



THE WORSHIPFUL COMPANY OF EDUCATORS

The Educators' Trust Fund Awards 2016

Friday 22 April 2016

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THE EDUCATORS' TRUST FUND AWARDS PROGRAMME

'to recognise excellence and innovation by educators by the provision of awards'

The Trust is able to make awards thanks to the generosity of Liverymen and Freemen in making donations each year to the Charitable Trust. The overall theme is 'Inspirational Educators'.

Annual Inspirational Educator Awards: ICT in Teaching and Learning

(presentations at the Election Dinner 2016)

Nominations as a result of a partnership with RM Education (which supports ICT in some 2000 schools in the UK) and with the Worshipful Company of Information Technologists. With thanks to Dr Jon Hall, Chairman of the WCIT Education and Training Committee.

Master's Award: Creative Technologies

(presentation at the Election Dinner 2016)

With thanks for their support to Professor Michael Earley of the Rose Bruford College and Professor Sally Jane Norman of Sussex University.

No. 22 (Training) Group RAF Award

(presentation at the Election Dinner 2016)

A commemorative medal awarded to an outstanding educator/trainer from the group.

Cadet Vocational Qualification Organisation (CVQO)

(presentation at CVQO ceremony in October each year)

Commemorative medals awarded to a volunteer adult leader from each of the three Armed Forces' cadet corps for outstanding performance on the Institute of Leadership and Management Level 3 course in First Line Management.

Mary Lou Carrington Award

(presentation at the Election Dinner 2016)

In memory of Freeman Mary Lou Carrington. Awarded to a businesswoman who has made a significant and inspirational contribution to education. In partnership for 2016 with Speakers For Schools.

Panel of Judges

Freemen/Liverymen Susan Cousin, Caroline Haines, Jennie Somerville, Karen Willis.

Educators-City and Guilds Bursary Scheme

As a result of a partnership created in 2013, the Trust is providing bursaries, worth £1000 each to support two applicants in 2014 in their teacher training and professional development for vocational education and training. Augmented to 3 bursaries in 2015 by a generous donation from Past Master Peter Warren.

Educators - Geoffrey Bond Bursary

Annual bursary for five years awarded to a tutor at the City and Guilds Art School for professional development. Generously donated by Hon. Liveryman Geoffrey Bond.

INSPIRATIONAL EDUCATORS AWARDS 2016

Host: Ken Olisa OBE, FRSA, FBCS, Lord Lieutenant of Greater London

Originally from Nottingham, Mr Olisa is an IT businessman, a philanthropist, a diversity pioneer and an enthusiastic mentor. His commitment to public service is expressed in his family motto – ‘Do Well. Do Good.’ His early career was spent in IBM and Wang before he took the world into his own hands and became an IT entrepreneur culminating in his present position with Restoration Partners, a merchant bank focussing exclusively on technology and the support of technology entrepreneurs.

Mr Olisa has a distinguished public service record, with a passion for social inclusion. His many appointments include: the Independent Parliamentary Standards Authority, the Powerlist Foundation, Thames Reach (support for the homeless in London), the Shaw Trust (support for people with disabilities), the Peabody Trust, the Government’s Women’s Enterprise Taskforce and the British Computer Society – the Chartered Institute for IT.

In 2012 Mr Olisa was elected Master of the Worshipful Company of Information Technologists.

In 2013, he opened the Olisa Library at Fitzwilliam College, Cambridge.

In 2015, with the Powerlist Foundation, he launched the Powerlist Post 16 Leadership College in Lambeth.

In May 2015 Her Majesty the Queen appointed him as her Lord Lieutenant of Greater London.

Partnership with RM Education

The Trustees wish to express their appreciation and gratitude to RM Education for their tremendous support with the ICT awards. Using their knowledge and expertise of the schools they support from all over the UK, we were able to draw up, first, a long-list of recommendations, then the final short-list, leading to invitations to schools to make their nominations. Appreciation, also, to RM for their support with the Master’s Seminar on 16 May when the ICT winners will present and discuss their work.

Panel of judges

Liverymen Dr Jennie Somerville, Susan Cousin, Caroline Haines, Karen Willis.

The trustees also wish to thank two expert judges who joined the panel:

- for the ICT Awards, Dr Jon Hall, of the Open University and Chairman of the Education and Training Committee of the Worshipful Company of Information Technologists, and
- for the Creative Technologies Award, Professor Sally Jane Norman, Professor of Performance Technologies and Founding Director of the Attenborough Centre for the Creative Arts at the University of Sussex.

The Trustees would also like to express their appreciation to Professor Michael Earley, Principal of the Rose Bruford College of Theatre and performance, for his valuable support with the Master’s Award for Creative Technologies.

The Company’s relationship with the Cass School of Education dates from our early days in 2004. Since then, each year, the Master Educator has attended the UEL Graduation Ceremony to make the presentation to the ‘best in class’ of that year’s post-graduate teaching certificate students. The selected newly qualified teacher is invited to our awards dinner.

1. Award winner:

Simone Etienne

Nominated by:

University of East
London,
Cass School of
Education

Simone Etienne trained to teach mathematics in secondary schools. Her PGCE year was intense. The majority of her time was spent in school developing her skills in the classroom, planning lessons and assessing pupils' progress. At the same time she attended university sessions and completed assignments at Master's level.

This is the statement from Simone's tutor who said she had no hesitation in putting Simone's name forward for the award:

'Simone received grade 1s from her very first observations, and is now working at St Angela's Ursuline School for Girls in the London Borough of Newham – her second placement and her own former school – where she taught brilliantly. That Simone stood out from all of the other 250 trainees in her year was no surprise to someone who had the privilege of seeing her take her first steps in the classroom with all the sure-footedness which declaimed 'this is my natural environment, my place of expertise, my home! With high expectations hard-wired into her DNA, bringing the organisational skills to her planning and assessment that are second nature to working mums, and with the support given to pupils struggling with mathematics which is bound in with community ideals, Simone stands out. Not only an inspiration to her pupils, her fellow trainees but also her lecturers – those of us who have been around a good few decades and who thought we might have seen it all. Simone is an excellent educator, one who has already made a contribution to learning and teaching that genuinely stands out.'

**2. Number 22
(Training) Group,
Royal Air Force**

Award winner:
Regiment
Apprenticeship
Centre,
RAF Training Wing
at Royal Air Force
Honington.

Traditionally, Livery Companies have an association with the military. We, the Educators, true to our name, partner with the Royal Air Force Number 22 (Training) Group. The Group is responsible for the recruitment, selection, initial and professional training of RAF personnel as well as providing technical training for the Army and the Royal Navy.

This is the fourth year of the presentation of the RAF medal. Selection is carried out through a rigorous, competitive process within the Service. We are told not only that the award has gained a strong reputation among RAF personnel, but also that in these challenging times for the Services, it offers a much appreciated sense of value from the wider civilian community.

This year's winner is the Regiment Apprenticeship Centre, RAF Regiment Training Wing at Honington. The team is represented by Sergeant Ivan Nunn.

The Centre has worked tirelessly this year to develop the Functional Skills course together with Trainer development opportunities. Trainees are required to complete the Level 1 Functional Skills to graduate but under the Centre's initiative are able, too, to complete Level 2 which is a pre-requisite for promotion to Corporal. In 2013 only 10% of trainees successfully completed Level 2; by the end of 2015 it had risen to 89%. An accomplishment neatly summed up by Ofsted stating that the trainers at the Centre 'are able to achieve with their trainees in 24 weeks what education has failed to do in 11 years.' This achievement is due to the exceptional leadership of Sergeant Nunn together with the determination and personal attributes of his team in supporting and motivating the trainees. In addition the team has established a process whereby those who do not achieve level 2 are retained to ensure they pass before moving to Frontline Units. This approach minimises the future training burden for those busy units and benefits the individuals. It has proved to be so successful that the 22 Training Group Apprenticeship Management Team has highlighted it as best practice for other Apprenticeship Centres.

The Centre has also been instrumental in developing other Defence Apprenticeship Centres previously unable to achieve the required results for trainees arriving from RAF Halton. Training establishments at Chicksands and the Defence Fire Training School are now able to offer Advanced Apprenticeships by allowing their learners to attain Level 2 Functional Skills. Moreover, the Team has continued to develop Training Wing instructors by mentoring them through the Training Assessment and Quality Assurance qualification, which allows them to assist with the assessment of Trainee Gunner NVQ – and provides them with a qualification for life.

The Team has far exceeded its remit, proved to be a credit to themselves, a huge asset to RAF Honington, and pioneers for the Service across the wider Defence Community.

3. The Mary Lou Carrington Award

Award winner:

Julia Muir

Nominated by:

Speakers For Schools

The late Mary Lou Carrington was a businesswoman and a Common Counsellor in the City of London, with a passionate commitment to education. She joined the Educators in its early stages and was instrumental in its development and growth. Her death in 2008 sadly prevented her installation as Master. This award is in her memory. It is for a business woman who has made a significant and inspirational contribution to education. Awarded this year to Julia Muir.

Speakers for Schools is an organisation that does exactly what it says in its title. Founded in 2011 by broadcaster Robert Peston, it is a charity providing state schools and colleges, free of charge, with speakers from leading industry professionals and academics. It currently has some 950 speakers who donate their time to go into schools and colleges to speak about their background and area of expertise, to provide stimulating sessions for students. The charity works across the UK and has supported over 2000 schools to date. The Educators' trustees are very pleased that Speakers for Schools has joined our awards for a second year.

Julia Muir has worked for over 20 years in the European automotive industry. Following a Business Studies degree at Nottingham Trent University, she first went into motor sales, had a brief spell with a Training and Enterprise Council, then joined the Ford Motor Company. 11 years later, Julia was the Ford of Europe Dealer Training Manager, based in Germany. She then joined PwC, in Barcelona, followed by a post in 2013 as lecturer and consultant at the Centre for Automotive Management at Loughborough University, having helped, while at Ford, to establish the UK's first Automotive Management BSc at the Business School. Julia continues to work with Loughborough as well as setting up her own company, Gaia Innovation Ltd, in 2015.

Julia is the founder of the UK Automotive 30% Club, a group of forward-thinking CEOs working in the automotive industry who, through a '30 by 30' strategy aspire to fill 30% of key leadership positions with talented women by 2030. The strategy aims to create a female talent pipeline, providing skills relevant for the digitised automotive industry, from entry level to potential CEOs.

Julia is a passionate believer in taking action to improve social mobility and encouraging young people from similar backgrounds to her own to aim high. She believes the automotive industry provides excellent career opportunities and is particularly keen to encourage girls and women to pursue careers in all aspects of the automotive business. Julia is very committed to Speakers for Schools, and is currently working with the organisation on providing work experience for young people, and especially girls, in the automotive industry.

4. Award winner:

Tracy Broadbent, ICT
Technician and Leader

Nominated by:

Melanie Pallister,
Headteacher,
Manor Park
CofE First School,
Dorchester

The 434 pupils at Manor Park range in age from 4 to 9 years. Building developments at the school provided the ideal opportunity to revisit its vision for technology. At the time Tracy was a classroom assistant; the Headteacher was so impressed with her knowledge of ICT that she was promoted to ICT technician. This is the vision: to provide every child with the skills and knowledge they need to go forward in their lives; to support children to become curious, persistent and reflective learners, unafraid to take risks in their learning; to provide an exciting, creative and meaningful curriculum that celebrates innovation. Tracy was determined that the school should not be reliant on outside sources. Through her research, knowledge and inspirational leadership, they moved to a superfast broadband, to access services hosted in the Cloud using very simple, low-cost connected devices. In line with Tracy's vision for varied learning, under her guidance the school opted for a variety of devices, designed to be open to different and new software, creating the ability to evolve the way in which lessons are delivered. By having the infrastructure in place, Tracy's time is freed up from fire-fighting issues to developing ICT for the benefit of the children, supporting and developing the knowledge of staff, governors, parents - and to assisting other schools.

One example is the way Tracy is developing the use of gaming through Minecraft. The Year 4 children built a World War II Anderson bomb shelter in Minecraft. Led by the teacher with Tracy's support, children were tasked with selecting an engineering approach and combination of materials. This enabled them to see which of their decisions worked best, when a simulated bomb was dropped on their shelters and only the strongest survived. The use of gaming in learning has meant that some children who often struggled at school are now the leading experts and are supporting their peers. This has transformed their sense of self-worth and increased their motivation to learn. Other examples using Minecraft include Number Bonds and Garden allotments in Year 1 and, in Year 2, the construction of Pudding Lane to support their learning about the Great Fire of London.

It is due to the training that Tracy has instigated with staff that the school now uses more bandwidth than local secondary schools. The fact that Tracy is regularly requested to visit schools and speak at regional events, such as BETT (British Educational Training and Technology Show) and RM Education's REAL event to help other schools replicate their strategy, demonstrates that Manor Park is at the forefront of ICT development at primary level. In addition, Tracy has been asked to write a book about gaming in schools.

Tracy's work captures the real potential of ICT to enable learners to take responsibility for their own and peer learning.

5. Award winner:
Tracey Summer,
Head of Computing

Nominated by:
Jonathon May,
Headteacher,
Watermill Special
School

Watermill Special School, in Stoke-on-Trent, has 184 students aged 4 – 16 years. The pupils include those with complex and profound learning difficulties, severe and moderate learning difficulties, autistic spectrum and behavioural difficulties.

Tracey Summer has been the teacher in charge of computing for the past four years. When she joined Watermill as a newly qualified teacher, it was clear that she had potential in teaching computing combined with an ability to relate to students with special educational needs. Tracey now teaches a wide age range of students from Key Stages 2-4. Across the range, satisfaction levels of her students are very high – measured through student questionnaires, annual reviews, educational health and care plans and parents’ evenings. The result has been the highest levels ever seen in results at Year 9: nine out of a cohort of 20 students attained Level 1 Functional Skills in Computing in 2015, increasing year on year since Tracey’s arrival at the school when the average was one or two. Students are now able to leave and attend mainstream computing courses as a post-16 option which was previously unheard of and provides a positive life-chance for students. Following a student consultation, Tracey introduced VIVO – an IT based reward system designed to develop skills, character and personal attributes. An enthusiastic response from students across the school has resulted in a positive impact on both learning and on the school’s ethos.

The cohort of children at Watermill becomes needier year on year; Tracey is expert at differentiating seemingly difficult tasks to make children feel that their efforts are valued and worthwhile; personalised learning is a key element of Tracey’s teaching, resulting in children being highly engaged in their lessons, learning and having fun.

The managed service provided by RM computing has proved the catalyst that Tracey has used to make these significant gains in progress; this has been accompanied by work with an educational consultant proving the opportunity for staff to engage in action research.

With Tracey’s vision, direction and drive the use of ICT has been ignited across the whole school using the most up-to-date hardware, programmes, apps and communication aids. For instance, a student with no speech or mobility can now communicate through a simple push button switch device. An extensive action and training plan devised by Tracey encompasses a wide range of computing needs for students, staff and parents.

The school is on the way to gaining 360 Degree Safe accreditation and for the Naace (The Educational Technology Association) ICT Mark in 2016. Online safety for the students is a key issue: Tracey has organised training for parents, staff and governors. Tracey has also run training sessions for teaching and support staff to make the most of the technology available to them. Recently the six Special Schools and Hospital Schools in the Stoke area have come together to form a Co-operative Trust to share good practice. Tracey has been given a trust-wide role for ICT - a position where she will play a key role in the future developments of the Trust.

6. Award winner:

Andrew Caffrey,
Assistant Headteacher,
Data and Technologies

Nominated by:

Billy Downie,
Headteacher,
The Streetly Academy,
Sutton Coldfield

The Streetly Academy has 1400 students in the age range of 11 – 19 years. Since his appointment in 2013, Andrew has transformed the education of the students, leading the school on all issues relating to the use of data and technologies to enhance teaching, learning and communications. His use of the learning platform, Frog, has seen Streetly become an international demonstration school for VLE (Virtual Learning Environment). As part of the collaboration with Frog and links with Malaysia, the school developed closer links with Google Education, becoming the largest roll-out of Google Chromebook in the country – with one-to-one devices for all student in years 9 – 13. This has had a positive impact on the formative assessment process, allowing teachers to monitor and feed back on work as it is being done, whether at home or in school. A task that previously took days, is now done in minutes resulting in enhancement of student progress and motivation.

Cloud technologies have been used to enhance the learning of all students registered with Special Needs, the impact of which is that Streetly SEN students make significantly more progress than their peers nationally. The use of Google Apps in particular has had significant impact with teaching support staff monitoring, supporting and reassuring them, even when in a different room. This has enabled greater student independence in a supported environment.

Streetly has become one of only 7 Google Lighthouse Schools in the UK, leading training events for schools across the country. At the time when the winners of the Educators' Award were being contacted, Andrew had flown off to the Google HQ in California to join an invited international group of ICT education leaders. Andy also leads the school's digital leaders programme with students presenting at conferences across the country.

Andy's innovative work with online access to student data has seen Streetly become a beacon. All mark books are available on-line with every assessment being visible to students and parents, thus empowering and connecting them more effectively with the assessment process.

As well as becoming an International Lighthouse School with Google as a partner, the school also works with RM Education Unify, Samsung, Peardeck, C-Learning and Clickview. The Headteacher says that the reason these companies want to work with Streetly is due to their use of technology that goes beyond the shiny and new, that impacts deeply on process and pedagogy, leading to progress and positive outcomes. Streetly has developed into a school where the learning experience has been transformed, leading to significant progress on the part of students - and an Outstanding Ofsted grade.

7. Award winner:

Deborah Grannell,
Head of Business,
ICT and Enterprise

Nominated by:

Andrea Cavanagh,
Headteacher,
All Hallows RC High
School, Salford

Deborah Grannell was appointed originally in 2010 to teach Business and Enterprise at All Hallows where there are 612 students in the age range of 11 – 16 years. It was at a time when a new build school was being planned, providing an opportunity for a complete overhaul of their ICT strategy. Deborah was one of the first members of staff to rise to this challenge; she was fundamental in sharing and leading the vision for ICT in the new school. A year before the move, she began by undertaking a pilot for a new version of classroom, with ICT being used as a tool to improve teaching and learning delivery, and as an aid in raising student attainment. Deborah made herself available to demonstrate the benefits of this 'new' way of working with staff, local authority ICT personnel and building contractors – all of whom were initially resistant to the design. Through her leadership, Deborah persuaded all involved that the new process would work, that she could demonstrate the impact on teaching and learning, and the opportunities this afforded for both teachers and students alike. Part of the pilot included a whole wall decorated in interactive paint - a 'true teaching wall', subsequently installed in every teaching space in the new school. This has been accepted by all staff as a great success. Deborah now trains staff at all levels from beginner to more advanced users.

With the curriculum change to include Computer Science, and no-one with a concept of what coding was, Deborah rose to the challenge. She brought innovation, creativity and flexibility to her new role, making the transition from Business to ICT to Computing in one year. Computer Science is now chosen as an option subject by 43% of students (from a base of 0% in two years). She recognised a need for the empowerment of students through ICT, for them to be aware of ICT innovation and its use across the curriculum. The result was the All Hallows Digital Leaders Programme which embarked on a programme of peer to peer teaching and student to teacher learning. This has empowered all involved, allowing students to help shape the delivery and development of the ICT strategy throughout the school. Peer education is proving to be a positive change for students: increased confidence, knowledge, communication, relationships and attitudes with a positive impact on student attainment across the rest of the curriculum.

Through the Digital Leaders Programme and RM Education Unify, Deborah has enabled students purposefully to engage with ICT and to motivate the students to present their own learning to staff, parents and prospective pupils at Open Evenings and Community events, along with training sessions for other organisations. The students continue to grow and enhance their learning experience; they have become an inspiration to other schools that are looking to emulate the programme at their own schools.

8. Award winner:

Laura Leatherby,
Assistant Vice Principal
for Innovation

Nominated by:

Stephanie Neill,
Head of Clacton
Coastal Academy,
Essex

With 1450 students aged 11 -18 years, Clacton Coastal Academy serves one of western Europe's most deprived areas – Jaywick. 57% of students are eligible for pupil premium funding. Laura's vision was to create digital equality for the students of Jaywick and Clacton; to ensure that they have access to the broadest range of learning technologies; to improve, innovate and succeed within their educational context. Laura spearheaded the academy's migration to Google Apps for Education and Chromebooks, radically to transform pedagogical practices and to enhance learning.

Laura developed a clear, dynamic strategy, starting with the end-user in mind resulting in a bespoke package of IT equipment and differentiated training for every curriculum area and every level of prior knowledge. GAfE (Google Apps For Education) was the platform used to implement rapid change in pedagogical practice. Students can access the powerful suite of Apps on any device; access to expensive software is no longer a barrier to students completing independent study at home.

As a result of Laura's leadership, students are taking a more proactive role in how they learn; they ask for Kahoot quizzes to recap prior knowledge, they collaborate on projects via Google docs, for homework and for resources to be shared via Google Classroom. Dance and PE use iPads to capture student performance and upload them to the Cloud for analysis. Chromebooks in English facilitate coursework and the feedback loop between student and teacher. Sixth Form students access a wealth of independent study materials via Google Classroom and borrow Chromebooks during their study periods. The collaborative nature of the tools now embedded in the school has allowed them to take innovative approaches to system leadership, including planning and tracking of the Academy's improvement goals. Laura has also run training sessions for staff on how to create their own on-line resource hubs to improve the sharing of resources among staff and providing them with quick and easy access to what they need to be effective in the classroom.

Student comments include that 'it makes it easier for teachers to give me feedback to improve my work'; easy access to the internet means that 'we need the teacher less and less, ultimately letting us get on with our work'; 'Chromebooks are much easier to create work with because they allow you to research, present and save your work more efficiently and I can work faster.'

Laura has become a Google Educator and Google Certified Teacher, having attended the Google Teacher Academy in October 2014. She secured a place on the highly competitive 'Moonshot Summit' in Amsterdam in July 2015.

In November 2014, the Ofsted Inspection Report (overall Graded Good) singled out online learning as 'Outstanding'. The Inspectors commented that the new system of online learning allows teachers to comment on what students are writing as they work in the classroom or even give them feedback when they are working at home. This was endorsed by the students who spoke of the positive effect the new online system is having in their learning and motivation as they get advice on how to improve more quickly.

9. Award winner:

Jo Hill, Deputy
Headteacher

Nominated by:

Neil Galloway,
Headteacher,
Kingsweston School,
Bristol

Jo Hill's nomination did not fit exactly with the criteria, in that it concerns one teacher and one child, rather than whole school impact. However, the judges and I found it too compelling and moving to be put aside. We decided, therefore that, this year, I would create a Trust Chairman's special award.

Kingsweston School supports 150 children aged 4 to 19 years with autism and severe complex learning needs from across Bristol. The school strives to provide children and young people with an education that prepares them for a successful transition to a fulfilling and rewarding life as part of their community. In recent years, the school has become increasingly specialist, now catering for children who are amongst the most vulnerable in society and for whom bespoke provision is required within and beyond the school. This has driven a position in which each individual child becomes the curriculum.

Seeing the world through the eyes of a child at Kingsweston is often challenging, not only as a result of their needs but also because for so many life to date has been accompanied by trauma. The school uses a therapeutic approach known as PLACE which aims to create relationships that are the context for emotional and relational development, and healing. Its components are Playfulness, Love, Acceptance, Curiosity and Empathy.

This is the context in which Jo works. It also reflects a set of values that Jo, with her partner, uses in her role as a foster carer of children with significant educational needs. In 2014, a national search was underway for foster parents for an eight-year old boy with severe autism, behaviour and learning difficulties; it followed six previous foster placement breakdowns due to Irfan's challenging behaviour. In addition to his own special needs, Irfan was a boy living in a constant state of fear; he had been witness to significant domestic violence; this trauma combined with the impact of his placement breakdowns meant that he chose not to speak to anyone, ever, at any time. Jo and her partner became foster parents to Irfan and found that he had an interest in technology although it had not been possible to build on this due to his behaviour which led to the demise of a series of Ipad. Creating a safe space for Irfan began by utilising his interest in animals (especially elephants) as a vehicle for shared attention and early communication. After 3 months, Jo judged that his trust had begun to develop, behaviour had improved; it was time to introduce an Ipad in a 'commando case'. The Ipad became a conduit for shared attention and enjoyment. Jo consulted RM Education about a bespoke package. Character Apps such as Doodle Buddy and Talking Pierre were introduced, supporting Irfan's engagement, literacy and spoken word development as well as his reflective processing of the day's emotional events. This innovative use of technology, consistent with PLACE, has meant that Irfan has been able to develop his literacy skills, is proficient with a keyboard; writes up to five sentences (from a baseline of none a year ago) for his own pleasure and to communicate with others; speaks in sentences of up to five words (from a base of none). Irfan will use the Ipad to reflect on and process his emotional status and experiences, e.g. he will type in and have read back to him 'Irfan good boy', or 'DVD later'. When feeling emotionally vulnerable, he will type in words and show the Ipad to a trusted adult for reassurance. Irfan's challenging behaviours are significantly reduced, his ability to learn is enhanced leading to improvements in both his current quality of life and his future opportunities, thanks to Jo Hill and Kingsweston School.

10. MASTER' AWARD FOR CREATIVE TECHNOLOGIES

Award winner:

Paul Lowe,
Senior Lecturer for MA
Photojournalism and
Documentary
Photography

Nominated by:

Dr Philip Broadbent,
Deputy Vice-
Chancellor,
The University
of the Arts, London

Paul Lowe was appointed to the University 9 years ago. He was already an accomplished and award-winning photo-journalist covering global news and current affairs from which he brought with him a commitment to collaboration and peer learning. He is also now, well and truly, an educator, validated by his unique contribution to learning through innovations within creative education by being appointed a University Teaching Fellow, the highest award the University of the Arts can bestow.

Paul was a pioneer of online and technology-enhanced learning through which he was able to embody his teaching philosophy that centres on the creation of collaborative learning spaces where individuals enhance their practice through interaction with their peers. The approach demonstrates a commitment to scholarly and evidence-based practice by drawing on Wenger's communities of practice (2002) and Schon's reflective practitioner (1983). It has been through these lenses that Paul has been able to validate his pedagogic practice and critically reflect on it as an iterative process of continuing professional improvement.

Professional photographers now interact remotely with their clients and collaborators in a digital environment. In 2008, therefore, Paul developed a part-time online MA in Photojournalism, the first of its kind, based on real-time web-conferencing. It created a ground-breaking experience that not only supports participants in their career development but equips them with the digital literacies necessary for the 21st century.

The course has a very high retention rate of 95% with a high number of graduates gaining distinctions. Participants are based throughout the world, from veteran Reuters photographers, to a UN photographer based in the Sudan, an environmental photographer in Brazil, to a social documentary photographer in Hackney. Several recent alumni have won major awards including the Jerwood Prize, Guardian Bursary, Deutsche Bank Award, Taylor Wessing Portrait prize, World Press Photo awards and Getty grants.

Creating a collaborative Virtual Commons: the course utilises overlapping interactive spaces that act as a 'virtual commons' or 'learnscape'. The heart of the experience is based around real-time web-conferencing for tutorials and lectures, with a high level of live interaction between tutors and peers. It creates a non-hierarchical space where all participants work together to comprehend the complex world that they engage with.

Beyond his own discipline, Paul has contributed significantly to the University through his leadership of e-learning developments and working with colleagues to support their development of learning technology to improve the student experience.

The Vice-Chancellor states: 'Paul's work demonstrates that he is an integrated practitioner who is able to balance excellence within his discipline, scholarly informed teaching, pedagogic and disciplinary research, all of which are largely taken as dimensions of teaching excellence, nationally and internationally. He is an inspirational teacher and leader of learning who is widely respected across the sector.'

COMPANY HISTORY

In the early 1990s there were two separate initiatives to establish a Livery Company for Educators. Both recognised that, while all livery companies were concerned with education and training, none was concerned with the profession of education itself. The initiative of Keith Lawrey JP, LIB which was supported by the College of Preceptors, as it was known at that time, was pursued. In 1997 registration was sought from the Corporation of London with Master Designate Professor Raoul N Franklin CBE (then Vice Chancellor of City University), Mrs Judith G Osborne (of the other initiative) as Upper Warden Designate, Keith Lawrey as the Honorary Foundation Clerk Designate and a 'shadow' Court of Assistants. Registration was granted in 2000 and on 24 May 2001 the Guild of Educators was founded with Professor Franklin as its Foundation Master and a Court of Assistants comprising members of the various sectors within the education and training profession. The Guild's first Sponsoring Alderman was Sir Christopher Walford, a former Lord Mayor of the City of London and the late Alderman Anthony Bull provided guidance. Over the years Professor Franklin has donated very generously to the Guild/Company.

The first meeting of the Guild on 15 November 2001 was its Inaugural Annual Lecture, now called the Franklin Lecture in honour of the Foundation Master. It was delivered by The Chairman of the Qualifications and Curriculum Authority, Sir William Stubbs, at London Guildhall University (now London Metropolitan University) under the title of 'GCE Advanced Levels and the Gold Standard'. It was on this occasion that the Master wore, for the first time, the Master's robe which he had presented to the Guild. The first Election Dinner was held on 13 February 2002 in the Women's Library at the University when the Guest of Honour was Professor Adrian Seville Academic Registrar, City University. Prior to the Dinner, the first ceremony of Declaration by those admitted to the Freedom took place. Sir Christopher's successor, Alderman John Stuttard JP, admitted Professor Franklin to the Freedom, and the Master then admitted Alderman Stuttard to the Guild. In addition, twenty-five other candidates were admitted including John Holland CBE, DL (previously Chief Commoner) as the first Honorary Freeman in gratitude for the advice and support he gave during the formation period. Mr N Barry Jaynes was the first Honorary Beadle. The company badge of

In 2009, the Guild successfully petitioned for company status and became the Company of Educators, a company without livery. In 2013, under Master Sir John Stuttard, the Company successfully petitioned for Livery status and became the Worshipful Company of Educators. In February 2014 a grand banquet to celebrate the Company's Livery status and Grant of Arms was held at Mansion House. In 2015 the Company acquired its first City Office and by 2016 has over 300 members, two-thirds of whom are Liverymen.



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