

# Fetch me a pen

## PROFESSIONAL LEARNING PROGRAMMES 2015-16

For 2015-16 we will be offering the following professional learning opportunities:

- 1 Developing and embedding academic literacy across the curriculum: a six month professional learning programme for whole-school literacy coordinators, professional learning coordinators and their teams
- 2 Practical and interactive workshops for secondary school classroom teachers of any subject
- 3 Bespoke consultancy support and programmes.



# 1

## Fetch Me a Pen: Developing and embedding academic literacy across the curriculum

### Programme aims and objectives:

This programme will support you to develop a successful whole-school strategy to improve the quality of students' higher-order academic literacy skills. It will also explore how to secure the buy-in and interest of teachers across the curriculum in order to enable deep and embedded change to teaching practice.

### The programme will:

- Explore current academic research and theory about literacy teaching to reflect on the practices in your own school and to identify key priorities for school improvement
- Provide practical ways in which you can lead non-literacy experts in your school to gain the confidence, desire and skills to teach academic literacy in their subject
- Share possible structures for piloting, developing and embedding practice across the school with the difference you want to make always in mind
- Explore ways in which you can measure the impact of your work through developing a theory of change and a baseline/impact evaluation framework
- Provide an exciting and intellectually stimulating environment for you to develop and adapt ideas for the specific needs of your students, teachers and whole school context.

### Who should participate?

Colleagues with responsibility for departmental literacy or whole-school literacy and/or professional learning should attend this course along with two or three enthusiastic teachers from their school who have an interest in developing academic literacy but do not need to be literacy specialists. Our experience is that Fetch Me a Pen works best if each school has a small core group of interested and committed colleagues to begin with as it is more likely that the work will be developed and embedded in a meaningful, creative and intellectually stimulating way to suit their own school context.

### Programme model:

The programme is designed to span six months to enable participants to develop, test out and evaluate the impact of their learning over time. Participants must attend all taught sessions and commit to completing inter-sessional tasks in order to ensure the programme has the intended impact in their school.



### Session 1: Introduction to the core principles of the Fetch Me a Pen approach to academic literacy

See below for session dates and brief activity descriptors.

**9.00-3.30pm Friday 4th March 2016**

- Demystifying academic writing and practical strategies
- Thinking about writing in classrooms, departments and schools
- Beginning with the impact in mind: how to use a theory of change and a baseline/impact evaluation framework to plan for a successful whole-school project

### Session 2: Piloting the project in schools

**4.00-6.00pm Wednesday 23rd March 2016**

- Identifying the key priorities for students and teachers
- Considering how to establish a successful pilot group
- Planning to begin to trial literacy strategies in lessons

### Session 3: Taking stock and next steps

**4.00-6.00pm Wednesday 11th May 2016**

- Presenting literacy interventions trialled in classrooms
- Sharing positives and critiques
- Evaluating evidence of impact

### Session 4: Evaluating and celebrating impact and looking forward

**2.00-6.00pm Wednesday 6th July 2016**

- Further sharing of literacy strategies and successes
- Using evidence of impact to plan future steps
- Thinking about 'knowledge mobilisation' in schools

## Programme leader:

**Daniel Ingman** is a Leading Practitioner at Mulberry School for Girls and was the Project Leader for the original Fetch Me a Pen project, established in 2013. Before that he was Second in Charge of English and developed the English faculty's approach to teaching academic literacy that provided the backbone of the Fetch Me a Pen project. Daniel is currently studying for a Masters degree in Applied Linguistics at Birkbeck, University of London.

## Programme fee:

The programme costs £500 for the first participant, with a reduced cost of £300 per additional teacher from the same school. This fee covers all taught sessions, resources and informal inter-sessional support from the programme leader.

If your school requires more intensive input, we are able to provide bespoke consultancy or additional support at an additional cost.

## Registration:

To register your interest or to discuss the programme further, please contact:

**Shajeda Khanum**, Professional Learning Administrator  
skhanum@mulberry.towerhamlets.sch.uk T: 020 7790 6327

# 2

## Fetch Me a Pen: Practical and interactive workshops

### Each two hour workshop will:

- Support teachers of any subject to better understand the literacy demands of their subject and the specific needs of their students
- Provide a safe, honest and intellectually stimulating learning environment to help participants' confidence in their ability to address these issues in their own lessons
- Provide high quality resources which can be adapted and developed by participants to meet the specific needs of their own classroom context.

### The Language of Analysis

*Encouraging students to explore, analyse, and evaluate at a sophisticated level*

In this workshop, discover how to support students in developing their analytical language ability, enabling them to use language to engage with any kind of 'text', including literary or non-fiction texts, art and other visual and audio-visual media, historical sources and perspectives, and theory and criticism from various disciplines. This workshop aims to give teachers the knowledge, skills and confidence to guide classroom talk and teach the process of writing so that students are to be able to use language to explore, analyse, and

evaluate these kinds of texts at a sophisticated level.

**Suitable for:** English and Media teachers, Humanities teachers, Design and Technology teachers, Art teachers, Drama teachers, teachers with a responsibility for literacy or professional learning, heads of faculties and departments.

**Date:** 4.00-6.00pm  
**Wednesday 7th October 2015**

### Moving Away from 'Point, Evidence, Explanation'

*Giving students confidence and ownership to transform their writing*

For many years, the 'Point, Evidence, Explanation' acronym has been used in schools to enable students to write paragraphs in various subjects, particularly in English. While having some merit in enabling students to structure written responses, P.E.E. actually inhibits written expression at the higher end of achievement. This workshop will explore ways for teachers to broaden discussions of paragraph structure, enabling students to move beyond simplistic formulas in their written work. Participants will work through several of the types of activities that might be used with students in various subjects before reflecting on how they might be adapted for use in their own lessons.

**Suitable for:** English and Media teachers, Humanities teachers, Design and Technology teachers, Art teachers, Drama teachers, teachers with a responsibility for literacy for literacy or professional learning, heads of faculties and departments.

**Date: 4.00-6.00pm**  
**Wednesday 14th October 2015**

### **Moving from Speech to Writing**

In this workshop, explore how problems in students' written work are often a result of them viewing writing in the same way they do speech, and gain an understanding of how exactly this thinking manifests itself in written work. Part of this session looks at how students need to be more detailed and explicit to ensure that they put information, knowledge and analysis in context to make writing more clear, cohesive and logical. The latter part of the session explores how students sometimes need to focus on brevity and succinctness when they write in order to cut out unnecessary information and to show, through fluent and precise writing, that knowledge has been synthesised.

This workshop aims to give participants a grammatical understanding of how spoken language can be developed into written language, and to offer practical strategies to trial with students and embed into schemes of learning.

**Suitable for:** Teachers from all subjects, teachers with a responsibility for literacy or professional learning, heads of faculties and departments.

**Date: 4.00-6.00pm**  
**Wednesday 16th March 2016**

### **Approaching Written Genres**

Schools' curriculums demand that successful students are equipped with an enormous range of knowledge and skills throughout their time in education, and this is reflected in the many kinds of writing that they need to master.

This workshop will highlight the need for teachers from across school disciplines to have a clearer and more explicit understanding of the structures and features of the kinds of writing they expect from students in their subjects. Participants will look at approaches to pedagogy and writing developed in Australia over the past three decades, focusing on Joan Rothery's teaching and learning cycle, which was informed by Michael Halliday's hugely influential systemic functional linguistic model of language.

**Suitable for:** Teachers from all subjects, teachers with a responsibility for literacy or professional learning, heads of faculties and departments.

**Date: 4.00-6.00pm**  
**Wednesday 29th June 2016**

### **Workshop fee:**

Each workshop costs £30 per workshop or £100 for all four workshops

### **Registration:**

To register your interest or to discuss the programme further, please contact:

**Shajeda Khanum**, Professional Learning Administrator  
skhanum@mulberry.towerhamlets.sch.uk T: 020 7790 6327

## **3 Fetch Me a Pen: Bespoke consultancy and support programmes**

If you are interested in working with us to develop a bespoke Fetch Me a Pen programme for your school/organisation or would like to discuss other ways of working together, please contact:

**Ruth Smith**, Senior Deputy Headteacher, Mulberry College of Teaching and Leadership  
rsmith@mulberry.towerhamlets.sch.uk T:020 7790 6327