

New Secondary Curriculum Local Authority Newsletter

Edition 5 – October 2008

Introduction to October Newsletter

We were very pleased that so many Local Authorities, 121, were able to attend the QCA/Aspect seminar 'Implementing the New Secondary Curriculum' held on September 25th in London. We would like to thank you all for your participation and contributions. The day provided participants with the opportunity to consider the focus for the next phase of the implementation of the New Secondary Curriculum. There is a detailed report of the seminar on page 3. The Aspect Regional Advisers will now be following up this seminar with the contact person in your Local Authority to discuss future support.

Jim Knight, in his video speech, made it very clear that Local Authorities have a key strategic role to play in leading and supporting schools through curriculum developments. This includes:

- Embedding curriculum development within the Children and Young People's Plan
- Taking opportunities to join up initiatives and programmes with the New Secondary Curriculum
- Seeing curriculum development as an integral part of improving educational outcomes and raising standards
- Taking a strategic overview of continuous curriculum provision from 0 to 19 and ensuring that the delivery supports the broader needs of children and young people

We would like to draw your attention to the fact that the support for the New Secondary Curriculum provided by the National College of School Leadership, the Specialist Schools and Academies Trust, the Subject Associations and ASPECT is currently only available until the end of March 2009. We know that, although a large number of schools have accessed this support, there is still a significant number of schools in particular areas of the country that have not. We would ask you to encourage the schools in your Local Authority to use this support whilst it is available. The Aspect Adviser for your local authority would be pleased to support you in organising events for groups of schools in your local authority so please contact them. The Regional Subject Leaders are very keen to provide workshops for subject leaders, particularly those who were not able to attend any of the workshops last spring.

We would also like to encourage local authorities to make use of the support Aspect can provide. This is outlined on page 6.

Finally, there are two articles in this newsletter that would be particularly useful to circulate to schools. These are a case study in Geography on page 12 and a think piece for Music on page 15.

Judith Hibbert - Aspect National Advisor

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What are the partners doing?

Implementing the New Secondary Curriculum: A Seminar for Local Authority Curriculum Advisers : September 25, London

Schools Minister Jim Knight thanks Local Authorities

121 Local Authorities attend the Seminar for Curriculum Advisers organised by QCA and Aspect and jointly led by the DCSF Secondary Curriculum Implementation Delivery Partners

School Minister Jim Knight welcomed the 121 representatives from English Local Authorities by thanking them for their hard work in leading and supporting the implementation of the New Secondary Curriculum in schools saying, "Several thousand students are embarking on one of the new diplomas, and this year's Year 7s will be the first group of young people required to stay on in education, employment or training beyond 16, giving them the skills they need for work in the 21st century".

He set out a clear role for local authorities in leading and supporting schools through curriculum developments. He recognised that a real challenge for local authorities was to take a strategic overview of continuous curriculum provision from 0 to 19, to support the broader needs of children and families adding, " This will mean embedding curriculum development within your Children and Young People Plans. I know a great many of you are doing these things already, and I want to pass on my thanks for your hard work. Now, we must ensure that those instances of good practice are emulated nationally."

A warm welcome

Local Authority Curriculum Advisers appreciated the warm welcome from the partners and were pleased to be involved at the cutting edge of the developments in Phase Two of the New Secondary Curriculum. "It is good to see partners modelling a joined up approach" said one group of local authority colleagues.

Mick Waters from QCA re-affirmed the principles underpinning the New Secondary Curriculum and spoke about moral purpose and the potential for changes to children's life chances. Crichton Casbon, also from QCA, set out the key messages for Phase Two of the implementation process:

- Increase coherence from the learner perspective 11 – 19
- Systematic planning for the whole curriculum
- The development of approaches to increase learners' engagement, motivation and commitment to their learning
- The development of a conversation about assessment
- Disciplined curriculum innovation

This was followed by workshops which were led by the National College of School Leadership the Specialist Schools and Academies Trust, the National Strategies, QCA and CfBT

Aspect regional advisers were on hand to support what turned out to be thought provoking and stimulating discussions, as colleagues shared innovative ideas and some concerns about the next phase. Participants from Local Authorities reported a sense of camaraderie, one adviser summing this up by saying, "There is feeling of being equal partners in this second stage. I was pleased Jim Knight's opening remarks clarified the Local Authority's strategic role."

A great opportunity to network

It became clear that Local Authorities are at different stages of development and that the messages were new to some of those attending. The degree of understanding of the Local Authority's strategic role varied with many already joining up 11-19 developments with Building Schools for the Future and Every Child Matters. However, for some Local Authorities this remains an aspiration. Many spoke of existing good practice across clusters of schools with some Local Authorities seeing themselves as collators and facilitators of knowledge. Advisers spoke of schools being at very different development stages too, largely due to individual contexts and the New Secondary Curriculum being seen as "only one" of many change initiatives they had to address. Local Authority colleagues recognised the need to help these schools see the big picture.

Next Steps

Judith Hibbert from Aspect set out the next stages of the support for Local Authorities and the limited time frame during which it will be available, until the end of March 2009. She emphasised that this support could be tailor-made to the needs of individual Local Authorities and their schools. This next phase of support could involve regional events and creative ways of using the subject associations who are keen to support groups of schools and teachers.

Evaluations suggested that the day was welcomed as a real opportunity to influence developments and share ideas with colleagues. Many delegates went away with new information and new contacts, with colleagues appreciating the data stick provided, "It's so much easier to munge on the tube and train - this is a 21st Century Solution!"

Aspect

Aspect Regional Advisers are now in the process of following up the seminar for local authorities on 'Implementing the New Secondary Curriculum'. They will be contacting the named person in the local authority to discuss support over the next 6 months until the project ends. We can

1. Support you in organising tailor made curriculum design workshops for those involved in curriculum design in your local authority and/or those who were not able to attend the curriculum design workshops earlier in the year
2. Support you in organising tailor made subject workshops with the Regional Subject Leaders for groups of subject leaders, particularly those who were not able to attend any of the workshops held last spring
3. Provide inputs to local conferences
4. Provide presentations and workshops on the next phase of development for all local authority staff involved in the secondary curriculum
5. Provide one to one support for advisers who have recently taken on the responsibility for the New Secondary Curriculum
6. Provide support in developing case studies of innovative practice
7. Provide support in developing tools for evaluating the impact of curriculum development

We have put together two packs of materials. One is for governor services to help them think about the implications of the New Secondary Curriculum for governing bodies and the other is to support governing bodies in understanding the key developments in relation to the New Secondary Curriculum. These are freely available to all Local Authorities

Aspect Regional Advisers will be contacting all Local Authorities about organising a regional or cross regional conference in the spring term to share developments and look at how schools can be supported to continue developing the New Secondary Curriculum.

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If you would like to know more details about the above support please contact your Aspect Regional Adviser.

Regional Adviser

REGION	NAME	SURNAME	Email
South East & South West	Martin	Baxter	martin.baxter@sageinterim.co.uk
North West	Maxine	Froggatt	maxinefroggatt@yahoo.co.uk
Yorks & Humberside	Judith	Hibbert	judith.hibbert@ntlworld.com
West Midlands	Pat	Lockett	pat@lockett74.freeserve.co.uk
Eastern	Bill	Miller	bill@csnconsultancy.co.uk
East Midlands	John	Pearce	johnpearce@ntlworld.com
London	Vicki	Pite	victoria@pites.globalnet.co.uk
North East	John	Smith	jts@smoaklands.com



National College for School Leadership

Inspiring leaders; improving children's lives

11-19 New Secondary Curriculum Support Programme – Autumn 2008

'Leading the Change' Workshop – October 2008

The workshop planned for Ullswater Community College, Cumbria for the 23rd October will now take place on Tuesday 11th November 2008. Registration for this workshop is available until November 4th.

Middle School Workshops – November 2008

'Leading Change in the Middle Years' Workshops

Four national workshops being are offered this November by the National College for School Leadership (NCSL) and the Specialist Schools and Academies Trust (SSAT). These workshops are additional to those offered to secondary, special and middle schools this October and offer bespoke support and guidance tailored for middle schools.

- **11th November Parkside Middle School, Bromsgrove, Worcestershire**
- **13th November Meadowdale Middle School, Bedlington, Northumberland**
- **18th November St Osmund's Church of England Voluntary Aided Middle School, Dorchester, Dorset**
- **20th November Lincroft Middle School, Oakley, Bedfordshire**

These workshops will focus on:-

- The Big Picture' in Middle Schools
- Implications for leading that change – Vision and Disciplined Innovation
- Challenges and main changes and implications for Middle School Leaders and Subject Leaders
- Transitional working with upper schools
- Presentation by host middle school – Leading the journey of change and the impact on learning and attainment within the school
- Presentation by link high school - Leading the journey of change and the impact on learning and attainment within the school
- What next? - planning for 2009 and beyond

Local Authority Process for Registering for Workshops

Please see website for the list of workshop venues and dates by region

Local Authority representatives can register for these events. Places are limited to 2 per local authority.

Local authority representatives wishing to attend should email their details to 11-19leadingchange@rslive.co.uk

Please supply the following information:

Local Authority:

Title & Full Name:

Telephone Number:

Preferred Region:

Local Authority Number:

Position:

Fax Number:

Preferred Venue & date:

Please also indicate if you have any special requirements – access, dietary, other.

Special School Workshops – January 2009

Six national personalised special school workshops will now take place in January 2009. Invites will be distributed to special schools in December.

Venues and dates are yet to be confirmed. Please see NCSL webpage www.ncsl.org.uk/11-19 for further details.

Contact for queries:- Alison Matthews, 0115 872 2567

Specialist Schools and Academies Trust

SSAT Curriculum Design Regional Events : Curriculum Models –

Dates and Online booking instructions

The dates are as follows

Friday 14 November 2008 – CCT Venues Smithfield, London

Monday 17 November 2008 – Royal York Hotel, York

Tuesday 18 November 2008 – Seafront Holiday Inn, Brighton

Thursday 20 November 2008 – Marriott Gosforth Park Hotel, Newcastle

Friday 21 November 2008 – Crowne Plaza Hotel, Nottingham

Friday 21 November 2008 – Park Plaza Hotel, Leeds (Special Schools event)

Monday 24 November 2008 – Renaissance Hotel, Manchester

Tuesday 25 November 2008 – Thistle Hotel, Exeter

Monday 1 December 2008 – De Vere Dunston Hall Hotel, Norwich

Monday 1 December 2008 – Jury's Hotel, Bristol (Special Schools event)

Wednesday 3 December 2008 – Hilton Metropole Hotel, Birmingham

In order for you to book onto an event via the SSAT website you will need to register. In the future you will need to have registered in order to be able to view much of the content of the website and we recommend that you take the time now to do so. You will be prompted to register when booking your place (if you haven't done so already). Next time you make a booking you only need to enter your user name and password in order to access the booking pages. If you have already registered an account, enter your username (i.e. your email address) and password. If you haven't registered already, click on the **Register** link overleaf (Fig. 1).

Login

Login here to access the Schools Network (and other SSAT) websites or to edit your account details. **Please note:** You cannot use your **'old schools network'** login credentials to access this site.

If you do not have a login profile, then please **register** to create a personalised login profile.

Username:

Password:

Forgotten your password?
Enter your username in the box above and click this **forgotten my password** link. Your password will be emailed to you.

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(Fig 1)

In order to locate the event that you wish to book onto you can either access the events pages from the curriculum design pages at www.ssatrust.org.uk/curriculumdesign where you will see a link to the curriculum design events or you can enter the schools network site via www.ssatrust.org.uk and on the left-hand bar click on the **Events** link.

If you access the event pages via the schools network pages of the website you will have to search for the event that you wish to attend. This can be done by clicking on the **Events list** link on the left-hand side of the page. Once you have clicked on this you will be prompted to sign into the website and if you are not already registered it is a very quick process to do so.

On the top right-hand side of the page is the **Find events** section. Here you can type **curriculum design** into the **search** box and then select **November** or **December** from the drop down list below. Once you have done this click on the **Go** Button and you will be shown a list of the curriculum design events in that month.

Click on the event that you wish to attend and then choose whether you are booking yourself or a colleague onto the event. Once you have clicked on wither the **Myself** or **A colleague** buttons you will be taken to the booking pages. Simply follow the instructions on the screen and you will be booked onto the event. You will receive an email to confirm your booking and joining instructions will be sent out approximately one week before the event.

If you encounter any problems booking onto one of our events please contact the curriculum design team via curriculumdesign@ssatrust.org.uk or **0207 802 9091**

Qualifications and Curriculum Authority (QCA)

Providing an engaging, challenging curriculum for the nation's children is the aim of the Curriculum Network set up by the Qualifications and Curriculum Authority.

About to celebrate its second year, the Curriculum Network boasts almost 1000 schools who are working, not only in partnership with the QCA, but also with each other to develop a curriculum that will engage and challenge their children.

The first curriculum co-development group was set up in Bristol in 2006. The QCA had been working with schools around the country encouraging them to engage in disciplined innovation. From that came the Bristol Futures group which has been working successfully with the QCA ever since.

The vision and passion shared by all members of the Curriculum Network is to create a curriculum that not only meets learners' needs, interests and aspirations but also inspires in them a love of learning.

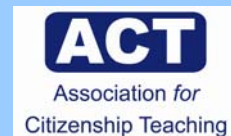
Schools work on curriculum developments on their own or in groups, directing and managing their own work and sharing information about what they have done and the impact of their work on learners. In return, QCA offers a range of stimulating materials and resources along with the opportunity for Network members to share ideas and experiences with other groups.

Curriculum co-development takes courage, commitment, creativity and resources. It also requires rigour. Innovation needs to be disciplined in order to maximise learning benefits for all. QCA has recently developed materials designed to help schools develop a culture of change and improvement where innovation is disciplined and where the emphasis is firmly based on the achievements and learning outcomes of young people.

Powerful evidence has emerged over the past two years of just how this programme is influencing learners and an Ofsted report on curriculum innovation in schools was very positive. "In all the schools visited where innovations had been well planned and delivered, evidence from lesson observations, data on pupils' progress, and feedback from teachers and pupils showed that the innovations were having a positive impact on pupils' achievement and personal development," the report stated.

The two year anniversary of this programme will be celebrated with a conference for Curriculum Network members in London next month (November) and the launch of two new publications – 'Celebrating successes and looking forward' and 'Leading the way: curriculum development in Bristol'. Copies of these publications will be available on QCA's website from mid November. For more information on the Curriculum Network, please go to www.qca.org.uk/curriculum.

Subject Associations



Association for Citizenship Teaching

Website: www.teachingcitizenship.org.uk **E-mail:** pete@petepattisson.com

The Association for Citizenship Teaching (ACT) is providing high quality training and support to help teachers across the country to introduce the new Citizenship curriculum.

Regional Citizenship Meetings:

Thank you to all the local authority advisers who attended the regional Citizenship meetings we organised around the country in September and October. They proved to be an important and useful opportunity to build links, share ideas and plan events to support the introduction of the new Citizenship curriculum.

Funding Available:

If any local authority advisers would like to organise an event to support teachers to implement the new Citizenship curriculum, ACT may be able to provide funding for it. We also have a team of expert regional advisers who are able to lead training or speak at an event. For more details, please contact Pete Pattison, National Subject Lead: pete@petepattisson.com.

To find out who your nearest regional advisers is, go to:

www.teachingcitizenship.org.uk, and click on the 'Regional Pages' tab on the left.

The Geographical Association



KS3 Curriculum Geography CASE STUDY: North Yorkshire

The school: An 11-18 mixed community comprehensive school of 1400 students.

We're located on the northern edge of the North York Moors National Park and have a mixed catchment area of many villages, market towns and the southern suburbs of the Teesside conurbation.

The objective; To really move our curriculum into the 21st Century. Although we'd adapted and modified our schemes of learning every year, we felt that the new programme of study gave us the flexibility to synthesise the learning and teaching strategies that we'd developed and the areas that we thought were really important for students to learn about

The plan

We thought that it was really important to work as a team to ensure that our varied experience was maximised and we had full ownership of the schemes of learning. Initially, we looked at our current KS3 and used a traffic light system to identify which areas we thought were most and least successful in creating high quality learning opportunities. Part of our evidence during this was based on student feedback. We recognised that many of our quality opportunities were based around fieldwork and we were keen to keep this element.

We realised that if we tried to base our new KS3 around existing quality opportunities, then we would be compromising our new schemes as we would be trying to fit in new opportunities around existing ones and this could prevent a fully-integrated approach. So we decided to start with a blank sheet! Exciting, if a little scary!

We then started to think about what we would teach and how there would be progression across the Key Stage from Years 7 to 9. We came up with the following outline.

Year 7; My Location, Location, Location. Fantastic Places, To buy or not to buy?

Year 8 ; Relocation, relocation, Risky places, To fly or not to fly?

Year 9; Future locations, Threatened places, To trade or not to trade?

We were very keen to ensure that we were teaching Geography which was appropriate and meaningful for our students and had a 21st Century 'feel'! We came up with some contemporary titles and are currently seeking student opinion on these!

Our plans now are to produce schemes of learning which provide all the learning opportunities which we think are important including PLTS and maximising areas such as G.I.S. and fieldwork

Benefits – teachers' views

"An exciting opportunity to work out what we wanted to do in order to produce a curriculum that would be meaningful and relevant for our students. The pupils were the focus throughout. "

"Planning as a team enabled us all to feel part of the curriculum development and allowed us to really use our combined strengths."

"If the titles are modern then students make that link between their learning and the outside world and it makes the whole learning experience so much more meaningful and enjoyable!".

If Geographers in your Local Authority would like help in planning an exciting and relevant new Key Stage 3 like the one at Stokesley School. Please get in touch with us.

There are 20 Regional Subject Advisers [RSAs] available to work with networks of schools in each of the nine government regions. They can offer a range of sessions from full day to twilight plus support via email. The team of RSAs are currently involved in developing sessions on using GIS in lessons and increasing the use of Learning outside the classroom, however the focus for these sessions is completely negotiable, and therefore dependent on your needs.

Ruth Totterdell (ruth@totterdell.co.uk)

David Rayner (david.rayner@blueyonder.co.uk)

National Subject Leads for Geography working on behalf of The Geographical Association



The Historical Association

'Significance' is one of the concepts in the new history programme of study, and it is a concept some students find difficult to grasp. I was put in mind of this when reading a recently-released book: '**Churchill – the greatest Briton unmasked**' by Nigel Knight. Knight argues that Churchill, as Chancellor of the Exchequer in the 1920s, was the cause of Britain's unpreparedness for WW2, rather than Chamberlain who is often considered the 'guilty man' of appeasement. Knight also argues that Churchill helped extend WW2 by his poor choice of tactics and military decision-making, yet he is still regarded as the saviour of Britain in 1940. Churchill, is the 'greatest Briton' according to a recent BBC survey. So just how do you decide the significance of a person, idea or event? We can help teachers develop the confidence to teach this, or any other, concept in the New Secondary Curriculum.

The Historical Association can help deliver a wide range of supporting activities ranging from full days to half days, twilights to email support, specifically tailored to the needs of your teachers. Do get in touch with me, Alf Wilkinson, National Subject Lead, History if we can help you support the introduction of the NSC in your LA; You can contact me by email: alf.wilkinson@history.org.uk, or by telephone: 01529 460553.



Association for Language Learning

The Association for Language Learning (ALL) has been meeting with local authority contacts around the country to share information about what is happening in schools and to develop our thinking about languages in the new curriculum. In the course of these discussions, we have heard examples of how language departments are responding imaginatively to the opportunity to renew their curriculum. The most powerful examples are simple ideas which can make a big difference, particularly those that have an impact throughout the year. Powerful examples that we learned of included:

- Schools building the whole year 9 languages curriculum around the production of a magazine
- A school which is halving the number of topics they cover in a year, making time to focus more effectively on linguistic progression
- A school which has created a new combined French and Drama curriculum
- A school that structures learning around language functions, not vocabulary, and allows pupils to choose what they talk about
- A local authority in which teachers in key stages 2 and 3 are working together to produce learning materials for year 7.

However, we are also hearing of senior leaders reducing teaching time for languages to one hour a week, and of children dropping languages at the end of year 8. Such reduced time for learning makes it almost impossible to deliver the full programme of study, and severely restricts teachers' opportunities to engage pupils in their learning and to enable them to make good progress.

These pressures may be one reason for the growing interest in Content and Language Integrated Learning, or CLIL, when another subject is learned through the medium of the target language. Though it requires careful planning and preparation, this approach has many attractions: it can create more curriculum time for languages, gives pupils meatier and more engaging contexts for language learning, gives other subjects an impetus for enhancing their engagement with global issues and cultural understanding, and enables teachers in different subject areas to work more closely together. It has been shown to work for all abilities and to enable good progress in both subject and language. It hits many buttons in relation to the new curriculum, facilitating more joined-up approaches to skills development and the cross-curricular dimensions, and creating real, meaningful contexts for language use. It is also very flexible, and can range from a short series of lessons to teaching across a whole key stage. Although at an early stage of development in England, it is well established elsewhere in Europe.

Schools that have pioneered CLIL in England, such as Tile Hill Wood School, Hockerill Anglo-European College and Judgemeadow Community College, have demonstrated that CLIL is both workable and highly effective in raising levels of motivation and achievement. The TDA also includes CLIL in its programme for trainee primary teachers specialising in languages.

Support for CLIL is gathering momentum, with encouragement from the DCSF, but many schools are still working in isolation and are not easily able to access support. To solve this problem, ALL has created a wiki for teachers to share ideas and resources, and will be running a CLIL strand at its annual Language World conference on 3-4 April 2009. The wiki can be accessed on <http://clil4teachers.pbwiki.com>.

Kathy Wicksteed - National Subject Lead, Languages



National Association of Music Educators

Sounding Off: Applying new technologies in teaching and learning

Musicians have a rich and varied tradition in using technology for artistic ends. Fundamentally, all musical instruments are a type of technology of some kind or another and musicians have had to adapt to change. There are numerous examples from history that one could cite: composers and performers in the mid 17th century had to come to terms with the new technology of the pianoforte (it gradually replaced the harpsichord); Mozart wrote pieces for a brand new instrument in his day (the clarinet); and a modern day French Horn looks very different from its early incarnations (not least because of the invention of valves). What is true for musicians past and present, is also true for teachers as they seek to embrace and apply the potential of new technologies in teaching and learning.

One of the new components of the National Curriculum for Music focuses on the application of technology to develop musical performance skills. The opening of the Curriculum Opportunities states that:

The curriculum should provide opportunities for pupils to:

- a. Develop individual performance skills, both vocal and instrumental, including the use of music technology learning opportunities.

This raises a number of questions that they are considering:

1. What are the performance skills that technology could help develop? Are these similar to or different from those performance skills that could be developed through the use of traditional classroom instruments or pupils' wider instrumental learning (whenever or wherever pupils develop this)?
2. What are the best pieces of music technology to use in the development of these skills? How would these pieces of music technology relate to the wider performance opportunities that pupils engage in? Would specific instruments need to be developed, or would pupils make use of traditional instruments that would link to pieces of technology?
3. How do the performance skills developed in this way relate to the wider performance, composition, listening, reviewing and evaluating skills that the wider curriculum should offer at Key Stage3? What kind of learning is embedded within these skills and how does it (or can it be) developed?
4. Finally, given the wider agenda presented by the new National Curriculum, how could these technological developments within the music curriculum relate to uses of new technologies in other curriculum areas? What opportunities are there for cross-disciplinary approaches?

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Music educators are addressing a number of approaches to these questions. Gigajam is one notable example of technology-supported instrumental learning that makes use of traditional instrumental interfaces (keyboard, drums, guitar, etc) to support the development of traditional instrumental skills (both individually and through musical ensembles). It relies on teachers linking up electronic instruments to computers and, at least in the early stages, pupils work independently in developing some basic instrumental skills. At the other end of the spectrum, brand new musical instruments are being developed and used in classroom contexts. Hand2Hand has taken a technology that many young people have considerable dexterity with (a standard playstation controller) and turned it into a musical instrument. Hand2Hand draws on ideas from a rich history of experimentation within the electroacoustic music community. Cross-disciplinary approaches to musical performance can be seen in technologies that link together musical and visual elements. For example, consider some of the VJ-ing technologies like Edirol's Motion Dive or Roland's V-link technology (which allows musicians to trigger and manipulate video images).

But perhaps the ultimate musical instrument is the computer itself. There is no shortage of this technology in most high schools and there is plenty of open-source software around to facilitate the process of musical performance. Many musicians have described this as a 'meta-instrument' which can change our entire perspective on the way we do things because it is not a machine designed for a particular task but a tool which may be fashioned to fulfil any task that we can clearly specify.

What can other teachers learn from all of this? Ultimately, any piece of technology is a tool that can be used skilfully, imaginatively and purposefully by its user. The success or failure of a tool towards a particular educational application will depend on our imagination as educators. Like music teachers, all educators will need to consider how various sets of skills, traditional or otherwise, can be developed through new technologies. Choices will be made about the type and function of these new technologies within classrooms. Often the most imaginative and educational beneficial technologies will lie outside those being touted by the major industrial groups that dominate educational procurement and purchasing. Integrating technologies with other classroom resources, and within classroom environments effectively, will be a major issue for all teachers. And, finally, utilising the cross curricular potential of digital technologies will present radical, new approaches to teaching and learning that we are only touching the surface of at present.

References and Further Information

Gigajam: www.gigajam.com

Edirol: www.edirol.com

Hand2Hand: www.hand2hand.co.uk

Roland: www.roland.co.uk

National Association of Music Educators

Support for Music in the West Midlands

Many thanks to those of you who responded to my call for new recruits. We now have an experienced team of five Regional Subject Advisers (RSAs) for Music:

Robert Bunting (Lead RSA, ex Music Adviser for Birmingham)

Martin Fautley (BCU, Music in Education team)

Reece Galley (AST, Staffordshire)

Richard Jones (Manager of Events and Ensembles, Solihull Music Service)

Martin Nolan (AST, Stoke-on-Trent)

We are able to offer **centrally-funded support for groups of Secondary music teachers** to support the implementation of the new KS3 curriculum. This support is negotiable to meet your particular needs.

We also wish to support **instrumental and vocal teachers**, for whom the new curriculum offers many opportunities.

We are currently preparing in depth to cover the following areas:

- 1. General introduction to the new Orders**, exploring cross-curricular themes, looking at key changes for music, and providing guidance on planning (half-day)
- 2. Seminar** exploring the changes needed to meet the demand for **Creative and Critical Thinking** (half-day)
- 3. Seminar** exploring the changes needed to meet the demand for study of **the Music Industry and music in society** (half-day)

NB in both seminars understanding is developed through the process of **planning a unit of work**. This ensures that teachers end up with a new unit ready to implement, and also learn how to adjust the rest of their planning. Our approach throughout is based on the KS3 Strategy Music CPD Programme, but other approaches will also be covered.

4. Discussion Forums on any topics requested (60 – 90 minutes). Examples might be: applying the PLTs to Music – music technology for performance - linking with other subject areas – personalised learning – music leadership – etc. The RSA will provide a introductory explanation of the issues and a structured framework of key questions to guide discussion, and introduce case studies and other relevant material.

We would be particularly interested to work with a group that meets regularly, e.g. once a term. This will enable group members to try ideas out and report back. In the process they may well generate further case studies, and we would be available to support individual teachers in developing these, provided they were available to be documented for regional or national dissemination.

We would be grateful for suggestions as to further seminar and forum topics. These will become available from January 2009. Please also let us know of any possible individual case study teachers.

This is to invite you to apply for support in any of the above areas. Please contact me by email (buntingbc@tiscali.co.uk) or on 01588 638476. We can of course provide combinations of different activities to suit your needs, e.g. a full day event covering two specialist subjects, or an introductory presentation plus a discussion forum, and so on.

Looking forward to working with you!

Best wishes,

Robert Bunting.

Personal, Social Health and Economic Education

Association news-bulletin for October 2008

Lead Regional Subject Advisers for PSHE education

The PSHE Association would like to welcome our 9 newly appointed Lead RSAs for PSHE education and the new secondary curriculum.

Lead RSAs will be working up to an additional 3 days per month (on-top of their regular RSA monthly activities) in order to build regional capacity, strengthen regional RSA teams and work strategically to maintain clear messages, themes and objectives about PSHE education are advocated nationally, regionally and locally. A core remit will also be to liaise and collaborate specifically with the regional pfeq 'My Money' project consultants about regional developments and draw together the activities undertaken by PSHE education RSAs within the region.

For contact details and more information visit:

http://www.pshe-association.org.uk/new_curriculum.aspx

NEW! PSHE Association posters - Making sense of Personal Social Health Economic Education in the new secondary national curriculum

Produced for PSHE education subject leads to provide an overview of the new secondary national curriculum and the place of PSHE education within it. These posters are available in hard copy, please contact your Lead Regional Subject Adviser, or download them from the PSHE Association website: www.pshe-association.org.uk

PSHE Association members' forum launched



This is an opportunity to share ideas, practice and knowledge with other PSHE Association members.

We really hope you will get involved and find this a useful tool.

Log on to the members' area and get posting!

<http://www.pshe-association.org.uk/default.aspx?page=427>

Further information can be found on the PSHE Association website www.pshe-association.org.uk

National Conference for PSHE education: Economic wellbeing and financial capability (EWBFC)

There will be a national conference for PSHE education: EWBFC on **27th November** in central London. The audience for this will be key partners involved in supporting the development and delivery of the Programme of Study for EWBFC in schools and colleges. This will include local authority advisers responsible for supporting the implementation of the new secondary curriculum, Education Business Partnership managers, Schools' Enterprise Education Network Hub representatives, Careers Education and Guidance Advisors, pfeg 'My Money' consultants, Advanced Skills Teachers, Lead Regional Subject Advisers for PSHE education and teacher trainers.

The purpose of this conference is to raise awareness of the new Programme of Study for EWBFC and inform them of the support available for their implementation. There will also be an opportunity to provide feedback to ensure that the support provided meets delegates' needs.

Speakers will include representatives from the PSHE Association, QCA, pfeg and a local authority. There will also be opportunities to take part in workshops exemplifying good practice and to identify further support required.

Case Study

Norfolk Local Authority

One of the current issues in the development of the new secondary curriculum is the ability of local authorities to baseline and audit developments in secondary schools. Norfolk has developed a process of curriculum review that puts it in a good position to carry out these essential activities.

Norfolk is a large, geographically dispersed shire authority with 52 secondary schools. The local authority has retained a strong subject advisory team which has a very effective professional relationship with schools. Each year subject advisers produce a position paper summarising the current state of their subject in schools. This is produced in the spring term and is based on

- an analysis of examination and test performance in the subject
- a review of school visits and interventions made during the year
- feedback from the regular subject development meetings

All position papers have the same format, and summarise performance and attainment in the subject area, identify examples of good practice and successes, and draw attention to the emerging priorities. They also identify what needs to be focussed on for the next year and propose appropriate actions.

The position papers enable the authority to be pro-active in secondary curriculum development. They form the basis of subject action plans, and inform the local authority strategic plans, including the children and young people's plan. They are presented to senior advisers by curriculum lead advisers, and are summarised in a report to members where they have enabled informed debate about curriculum development.

This year's subject audits will provide a very useful baseline for future assessment of school response to the new secondary curriculum, and enable a structured analysis of progress over the coming years. Norfolk is currently working closely with SSAT in their monitoring of curriculum change.

Developments of these curriculum audit tools that are being considered for next year are to use them as the basis for peer review within the service, and to produce a report specifically analysing school responses to the new secondary curriculum.

Norfolk have recently identified an adviser with specific responsibility for the support and development of the new secondary curriculum. She can be contacted by email on christine.woods@norfolk.gov.uk

Useful Publications & Websites

QCA curriculum design site

NEW SECONDARY CURRICULUM WEBSITE

<http://curriculum.qca.org.uk>

CfBT New Secondary Curriculum:

<http://www.cfbt.com/teach/newsecondarycurriculum.aspx>

New Dipolomas

http://www.qca.org.uk/qca_13916.aspx

QCA Curriculum general:

http://www.qca.org.uk/qca_104.aspx

National Strategies Renewed Frameworks:

<http://www.standards.dcsf.gov.uk/secondary/frameworks/>

SSAT curriculum design:

www.ssatrust.org.uk/curriculumdesign

DCSF Local Authority support site

<http://www.dfes.gov.uk/localauthorities/index.cfm?action=content&contentID=3104&categoryID=75&subcategoryID=106>

TEACHERNET home:

<http://www.teachernet.gov.uk>

NCSL home:

<http://www.ncsl.org.uk/>

QCA home:

<http://www.qca.org.uk>

OFSTED home:

<http://www.ofsted.gov.uk/>

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