



ELG INTERFACE
THE GRADUATES PROGRAMME
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For case studies linked to QISS recognition please indicate at which level ADVANCED	
Contents: Rationale Work environment and programme length Funding The graduates plan: Programme activities and strategies Specific project outcomes Project evaluation Evaluation, monitoring and measuring the difference Impact: Dwaine and Whitney case studies summary Overall judgment about effectiveness of the programme Next steps	
Local Authority	School /Centre
London Borough of Newham	ELG Interface

Rationale:

The ELG Interface sits in one of the most deprived boroughs in the country and we are faced with a high percentage of young people who present low levels in literacy and numeracy. Not only are many of the individuals that attend our PfS programme identified as having these learning needs, but they also present other problems affecting their behaviour, self-esteem and confidence. Our paramount goal is to support our learners to achieve higher results. As there is only a 20 hours time frame for PfS, the emphasis is on achieving that through helping individuals overcome certain personal barriers, unlock their potential and point out other more enjoyable ways of learning.

Learners who attended the PfS course become familiar with PfS ethos, the ELG centre location and establish relationships with the staff. Many express an interest in continuing their involvement with the centre. Initially we were faced with the fact that we could offer no progression opportunity, but over the last two years we established a very successful **Graduates** programme. The aim of the programme was to offer similar extending learning opportunities to those introduced in PfS, and offer individuals a more empowering learning model giving them the opportunity to actively take part in these projects. It also enables young people from different schools to work together

Work environment and programme length:

The Graduate programme was open to secondary level students who successfully completed the ten week PfS, totalling 20 hours. It accommodated fifteen students; over the past two years we have had on average thirteen regular students, ten of whom showed an excellent retention rate and overall good attendance. This demonstrates the satisfaction and commitment of the group. The staff were comprised of two qualified learning mentors and a teacher and on different occasions other members of the team.

Funding

Our Graduates programme has been funded by variety of sources, for example: Newham Extended Services, RHA – Performing for Success, Youth Opportunity Award and Jack Petchey Foundation

The Graduates plan**Programme, activities and strategies**

The core objective of the Graduates programme is to give students the opportunity to continue developing their Literacy, Numeracy, ICT and key skills further. Within these areas they also constantly cover communication and presentation skills, healthy living, physical exercise and topics based around Social and Emotional Aspects of Learning (SEAL).

In the first week of every term the group has a discussion meeting with the teacher and learning mentor in order to discuss and devise a project they wished to undertake. Some very successful completed projects have included:

- **Films covering the topics about local crime, bullying and being safe**
- **Anti Gun and Knife Crime campaign and conference**
- **Drama piece based around domestic violence**
- **Healthy living magazine**
- **Performing for success- dance and drama projects**
- **Film Club**

These projects also aimed to raise **other young people's awareness** about local issues which affect them.

Specific project outcomes – Local Crime Project

At the end of the '**local crime**' project students had completed the following activities:

Weekly plan of the project

Ideas mind map about local crime

Topic questionnaire

Evidence research about the topic

Role-play problem solving activity

A story planner

Film production costs plan

A finished edited film piece

Diary blogs

Project evaluation

The **weekly plan and project plan** gave the group not only an introduction to the project but the opportunity to plan their own project for the following weeks. This plan was evaluated and adjustments were made every session, based on the reflections annotated in the **Diary Blogs**.

The local crime project addressed some of the goals promoted by CYPs and was based on topics from SEAL. It taught participants how to tackle problems related to local crime, exposed anxieties young people shared and helped them find practical solutions to certain problems.

The **ideas mind map, evidence research and questionnaire** served to give students a wider understanding about the topic. This was completed both individually and in peer groups and small presentations and role-play activities were used in order to share and exchange knowledge and build skills.

The **story planner and film production costs plan** helped the participants to get further involved in the project. It gave everyone the opportunity to participate with their creative ideas and cover some numeracy targets.

Evaluation, monitoring and measuring the difference of the project

The **diary blogs** worked as an important self-evaluation document for the student's individual progress. This tool gave us key information about personal progress and skills learnt, indicated the areas most or least enjoyed, and informed planning for progression.

Students were required to complete attitudinal evaluation online run by the ABCi. This informed us about changes in learning motivation correlated with achievement.

As the programme developed the Graduates became more and more integral to the centre's activities and began to work with people from the wider community running interviews and completing questionnaires, taking part as ushers and hosts in presentation events, involving parents and schools in the completion of evaluation forms and taking part in school assembly presentations, team building visits and staff meetings.

Impact

The Graduates programme has exceeded its goals and our expectations. All individuals in this group initially presented weaknesses related to behaviour, lack of motivation and self-confidence. We are very proud to say that over the past year they have blossomed into very self-confident, considerate and well motivated individuals. We are indeed very appreciative of our Graduates' commitment, hard work and enthusiasm. They have also gained a series of top winning prizes for the centre including MTV BOOM for film best original idea; four times as best Film Club reviews and several Jack Petchey awards.

Last summer the Graduates took part in the completion of a Youth Opportunity Funding application bringing approximately £10,000 into the centre. This, along with some extra funding from the LA, enabled us to invest in the latest iMacs and other learning resources.

The group has recently completed a second Youth Opportunity Funding application for a new Dance and Performing Arts project linked to Performing for Success.

In Autumn 2009 nine of the graduates completed the **ASDAN Peer Mentoring Programme** which lasted for 2 school terms. This enabled them to develop as role models and to act as **Peer Mentors** supporting the teachers and mentors with classroom tasks and helping individual learners with their activities.

Progression went further. The group will be completing their **OCN Level 2 in Introduction to Mentoring Skills**. As part of this course they are required to attend twenty PfS sessions, and produce a portfolio of evidence recording learning and development in supporting younger learners. ELG Interface is certified by OCN Eastern Region as a center to deliver NOCN qualifications.

The graduates actively take part in sessional as well as termly staff evaluations to help us to continuously improve and develop.

Duaine and Whitney case studies summary

Duaine initially attended as a primary school student during PfS. He attended again as a Y7 student and was invited to take part in the graduates' programme two years ago. Academically Duaine has always been quite gifted and a very keen learner with good attendance. Duaine's main problems were with his self-confidence and social skills. He was very shy and needed a lot of encouragement to participate in the session and especially in group situations. Duaine has now blossomed into a very well mannered, friendly and confident student who demonstrates a particular talent when working and supporting younger learners. He enjoys leading activities and giving speeches in centre events and is always keen to take on a new challenge. He has actively participated in Film Club events winning top prizes for his film review submissions and was invited to act as a reporter on behalf of national FILMCLUB during the Nanny McPhee premier. Duaine confidently took part in presentation events as a host and is now completing an OCN accreditation in mentoring skills taking part in the classroom as a Peer Mentor for the period of 20 weeks. Duaine was also given a Jack Petchey award for his long term commitment to the programme, outstanding improvement on his level of participation, brilliant self-motivation and team effort.

Whitney was also invited to take part in the Graduates' programme after attending the PfS programme in Y7. Even though she was a very friendly and pleasant student Whitney presented a behavioural problem that was seriously affecting her and her peers' learning. She was very disruptive during the classes and struggled to keep focussed in her tasks. Whitney has matured a great deal over the past year and is now acting as a great role model to the younger learners she supports during the PfS sessions. She has now completed the OCN accreditation in Mentoring and she has expressed that the Mentoring programme has helped her reflect upon her own behaviour, subsequently helping her achieve higher levels with her learning at school. She is now involved in her school peer mentoring programme. Remarkably Whitney has also become a student leader at school due to the confidence she has gained here.

Overall judgment about effectiveness of the programme

Having completed their peer mentoring and mentoring qualifications the graduates have developed themselves into young professionals and peer role models to the younger learning audiences. It has been a pleasure seeing such a positive cycle which has benefited the **study centre, mentors, learners, schools and subsequently the local community.**

We are thankful to the individual learners who have demonstrated such great enthusiasm and belief in the Graduate' project and for their outstanding input to the centre.

Giving them the opportunity to have a say in their own curriculum programme has proved to be a very effective motivational strategy which helped the participants to be strongly involved in their project all the way through. Other key aspects for such success laid in the fact that we offered the individuals constant, stimulating and creative opportunities for progression. Over the past two years, the graduate group has become an integral part of the ELG learning team.

Working in partnership with Newham Metropolitan Police.

Next steps

The main issue we face now is funding. We aim offer future job opportunities to young Peer Mentors/Graduates who are now turning 16; to continue to running the OCN accreditation in mentoring and identify other topics under the same qualification, and to devise a systematic process of evaluation which will help track the impact of the OCN mentoring accreditation. We are in the process of identifying a suitable funding stream that would allow us to expand our peer mentoring training and offer it as a resource and an available additional accreditation for our local secondary schools.

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