

**Hampshire Achieves Update**

Issue 25- March 2023

**Diary Dates**

	<b>2022-23</b>
INSET	Wed 29 <sup>th</sup> March
Service Day	Tues 11 <sup>th</sup> July
	<b>2023-24</b>
INSET	Mon 4 <sup>th</sup> Sept
INSET	Fri 20 <sup>th</sup> Oct
Service Day	Thurs 7 <sup>th</sup> Dec
INSET	Wed 20 <sup>th</sup> March
Service Day	Tues 9 <sup>th</sup> July

You should already have a hold the date email from Bob, if you have a new member of staff joining, please do remember to forward them the dates.

**Professional Values and Attributes:**

Value and champion diversity, equality of opportunity, inclusion, and social equity

**Promoting Equality Diversity and Inclusion**

There is a wide range of events planned for February/March with lots of opportunity to promote British Values, as well as EDI.

Further events can be found at [Upcoming Awareness Events – Awareness Days Events Calendar 2022 & 2023](#)

Key highlights of suitable events are:

March:

13<sup>th</sup>-19 March Neurodiversity Celebration week [Neurodiversity Celebration Week \(neurodiversityweek.com\)](#)

25<sup>th</sup> March The Great British Spring Clean <https://www.keepbritaintidy.org/get-involved/support-our-campaigns/great-british-spring-clean>

April:

Stress awareness month

[Stress Awareness Month 2023 - The Stress Management Society](#)

Autism awareness month

[World Autism Month | Autism Speaks](#)

27<sup>th</sup> April Stop food waste day [STOP FOOD WASTE DAY](#)

Want to promote Religious and cultural events to learners? then you can choose to add these to your outlook calendar: [Add holidays to your calendar in Outlook for Windows - Microsoft Support](#)

**Recommended**

[NCW 2023 Events Schedule v1.0 \(neurodiversityweek.com\)](#)

13 -19 March 2023 is Neurodiversity Celebration Week, a worldwide initiative that challenges stereotypes and misconceptions about neurological differences. It aims to transform how

February 2023



neurodivergent individuals are perceived and supported by providing schools, universities, and organisations with the opportunity to recognise the many talents and advantages of being neurodivergent, while creating more inclusive and equitable cultures that celebrate differences and empower every individual.

During the week, [Lexxic](#) will be hosting 24 live events across the week.

All events are virtual, free of charge and open to all. Please encouraged your staff to attend these sessions. With over 70 speakers coming together, they are hoping to offer you lots of insights through sharing individuals' lived experiences, as well as the expertise of professionals and advocates working in the field. The panel discussions are also complimented by 9 introductory sessions on neurodiversity, hosted by Team Lexxic. These events run every day during the week and are open to schools, educators, parents, workplaces and whoever wishes to attend.

Ahead of Autism Acceptance week starting 27th March. Chris Packham has produced and presented an insightful series on BBC 2 called 'Inside our Autistic Minds'. [BBC Two - Inside Our Autistic Minds](#).

## Professional Knowledge and Understanding:

Share and update knowledge of effective practice with colleagues, networks and/or research communities to support improvement.

### CPD opportunities in March

Promoting British Values	16 <sup>th</sup> March 6-7:30 PM	A workshop discussing how British values can be promoted within adult community learning
Keeping yourself safe when working with Adults	23 <sup>rd</sup> March 6-7:30 PM	Ensuring your wellbeing and safety in a digital world, including social media
ESOL Community of Practice	31 <sup>st</sup> March 10-12 Winchester	An opportunity to share best practice and network with other ESOL tutors across the Hampshire Learns provision.

### Best Practice examples from recent observations:



#### Face-to-face courses:

In addition to the safeguarding posters on display why not give each learner information on how you are promoting British Values on your course as well as contact details in relation to safeguarding.



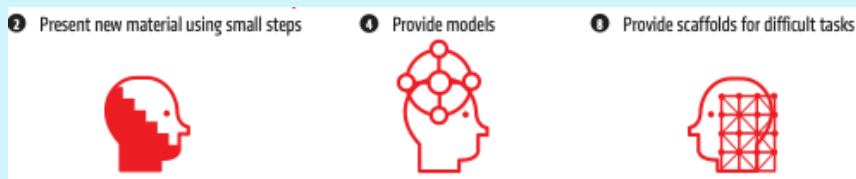
Getting to know you questionnaire: How do you complete initial assessment? You could try sending a pre-course questionnaire, giving you the answers to what you want to know about the learners.

Observing a peer is a good way to update your teaching, if you complete a peer observation please complete an informal observation form (attached), to support you with this there is also some guidance (attached)

## Teaching Pedagogy:

Barak Rosenshine has created 10 principles that support learning, over the next few editions we will be providing you with key information on each element. These underpin current pedagogical teaching practices. There are four very clear strands that run through the 10 sections – reviewing material, questioning, explaining, and modelling, practice.

## Rosenshine's Principle no 2, 4 and 8: Sequencing Concepts and Modelling



**Small steps:** we need to break down our concepts and procedures into small steps so that each can be practiced. The smaller the chunk of learning the quicker it will take for learners to grasp new information.

**Models:** including the importance of worked examples helps to reduce cognitive load. The more examples that are given will aid the processing of new facts/skills and strengthen links in their memory.

**Scaffolding:** this is needed to develop expertise. It is a form of mastery coaching where cognitive supports are given but are gradually withdrawn as learners become more confident. Scaffolding allows support to be in place that guides learners through tasks, helping to make new knowledge/skills accessible. This increases confidence and allows the support to be slowly removed.

With all of these concepts sequencing is important, ensuring all elements are taught in the right order, time is given for checking for misconceptions and misunderstandings.

[Course: Rosenshine's Principle of Instruction \(skillsandparticipation.co.uk\)](https://skillsandparticipation.co.uk/courses/rosenshine-principle-of-instruction/)  
[Rosenshine's principle of scaffolding | Bedrock Learning](https://bedrocklearning.com/resources/rosenshine-principle-of-scaffolding/)

## Teaching Glossary: Cognitive Load



Cognitive Load Theory (CLT) - coined in 1988 by John Sweller, suggests that our working memory is only able to hold a small amount of information at any one time and that instructional methods should avoid overloading it in order to maximise learning.

[Cognitive Load Theory - Helping People Learn Effectively \(mindtools.com\)](https://mindtools.com/pages/newcomers/cognitive-load-theory.php)  
[Cognitive Load Theory - The Definitive Guide \(educationcorner.com\)](https://educationcorner.com/cognitive-load-theory/)  
[Course: Cognitive Load \(skillsandparticipation.co.uk\)](https://skillsandparticipation.co.uk/courses/cognitive-load/)



## Professional skills:

Select and use digital technologies safely and effectively to promote learning.

### Digital tools: TinyWow

A free tool to allow you to edit PDFs, videos, images and other online tools to make your life easier.

[Free AI Writing, PDF, Image, and other Online Tools - TinyWow](#)

### Reminder:

Microsoft have a fantastic set of tools to support with Accessibility, check out this link and see what tools could help you in your role [Accessibility Technology & Tools | Microsoft Accessibility](#)

## Preparing for Inspection

### How well are you prepared for an Inspection?

Many of you are already preparing for our impending inspection and discussing 'hot topics' within your teams, which is great, and to further enhance that we have posed some questions for you to consider, please do discuss with your teams, and to respond to below. We will pose questions for consideration each month.

Expectations are that all staff are familiar with the [Education Inspection Framework \(EIF\)](#) and [Further Education and Skills Handbook \(section 2\)](#). You should also be considering in your team meetings how you would answer any of the Ofsted questions that have been circulated.

**NB** We now have a dedicated page to any materials relating to Inspection on the VLE - [Course: OFSTED Guidance & Reports \(skillsandparticipation.co.uk\)](#)

## Meet the Hampshire Achieves Team

### Susie Higgs – Adult Community Learning Coordinator



Susie has been in her current role since summer 2020, having worked previously for Hampshire Achieves as a Coordinator, Tutor Assessor and IQA for Young People's Learning and Apprenticeships. Susie is an advocate for Participation & Lifelong Learning having moved from a nursing career in her 30s when her children were very young, by working part time at an FE College and studying towards her teaching qualification



**Fun Fact** – outside of work week she loves solo challenge & adventure. White river rafting, cliff jumping, kayaking around an island and flying a glider were ticked off her 'bucket list' list in 2022 alone





## Policy updates

You will find the most recent policies on our VLE page

[Course: Hampshire Achieves Policies and Procedures \(skillsandparticipation.co.uk\)](https://skillsandparticipation.co.uk)

## Email signatures:

For those who work at EII remember to update your email signature with the new room number 2.26

## Good to know:

The newly branded course templates and documents will be updated by the end of this month and available on the VLE. You will find general templates on SharePoint.

You will find a hand guide attached on how to update your presentations with the new branding (thanks to Kevin and Helen)

## Wellbeing

We appreciate that this is a very challenging time for you and all your staff. There are lots of resources out there to help you to support your team with their mental health. We often discuss this in our own staff training. [Our Health and Wellbeing \(sharepoint.com\)](https://sharepoint.com)

If you missed any of the January sessions for wellbeing then you can access the materials on SharePoint.

[Previous wellbeing sessions - resources \(sharepoint.com\)](https://sharepoint.com)

You will also find attached a handy slide that can be shared with teams and learners for HCC support.

We hope you find these free resources useful:

[Cost of living support - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

[Top Tips For Tackling Employee Burnout.pdf \(mindtoolsbusiness.com\)](https://mindtoolsbusiness.com)

## Safeguarding

### Ask for ANI (Assistance Needed Immediately) pilot

In a new pilot launched this week, victims of domestic abuse will now be able to 'Ask for ANI' in 18 Job Centres and job and benefit offices across the UK. Anyone using the codeword will receive support from a trained staff member who will guide them to a safe and private space where they can help call the police or specialist domestic abuse services. Building on the success of the scheme in pharmacies across the UK, the Ask for ANI codeword scheme pilot offers a discreet route to get urgent help and support.

A new [postcode checker](#) has been launched to enable anyone to locate their nearest Ask for ANI service. More information can be found on [GOV.UK](https://www.gov.uk) or see: [Home | ENOUGH](#)

### Safeguarding training opportunities



Training is available now **for practitioners** to learn more about parental conflict, the impact on children and how we can support families to develop more helpful conflict behaviours. Powerful videos highlight the damaging impact parental conflict can have on children at: [seeitdifferently.org/](https://seeitdifferently.org/)

There are free courses **for parents** called "arguing better". This focuses on how we communicate and developing healthier conflict behaviours. Although the videos / resources show parents, the messages are the same for our communications with other important people in our lives: [Parent guide for England \(oneplusone.org.uk\)](https://oneplusone.org.uk/)

There is also a vast range of information and support available on the Family Lives website that is useful for signposting to learners facing family/parenting issues: [Parenting and Family Support - Family Lives \(Parentline Plus\) | Family Lives](#)

## **Harmful practices toolkit**

Hampshire Safeguarding Children Partnership (HSCP) are delighted to announce the launch of the new [Harmful Practices Toolkit](#).

Harmful Practices are 'persistent practices and behaviours that are grounded on discrimination on the basis of sex, gender, age and other grounds as well as multiple and/or intersecting forms of discrimination that often involve violence and can cause physical and/or psychological harm or suffering' (National FGM Centre, 2022).

This toolkit has been designed to provide practical tools and resources to support Hampshire professionals identify and respond to children who have experienced, or are at risk of, harm related to a harmful practice. The toolkit includes information for professionals on:

- Breast Ironing and Flattening
- 'Honour' Based Abuse, Forced Marriage and Dowry
- Child Abuse Linked to Faith and Belief
- Female Genital Mutilation

The toolkit includes a range of resources to support professionals such as useful professional guides, leaflets that can be shared with families (in a range of languages) and signposting to further training and information.

Please remember that if there are any safeguarding concerns these should be reported to our designated safeguarding officers

Dee John

[dee.john@hants.gov.uk](mailto:dee.john@hants.gov.uk)

07784 264713

Deborah Copeland

[Deborah.Copeland@hants.gov.uk](mailto:Deborah.Copeland@hants.gov.uk)

07926 077442

Remember that all learners should receive information on safeguarding, and we have a designated safeguarding email [HASafeguarding@hants.gov.uk](mailto:HASafeguarding@hants.gov.uk) for learners.



Information about safeguarding, prevent and British values can be found on our VLE page  
[Hampshire S&P: Safeguarding, Prevent and Equality & Diversity \(skillsandparticipation.co.uk\)](https://skillsandparticipation.co.uk)

**Attachments:**

- TinyWow Fact file
- HCC Wellbeing slide
- Rosenshines's Principles of Instruction
- Updating Presentation templates