

Appendix 1:**UCL Centre for Holocaust Education QUALITY MARK – Lesson Observation/Learning Walk****Date:** 22/06/2017**LO/LW of:** Kevin Sullivan and Laura Walton team teaching (Year 9 class)**at:** Stratton Upper School**LO/LW by:** Nicola Wetherall

An annotated seating plan and data pack was provided for a YR9 RE Class observation on day of review. 28 students were in the class. Of those 28 students, 2 had identified SEND needs (communication and interaction; autism, and sensory and physical; mild hearing), 1 was recognised EAL and 3 were PP. The lesson for observation was lesson 8, in the series of 12 outlined in the scheme of work/scheme of learning, 'Being human? Exploration of the Holocaust through RE'.

Observers lesson commentary, questions, observations, markers:

- Teachers are welcoming– reassured students they were in right place, date, title, aims and objectives on the board, sense of urgency and expectation to settle and start the learning quickly.
- As observation and lesson progressed, increasingly effective use of praise, encouragement, thanking and acknowledging of ideas/contributions– positive atmosphere of learning, everyone involved and contributing.
- Visual title and objectives restated verbally as part of lesson intro and explanation that lesson would be team taught; 'aren't you lucky to have two of us today?'
- One observed teacher is an experienced Head of Department and the Beacon School teacher (Ms Walton), the other a trainee RE teacher (Mr Sullivan). The latter is understandably initially nervous with the number of visiting observers in room. This did impact on initial clarity of instruction – regards the definition of the word 'resistance' but he did offer a concise and clear introduction to the focus of the lesson and in his working with small groups and individuals throughout the remainder of the lesson his questioning and use of teacher talk was excellent.
- Students were willing for both teacher, and keen to do the activity, but there was an initial sense of there being unsure as to what was required – whether to define it and draw their own ideas (initially the aim of the lesson, to draw on prior learning, or to use the dictionary/thesaurus that was on table due to being taught in an English classroom). It needed clarity of instruction or some modelling to set students off. Once students hooked into what was required, quick progress was made and all groups could offer definitions; for example, 'an influence that hinders or stops something', 'to withstand/to rebel' and to 'refuse to accept something'.
- Students recorded idea on an group A3 sheet.
- Both teachers have sound subject knowledge, enthusiasm for the subject and were confident with the UCL Centre for Holocaust resource/materials for 'resistance' – this confidence grew as the

lesson and observation progressed – particularly in questioning and in engagement with individual pupils or small groups.

- Students did respond to Mr Sullivan's starter and got some initial thoughts down on the mindmap to capture first thoughts on resistance; were these students first thoughts and reflections or those of the dictionary? The intervention by Ms Walton regarding use of the dictionary and thesaurus was a useful intervention; but perhaps impeded the students own thoughts (the capture of their misconceptions or indeed their insights) and instead too early offered a safe, official definition using the English room's resources? Could this have been a two-stage starter – capturing groups first thoughts and then testing those ideas against the dictionary definition? Mr Sullivan's delivery grew stronger as the session went on, and phrases like *'let's see what you can discover'* gave students a sense of ownership of their learning, and a feeling that he was interested in their ideas – fundamental to developing strong teacher pupil relationships.
- During the starter debrief, students used a range of technical terms or alluded to examples with careful questioning prompts from Mr Sullivan; for example – *'disrupting, sabotage, revolt, rebellion, interruption, armed conflict, fighting back, refusal to do something, protest (verbal, peaceful, non-violent), non-cooperation (e.g. Gandhi and Martin Luther King), not following orders, whistle-blowing and fight'*. This corroborates the schools Ofsted report (2015) and its reference to teachers use of questioning and encouragement of detailed explanation or evidence: it consolidates understanding and helps to build confidence with careful use of praise.
- Ms Walton then began the first group task; to read through the 16 case studies of resistance to be found in the envelopes that were already set out on group tables. Groups were allocated 20 minutes to work through each individual story carefully, and for each one to use a post-it provided to make notes on the following; what were they resisting? How did they do it? Do you think they were successful (as an act of resistance and why)? Ms Walton clarified the task in rewording; for example, Q2 was further explained as the *'Action'* or activity people or groups did to resist, whilst Q3 was further clarified as a *'judgement'* call. Ms Walton also acknowledged in her setting up of the task that all groups had the same cards and content, that there was a lot to read so encouraged groups to consider how they would work through the material, whether as individuals, pairs or whole group or combination thereof as time progressed *'adding 2 mins per card roughly'* for emphasis. She also made clear that in terms of Q3 and the judgement – that there was no single correct answer, rather than she was looking for the quality of the discussions that would be had throughout the process, and the depth of their thinking. This clarity of instruction, gave students a sense of criteria, a timeframe and clear understanding of their task.
- Both teachers move around the room as students begin the task independently – students read individually or in pairs for those requiring support. Mr Sullivan initially targets working 1:1 with those identified on his data sheet (SEND, EAL, PP etc). Such support allows for checking of comprehension allows for follow up targeted questions to ensure understanding prior to student placing post-its on the individual cards. Confident such students are engaged and understanding the work, both Mr Sullivan and Ms Walton listen in, employ powerful range of questioning strategies to draw out more deep thinking, insights and explanation; they prompt when necessary, but these were genuine learning conversations.

- Students were making progress in the lesson and able to explain to the reviewer how their understanding or ideas were changing/had changed from the start of the topic to present, and from start of lesson to present.
- Students identified within class SEND/PP/EAL data pack, were spoken to by reviewer and each could explain their card's individual story – and articulate a motivation – some more sophisticated or nuanced than others, but spoke well with the reviewer and researcher present in the classroom and not 'phased' by speaking about the Holocaust and their learning.
- Several students commented they were enjoying the lessons about the Holocaust, including this one, because they were; *'getting to discover the stories and ideas ourselves, not just told stuff'*.
- Several students commented they were *'changing their thinking'* with this activity as the case studies were varied and not did not all fit their initial thoughts of resistance, with one saying, *'...resistance isn't how I thought it would be...maybe that it the point as it makes me rethink what I thought I knew'*.
- Pupils contribute to lesson through both volunteer hands up and in teacher targeted contributions.
- The 1:1 engagement and movement around room saw both teachers move the learning on for all students. Mr Sullivan was asked by a student about the initial task – teacher provides a better explanation than original instruction, refers to need for adjectives – and suddenly the student could process, understanding what the task required.
- SEND/PP/EAL students during lesson were especially engaged in the case studies and debating with peers whether the resistance on their card was successful or seeking guidance on pronunciation of names, or help to unpick and make sense of the more complex examples included in each table's envelop.
- Different opinions are presented and views expressed for the class to hear.
- Ability of students to draw on prior learning – development of hypothesis, inference, cause and effect – *'I read between the lines'*.
- Students could work effectively, showing resilience, whether individually or in groups – they were supportive of each other – and used sophisticated questioning within their group work.
- The learning was active and independent, all engaged = no behaviour issues.
- Whilst Mr Sullivan effectively moved from individual to small groups, Ms Walton made two interjections throughout the 20min task, clarifying again the task, but offering extension opportunity for any individual or group who finished before the time was up. In addition she used verbal prompt to offer time indicators, which gave the lesson a sense of pace and urgency in the learning. Towards end of the 20mins, she called a 1min warning and added the 'Please draw your conversations to a close, I don't want to cut you off' indicative of a sense of mutual respect between teacher and students and also of valuing ideas and discussions as important learning opportunities. Excellent values education and human rights modelling.
- All students were curious; majority of groups had completed all individual cards by the end of the 20mins.
- At end of that first main task, Ms Walton comments on the process, 'I was really impressed with the mature and thoughtful learning that was going on then...' and pointed to the reflective and independent nature of the work undertaken. This use of praise and reflection made the learning

process explicit to students and led into the instructions of task 2, a 10 min exercise that focused on 'Narrating resistance'.

- Students asked to turn over the A3 sheet used by the group earlier (mindmap starter task) and were explained that having looked at all the case study case they must now choose up to 4 case studies to focus on and consider three things: 1. What is the story that you want to tell? 2. Which case studies help you tell this story? 3. What knowledge will your visitor go away with? Essentially students are asked to select up to four case studies for a museum exhibition on resistance. On the reverse of the A3 sheet and in the nominated corner spaces students would place their chosen 4 case studies and an explanation summary. In the A3 sheets centre space students would provide an explanation of the overall concept they sought to tell.
- Perhaps there was a lost opportunity in this setting up of task 2, in as much as though clear, concise and engaging, no real exploration of narration occurred – no consideration of what we mean by that or how narration might mean different things in an RE to English context, perhaps this could be unpicked either in the task set up or latter in the student feedback?
- Ms Walton's task set up – including that groups would need to be ready to present the rationale for their resistance museum – engendered a sense of purpose, and generated the sound of collective and engaged learning; hushed but urgent conversation, questions and debate among small groups.
- When students decided on their case studies, they stuck these to their sheets and began the explanations and overall rationale. All students were on task, some individuals were more proactive than others, but all were engaged and participating. As before, both teachers actively engaged with groups and individuals and participated in the buzz of the classroom.
- Some groups then feedback to the class, their choices, their rationale regards a resistance exhibit. Some volunteers, others were targeted. Students insights were now more sophisticated and littered with examples and evidence to back up their insights; one justified their choice as 'unconventional...we went for the small acts that often aren't thought about or seen as important, like diaries and the lady who swallowed her engagement ring to defy the Nazis'. One group said they '...went for individual stories, each personal story gave us our theme', whilst another talked about segregation and how despite that some '...people still stood up for what they believed in' and by not losing their identity or beliefs '...they were resisting'.
- Students could retell the stories they encountered in the case study envelopes. They had grappled with some difficult vocabulary and a significant amount of detailed text. All could pick out important details and ascribe significance – their comprehension was sound and the insight of some hugely impressive. One student spoke of the man who set up a religious school in the ghetto and described it as an act of 'holding on' and a resistance inspired by giving him 'hope'.
- When a student spoke latter of the same rabbi Ms Walton took the opportunity to return to the earlier key question of whether such acts of resistance were successful or not – if the man was murdered anyway, what difference did it make that he ran the religious school? Another student put their hand up and answered 'Yes, it was successful. He showed courage and maintained his dignity'. The class atmosphere became quite different in that moment. Ms Walton replied simply 'Lovely'. Indeed it was.
- Lesson concluded with a return to the starter mindmap and 'Is there anything you want to add or change' in light of the lesson? Students reflected on this in groups before packing up quietly and in orderly fashion before dismissal and a teacher random check on a few students as they went out

regards words they would use to describe resistance. Perhaps using a different colour pen or pencil for this return to the mindmap would be useful to demonstrate progress during the lesson and to inform later planning?

	Not evident	Even Better If...	Good	Excellent
Evidence of student progression in terms of knowledge, understanding and/or pupil self-awareness (reflection)			<p>Initially slow due to lack of clarity of instruction (not all pupils were engaged in initial note-taking exercise); but once clear of what to do – students made good progress.</p> <p>2/6 students admitted at start of the lesson they didn't understand what they were being asked to do but 'now it makes sense'.</p>	<p>6/6 students specifically spoken to about their work during observation could articulate their progression, the aims of the lesson & how their thinking had altered.</p> <p>The pace of that progress increased with the introduction of the case study cards & in the discussions within their groups clear – where students began to question & challenge each other as to their case studies motivations. Observation ended as students were engaged in their learning – confident that progress would be confirmed had observation gone to end of lesson.</p> <p>Depth of empathy, insight and sophisticated rethinking about the nature of resistance evidence at end of Task 1 and 2 (particularly 2), the nature of the learning and progress was both substantive and rooted in the SMSC/PD domain.</p>

Evidence of a variety of types of teacher questioning				<p>Questioning is skilful. Demonstrates range of open, closed, targeted questions, allows constant assessment of pupils' understanding & challenge. This added to pace & facilitated quick & effective challenge to misconceptions.</p> <p>Pleasing range of student questions – both in form & style in group discussions, & this comes from excellent teacher modelling and students understanding what makes a good question.</p> <p>Teacher able to tease out misconceptions, develop explanation through questioning. Questioning often refers to last question or provides a follow up to challenge the learning/understanding.</p>
Evidence of teacher differentiation in various forms for group			<p>Teachers knew group well & tailored both used their movement and presence in the room to support specific students in response to both literacy & challenge.</p> <p>Data pack provided.</p>	<p>Excellent 'mop up' 1-1 rotation around the room to ensure students understood task or get them on track with initial activity.</p> <p>Strength of teacher questioning & use of class data responded to student need at all levels & provided challenge.</p>
Evidence of student engagement and highest expectations. Atmosphere of learning; thirst for			<p>Pupils initially willing but slow start first activity – as result of lack of clarity in teacher instruction – once understood</p>	<p>Students quick to settle and ready to learn. After initial 'sticky' start – students became engrossed in what they are doing (case studies and museum curation</p>

knowledge/love of learning				made steady progress.	<p>discussions). Student engagement & learner led inquiry was clear as lesson progressed.</p> <p>Independent learning is embedded and expected.</p> <p>Students showed resilience in face of volume of difficult material, context and vocab - all remained engaged, all respectful of the personal stories they encountered.</p>
Evidence of staff subject knowledge, enthusiasm and passion				<p>After initial nerves, teacher demonstrated good knowledge, expertise with familiarity with the materials, informative regards cards as well as subject skills and teaching craft.</p>	<p>Passion & enthusiasm was evident throughout.</p> <p>Both teachers have a love for this subject matter and a commitment to ensure students engage with this material and experience this type of learning is evident – students lap up the personal teacher time, when they approach a group.</p> <p>It is clear students recognise both teachers specialism and passion for T&L about the Holocaust.</p>
Area		Evidence		Best Practice	
I	Informed Inspired Immersed Involved Independent Insightful	<p>All students became involved & independently or collaboratively could access & engage with the case studies; thereby all learners could offer insightful contributions & questions during the discussions. Many of those contributions testify to secure prior knowledge (key terms, dates, names), and the insightful student comments at the end testify to the fact many had been immersed & inspired by the case studies.</p>		<p>The effective and innovative set up of group tasks enables students to flourish – a climate where discovery and effort are both expected but relished.</p>	

C	Compelled Challenged Captivated Curious Creative Critical	Criticality, curiosity & challenge evidenced in students range of questions & discussions of case studies.	Use of student led learning as integral to involvement, challenge & curiosity – student generating questions to explain, analyse & synthesis, answer or refine, provide hypothesis, explore and refute was powerful starting point & drove all that was excellent in lesson to justification & empathetic reflection.
E	Engaged Empowered Encouraged Enthusied Evaluative Empathetic	All students became engaged during the lesson & empowered by their participation, use of praise, and desire to understand/know more.	Students were empathetic as immersing themselves in the personal stories, & evaluative when considering motivation – this stemmed from a culture of highest expectations, respect and thoughtful academic engagement.

Any key examples of... seen to share?

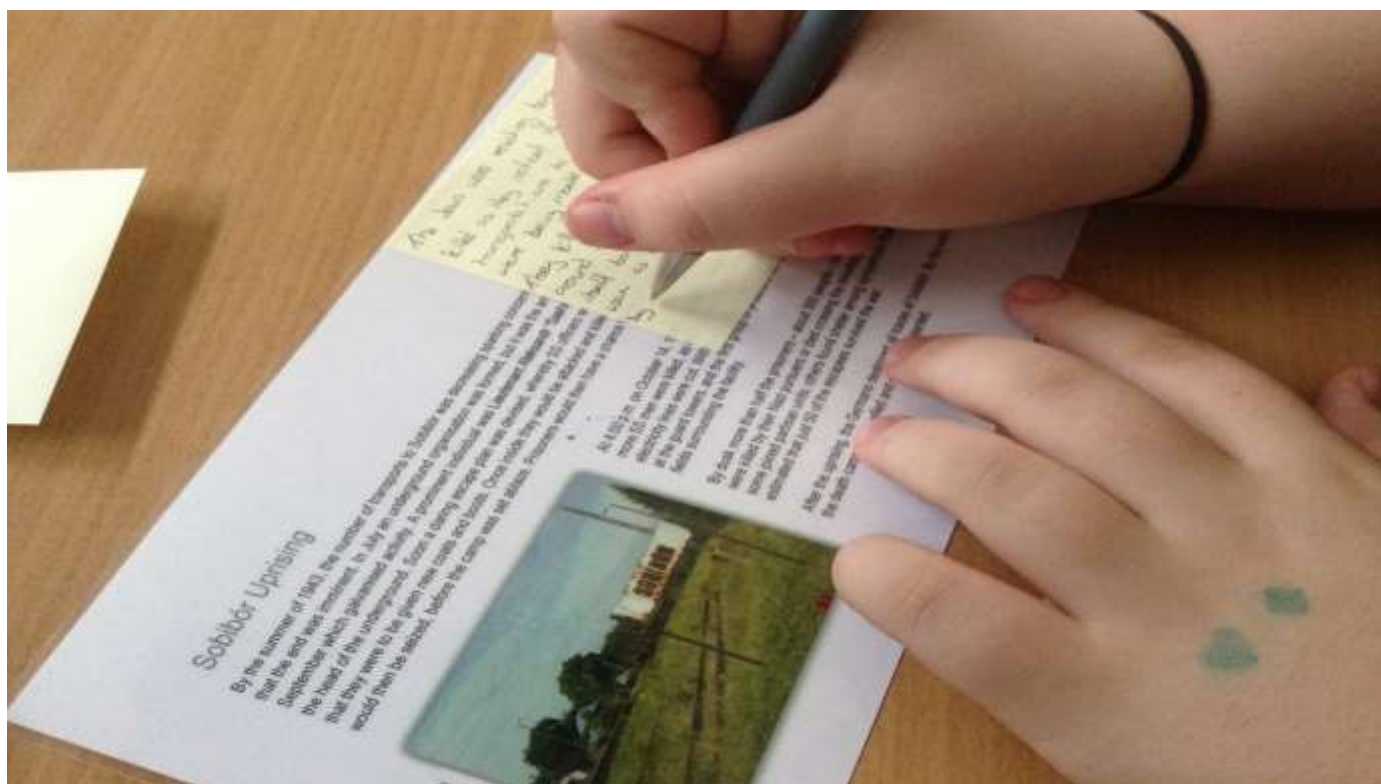
Literacy	<p>Use of literacy cues, questions & challenge noted throughout.</p> <p>Use of teacher talk especially evident: % difference in talking <i>at</i> students – control and content driven very limited to introduction and setting up of tasks. Some time was given to teacher talk <i>to</i> students and instead, most powerfully the bulk of teacher talk was <i>with</i> students, in genuine learning conversations, in questioning, in listening to student's ideas, prompting reframing of answers to illicit more detail to push the degrees of challenge and in so doing build confidence with all forms of literacy and communication, speaking and listening, written, emotional, religious etc. The ability to ensure talk with was a driver of the success of this lesson and is best practice that should be shared across Stratton Upper School, if not already done so. Excellent practice.</p> <p>Use of the dictionary and thesaurus was good modelling - though perhaps premature in the specifics of this lesson and could well have been more effectively used later – was a useful skill and enabled use of widening vocabulary.</p>
Behaviour for Learning	Innovative and meaningful tasks, engaging, personal and relevant subject matter, along with highest expectations and good teacher pupil relationships = no poor behaviour, challenge and a climate where effective learning can take place.
Assessment/evidencing progress throughout	<p>Use of questions & learner led approach lent itself to engagement & evidenced progress.</p> <p>Pupils begin to link to prior learning in their answers – drawing on that knowledge to infer and test ideas.</p>
Critical thinking/independent thinking	Powerful stimuli and resourcing, task and climate encourages space for criticality, resilience and independent and collaborative thinking/learning to take place. Teachers were still involved, not sat back, distanced from the learning, but were instead supportive, involved and engaged in the authentic learning conversations that took place.

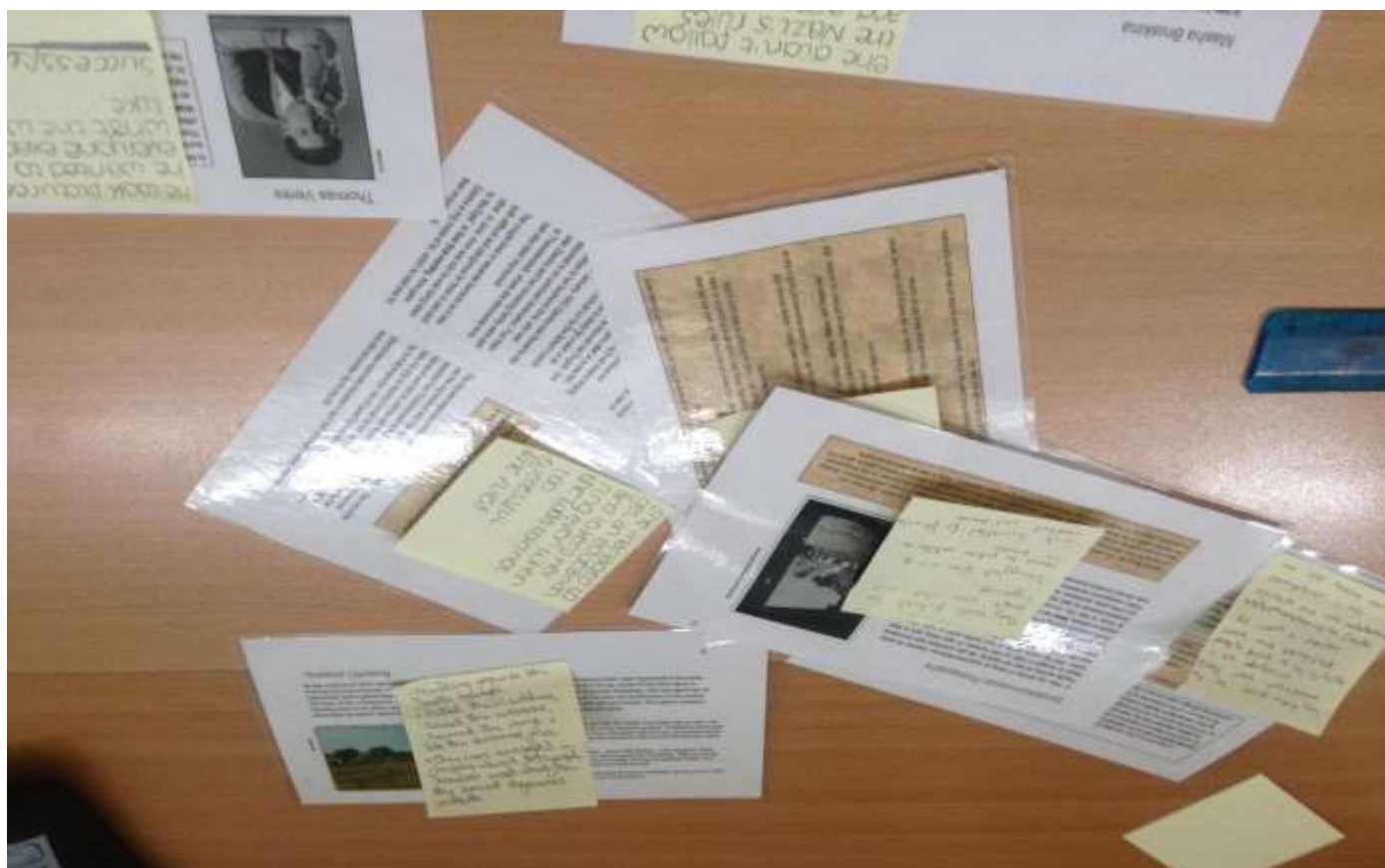
WWW: Feedback comments -

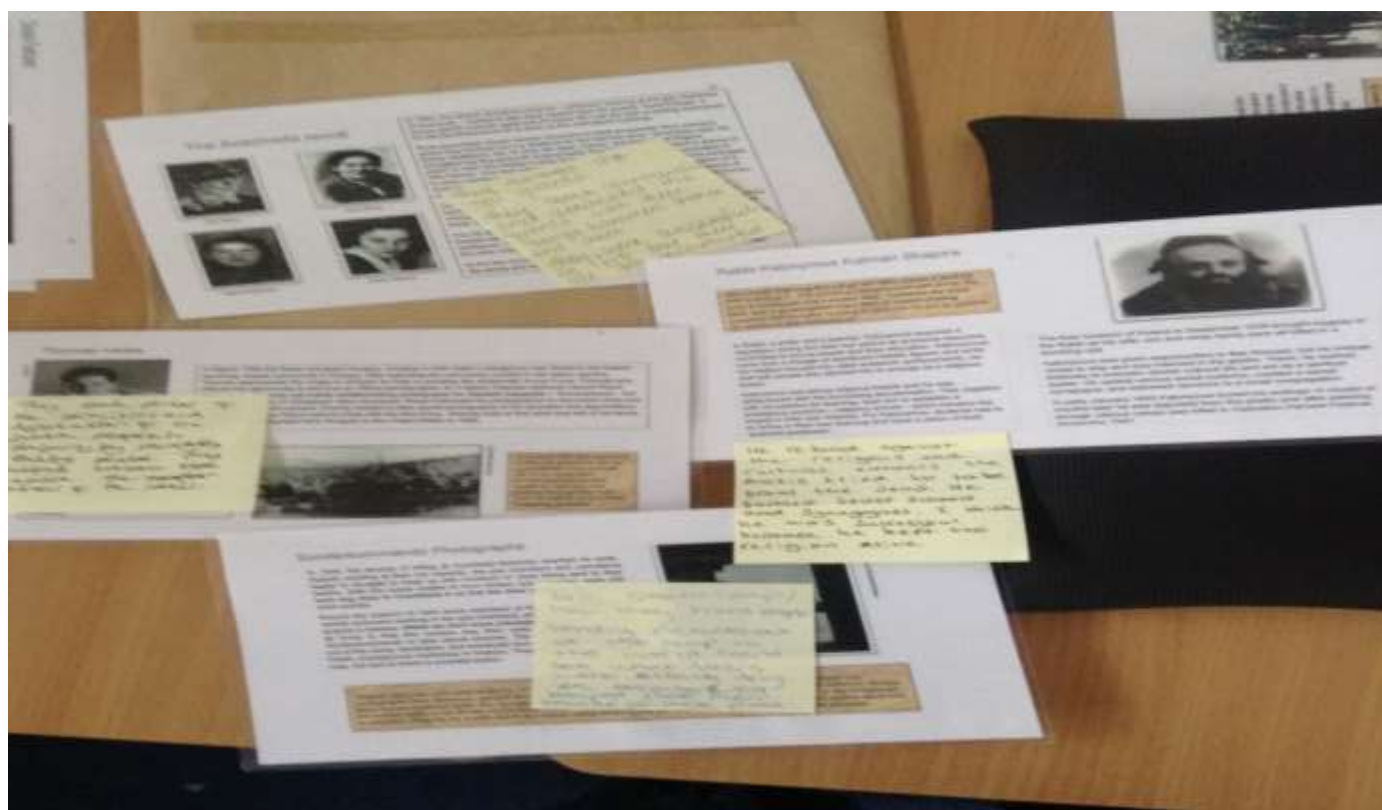
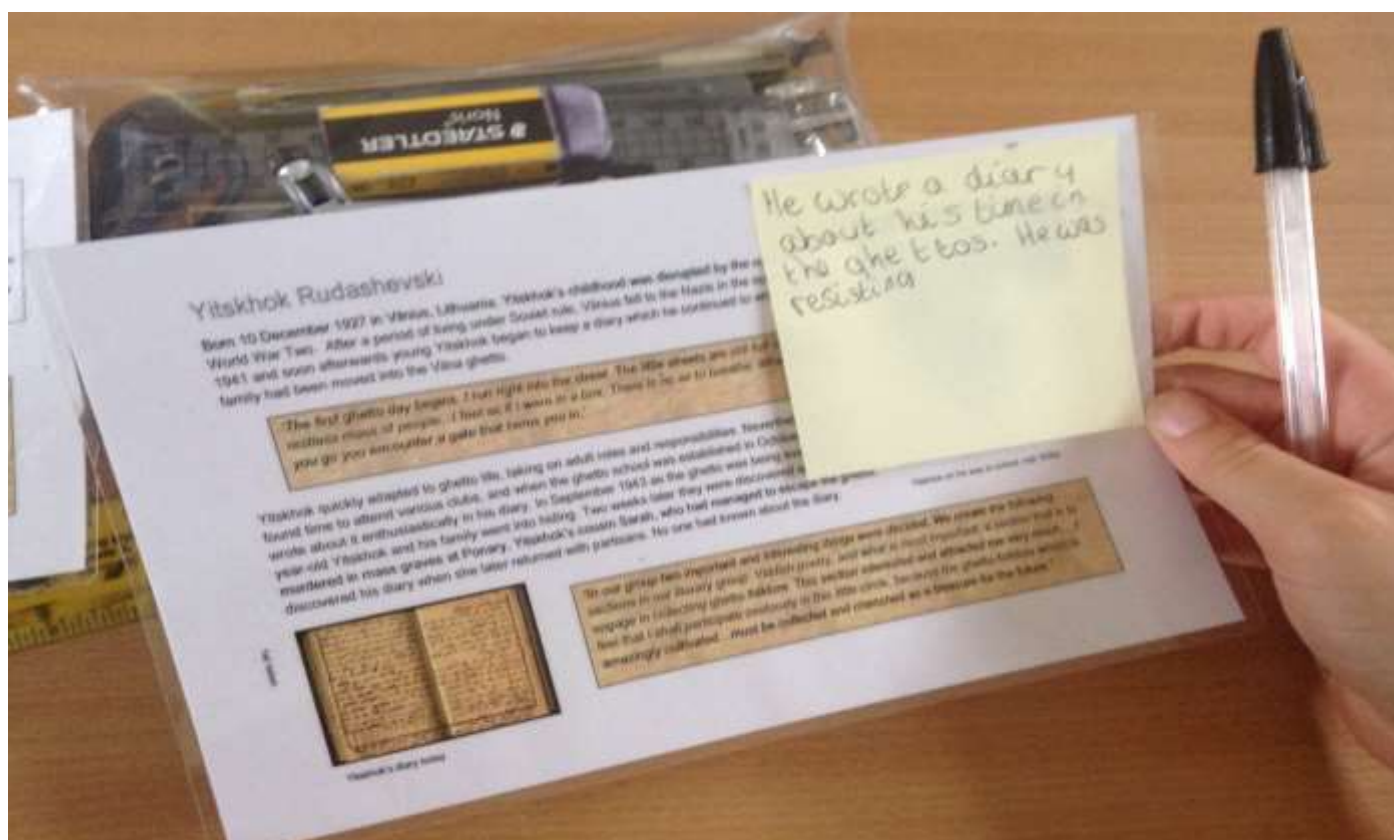
Both teachers contributed to an excellent lesson by facilitating powerful learning conversations with the class, groups and individuals in such a way as all students took ownership of their learning. The activities saw learners begin to discover the complexity for themselves, whether in the case studies, the resulting group discussions and the challenging of their own or others misconceptions. Much of this was achieved via a range of excellent questioning and 1:1 teacher engagement, support and encouragement. Good literacy support and cuing throughout, along with reinforcing RE specific key skills and values. Great use of praise, excellent subject knowledge and clear familiarity and understanding of the resources and underlying pedagogical principles; both of what it *is* and *is not* intended to do. The sophisticated and refined use of teacher talk was outstanding.

EBI: Target for possible future development –

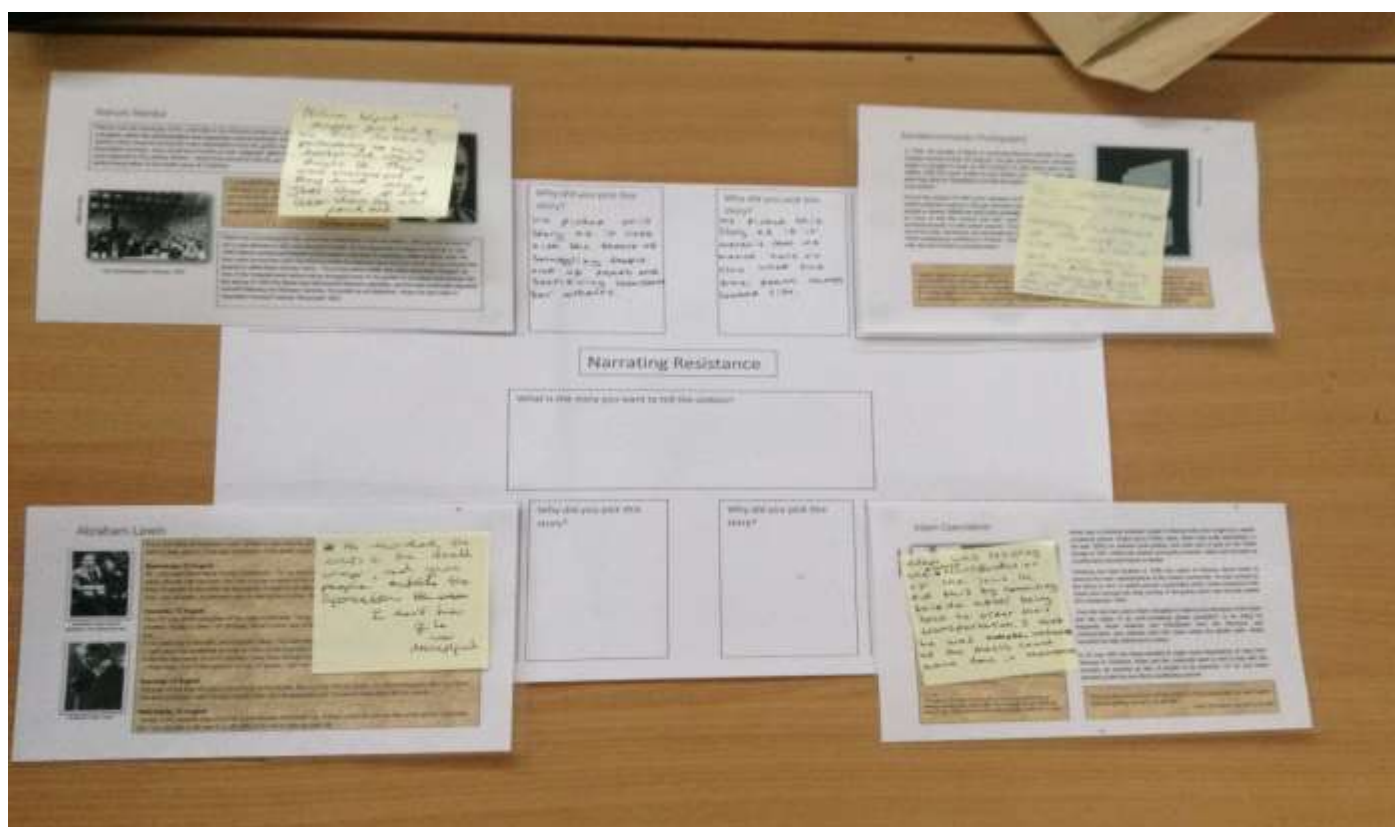
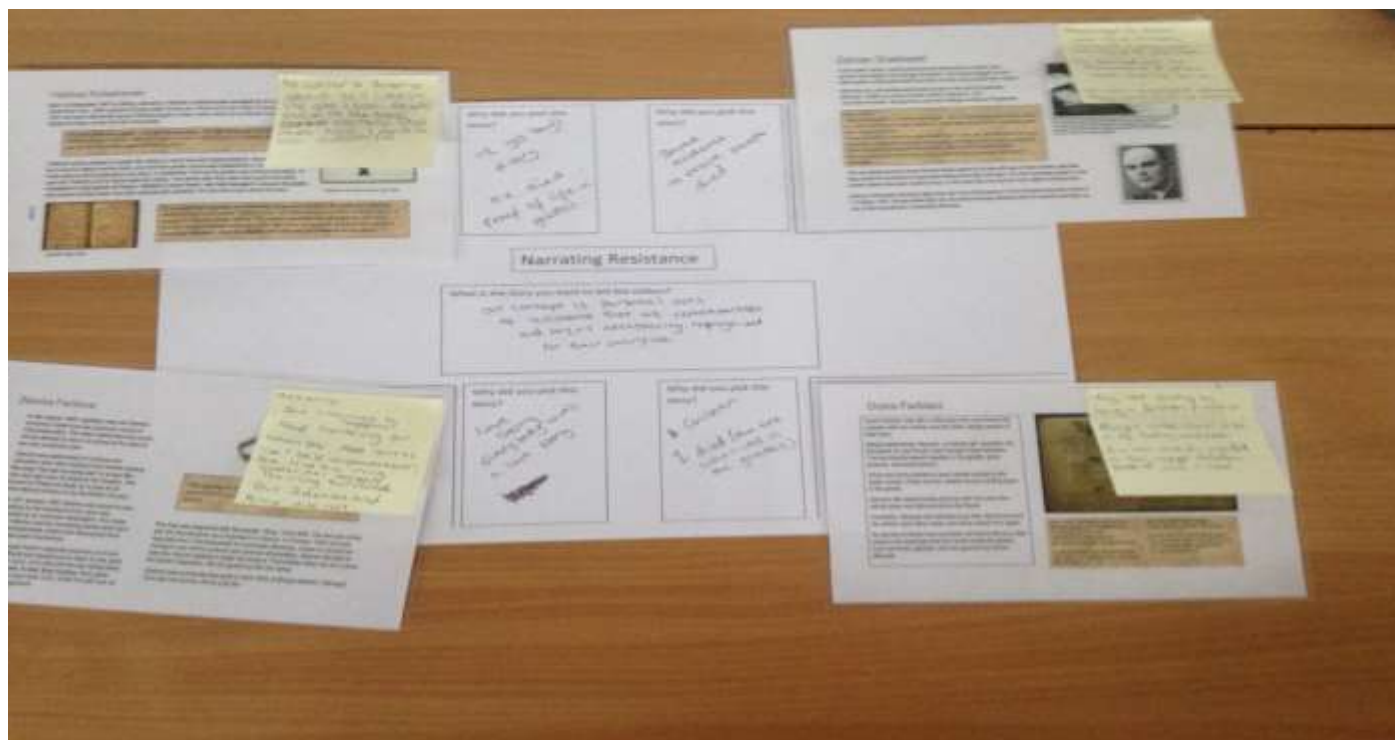
A lack of any specific note-taking or tangible reference for the learning in books. This was a full lesson so it may be this would follow subsequently, on reviewer's departure, but the excellent discursive and interactive nature of the lesson would need some way for recording of a response, the key learning or a summary of their outcome alone. How this may be done could be varied: a photo of the resulting group museum design, a diagram in their book, reflection on their learning in a paragraph summary etc. But after such a powerful lesson, wonder if we need to capture or reduce that in some way so as it is retained, later developed and not lost and rely on recall alone; to ensure students have something to revise from/return to?

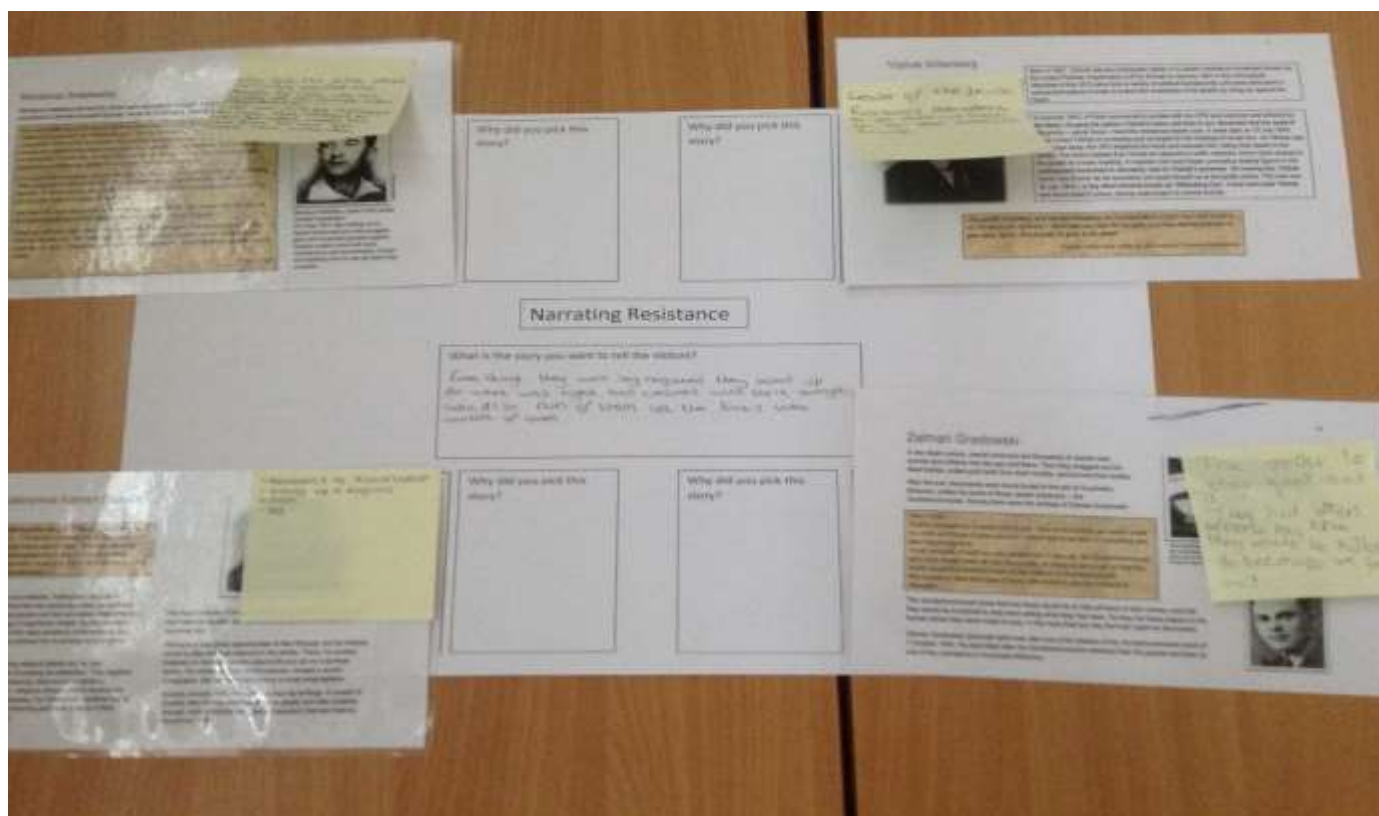
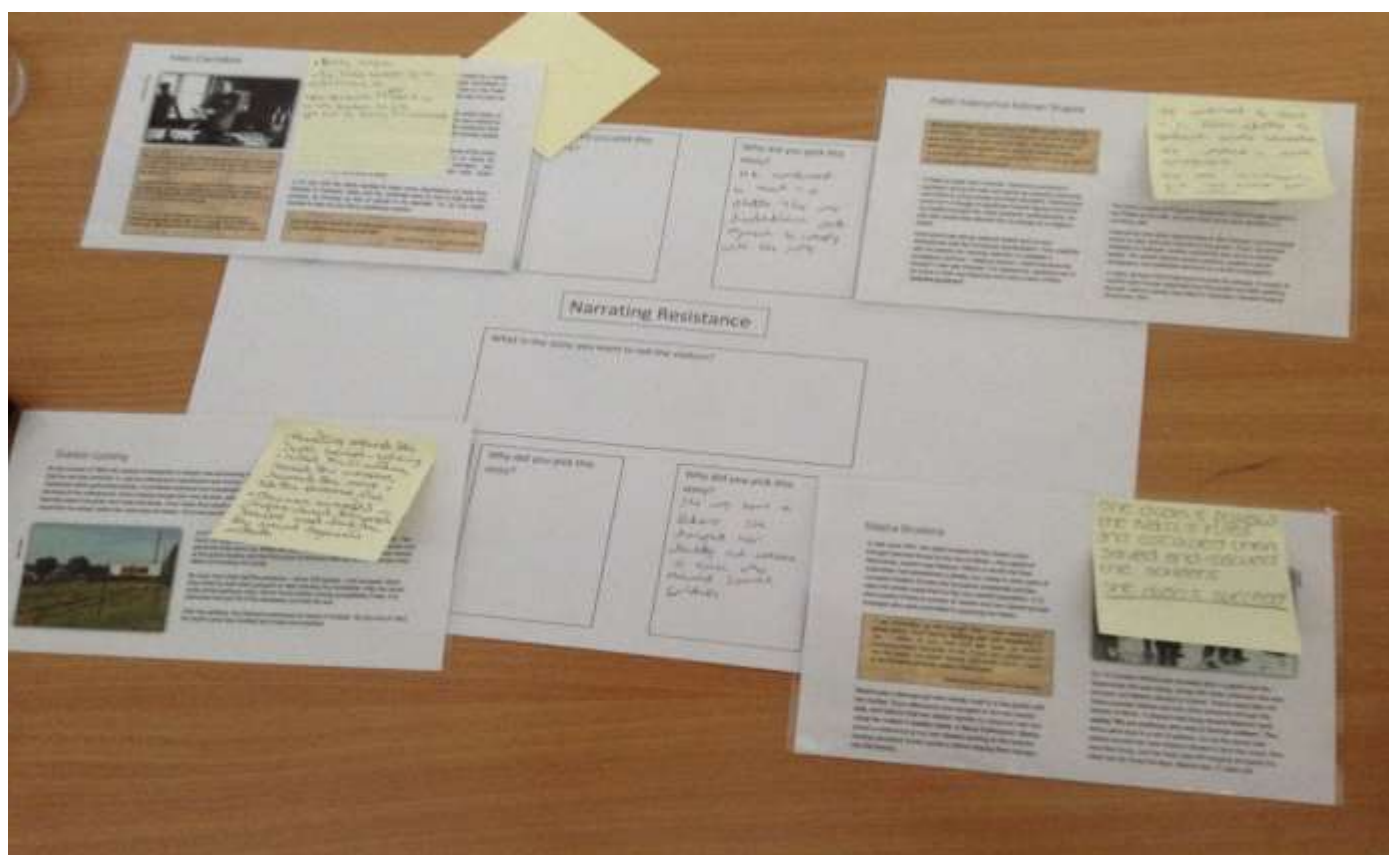
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Appendix 3: Stratton Upper School, Yr9 lesson observation outcomes on resistance (22.06.2017)





Appendix 4: Submission for Holocaust Education inquiry*

*Please be aware this text has been copied as Ms Walton wrote it, including its layout/format, with no corrections or edits; but for clarification she references the IOE Centre for Holocaust Education, which is now the UCL Centre for Holocaust Education. At times Ms Walton also uses the phrase 'Holocaust Centre' – by which she is also referring to the now UCL Centre for Holocaust Education.

'Written evidence submitted by Laura Walton, Head of Religion, Philosophy and Ethics at Stratton Upper School, Biggleswade.

- *My previous curriculum offer to students*
 - *Development through IOE Centre for Holocaust Education*
 - *My current curriculum offer to students*
 - *Structure of RE curriculum at Stratton Upper School*
 - *Trips and visits*
 - *Benefits of Holocaust Beacon School programme*
1. *I am writing this submission from the privileged position of someone who has gone through extensive training through the Beacon Schools programme with the IOE Centre for Holocaust Education. I have teaching RE in state schools for 12 years and have been head of department for the previous 6 years. Up until 2 years ago the Holocaust education I delivered to my students had been adequate but not complete, starting with a couple of things about Anne Frank up to more recently, a 9 lesson scheme of learning culminating in a visit to the Jewish Museum in Camden to meet with a Holocaust survivor. I have done this largely independently and through trial and error. 2 years ago I came across some advertising from a CPD session with the IOE Centre for Holocaust Education. I attended the day and it was the most engaging, practical and immediately useful CPD I had ever been on. I changed the focus of my scheme of learning to include ideas about Jewish life pre-war.*
 2. *In the months after the IOE CPD I became really passionate about my delivery of Holocaust Education and found out about their Beacon School Programme. I applied and was successful, to join the program and my school pledged a commitment to ensure that we were delivering high quality Holocaust Education and that we would share this with other schools. I was expecting the Beacon School Programme to improve my teaching of the Holocaust and to help me ensure that I was delivering accurate and thorough lessons. I was not expecting the programme to reinvigorate my teaching entirely. Along with the very practical help such as experiencing lessons and being given high quality resources, we also focused on pedagogy and the point and purpose of education in a wider sense. This changed my approach to the way I teach and develop my scheme of learning throughout the whole curriculum. The Holocaust Centre focuses very much on enquirer based learning which aims to move the students from 'feeling something' about the Holocaust to understanding the importance of it as a world event and start to understand some of the more profound questions it raises. It is really the change from asking the question 'Why did some Nazis years ago do this bad thing to some Jews?' to 'What enables and motivates people to act in such ways towards each other?' Students need to understand the Holocaust in depth to be able to start asking meaningful questions like those.*

3. *The Beacon School programme consisted of 2 evidential seminars, one in London and one in Warsaw, Poland. This is a link to my review of the first seminar in London <http://www.holocausteducation.org.uk/news/2014/IOE-beacon-schools-holocaust-education-teachers-perspective/> I would strongly encourage anyone who has the opportunity to attend such a course be able to.*
4. *My current offer to students is a 12 lesson study programme starting with understanding the historical rise of antisemitism, looking at Jewish life in Europe pre-war, events leading to the Holocaust, different groups of people involved in the Holocaust and philosophical and theological questions raised by the events of the Holocaust. We still offer a trip for 50 students to visit the Jewish Museum but we now also invite a survivor to the school to talk to the whole year group. We finish our work on the Holocaust by running a cross-curricular day for the whole year group which includes a large number of workshops from different subjects looking at some aspect of the Holocaust. Some of our workshops include Psychology - Who would you obey? History - Justice? What happened at the Nuremberg Trials, Geography - mapping the Holocaust, Maths -statistics of the St. Louis, Media - The Holocaust in films.*
5. *Religious Education is structured at Stratton Upper School in such a way that all student's in Year 9 learn about the Holocaust. In Year 10 our non-examined RE course builds on this knowledge by looking at some of the effects of the Holocaust such as the Universal Declaration of Human Rights and also the UN Children's Rights. My students understand both the connection to the Holocaust and the need for them given the events of WWII. We later go on to look at the concept of genocide, starting with classification and finishing with denial. We do this by looking at other genocides, in particular Rwanda, although I would like to feature Bosnia in more detail. Having a thorough understanding of the Holocaust is essential to really being able to access this work. My students are engaged with human rights issues, they care about what is happening in the world and they get fired up by the injustices of these breaches of human rights. I firmly believe this is as a result of the Holocaust and Human Rights Education we have in place at Stratton Upper School.*
6. *I have facilitated well over 1000 students meeting with at least 1 Holocaust survivor – some of my students have now met with 4, both in England and in Poland. Whilst students have met with Holocaust survivors is it our responsibility to facilitate it – it is not going to be for much longer that students are going to be able to ask their own questions to people who were actually there. I have been able to offer a 5 day study trip to Auschwitz and Krakow, including my latest trip, this means that over 250 students have experienced an immersive trip to further their understanding – we have done this with Ojemba Travel. Ojemba Travel is a very small company who specialises in Holocaust education. By spending 5 days in Poland, it really enables students to explore life before the Holocaust, what happened during it and the effects that it has had, and is still having, in Poland today. When we are in Krakow we visit the Galicia Museum, they have done a lot of work with Righteous Gentiles. I have been utterly privileged to meet with 4 different individuals who have been given the honour of Righteous among the Nations. Our trip enables students to see not just the worst of humanity but also the best of humanity. We are looking at embarking on a trip to Rwanda for our Sixth Form students to continue with their Genocide – at the moment the main barrier is cost.*
7. *Through the Beacon School Programme I have been able to create and maintain a network of 3 upper schools and 3 middle schools to share good practice with. All teachers at Stratton Upper School who teach about the Holocaust have been able to access the Holocaust CPD Day. We were*

able to offer a Holocaust CPD to over 100 staff in our network on a joint INSET day. We have been able to do all this free of charge, our only investment has been our time. Having access to the research that the Centre for Holocaust Education has undertaken with school students has been invaluable – it has highlighted common misconceptions and areas of weakness. This has enabled me to plan lessons to deal with those misconceptions. I would not have had such early access to this material if I had not been part of the Beacon School programme.

8. *I, and my students, have been very fortunate. I was lucky enough to come across the IOE Centre for Holocaust Education and have access to their amazing CPD. I am also currently employed in a school that has both the drive and curriculum time to dedicate to Holocaust Education. Good teacher training is the most essential part of delivering a successful, meaningful and thorough Holocaust education to our students. Unless a teacher understands the pivotal importance of the Holocaust, they won't be able to impart that knowledge to their students.'*

Appendix 5: 'Beacon School CPD if Carlsberg made CPD sessions...

A CPD session is meant to have an impact in some aspect of your professional life. It is meant to improve something of your performance, to benefit the school and ultimately, your students. I have just spent the last 5 days taking part in a CPD study weekend which delivers all that in spades. Alongside 18 other passionate and dedicated teachers (well what else would you expect on a CPD which asks for such a time commitment) we embarked upon a turbulent journey which at times was inspiring and sometimes very daunting. We were guided through this by the wonderful staff from the IOE's Centre for Holocaust Education.

There was a mix of guided lessons where we slipped in and out of the role of being keen, interested, and sometimes a little too engaged, Year 9 students, and back to being teachers where the rationale and the pedagogy was made clear at each and every point. This had the added benefit that not only do we know what it looks like in the classroom, we know what it *feels* like in the classroom. It has been a long time since I have felt that light bulb moment of grappling with something hard and all of a sudden, knowing that I understood. Over this weekend I lost count of the number of times I wanted to shout 'Ah ha, I've got it!'. Actually, I did say it, several times, loudly, as did many other teachers. Who doesn't want that for their students?

We had sessions where we focused on what was right to teach our children, the duty of care we have to them. Sessions where we considered what knowledge our students already had and where it might come from. We also had practical advice on how to take this project forward and how to establish a network of schools. No-one on the course thought that Holocaust Education was unimportant, if they did, I don't think they would have given up 5 days developing it. However, I am not sure that all of us understood the impact that it could have on our whole school. The links to the crucial SMSC aspect of schooling were clearly explained, and then shown throughout each day. OFSTED shouldn't be the reason you take part in these CPDs but it certainly gives you a good reason to get your school to give you the time to do it.

Aside from the Holocaust Education, simply exploring and understanding pedagogy, questioning your own teaching and rationale for why you do what you do, in the way that you do it. These are things that we should all engage with on a regular basis and to some extent I do. But this gave me the time, space and skills needed to do it thoroughly. When I really reflected on my own practice, I had the chance to recognise that lots of what I do is good. I might go as far as to say some is outstanding. I would fervently hope that anyone who has been teaching as long as I have can say the same thing. I was also able to spot the lessons that had great activities, but actually didn't move my students in the direction I originally intended. It made me spot the factual errors, minor, but totally important to get correct in my lessons. It made me question why I had what might be described as filler activities when there were so many things I bemoaned a lack of time for.

This CPD session has invigorated my enthusiasm for teaching, it made pedagogy sexy, it has inspired me to become a more reflective practitioner and a better teacher. Do I know exactly what this is going to lead to in the next 6 months? No. Did I leave with all the answers? No, but I know people who can help me find them now. Is it one of the most exciting things I have taken part of as a teacher? Categorically, yes!

Laura Walton – Stratton Upper School'

Appendix 6: 'Beacon School CPD – What I did on my Bank Holiday

It was with much excitement that I made my way to Luton Airport at some godforsaken time in the morning on 1st May. I knew that the people, both IOE staff and the participants like myself, were passionate about teaching and keen to share ideas and reflections and so without any of the trepidation I felt on the first CPD had vanished. I came to this with a much clearer idea of the impact that the work I have done over the last 6 months has already had and will have on my teaching.

I've been privileged enough to take over 200 students in the past six years to visit Auschwitz and Krakow. The students have always found it illuminating and in some cases, genuinely life changing. I have never been to Warsaw and I was really looking forward to seeing the contrast between the two Polish cities and also between Auschwitz and Treblinka. My own subject knowledge, which, if you'd have asked me a year ago I would have said was pretty good but I now realise doesn't even begin to make a scratch in the surface of any single part of understanding the Holocaust. To have four solid days of new information was a treat and it also gave me a new found appreciation for what the students go through on a school trip, plus the schadenfreude of not being in charge. The phrase 'herding cats' came to mind occasionally.

On the first day, the real focus was on understanding the impact that the Holocaust had on the area. The word 'void' was often bandied about and I believe that the way Paul Salmons took us through some activities based on old photographs really helped us to understand it in a way that simply telling us would not have done. Paul did not deliberately mislead us in our task but he allowed us to discover that all was not as it seemed. The adverse weather conditions gave us a few moments of concern, until we remembered we were English and strode out into the torrential rain whilst the, some might argue, more sensible locals sheltered under the awnings of the cafes. This was also the day where we tried to understand what fragments of the Jewish community was left. Ruth-Ann Lenga conjured up for us what the Synagogue would have been like during worship, as she sang out the beautiful Shema; the sense of loss, of what was, but is no more, was palpable.

The next day was about exploring the area of the Ghetto and seeing what little was left. It was interesting to see how some of these key sites were marked and we started to get a sense of the scale of the Warsaw Ghetto. I'd done my research the night before on some of the things I thought we'd see – turns out Wikipedia is not always accurate. . . who knew? There was a rumour that Paul had organised something special for us in the afternoon, but by this point most of us had stopped trusting what Paul was saying and started to just wait and see what we would discover. Oh, and what a discovery! We turned up at the zoo of all places and heard the most wonderful story about the family who lived there.

The penultimate day was, for me, the hardest and most confronting day. The morning spent in a lovely town called Jadow culminated in having lunch in the local town hall and finding out about what happened there, in a typical Polish town. The afternoon however, made me confront some of my deep held preconceptions of some events during the Holocaust. We had the absolute privilege to have Dr Caroline Sturdy Colls, the first archaeologist to perform excavations at Treblinka, guide us round the Labour camp. Much of this was a revelation to me as although I knew a fair amount about the extermination camp, aside from its existence I knew nothing about the Labour camp. With Caroline pointing out and explaining the methods

archaeologists use to survey sites we started to discover the layout and through that, understand how the camp was used. It was, however, the extermination camp that made me question myself and my teaching.

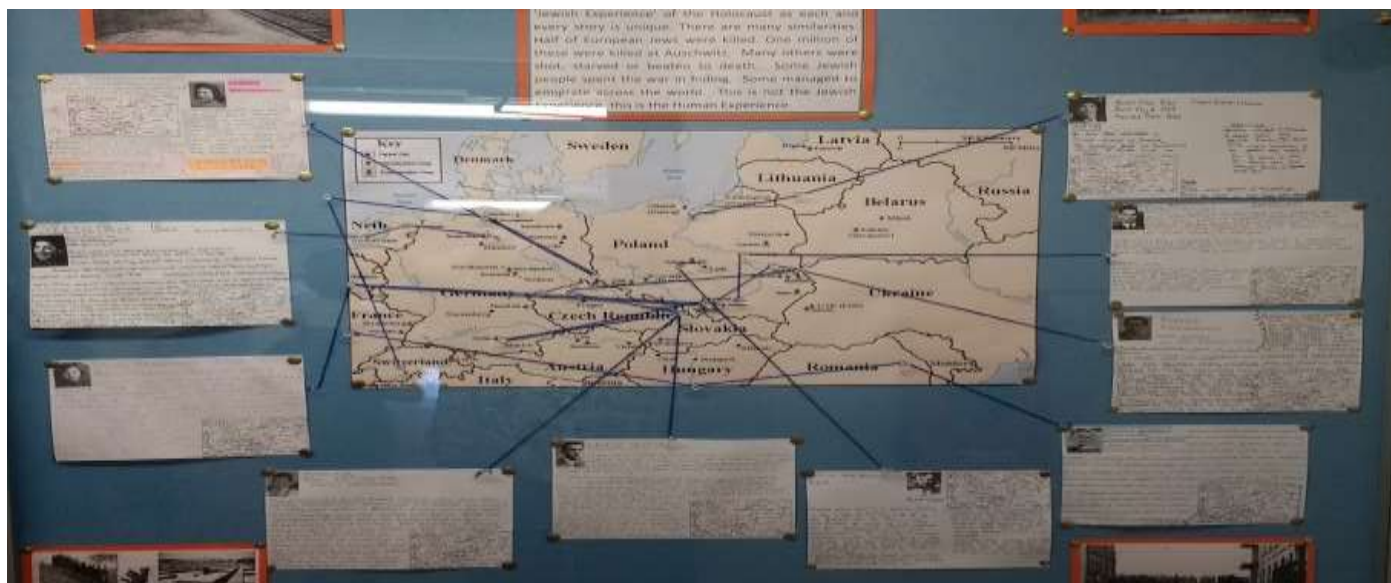
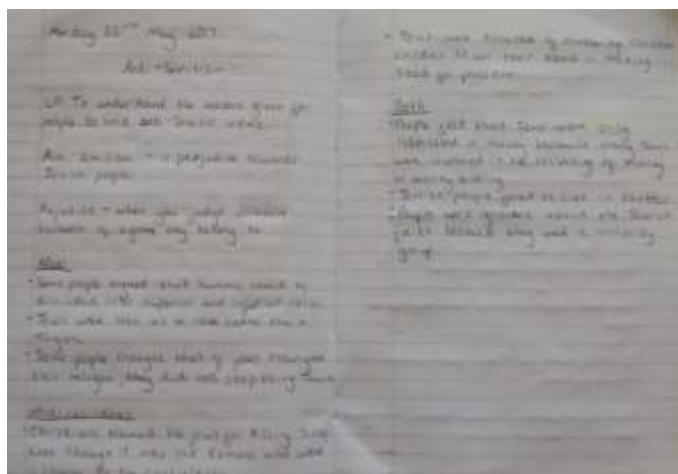
I came to Holocaust Education through learning about Janusz Korczak and I have a great appreciation of his life's work. He has become a figure to me that I have made into a hero – a status that he well deserves. What we actually know about Janusz Korczak is that he accompanied the children from Dom Sierot onto the trains in the Umschlagplatz in Warsaw, and much everything else is speculation. As much as I know about the brutality of the extermination camps and about the horrific treatment of all people, but most especially the weakest and most vulnerable people, I fooled myself into thinking this was different. I wanted to believe the legend that was that he led the children to as peaceful a death as was possible. That this made his sacrifice worth it. Intellectually of course, I never really believed it, but I never pushed myself to think it through clearly. The final moments that the children endured confronted me when we arrived at the train platform. It not only made me challenge my own wishful thinking, but also the way we remember people and the way we create heroes. For a while I questioned the status Korczak as a hero and I felt inexplicably let down by him that he would have been forcibly separated from 'his' children when they arrived. It was by talking it through with Darius Jackson; one of the most inspiring, left wing, West Bromwich Albion supporting, academics I have had the good fortune to spend time with; I realised that Janusz Korczak is not a hero because of the way he died but because of the way he lived. When we look at victims of the holocaust the students first questions are: What happened to them? How did they die? I realise now that the question should be: How did they live?

I need to change the way I teach about people, especially in connection with the Holocaust. So often we focus on the end, but what was important, what should be remembered is the life that went before. Who wants to be memorialised for one tiny moment of their life, of which they had no control and no influence? When people are in impossible situations, how are we meant to judge or understand the choices they make? Questions such as these I need to think about and try to answer for my own sake and the sake of my students. Our final day together was a joy for me as we went to the Korzackarium to find out more about this inspiring man. It felt right and fitting to me that we left Warsaw focusing on his life rather than his death.

The whole experience of working on the Beacon School program has been transformational. This is the most significant CPD I have taken part in, and I am not sure if I will be able to find anything else that matches it. Oh, and the sandwiches were lovely too!



Appendix 7: Examples of Holocaust work at Stratton Upper School





What can we learn from his obituary?

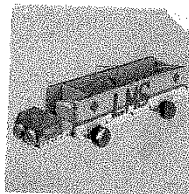
18th December 1910 - 8th
March 2008

What can we learn from the BBC News report?

Filmed in 2003

What can we learn from the video?

What is this?



children's
toy
pull it along
made from
wood
Hand made

Made from
pieces of wood
he had
painted the
train

Returned
to London
in 1986
'93288'
camp
number

His wife and child
was taking
first
said that
they will
see their
families
on week-
ends but
never met
his wife
and child
again
sent to
Auschwitz

Name was
Leon Greenman
son was
called
Barney
Greenman

It was a train
u
couldn't afford
toys

Old fashion
What does it
carry?
What does 'LMS'
mean?

Leon was aged
93 (2003)

Made by
a man for
his son
Only English
man that
survived the
camp

These was Leon's
pull it wife

What can we learn from his obituary?

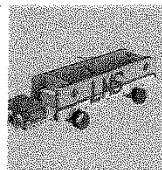
Englishman sent to the Auschwitz death camp. They tried to leave Holland but the Germans were locked. He was afraid the Germans might seize the family's passports so he gave them to his friend but then later he was informed that the Germans had arrived two hours too early then the family would not have been sent to Auschwitz.

What can we learn from the BBC News Report?

What can we learn from the video?

What is this?

This could be a child's old train toy. I think it's made out of wood, bottle top lids etc. I think it's made out by a little boy. It looks handmade. I think it belongs to a little toddler



It says LMS
on the side.

What does LMS
mean?

Leon Greenman died on Friday 8th March 2008. he was the only Englishman sent to the Auschwitz death camp. They tried to leave Holland but the Germans were locked. He was afraid the Germans might seize the family's passports so he gave them to his friend but then later he was informed that the Germans had arrived two hours too early then the family would not have been sent to Auschwitz.

People who survived the Holocaust have a legacy to keep and they have to leave their loved ones behind. The men in the camps were told that they could see their families at the weekend but they would have to work on the weekdays. They believed this was true.

We learn from the video that it was made by a Holocaust survivor. A father made it for his son. He also learned that LMS stands for London Midland Scotland, this was an old trainline that ran from London to Scotland. So the toy is a train. The father made this for his son because they had no money to buy toys for their son. There is a piece of string on the front so the boy can pull it along. The father says he remembers his son pulling the train along.