A new Partnership

Engaging Places

Why is it needed ?

“The built environment is all around children all the time, but they never look at it.”

Primary Teacher, Croydon

Buildings and Places

- Not just iconic buildings
- High Street as well as Stonehenge
- Spaces between buildings
- Inspiration and engagement on the doorstep

Background to Engaging Places

- Pilot : Sept 06 – Sept 07
- Managed by DCMS
- Supported by CABE/EH
- Aimed to
  - Research capacity / appetite
  - Develop Communications
  - Influence Policy

Recommendations from pilot

- A more coherent and concise learning offer geared to practical teaching needs
- A new team working independently on behalf of learning professionals and providers.

What is Engaging Places ?

- A partnership between CABE and English Heritage
- A website www.engagingplaces.org.uk
  - providing teachers with news and curriculum linked material
- A Network
  - Building a community of practice through workshops, seminars and a national group
- Influencing policy
  - Developing knowledge and evidence

The Website - a Guide for using buildings and places to teach subjects

Published by Culture 24 offering:

- Provider information (eg. historic sites, architecture centres, cultural buildings, parks, streetscapes…)
- Regular news (updated daily)
- Search by subject area / geographical area
- Resources and links
- Events and activities
- User access (polls/forums/ comments)
- Policy updates (national and local contexts)

Preview - News

Engaging Places

Resources/ Article

A resource to support teaching and learning through buildings and places

Home | Resources | Events | Map Search | Professionals | About Us

where am i?> Resources> Roman Legacy> London festival of architecture

4th August 2008

Streets come alive for London's festival of architecture

By Esther Poole

Royal College of Art students have fitted out Routemaster buses as mobile exhibition spaces. © RCA - Nick Grace

The London Festival of Architecture has just begun and is a celebration of London's spaces, buildings and streets. Running until July 20 2008, events include street installations, exhibitions, guided walks, cycle rides, boat tours, parties, design workshops, debates, breakfast talks and weekend street markets.

Activities take place across five key areas, or 'hubs', that cover places with very different and unique features, altogether showing the architectural diversity of the city along with the potential for new ideas.
The festival's theme is Fresh and has been interpreted in five different areas – fresh air, fresh thinking, fresh talent, fresh approach and fresh food.

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Map

Google

Preview – Map Search

The Engaging Places QCA Curriculum network

- A project to build a community of practice of teachers, learning providers and policy advisors
- Finding practical ways to make subjects and the curriculum something teachers can own
- It has 3 objectives:
  - Work directly with teachers trying to find ways to make new approaches to subjects work
  - Shape a better offer to schools by helping providers understand in practical terms what curriculum changes mean
  - Generate evidence to influence policy around cultural policy, curriculum change and school innovation

What's involved ?

- 5 workshops (2 national, 3 regional)
- 20 - 25 schools across London, Yorkshire and Humber, South East
- 20 learning providers
- Evaluation – Best and Next Practice Case Studies
- Curriculum Diaries on Website

Research and evidence

- Generation of evidence from codevelopment work
- Evaluation
- Influencing debates on cultural policy, curriculum change, Building Schools for the Future,personalised learning

What’s the link to other initiatives?

Learning Outside the Classroom

Learning Outside the Classroom
MANIFESTO

Home Teachers Providers

Learning Outside the Classroom

Image courtesy of Richard Revels (rspb-images.com)

Welcome to the Learning Outside the Classroom website

The site is still under development: it is due to be launched in October 2008 and will be fully functioning by the end of November 2008. The website will contain a wealth of information including news, examples of best practice, research, resources and practical tools to help with running Learning Outside the Classroom activities.

In the meantime, please visit TeacherNet for information about the Learning Outside the Classroom manifesto.

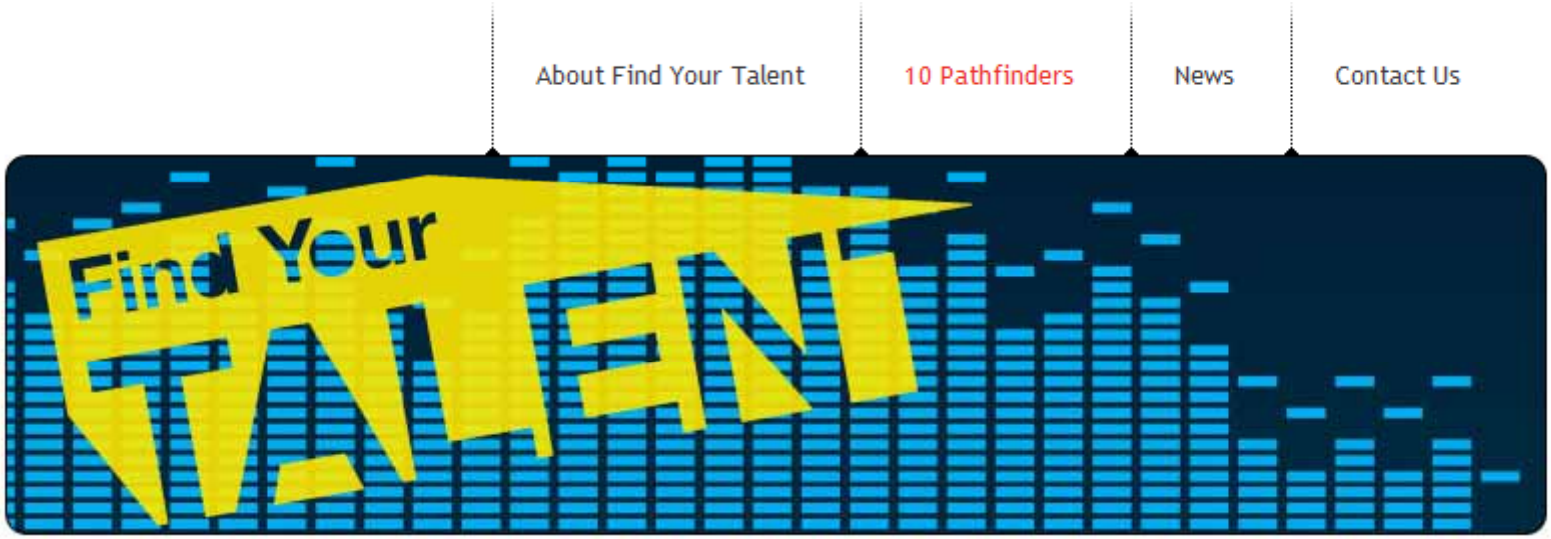
Our vision

We believe every young person should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or

The Learning Outside the Classroom Out & About package

The 'Out & About' package will be launched in October 2008. It will contain support and guidance for teachers and providers of Learning

Find Your Talent : A 5 hour offer of ‘culture’ to all young people



Find Your Talent gives children and young people the chance to try out different cultural and creative activities.

It’s about helping them to discover new things, to express themselves, to develop a passion and to make the most of their talent. Whether it is music, art, film, theatre, dance, digital media, exploring libraries, museums or heritage, Find Your Talent is for every child and young person, whatever their age and whatever their ability.

Latest Updates

National Launch: Sunday 21 September

Culture Secretary, Andy Burnham, will see 100 children and a quintet from the Hallé Orchestra collaborate for a 20-minute performance to mark the launch of the Find Your Talent initiative.

Find out more...

…and Engaging Places

What was that again ?

Looking at what's available

Make places work for the curriculum

Bringing teachers, students and learning providers together

Developing skills and sharing knowledge about new professional practices

Overcome complexity

Working Draft: April - June 2008

A big picture of the curriculum

QCA Qualifications and Curriculum Authority

Three key questions

1 What are we trying to achieve?

The curriculum aims to enable all young people to become

Curriculum aims	**Successful learners** who enjoy learning, make progress and achieve	**Confident individuals** who are able to lead safe, healthy and fulfilling lives	**Responsible citizens** who make a positive contribution to society
Every Child Matters outcomes	Be healthy	Stay safe	Enjoy and achieve	Make a positive contribution	Achieve economic wellbeing
Focus for learning	**Attitudes and attributes** eg determined, adaptable, confident, risk-taking, enterprising	**Skills** eg literacy, numeracy, ICT, personal, learning and thinking skills	**Knowledge and understanding** eg big ideas that shape the world

2 How do we organise learning?

The curriculum as an entire planned learning experience underpinned by a broad set of common values and purposes

Components	Environment	Events	Extended hours	Learning outside the classroom	Lessons	Locations	Routines

Approaches to learning

- Varied and matched to learning need eg enquiry, instruction, active, practical, theoretical
- Assessment is fit for purpose and integral to learning and teaching
- Opportunities for spiritual, moral, social, cultural, emotional, intellectual and physical development
- In tune with human development
- Assessment develops learners' self-esteem and commitment to their learning
- Personalised - offering challenge and support to enable all learners to make progress and achieve
- Relevant, purposeful and for a range of audiences
- Assessment uses a wide range of evidence to encourage learners to reflect on their own learning
- Involve learners proactively in their own learning
- Resource well matched to learning need eg use of time, space, people, materials

Whole curriculum dimensions

Overarching themes that have a significance for individuals and society, and provide relevant learning contexts:
Identity and cultural diversity - Healthy lifestyles – Community participation – Enterprise – Global dimension and sustainable development – Technology and the media – Creativity and critical thinking.

Statutory expectations

Communication, language and literacy	Creative development	Knowledge and understanding of the world	Personal, social and emotional development	Physical development	Problem solving, reasoning and numeracy

A & D	Ci	D & T	En	Ge	Hi	ICT	Ma	MFL	Mu	PE	PSHE PW PW-PC	RE	SC

3 How well are we achieving our aims?

To make learning and teaching more effective so that learners understand quality and how to improve

Evaluating impact

- Looks at the whole child eg curriculum aims, progress in skills, subjects and dimensions
- Uses information intelligently to identify trends and clear goals for improvement
- Uses 'critical friends' to offer insights and challenge assumptions
- Uses a wide range of measures, both qualitative and quantitative
- Creates a continuous improvement cycle
- Uses a variety of techniques to collect and analyse information
- Chooses assessment fit for purpose
- Involves the whole school community eg learners, parents, teachers, employers, governors

To secure

Accountability measures

- Attainment and improved standards
- Behaviour and attendance
- Civic participation
- Healthy lifestyle choices
- Further involvement in education, employment or training

Adapted with thanks to colleagues at the Council for Curriculum, Examinations and Assessment (CCEA)

To make *real world learning* real

Anthea Case
Chair
Partnerships and Strategy Board
Engaging Places