

Get Hounslow Writing

A HEP and St Mary's University partnership

Finola Utton & Kerry Assemakis



St Mary's
University
Twickenham
London

**Get
Hounslow
Writing**



Introducing the School of Education at St Mary's University



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Twickenham
London

Ofsted Summer 2024:

"The curriculum places a strong emphasis on current, credible research, which shapes all aspects of training and mentoring."

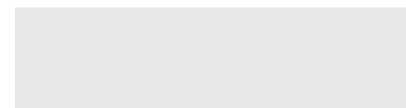
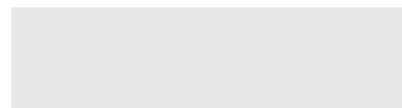
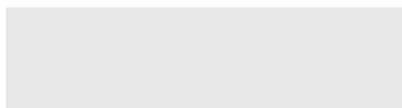
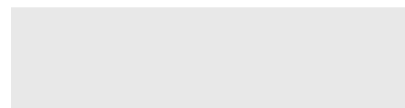
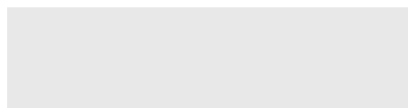
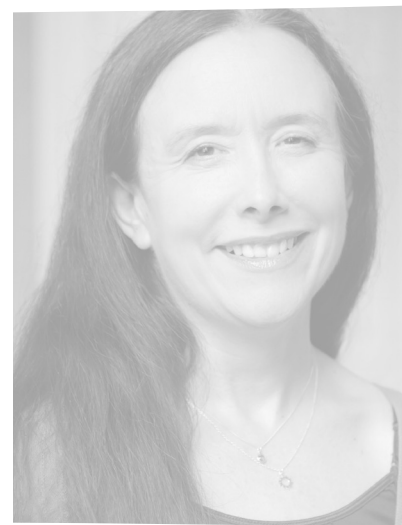


Meet our Primary English Team



St Mary's
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Primary English
Team



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Jo Head

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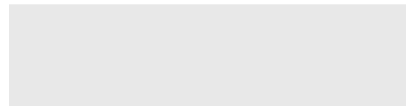
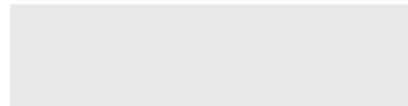
Primary English
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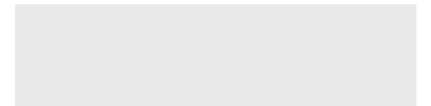
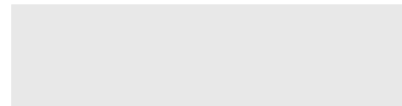
Jo Head

Finola Utton

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Karen Fox



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Primary English
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Kerry Assemakis

Key Stage 1



Jo Head



Finola Utton



Key Stage 2



Karen Fox



Kerry Assemakis

Why a focus on writing?

Children Writing for Enjoyment

Children and young people's writing is at a crisis point. In 2023, only 1 in 3 (34.6%) children and young people aged 8 to 18 enjoyed writing in their free time. Overall, there has been a 26% decrease in writing for enjoyment since 2010 (National Literacy Trust, 2024).



Teachers writing for Enjoyment

Far fewer teachers enjoyed writing (56.2%) than reading (85.8%). More teachers who enjoyed writing, also enjoy teaching writing (71.7% vs 43%) and are confident teaching writing (72.8% vs 48.5) compared with those who don't enjoy writing (National Literacy Trust, 2024).



Teachers who write, teach writing best.

- A wealth of research shows that teachers who identify as writers provide more powerful classroom writing instruction, yet few teachers place their writer identity central to their practice.
- This is often due to an overreliance on schemes, and the dominance of a skills approach driven by assessment policies.
- Providing opportunities to develop teachers' writer identity is crucial because, when teachers write, they understand the ways of their writers.





Get Hounslow Writing Aims



Developing the 'will' to be a writer and build a network of teacher writers:

- To consider the value of writing to support teacher wellbeing
- To shift in position of being a teacher of writing, to a writing teacher
- To develop confidence in sharing writing and providing feedback to peers
- To understand how to develop a classroom community of writers
- To develop knowledge and understanding of the writing process, the craft of writing and how to integrate these into planning
- To explore and value cultural writing experiences



GHW session themes and structure

1. 20th November 2024. Teacher- writer identity and the impact this has on children as writers; free writing as a tool for generating personal stories, identities and cultural histories
2. 29th January 2025. The power of therapeutic writing
3. 5th March 2025. Finding your voice and communities of writers
4. 30th April 2025. The recursive writing process and the craft of writing
5. 11th June 2025. Feedback within the craft of writing and the reader-writer relationship; verbal feedback and conferencing

What is in a session?

**Pedagogy of
writing**

Time to share writing
including in session
'My Writes'

Reflection

Identification of
a **'golden
nugget'**

Observing authors reflect
on their own identity and
writing processes

Gap tasks:

- 'My write' for the participant
- Golden nugget to take into practice

The three-year plan, and beyond...

First year of project:

- 5 sessions Wednesday pm on Zoom
- Delegates choose to become writing ambassadors

Years 2 & 3 of project:

- Half termly mentoring sessions with ambassadors, developing the network of teacher writers

Final aim:

Ambassadors become
Self-determining teacher
writers, driving
Get Hounslow Writing
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Previous findings...

- Through our joint observations during the online CPD sessions, and from our analysis of teachers' journals, we found evidence of a shift in terms of **teacher writer identity**, which led to a **shift in practice**, creating a shift in how the **children perceived and responded to writing**
- All teachers showed intense **emotional responses and sense of empowerment** for both the teachers and the children in their class.





I hadn't really considered myself as a writer at all, but being part of this community through the CPD has really helped to give me confidence in my own writing ability, as well as lots of easily achievable ideas for the school.

I have noticed great improvement in my class's writing. They are more motivated to start writing and part of that is linked to being allowed to express their creativity.

*I feel like in this Summer term, we've seen some real breakthroughs with the children and their writing. They are more considerate writers, wanting to add detail to the ideas they come up with in their English lessons and being able to **flood the page with the thoughts that pop into their head** when we do a guided task that links to the research project.*



Where the project can take your school

- All teachers can shift their practice to effect change and empower their children as writers. Small changes to practice '*now*' make an impact at the classroom level, experienced teachers can think beyond the '*now*' to future '*next*' changes to positively affect the writing practice and culture within the whole school.
- Developing a writer identity is not to the detriment of curriculum demands, even small shifts in practice can affect positive change in both teachers and children.



What *you* can do now

Consider your school delegate:

- Will they engage with St Mary's, Hounslow and school support?
- Will they inspire colleagues?
- Will they be able to effect change?

Go back to school and talk to your team

- Your school delegate registers to join GHW via the HEP website by 25th October



Any questions?



Further reading UKLA – Teachers as Writers
Viewpoints