved in the work of our TSA and with member schools. They have various CPD programmes for teachers at all levels and are part of TeachMeet Midlands (more information inside). Their newly updated website has more details:

<http://www.transformteachingschool.co.uk/>

### 6 core areas of responsibility for teaching schools

- School-led initial teacher training
- Continuing professional development
- Support other schools
- Identifying and Developing leadership potential
- Specialist Leaders in Education
- Research and Development



# TeachMeet Midlands #TMM15

The date for the 2015, Midlands TeachMeet has been announced and booking is open. The event is free will be held at The National College, Learning & Conference Centre in Nottingham (NG7 2TU), on Wednesday 10th June from 6:00pm till 9:00pm.

TeachMeets are becoming increasingly popular as another way for teachers and other school staff to take control of their CPD. They are an informal gathering of those curious about teaching and learning. Anyone can share great ideas they've trialled in their classrooms, ask important questions or simply sign up to take part in learning conversations. Education professionals from all sectors are welcome to take part.

The main part of TeachMeet is hearing stories about learning, from teachers. This is not an event to present about a product or theory - this is a chance for teachers from all types of establishments to hear ideas from each other. Real narratives of practice that make a difference. It is about 'being engaged and inspired by our immediate colleagues and a whole bucket load of networking to boot!'

If you want to speak at the event, two- and seven-minute slots are available to book along with other tickets. You can talk about a particular strategy you are working or perhaps a project you've been involved in. If you don't want to get up and talk you can opt to simply sit and listen!

Food will be provided for those who fancy it (just add a TeachEat ticket to your order). The free finger buffet will be provided at 6.00pm. The bar will be open to purchase drinks throughout the event, and after it's finished the National College Bar will stay open for more networking opportunities.

This is an informal gathering of educational professionals. The event is casual in nature; with free food, paid drinks at a late bar and free parking. It offers you a chance to meet other teachers in a fun and welcoming environment.

Tickets options include: Talk for 7 minutes, Talk for 2 minutes, Sit and listen, Eating at TeachEat. Tickets need to be booked individually, to ensure everyone's name is on the list, so no group bookings, but if there are several people wanting to go, we can coordinate ourselves.

More information and booking options can be found online here:

<http://goo.gl/o1QAiq>



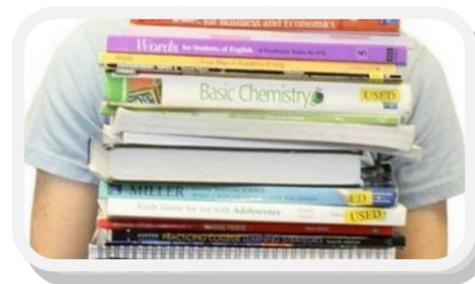
Photo credit: @GuerrillaEd #TMM14

**Wednesday 10th June**  
**6:00pm till 9:00pm**  
**NG7 2TU**

## Edu-Blog Spotlight

Jon Brunskill is a primary school teacher and Teach First participant working in north London. He blogs at <https://pedfed.wordpress.com> and <http://staffrm.io/@jonbrunskill> and he tweets as @jon\_brunskill

In a recent staffrm post, he stands up for the use of text books in lessons and argues that textbooks aren't evil - using a carefully constructed resource created by a professional isn't cheating, is common sense.



Brunskill was surprised during his teacher training to find that textbooks had become a thing to be reviled and despised. He's found a few justifications for this: they encourage lazy teaching; they're overly prescriptive; they adopt a 'one size fits all' approach; they are boring for students to work from.

Whist having a text-book rich education himself, he appreciates that the fact that if someone has gone through something and survived, it does not make that thing a good thing, however he reasons that:

- 1) that is not the textbooks fault, it's the teacher's; and
- 2) this argument is dangerously close to what philosophers would call a trivial truth, or a tautology. I.e. something that is bad is bad.

He says that when combined with exciting, insightful teaching textbooks are an incredibly useful resource because they save teachers huge amounts of time. Textbooks can provide a teacher with ready made practice questions and good teachers will omit, adapt and generally use their professional judgement.

He thinks that the visceral reaction against textbooks (and worksheets) is that they make the job look easy, but concludes that what teachers do is insanely difficult so let's embrace the shortcuts.

Full post, with comments at: <http://staffrm.io/@jonbrunskill/N8CZju87en>

You've been asked for some information or a pupil report for a meeting, but what do all those letters mean?

## Decoding the Diary Sheet

### FIP

The Family Intervention Project is a scheme designed to reduce the anti-social behaviour of families and their impact on their community.

The project supports and challenges these families to address the causes of their anti-social behaviour in order to bring stability to families' lives, and improve opportunities for children and young people in health, education and employment.

The criteria for FIP involvement has recently expanded to include domestic violence, prolific persistent offenders, non engagement with the CAF process, young people at risk of entering criminal justice system and intergenerational families entrenched in poverty.

The FIP team works with various agencies to provide the best possible support for the families they work with, exploring how the families had to come to reach crisis point and promote workforce development.