

Secondary Resource and Development Centre

Summer Term 2005

Volume 1, Issue 1

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Subject Networks and Drop-ins

- All subject and whole-school consultants hold regular network meetings and half-termly drop in sessions at the SRDC and FLEC.
- These meetings are ideal for keeping in touch with the most recent developments and for getting one-to-one input from consultants.
- Details of dates and times are available from Sovereign House on 221 1639 or from the SRDC on 222 2621.

“Just what we’ve been looking for...”

When the Secondary Resource and Development Centre (SRDC) was established in November, we felt it was important to ask colleagues in schools what they felt they needed from a secondary centre.

We got plenty of feedback; School Strategy Managers felt that their three priorities were resource loans of quality materials, developing and sharing best practice, and project development.

Classroom teachers and others generally requested practical resources for use with students and a professional, well-equipped environment to use for planning meetings.

We also heard from other secondary colleagues who wanted support with resources and sharing best practice across the city: Learning Mentors; LSAs; Teaching Assistants and others.

Four months in, and the SRDC has come some way towards meeting these expectations. Since our open-

ing, hundreds of colleagues have visited the SRDC—often before and after training events at Forest Lodge Education Centre. The SRDC now has publicity materials in schools, which has prompted more visits and a diary that is filling up with department planning meetings, network meetings and drop-in sessions.

Over the next pages you’ll be able to learn about our ongoing work, our wide range of resources and how we might be of use to your school.

You’ll also find details of how to get in touch with the SRDC. Contact with teach-

ers and other colleagues in secondary is crucial to our work, and nearly all of our best practice materials are generated by Leicester teachers in city schools.

Our job is to try and have a direct, positive impact on teaching and learning in our schools and provide a focus for small-group and independent professional development.

The SRDC might be just what you’re looking for.

Davey Ivens.



The SRDC wants to encourage a ‘Leicester’ flavour to our work in secondary— our values, our schools.

Museum Project breaks new ground.

Three exciting cross-curricular projects are underway in city schools.

Based on the NC thinking skills and teaching strategies, each project is designed to encourage joint working between departments, engagement for the students, and full use

of the city’s Museum Service.

Colleagues in Riverside’s Humanities department are working on a ‘Pride of Place’ project focusing on the physical, social, cultural and economic development of their catchment area.

Utilising resources developed in school, the SRDC and structured visits to museums, each of the projects will take place in the summer term.

Schools, Museums and the SRDC will jointly publish full guides to the project from September.

Mind maps for access.

“... subject and whole-school resources... open to everyone... and available at the click of a mouse.”

Leicester city schools are full of good practice. The SRDC has collated a data base of subject and whole-school resources that are open to everyone who works in secondary—available at the click of a mouse.

Whether you are after pastoral support information, Year 7 starter activities for maths, peer and self-assessment grids, key objectives, ideas for scientific enquiry, KS3 Shakespeare resources, behaviour and attendance software, strategy materials, D&T frameworks or a host of other resources designed to help

you do your job - our interactive mind maps are designed to give you access.

Branches on each mind map contain 'live' links to resources held in our electronic resource banks. These resources are examples of the type of work

Secondary Resource and Development Centre (SRDC)



SRDC mind maps— gateways to good practice.

going on in many Leicester classrooms and many have been created with leading teachers, ASTs, and consultants.

Most importantly, the mind maps enable us to have a 'conversation' with colleagues, identifying what resources exist in schools, what gaps exist, and how the SRDC can support different schools with different needs.

As they grow and grow, the interactive mind maps should become an increasingly valuable tool for schools.

Focus on Mathematics.

“...further resources... and other materials that can act as inspiration to maths departments.”

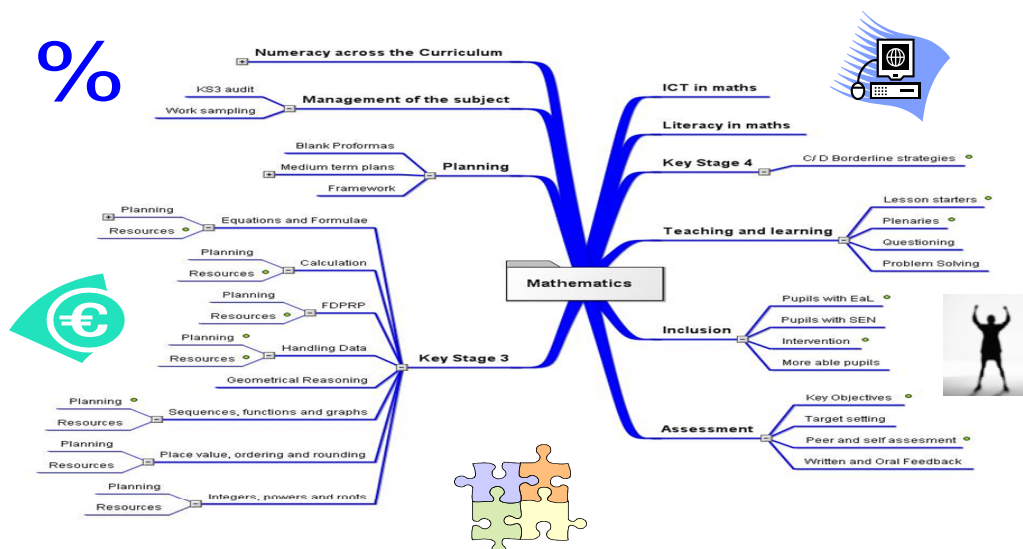
As with all other core and foundation subjects, maths has a dedicated area within the SRDC. Maths teachers and teaching assistants are able to get an overview of the subject and pick up copies of professional journals and resource catalogues, as well as accessing the interactive maths mind map.

The maths consultant, John Mabbs, has recently created a further resource draw containing a multitude of card sorts, problem solving exercises and other materials that can be borrowed or copied or simply act as inspiration for maths departments.

Several Maths departments have used the

SRDC for planning meetings and support from John—we hope to see many more in the coming months.

Exciting developments in maths are in the offing... watch this space for updates on maths projects in our schools.



Behaviour, attendance and blockages to learning

“... a number of strategies... to support students and empower them to achieve their potential and express themselves fully.”

Today's secondary students face an array of circumstances, problems and challenges that can get in the way of their learning, and that sometimes make their experience of school less positive than it might be.

It is widely appreciated now that a number of strategies need to be employed in schools to support students and empower them to achieve their potential and express themselves fully.

In the SRDC we have a dedicated Behaviour and Attendance area that features electronic and printed resources for students and teachers, as well as an interactive mind map providing links to other materials and areas of work such as BIP and BEST.

The B&A Consultant, Lynda Callaghan has recently been working with schools on the Behaviour and Attendance Electronic Audit. The audit is available at the SRDC and is accompanied by a 'crib sheet' designed to take colleagues through the process.

Further electronic resources available in-

clude 'Bullying', 'Moving On' and 'Respecting Diversity' software from Kar2ouche as well as the Interactive Conduct File.

Over the coming months the SRDC will also continue to develop our services to learning mentors, teaching assistants and behaviour support workers.



Can we fix it?

The SRDC was established in November 2004. We've created a well-equipped, professional centre where all those who work in secondary schools can get access to quality resources, support and space in which to meet and plan. None of this is possible without the active collaboration of colleagues across the city, and we welcome input from all sectors. Whether you're a classroom teacher, NQT, learning mentor, teaching assistant, LSA, LBP, Head of Department or Strategy Manager, the SRDC should have something for you and something to learn from you.

As part of the personalised learning agenda the SRDC has started to compile case studies featuring, amongst others, the Learning Enhancement Centre (LEC) at Crown Hills and the work of the transition mentor at New College. We've also visited the Study Support Centres based at Leicester City FC and the Space Centre with a view to publicising their work and the effect it has on attainment.

Over the coming months our intention is to continue to build links with all colleagues whose work has an impact on teaching and learning.

If you or a colleague have any examples of interesting or innovative practice please get in touch. Get in touch also if you have any suggestions for projects or resources that we may be able to help with.

“... to continue to build links with all colleagues whose work has an impact on teaching and learning.”

Leicester City Council

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