



Tony led an inspirational training day on creativity which had a hugely positive impact, encouraging all staff to explore new approaches to learning.

*Liz Burton,  
Headteacher, St. Ebbe's Primary School*

### What of the future?

One joy of being self-employed is never quite knowing what lies ahead, with interesting opportunities following from a chance meeting or a phone call. One project set up for 2006/7 involves helping teachers support each other as peer mentors using video, an approach which has enormous potential for teachers to develop their pedagogy. This will result in materials highlighting potential benefits and pitfalls.

Neil Hawkes, previously Senior Adviser in Oxfordshire, and I, supported by the Department of Educational Studies, University of Oxford, have worked for several months to develop a major three-year project, provisionally called **'Building for the future -developing the whole child through a values-based approach'**. This would involve working with teachers of young children in up to seventy-five schools. We have had positive feedback from

a large charitable foundation and hope to submit a formal application in Autumn 2006 with a view to starting in April 2007, if successful.

I am hoping to do more training for serving teachers and those training as teachers. All my courses encourage participants to reflect on their practice and provide practical suggestions. The full list of courses is on the website, with new titles New Perspectives ... on

- **minority ethnic achievement**
- **creating an environment to enhance spiritual, moral, social and cultural development**
- **assessment, teaching and planning**

All these courses, which can be tailored to the needs of specific groups, are all rooted both in research and my own experience in schools which I keep fresh by teaching on a part-time basis at St Ebbe's Primary School in Oxford.

If you are interested in what is described here or want to discuss other possibilities, please look on [www.edperspectives.org.uk](http://www.edperspectives.org.uk) or contact me on [tony.eaude@green.ox.ac.uk](mailto:tony.eaude@green.ox.ac.uk) or **01865 711135**.



**New**

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**Perspectives...**



Dear Colleague,

I set up New Perspectives ... in September 2003, working as an independent research consultant in the areas of my expertise and interest - young children's learning, spiritual, moral, social and cultural development and multi-ethnic, multi-faith contexts. I hoped to use high quality research evidence and methods to help in an accessible and practical way organisations and individuals understand how best to support children's learning. This has been immensely rewarding, working with around fifty schools and many other organisations nationwide.

Things have, unsurprisingly, worked out slightly differently from how I had imagined them in the original New Perspectives ...brochure, with more evaluation but less training than I had expected. To keep clients, potential clients, friends and soulmates up to date, I have issued four updates which are on the website [www.edperspectives.org.uk](http://www.edperspectives.org.uk). However, three years on seems a good time to summarise some past successes and future plans. The centre spread of this leaflet describes briefly the main projects completed and the back page plans for next year and beyond. The website contains more information on these and details of my more academic work and publications.

I am keen to build on, and develop further, the work described here. Please contact me if you would like to discuss how New Perspectives ... can help you and your colleagues.

with best wishes

*Tony Eaude (Dr)*





My first, and perhaps most fascinating, big project involved advising on a review conducted by Oxfordshire County Council following a request for support for a Muslim school. The report **'Faith in our Schools'**, which I wrote in 2004, covering a huge and complex area, was very well-received, though it is disappointing that there has, as yet, been little subsequent action to implement its proposals.

The pamphlet **'Values Education - developing positive attitudes'**, published in 2004 and funded by the DfES Innovation Unit, resulted from evaluative day visits to nine schools. As well as providing empirical, though preliminary, evidence of the benefits of Values Education, this provided a model for other evaluations and will, I hope, form the basis of a major project described on the back page.

**'Making space for re-engagement'** was the result of my evaluation in 2004/5 of the Art Room, an Oxford based charity for young people finding it hard to engage with school.

The full version is available on my website, with an eight-page summary widely distributed and exciting considerable interest among those working with similar children.

As well as my links with the University of Oxford where I am a Research Fellow in the Department of Educational Studies, I have been involved in two major initiatives based at Oxford Brookes University. One was to complete, in 2004, the three-year DfES-funded project, the **Primary Innovation Project through Action Research (PIPAR)**, helping fourteen schools, nationwide, to reflect on their work with gifted and talented pupils. The other was as part of a team, in 2005, evaluating the continuing professional development of Creative Partnerships, a major national initiative to introduce and develop the arts in schools. Both concentrated on schools in disadvantaged communities, reflecting my interest in this area and in innovative methods of continuing professional development.

As well as ensuring that all the right processes were followed, Tony helped our review come to valuable conclusions and then drew together a wide range of complex, culturally sensitive details into a coherent report widely welcomed for its content and applauded for its clarity and as a pleasure to read.

*County Councillor Andrew Brown*

Much of 2006 so far has been taken up with three projects. The biggest and most exciting has been writing **'Children's Spiritual, Moral, Social and Cultural Development - Primary and Early Years'**, published in August 2006 by Learning Matters. The main audience is teachers in training but it will also be of interest both to those already teaching and working with young children and others who wish to explore what spiritual, moral, social and cultural development is all about. To order this, look on the Learning Matters website ([www.learningmatters.co.uk](http://www.learningmatters.co.uk)), phone 0845 230 9000 or contact me.

My national evaluation of Family Links, an organisation which aims to develop the emotional literacy of young children and their parents, was completed in Summer 2006. Drawing on both a large survey based on questionnaires and day visits to twelve schools, this highlights many of the strengths of this programme, especially for young

children, and makes recommendations for its future development.

The third project involved looking at provision in six schools in Newham and Sheffield for children of minority ethnic heritage, with a particular focus on one ethnic group. This will be published, as a pack of training materials, later in 2006, entitled **'Enhancing achievement for young bilingual learners - lessons from the experience of Bangladeshi heritage children'**. This emphasises the importance of, and offers advice on, schools looking in detail at their provision, both challenging stereotypes and showing sensitivity to the needs of different groups.

