

From the Chief Executive Officer

Our Vision as a Trust is for all young people to be inspired by an excellent education that raises their aspirations and enriches their lives.

Our Mission as a Trust is to create a vibrant inclusive and aspirational family of academies, transforming life chances for pupils through excellent teaching and learning.

As a Trust we believe in:

- promoting high aspirations and success for all;
- ensuring progressive and sustained improvement in standards and progress;
- providing a learning environment which is creative, engaging and relevant;
- supporting and building leadership and management capacity;
- valuing and supporting outstanding teaching and enabling continued professional learning for all staff;
- developing local learning communities where parents and carers are valued, engaged and encouraged to be lifelong learners and
- working together to be the best that we can be.

In doing so, we will earn recognition for the Academy Trust as expert, collaborative and innovative local and national education leaders.

Welcome to issue 5 of Learning Matters.

Welcome back and I hope that you all had a lovely Christmas break and that the term has started well for you all.

It was lovely to see you all at the Trust conference held on the 8th January, I hope you enjoyed the day and have taken back some ideas which will improve your own wellbeing and ensure that 2018 is a great year for you all.

The conference was organised following requests from your headteachers to enable staff to visit the University campus and to meet each other as well as providing a day focused on your own wellbeing. Feedback from the conference indicates that many of you were reflecting on ways to improve your own personal wellbeing as well as taking back ideas for working with children in your care. I look forward to seeing many 2%ers as well as lots of smiles and laughter when I next visit your schools.

I also hope that the day gave you a chance to see some of the university campus and facilities, meet university departments and network with other Trust schools. Any ideas that you have for extending the opportunities we have as a University Trust would be well received. Thank you for all your feedback from the day, your ideas will be shared with the headteachers and chairs of governors in February when we will discuss what has happened as a result of the day in our academies and consider any further trust wide actions we can take.

In the meantime have a great term and do keep sharing your ideas with us either through your head teachers or directly to me and my central team.

We look forward to hearing from you.

Best Wishes



Sue Samson
Chief Executive Officer

News from academies

Mill Chase Academy New School Site Hoarding Design Project

Mill Chase School will be rebuilt and the construction company is now on the new site preparing the ground for the building which will take place over the next 18 months with an expectation of the new building opening to students in September 2019. The hoardings are now up around the new site and provide a wonderful opportunity for some joint work between the fine arts students at the University and Mill Chase students.

From January 2018 a group of Mill Chase Academy Art, Design and Photography students will work with the Art & Design Degree Students from Chichester University on a hoarding design project. The hoarding boards are already in place around the new school site in Budds Lane, Bordon. In order to make the area more attractive and to celebrate the art work of the Mill Chase and Chichester University students the hoarding boards will be covered with art work created by students from both establishments.

This project represents a fantastic opportunity for students from both establishments to engage in a real life public art project and to work with the professionals involved in the development of the site and the new school. It will give the students the experience of working with a client and an architect to develop a series of designs in response to a brief.

This collaboration will involve the students of Mill Chase Academy attending workshops delivered by the degree students at Mill Chase and also at Chichester University. Students will be given the opportunity to create their own designs based on a theme. The designs will then be transferred to the hoarding boards for the community to enjoy from approximately Spring 2018 to the launch of the new school in Summer 2019.

The students and staff at Mill Chase are very excited about this collaboration and the opportunity to showcase their work, as well as experience University life during the visits to Chichester. This opportunity is also being used to raise the aspirations of these students who may be considering University as a future pathway and also to extend their art skills. They have grasped this opportunity with both hands and they cannot wait to get started!

We all look forward to seeing this project develop over the coming months.

Working with the University

Curriculum Enrichment

The University is providing support for a range of enrichment opportunities in our Academies:

- Forest Schools and Outdoor Education programmes, contact Amanda Davies, PE Coordinator
a.davies@chi.ac.uk
- Fine Art student placements, contact Rachel Johnston, Senior Lecturer in Fine Art
r.johnston@chi.ac.uk
- Libraries, contact Anna O'Neill, Director of Learning and Information Services
a.oneill@chi.ac.uk

Use of the University library

All Academy Trust staff can have a free library card which entitles them to 10 loans at a time, from both the Bognor and Chichester libraries. Staff must register at the library reception desks with some ID showing they are part of an academy school and a card will be issued in your name.

Trust staff can also have access to all the Universities library databases if studying in the libraries. For this please ask for a 'walk-in access' password which will provide the databases using the library computers.

Academy Trust Libraries

The Academy Trust Libraries group will be meeting at 9.30-11am on 30th January at Mill Chase Academy. Anybody who is involved in supporting their school library is warmly invited to attend. For further information please contact: Ruth Clark, r.clark@chi.ac.uk

Trust Conference

General comments from the day

- A big thank you to the team who organised it – we felt part of something bigger, valued and interested to get to know colleagues in other schools.
- Thanks for a fun day
- It was good to connect with members of staff from other Trust schools
- Positive start to the term
- Great to be introduced to University staff
- A good inset day – really enjoyed the day, I really felt the day was upbeat and a really positive day
- Thanks for involving all staff and valuing us all.

Feedback and action points for the Trust

There were a number of points raised which focus on providing more opportunities for joint work

- Further opportunities to network with other schools
- Year group meetings
- Subject specialism meetings linked to University
- Capitalise on ground breaking research currently being shared with students or in other Trust schools
- Ensure schools know what support/CPD opportunities there are at the University
- To have more days like this
- To offer further whole trust days on related subjects
- Maintain the working together ethos and linking schools in partnership
- More opportunities to work in partnership with other schools
- Sharing across the Trust – skills, meetings more often

We will look at opportunities for additional joint work when we meet with school headteachers in February, but in the meantime do arrange to visit each other and build relationships between schools in the Trust.

Key Note Speech: Mental Wealth

The Art of Brilliance – Kevin House and Martin Burder

Working in education is both physically and emotionally exhausting. Their starting point was that, yes, the children are important but the most important person you will manage is yourself. Using the 'oxygen mask' principle (if you don't put your own mask on first, then you can't help anyone else), Their focus was about YOU because, let's face it, how can we expect you to inspire, motivate and enthuse our young people if your mojo has slipped?

Classroom pressures are significant and their focus was that the current educational environment is heavy on measurements and data, and lighter on wellbeing and joy and yet staff wellbeing is the key factor in performance, productivity, creativity, motivation and retention. Therefore, being a happy staff is not just a 'nice to have' it is an imperative.

'Mental Wealth' builds on the core message from 'The Art of Being Brilliant'. The aim of their session was to 'rediscover the meaning of life (they were aiming high!) and find happiness by changing the way you think, which cascades through your emotions, behaviours and life'.

The sessions challenged us all to think about the way we behave and how that impacts on others – the 2%ers and mood hoovers. And also challenged us to consider our own lifestyle and wellbeing, do we

get enough sleep, are we eating the right things, are we happy in life and at work? We also saw the wonderful U-Tube video of Ian Wright and his emotion at meeting the teacher who had changed his life. Teaching and working in schools can really change lives and that is a wonderful thing but also a great responsibility.

Staff feedback about this session was outstanding with people being inspired and engaged and leaving with the intention of being the best they can be and encouraging that in their schools. Some interesting ideas were identified for staff to take back into their schools including more smiles and laughter and making time for each other. Suggestions also included

- Gratitude wall
- Assembly – teaching how to be the best
- Sleep workshop for parents
- Set aside more time for social events

And don't forget a smile can change a day!

www.artofbrilliance.co.uk

Workshops

Barriers to Learning

Nicky Phillips, Educational Psychologist

www.nicky-phillips.co.uk/index.html

All the research indicates that well-being comes first in terms of children being ready to learn. This workshop explored the barriers to wellbeing that our children are experiencing and what can we do to help? The workshop explored the essential underpinnings of well-being in children, and the influence that those working in schools can have on these factors and on the resilience of their pupils

Mindfulness

Esther Hunt, Head of Student Wellbeing, University of Chichester

Mindfulness is a practice to help us pay more attention to the present moment, to our thoughts and feelings and the world around us. It's easy to lose touch with the way our bodies our feeling and we quite often end up living in our 'heads'. This can cause us to be caught up in our thoughts, without stopping to notice how those thoughts are driving our emotions and behaviour. Mindfulness is a simple form of meditation that can really help us understand ourselves better and importantly, notice signs of stress, anxiety and depression. Staff attending this session suggested that they should build mindfulness into the curriculum as an essential skill for children to be the best they can be.

Resilience

Michelle Spirit

www.spiritresilience.com

Personal resilience is arguably the most important resource for coping well during challenging times. This workshop was designed to introduce staff to skills that will increase their confidence in their ability to bounce back from the many pressures and adversities they encounter in today's workplace. Michelle was able to share her approaches to resilience which have been researched and can help staff to stay on the crest of the wave.

Serious Play – Using Lego for Wellbeing

Andrew Clegg, Principal Lecturer in Learning and Teaching, University of Chichester

During this workshop staff were encouraged to discuss wellbeing and then built models from Lego that reflect what it is like to work in the sector. Working collaboratively delegates then built a model that highlights a best practice landscape where academies are demonstrating best practice in terms of staff and pupil well-being. The discussion during the construction of the model was very informative and therapeutic with staff able to share their thoughts and feelings, their frustrations and their joys. Some schools have responded that they would like to use this method in future staff meetings and some want to build it into the curriculum for all children so it clearly made a significant impact.

Developing a mind-set to support resilience

Sam Parkes, School Improvement Specialist, Mathematics, University of Chichester
Karen Nanson, Senior lecturer in Mathematics, University of Chichester

This workshop gave delegates the opportunity to understand the key principles underpinning Carol Dweck's work on mindsets and why it has gathered such momentum in the field of education. Delegates had the opportunity to consider their own varying mindset and reflect on circumstances that enable them to truly focus on growth. The workshop explored the link between mindset and resilience and considered strategies and practices that support resilience during challenging times. Responses to this workshop indicated some deep learning and determined strategies to adopt growth mindsets in staff and children in our schools.

Supporting vulnerable children

Sue Bentham, Principal Lecturer: Co-ordinator of Masters Provision in Education, University of Chichester

This workshop explored the advantages of using a Motivational Journal for all pupils and specifically those pupils deemed vulnerable to transition. There has been lots of research on transition for pupils with SEND, but research on the transition needs of vulnerable students is limited. One project has tried an approach in which pupils were asked to record their views relating to learning within motivational journals. The researcher and the teacher worked together, to create activities for the motivational journals, analyse pupil responses and implement individualised interventions for those pupils deemed vulnerable. Journal activities included reflections on preferred praise style, using an emotional barometer to note changes in mood over the school day and reflecting on personal aspirations and fears for the future through visual metaphors. Many participants have indicated that they would like to use motivational journals with vulnerable pupils and some schools have asked to be part of Sue's research on this area.

Supporting children facing bereavement

Marie Price, Senior Lecturer in Social Work, University of Chichester

There are very few consistencies in life but school tends to be one of them. For most of us school provided a structure for our formative years and is one of the first ports of call for children experiencing a difficulty in their life. A place that often provides sanctuary and normality when the rest of the world seems to be in chaos. Dealing with death in the classroom takes its toll on all involved and particularly stretches staff when it comes to supporting a child who has experienced a death or when we are dealing with a death of a school staff member when the staff are also facing bereavement. Not only do we need to watch out for changes in behaviour, symptoms of distress and lack of interest in learning for the children we also need to be aware of the impact on ourselves. How do we look after ourselves? The workshop provided a space to explore this and to consider how we look after ourselves as well as the children especially when we also have losses to process.

Employee Wellbeing

Louise Birch, HR Manager, University of Chichester Academy Trust

The workshop was designed as an introduction to different perspectives of wellbeing and ideas to improve wellbeing. With activities to help delegates explore their own views, and an understanding of what can be taken from neuroscience and behavioural science research, delegates were encouraged to consider what they could explore further to improve their wellbeing at work and in supporting others wellbeing.

Louise is the HR manager for the Trust and invited those who attended the workshop to share their views on how the Trust could further support employee wellbeing.

Healthy habits for a healthy lifestyle

Chichester Wellbeing

www.chichester.westsussexwellbeing.org.uk

An interactive workshop on how small changes and positive habits can quickly improve wellbeing leading to a healthier lifestyle. The workshop covered various lifestyle aspects from choosing healthier foods with ideas for lunches and snacks, know your alcohol units, hydration, emotional wellbeing and tips for managing stress, with ways to become more active and information about smoking cessation. The Trust encouraged healthy hydration with the provision of a water bottle and with the

encouragement for staff to use these and for pupils also to be encouraged to drink more water. One school is having a competition to 'bling up their water bottle' to take the healthy hydration beyond the conference day.

Hooping for fun

Sally Cox

www.hoopshaker.com

Sally provided a fun, accessible workshop that benefits both body and mind. Providing hoops for adults which are handcrafted and bigger and heavier than those used by children. Staff said that this workshop was energetic and fun and some staff were seen ordering hula hoops on line during their lunch break and one school was planning to have lunchtime sessions for staff and pupils when they returned to school.

Hair and Style Masterclass

Chichester College

Everyone knows if you feel confident about how you look you are more likely to perform at your best. This masterclass gave tips about how to make sure you are feeling at your best all the time.

Singing for fun

Arthur Robson, Principal Lecturer in Music and Director of Choral Studies, University of Chichester

Singing together is well known to bring joy and a sense of community. This session led by professional musician was simply an opportunity to have a great sing a long after Christmas. Staff enjoyed the session and a number of schools have asked to set up a school choir for staff and there was a suggestion that we should have a Trust Choir for pupils and staff which we will discuss with headteachers when we next meet.

The Market Place

The market place was a chance for staff to meet university departments and talk to unions.

- **Institute of Education** – School Direct, Early Years, SEND, FdA TLS, Postgraduate provision, NPQ's.
For further information on courses available contact Jane Evans, Head of School Partnership, j.evans@chi.ac.uk
- **Printshop**
For further information on printing facilities contact available to schools contact, Ian Gorsuch, Print Manager, printshop@chi.ac.uk
- **Postgraduate Department**
For further information contact, Clemmie Quinn, Postgraduate Research Co-ordinator, c.quinn@chi.ac.uk
- **Pop up library 'bibliotherapy'**
For further information on the university library contact, Ruth Clark, Subject Librarian, r.clark@chi.ac.uk
- **International Department**
For further information please contact, Ian Jones, Regional Manager, International Office, i.jones@chi.ac.uk
- **Green Campus**
Living Streets Walk to School and Jump. For further information please contact, Kate Cathie, Environmental and Sustainable Department Co-ordinator, k.cathie@chi.ac.uk
- **Business School**
For further information please contact, Lionel Bunting, head of Outreach and Undergraduate Recruitment, l.bunting@chi.ac.uk
- **Association of School and College Leaders (ASCL),**
For further information please contact, Julia Campbell julia.campbell@ascl.org.uk
- **NEU**
For further information please contact Denise Anderson denise.anderson@neu.org.uk and Jayne Whistance Jayne.whistance@neu.org.uk
- **Unison**
For further information please contact Caroline Fife, c.fife@unison.co.uk

- **GMB**

For further information please contact Adrian Barker, a.baker@gmb.org.uk
For a full listing of all the Trade Unions recognised by the Trust and their contact details please contact unicathr@chi.ac.uk

And Finally

We now have a Twitter feed, which we would like to invite you to follow.

If you have a Twitter account, please visit our feed and follow us **@chiuniAcademies**

If you have something you would like to share with us for the next newsletter please send your contributions to Heidi Divis at h.divis@chi.ac.uk