

# OTHERWISE EDUCATION

RELATIONALLY-RICH TEACHING

CREATIVE EXPRESSION

WITH  
YOU IN  
2020-21

SELF DEVELOPMENT

SPECIALIST TRAINING AND SUPPORT



Supported using public funding by  
**ARTS COUNCIL  
ENGLAND**



AT YOUR SIDE,  
SUPPORTING CHILDREN  
AND TEACHERS THROUGH  
THE YEAR AHEAD

## NEW LANDSCAPES. NEW EYES.

jonny walker and jo castro

OtherWise Education began in September 2019 and our aim is to support schools to provide reflective learning opportunities, in which children can write, communicate and think deeply about their place in the world.

Our projects typically bring groups of children together from different schools, allowing for more social learning and local collaboration. Our ambitious projects include Poetry Retreats for inner-city children, creative writing networks for primary and secondary schools and KUDOS, a self-development course for more vulnerable pupils.

COVID-19 required us to adapt to the new realities. We are deeply thankful for the Arts Council and the National Lottery, who are supporting our work through lockdown and into the next academic year.

Many children and young people will have experienced loss, isolation, stress and a prolonged time away from the familiarity of school. We are amending our projects and support, so that we can navigate the unfamiliar terrain with you in schools.

We are committed to meeting the pronounced needs we can expect to see in 2020-21. We are proudly at your side.





# WE CAN HELP

## **01 KUDOS**

Developing children's self-reflection, communication, expression and wellbeing, in an immersive and exciting six-session programme.

## **02 THE MIRTH MODULE**

A new project focused on classroom culture, relational teaching and the creative arts. The Mirth Module works with children and their teachers to create warm classroom cultures filled with learning and laughter.

## **03 MESMERISE: AN EARLY CAREER TEACHER PROJECT**

Becoming the teachers our pupils deserve, developing awareness of relationships, fusing coaching, literacy and the creative arts.

## **04 COACHING WITH JO CASTRO**

Provide coaching for your middle and senior leadership, and embedding coaching-informed practice in the classroom.

# KUDOS



OUR FLAGSHIP PROJECT IN 2020-21:  
DEVELOPING CHILDREN'S SELF-REFLECTION,  
COMMUNICATION, EXPRESSION AND WELLBEING.



# WHAT IS THE KUDOS PROJECT?

knowledge, understanding and development of self

We cannot teach resilience. We can describe what it is and how it might look but we cannot just show a child how to be resilient. Each individual needs to develop traits in order to develop resilience, defined as 'the ability to bounce back quickly from difficulties'. KUDOS aims to support children to develop self-awareness of traits they have which will support them to be resilient, and to discover traits that they

may need to focus on developing further. KUDOS is a strong and reflective starting point. You cannot improve a child's self-esteem in one workshop, but by sensitively exploring how an individual views themselves, we can support them to build self-esteem through our interactions in the sessions, and by gently challenging their preconceived ideas of how they are viewed by others.



**"THE ATMOSPHERE WAS OPEN AND RELAXED, WITH A PLAYFUL AND FRIENDLY ENERGY THAT MADE THE CHILDREN ( AND ADULTS) RELAXED AND AT EASE"**

**ANTHONY BERNARDINE, SUPPORT WORKER, EKO PATHWAYS**

The KUDOS Project takes place over six sessions, working with the same pupils and adults. The project is best suited for Upper Key Stage 2, and would be an excellent transition project, preparing Y6 classes for secondary school.

The project could also be provided specifically for groups of more vulnerable pupils. We have experience facilitating the sessions with pupils with a range of additional needs (children in care, recently bereaved, unstable family circumstances).

Our six sessions are focused on the following areas.

- Our Values, Our Strengths
- Life Balance and Healthy Habits
- Optimism and Humour
- Social Skill and Emotional Intelligence
- Curiosity and Creativity
- Self Esteem and Confidence

For participating teachers, this project will support self-reflection on how to develop resilience in their classrooms.



# THE MIRTH MODULE

A NEW PRIMARY PROJECT TO PROMOTE WARM AND  
RELATIONALLY-RICH CLASSROOM CULTURES  
THROUGH HUMOUR AND THE CREATIVE ARTS,  
SUPPORTING PUPILS AND TEACHERS TOGETHER.



# WHAT IS THE MIRTH MODULE?

harnessing humour for expression, wellbeing and teacher development

Our classrooms should be happy spaces, and this has perhaps never been more true than in 20/21, after pupils have spent a long time having limited contact with the world outside their homes.

The Mirth Module is a new project designed to promote writing, the creative arts, self-expression and warm caring classroom cultures, all through harnessing children's humour.

The project is grounded in research into social relationships in education, and also the work of Michael Rosen, on teaching writing and helping children to communicate their lives with others.

It's not about turning teachers into comedians! The Mirth Module is facilitated as a six session programme with pupils, which functions also as sustained reflective CPD for the participating adults.



**MAKING CHILDREN LAUGH ISN'T TERRIBLY DIFFICULT. YOU JUST HAVE TO UNDERSTAND WHERE THE LAUGHTER'S COMING FROM, AND WHY IT'S NECESSARY IN A CHILD'S DEVELOPMENT.**

**MICHAEL ROSEN**

The Mirth Module takes place over six 90 minute sessions, which would ideally take place on a weekly basis. This means that we could facilitate the project with three classes each day.

After each session, we make time for a reflective discussion with the teacher, drawing out what we notice about the different children in the class, and how they are responding to the session. This reflective attentiveness to children's needs is crucial to supporting them in class.

- A - What makes us laugh?  
*Getting to know the group and introducing the project.*
- B - Storytelling our lives  
*Picturebook creation, using the work of Shinsuke Yoshitake as a prompt.*
- C - Monologues, Rosen Style  
*Inspired by Michael Rosen, children practice oral storytelling to camera.*
- D - Dialogue and Characterisation  
*Small group scriptwriting and semi-improvised dialogue in character.*
- E - Alter Ego Teamwork  
*Children work collaboratively through a carousel of tasks, but secretly in character.*
- F - The culture of our class  
*Reflecting on our experience, what are we as a class, and how might we move forward?*

# THE CONNECTED TEACHER PROJECT

RELATIONALLY-RICH TEACHING. CONFIDENCE.  
UNLOCKED CREATIVITY. CLASSROOM LEADERSHIP.



# WHAT IS THE CONNECTED TEACHER PROJECT?

helping new and early career primary teachers to find themselves

The CTP is a six-day course, taking place through the academic year. It supports early career teachers, including NQTs, to develop confidence, flow, reflection and joy in their classrooms. This is especially necessary in 2020/21, as children need their teachers to bring not only knowledge but empathy, sensitivity, confidence and resilience. We can support this.

We explore how we can develop deeply reflective practice, teach with creativity and promote classroom cultures which are relationally-healthy. We do this by bringing together Jo Castro's expertise in coaching, Jonny Walker's experience running inventive arts projects, and research into the importance of relational thinking.



**A RELATIONSHIPS APPROACH IS ABOUT  
RECOGNISING THE RELATIONAL WORLD THAT WE ALL  
INHABIT AND WORKING WITH THAT.**

PROFESSOR ROBIN BANERJEE

The purpose of the Connected Teacher Project is to support teachers to reflect on their practice, to continue flourishing and to feel confident in their ability to support the full breadth of children's needs.

A connected classroom is one in which children and adults have a well-developed understanding of each other, as people and as learners. We explore the notion of 'flow'; recognising the pleasure that comes from desirable challenge.

The six sessions can take place over the course of an academic year, or could be concentrated within a term. All sessions are led by Jo Castro and Jonny Walker.

- 1 - Developing our ability to reflect
- 2 - Listening and coaching in our classroom
- 3 - Supporting the needs of more vulnerable pupils
- 4 - Taking relationships seriously
- 5 - Embracing the creative arts in class
- 6 - Innovating with language and literacy

# COACHING WITH JO CASTRO



BESPOKE COACHING FOR SCHOOL LEADERS AND  
CLASS TEACHERS. TRAINING IN EMBEDDING  
COACHING PRACTICE IN THE CLASSROOM.



# WHAT IS COACHING?

enabling people to think for themselves and find solutions

Jo Castro is an experienced coach, who coaches teachers to improve their classroom practice, coaches middle leaders to navigate the transition from teaching to leadership, and supports senior leaders to become coaches, embedding coaching practice across their school. Coaching creates a safe, non-judgemental and confidential space to think for yourself and plan meaningful changes.

Jo uses a value-based solution-focused coaching approach. This means she helps the coachee to understand their strengths, values and previous experiences, in order to overcome obstacles and to meet new challenges.

Jo provides supportive challenge, listening and questioning in order to get the best out of those she coaches.



**'THINKING FOR YOURSELF IS THE THING ON WHICH EVERYTHING ELSE DEPENDS.'**

**NANCY KLINE**

Different schools have worked with Jo in different ways. Here are some examples of Jo's work in schools:

- Training senior leaders to learn how to coach, using the GROW model, and supporting them to embed coaching in their collaborative practice
- Coaching senior leaders to provide a space for reflection on leadership and strategic school improvement
- Coaching individual teachers as part of their personalised CPD package
- Coaching teaching teams to promote effective collaboration and better working relationships; using peer coaching to support one another
- Coaching new middle leaders to navigate the journey from class teacher to whole-school leader; supporting them to use coaching approaches with colleagues
- Training teaching assistants to use a coaching approach, to encourage independent learning in more vulnerable pupils

