

6-PAGE SPECIAL: TEACH FIRST INNOVATION AWARDS



NEW IDEAS TO TACKLE OLD PROBLEMS

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Now in their fourth year, Teach First's Innovation Awards help start-up programmes that address educational inequality. Jess Staufenberg looks at the impetus behind the awards – and why schools remain the platform for change.

The Teach First innovation unit offers a year of support, including a salary, to out-of-the-box thinkers who get through to its final round for the annual Innovation Awards.

Set up in 2012, a decade after founder Brett Wigdortz set up the Teach First teacher training programme, the innovation unit gives business support to members of the public or Teach First alumni to begin a start-up business that could address educational inequality.

It aims to help make the company's 2022 goals achievable. Hugely ambitious in scope – covering everything from narrowing gaps in literacy, numeracy, GCSE attainment, and entry to good universities – they need help

from bright sparks with clever ideas.

Gina Cicerone, head of the innovation unit and partnerships, and a former social entrepreneur herself, said some of the most "entrenched" problems in education could be best tackled by innovative start-ups, with technology showing particular promise in this year's winners.

"If we want to achieve our fair education impact goals by 2022, we need to be partnering with other organisations. There are so many unsolved and entrenched issues that need us to support new ideas to solve them."

Three finalists this year use technology – MeeTwo, Maths for Parents and CPDBee – and have shown promise they could achieve scale at the same time as maintaining impact, said Cicerone.

But schools remain the "central and critical" platform for change, with all new start-ups working with and through schools to address problems.

Since 2012, there have been 20 winners of support from Teach First. Most are former teachers, of which 55 per cent did Teach First, and the rest are members of the public. All have come through either the company's "incubate" or "accelerate" programme, after

being picked from hundreds of entries. The incubate programme involves one year of mentoring, bringing ideas to fruition, including a six-month basic salary to support time out from work, and office space. The accelerate programme is for established organisations to grow their impact.

Supporting the innovation unit is Bloomberg, once a start-up itself and now a global business media company, which has partnered Teach First since 2011.

Jemma Read, head of philanthropy for Europe, Asia, Africa and the Middle East at Bloomberg, said the company strongly believed education was improved by "the country's most promising educational leaders".

The wide range of start-ups allowed the company to support multiple causes, she said, citing some of the former winners of the award including the Access Project, which helps vulnerable pupils go to top universities, and Frontline, a graduate programme for children's social workers.

"Through the partnership we are able to support families with healthy eating through The Grub Club, help young people who are struggling at school through

Jamie's Farm, and support literacy through Thinking Reading."

For 2017-18, applications were put in by 73 hopefuls, of which just five have been awarded places on the incubation programme.

The selection process begins with 14 judges, two-thirds of whom have roles with Teach First. The rest are external, including a primary and a secondary head, plus staff from the Esmée Fairbairn and the Education Endowment Foundations, which are grant-making charities that seek to address social inequality.

Judges whittle down the 70 applications to 20, before entrepreneurs pitch their idea again to the final judging panel, which includes Wigdortz; Catriona Maclay, a previous Teach First graduate who set up Hackney Pirates in north London; and Rebecca Smith, principal of the Manchester Creative and Media academy.

Some of the most impressive ideas from former years included the National College for Digital Skills, which opened last year as a fully functioning FE college, and The Girls Network, which matches girls from low-income backgrounds with professional role models.

TEACH FIRST INNOVATION AWARDS: PAST WINNERS



THE GRUB CLUB

AISSLING KIRWAN

Parents join the club to cook for their kids

Aissling Kirwan is from a family, she says, that had “a beige buffet” every night.

Born in Ireland to parents on low incomes, she says dinner was often chips, breaded food and other yellow items. “My parents worked very hard, so when there was money they wanted to fill us up as much as possible. It had a huge impact.”

Kirwan’s younger sister developed bulimia, and her older sister was morbidly obese. The issue reached a critical point when Kirwan hit puberty and her weight “ballooned”.

Weight has been linked to low confidence in class, something Kirwan later noticed when she trained as a teacher in Medway.

“There were so many families at that school who were eating the way I had as a child,” she says. A “silent minority”, who looked fine, but also admitted breakfast was Lucozade and crisps. “And then you’re trying to teach them? No.”

Kirwan bumped into several barriers when she tried to do something about it. First, senior management didn’t seem to care enough. Despite having the “perfect opportunity” to alter pupils’ eating habits at lunchtime, meals such as white pasta with baked beans were standard. Second, few schools follow the government’s school food plan, which lays out healthy eating requirements. Ofsted are meant to check the plan is followed, but often don’t. Kirwan, for instance, has never seen an inspector sit with pupils at lunch. “They were served nice sandwiches in the headteacher’s office.”

Finally, Kirwan was tied up trying to become an “outstanding” teacher. As a trained chef, who had cooked in France during university summer breaks, the irony of becoming “outstanding” while ignoring the terrible diet of her pupils was not lost on her.

And so came The Grub Club. A pilot for three weeks in summer 2015 went “extremely well” and Kirwan left her teaching job to employ three chefs and run the company. For between £1,800 and £2,000, her chefs run a six-week after-school programme in a school’s kitchen that families attend and learn to cook. Food is included, and families can prepare large portions that they take home to eat. Most of the session is practical, with some theory thrown in.

“**Some parents at first think it is a diet club**”

“We’re supporting some very vulnerable families,” Kirwan says, “Parents come along and say, ‘this is a diet camp, isn’t it?’” Others feel their parenting is being criticised.

The Grub Club gets around the issue by inviting pupils, and then telling parents they can spend quality time with their child. More than 90 families have done the programme, mostly in London, but it is set to open in Birmingham, a “black spot” for childhood obesity and diabetes. She’s eyeing up Blackpool next.

“Schools are incredible places to work in. You never have a problem with them not wanting to do it – only that they can’t sign up this year because of money, but they will next year.” So while she waits for school budgets to pick up, Kirwan is joining the Jamie Oliver Food Foundation and British Nutrition Foundation in looking at school lunches.

“People think the healthy food thing is mainstream, but most of that has been a middle-class thing,” she says. “This needs to be for everyone.”



THE BRILLIANT CLUB

CHRIS WILSON AND SIMON COYLE

PhD students add ‘texture’ to learning

Could computer-designed drugs target depression? What is fairness? Does animation trivialise the Holocaust?

Imagine pupils writing an essay or science article in answer to one of the above, after having tutorials led by a PhD graduate whose expertise is exactly that topic. This is what The Brilliant Club does for pupils on their “scholars programme” – with a minimum of one third of participants coming from poorer backgrounds.

Putting PhD students and pupils together adds “texture” to learning in schools, says Dr Chris Wilson, co-chief executive of the club and a former tutor on the programme.

The team finds PhD students who are completing their theses and puts them into a school where they give a tutorial every week to a small group of pupils for seven weeks, leading them through an area of research.

At the end, treated as thinkers in their own right, each pupil presents a researched paper. To name just a few: Animal social networks and their application to a seabird island, how our memory will fade over a year, different ways of analysing difficult poetry, and whether the civil rights revolution was more the result of state intervention than the protests.

Tutors then critique the piece, revealing a relationship developed over two months in their comments.

“Academic magic,” is what Wilson calls it. “At universities, top students are doing high-level research, and this is what makes for such esoteric topics. The tutors are adding texture, rather than just duplicating teachers.”

Pupils also go on tours of some of best research universities such as King’s College London, Oxford and Cambridge, before meeting their tutors.

Pupils are picked by their teachers, and The Brilliant Club trusts them to pick those who would benefit most; last year 44 per cent were on free school meals. The team is

currently thrashing out a more sophisticated measure that may include deprivation areas by postcode and parental history.

The PhD tutors also receive training: for them it is in pedagogy targeted at the age they teach. For those teaching the youngest pupils, in year 5, tutorials are more closely designed in partnership with, say, the Courtauld Institute of Art for history of art tutorials, or with the UCL engineering faculty for engineering tutorials.

The cost is £160 a pupil; the club suggests that schools use pupil premium funding. And a spokesperson says that a third of pupils enrolled on the programmes should have been eligible for free school meals within the past six years.

Founders Simon Coyle and Jonny Sobczyk, who each taught for two years before leaving the classroom in 2010, both had academics in their lives who helped to inspire the programme.

“My mum is a professor of education, and Jonny’s sister was doing a PhD,” says Coyle.

“We’d just finished Teach First, which aims to mobilise the graduate community – and we thought, can we mobilise the postgraduate community?”

The scholars programme is half of The Brilliant Club’s mission – the second programme works to place PhD graduates in schools as full-time teachers. They go through a normal SCITT-based training route, but the company provides them with an additional “suite of training”, and helps them to maintain relationships with their alma mater.

As for the tutors on the scholars programme, their time with pupils improves their own teaching on campus, bringing a circular neatness to the project.

With 450 schools on board, 10,000 pupils becoming scholars this year, and 60 members of staff now at the company, “academic magic” appears to be in demand.



TALES TOOLKIT

KATE SHELLEY

Letting the story out of the bag

Kate Shelley likes problems and solutions. So much so she has printed the words "PROBLEM" and "SOLUTION" on big pillowcases, put random objects inside, and developed a whole language-development idea out of them.

Welcome to her toolkit for telling stories. Four pillowcases, labelled Character, Setting, Problem and Solution. An object in each: let's say a sock, a green shawl, a crocodile and a shampoo bottle. Pulling an unexpected stage of the story from each bag, and questioned by a curious teacher, the children devise a tale – Mr Sock, taking a walk along a riverbank, meets a dangerous reptile – cue faces clutched in anguish. But is there a Solution? This bottle! Of? Sleeping potion. Problem solved.

This is a meagre depiction of the range of stories Shelley has watched pupils up to year 3 create through her package.

Developed over five years working as a Reception teacher, and launched for all schools last year, teachers have seen all kinds of toolkits – Egyptian gods have been in and out and Samuel Pepys has made appearances with the baker who started the Great Fire of London.

"We did a really cool story about vegetables," says Shelley, a 37-year-old who started in fashion retail before becoming a teacher.

"A butternut squash who was a person. That's the first stage in literacy, you know – symbolic play."

Shelley's mother, also a teacher, used to tell her daughter stories. But low-income parents often have low-paid jobs with long hours – and are simply too tired for storytelling.

Shelley says that children need "forward-facing bodies" – people listening to them – but they don't always have them. Families sit in separate rooms instead of chatting together, TVs have taken children from playing and, crucially, talking. She saw this when she worked in the East End of London, where some of the children were affluent and others from poorer housing.

"There was such a massive gap between them – their language skills and social skills," she says. To make matters worse, teachers are also too pressed to deliver high-quality interactions with their pupils. This is where Tales Toolkit's USP is obvious: "As much as you can put something in a bag, that's as



much planning as you can do."

But when the product first went out, Shelley noticed the bags were getting "dumped at the back of classroom cupboards". So her team spent three months on a training package on how best to use them. ("On the last day the hard drive crashed – we nearly lost it all," she groans).

“ We did a really cool story about vegetables

The end result is a £800-a-year package that has five 50-minute training videos – the "length of a staff meeting" – a big kit, a small kit, an apron for telling stories from, a hanging story board, and a book of ideas.

Children who were selective mutes have taken their first words in Tales Toolkit classes. One filming session had to be stopped after a pupil began opening up about problems at home.

"Recently I heard the children talking to each other in the playground, and one said 'oh, this is a problem,' and the other said, 'what's the SOLUTION then?' That was good."

Goldsmiths University is now doing a year-long study of 15 schools trialling the toolkit. In total 23 schools, from London to Manchester, are using it. And a global company has packed them off to 30 schools in Sri Lanka, 30 schools in Kenya and 30 in Botswana.

Jamie Feilden and Jake Curtis



JAMIE'S FARM

JAMIE FEILDEN

Life on the farm can be just what pupils need

Staff meetings at Jamie's Farm in Wiltshire sound fun: recently everyone tasted Greek yoghurt made by visiting pupils. For a group of inner-city children who milked the farm's Jersey cow at the start of the week, and made cheese by the end, the outcome was pretty good.

It all began with lambs in Brixton, south London. In 2003, Jamie Feilden, now chief executive officer of the company, was in the first cohort of Teach First. He was saddened by a "culture of not wanting to learn" and by a lack of outlet for pupils' pent-up energy. Brought up on a small farm, he found himself "driving through Brixton with lambs in the back bleating out of the window" on the way to school, wondering if he was mad. But after some of the most troublesome pupils kept turning up early for bottle-feeding, he thought he might be on to something.

"For kids, it's such a physical achievement. Doing real tasks with real purpose and seeing the outcome boosts their self-esteem – they often walk away two inches taller."

Now, 13 years later, Jamie operates two farms in Wiltshire and Herefordshire where groups of between 10 and 12 vulnerable pupils stay for five days at a time. With three of their teachers, they get up early, feed the animals, prepare food with the chefs, eat together, tend the vegetable gardens, do carpentry and art, and even have sessions with the farms' therapists led by Trish Feilden, Jamie's mother and a trained psychotherapist.

The farm's horses help out with therapy too. A pupil will lead one around an arena, giving commands, talking to them, asserting their authority. If the pupil is nervous, the horse will be nervous too. It is about building self-belief – even a sense of power, says Feilden.

"There's such a focus in schools now on attainment. We've stopped valuing play and experiencing risk. Here, we give them the opportunity of physical action and taking

risks." For Feilden, animals can ground a child in a way that a desk cannot.

Since the first pilot in 2006, more than 3,500 pupils have gone through the

“ We've stopped valuing play and experiencing risk

programme with many returning as mentors five years on. At £6,060 for the week for about 10 pupils, three teachers and a follow-up session in the school six weeks later, it may sound like a miracle cure. But the point is to give pupils an out-of-the-ordinary memory of a good version of themselves.

"That doesn't ever go away. Of course there can be a bumpy ride back at school, but the memory is there in their make-up after that – how it feels when you are more positive."

One 15-year-old girl arrived after living in a car for six months and working in the sex industry. She had a "really tough week accepting our love and care", but gradually took on responsibilities. The girl got 10 good GCSEs a year later.

Do they sometimes not want to go home? "It's tough when there are tears on Friday," admits Feilden. "Our message is not to look at this in isolation. These positive relations can be built on."

Feilden's major worry has been school budgets, but there's a positive sign – not one of their 40 schools has dropped out. One has been with them for seven years, and sends a group of pupils three times a year.

"It's an amazing job. Of course it's full-on. But it's brilliant."

TEACH FIRST INNOVATION AWARDS: PAST WINNERS



THINKING READING

DIANNE AND JAMES MURPHY

Last-chance saloon for pupils behind in reading

There's always that fear there will be the one child you can't teach to read – that no matter what you do, you will fail them."

So says Dianne Murphy, speaking to me with her business partner and husband of almost 40 years, James. The pair, both New Zealanders and both former teachers, form Thinking Reading, literacy experts who train teachers in their methods to bring any, and every pupil, in secondary school to the required reading standard within a year.

The pair say that, using their lesson plans, a pupil three years behind in reading should take six months to catch their peers; a pupil who is seven years behind should take a year. Those two promises are the company's "social lock", with assets ploughed back into achieving that goal. Given that this happens in three half-hour lessons a week by a teacher trained by the Murphys, the goal sounds daunting.

And yet, they say, no pupil has failed. This is perhaps because Dianne and James know what is at stake. "We are the last-chance saloon," says James.

With secondary rather than primary schools as their platform, if pupils fail Thinking Reading, there is nowhere to go. It's a nerve-racking incentive.

Even though Dianne now trains teachers and learning assistants, rather than complete interventions herself, she knows the feeling well.

"There was this one little girl. She was a twin. Her sister did all the talking for her, and she had so much difficulty. She couldn't even hear rhyme, or move a block to the rhythm of a word. And I was thinking, are you going to be the one I can't teach?"

"But one day, she just got something," Dianne says. The 13-year-old began to move her blocks at the right beat to the words. Later, Dianne heard that the pupil had volunteered herself in class – to read the prologue to Romeo and Juliet.

James tells a different story. A year 10 pupil

at an Essex school was very disinterested in reading. One of the first indicators the pair looks for is whether pupils are struggling to

"We can't imagine what it's like for non-readers"

decode words and comprehend. This girl struggled with both, plus motivation.

"But after some time, she found these two words she really liked. 'Forage' and 'squabble'. She just really liked them. She said, 'I am going to use these words'."

Dianne moved into teaching in her 30s from nursing. She joined James in studying special learning needs, on a course the pair say was "the best year of our lives." Dianne then set up a literacy centre in Christchurch, New Zealand, and James worked with young people out of education and employment.

After coming to England, James became an assistant principal and Dianne set up a literacy programme at Greig City academy in north London.

They created Thinking Reading from this. The £7,000 one-off fee trains six members of staff in a school, including support from Thinking Reading, to deliver a reading programme that covers 200 lessons' worth of material, including flash cards and more.

After a three-year slog, the Murphys' programmes are in 15 schools across the country, and they're now planning to set up regional hubs.

"Do not underestimate the difficulty of teaching reading," says James.

"We can't imagine what it's like for non-readers. We must never just pass the problem on downstream."



UNIFROG

ALEX AND CORALIE KELLY

Platform lists all the post-school choices

Everyone remembers the careers quiz at school. The one that, when you said you quite liked animals, recommended that you become a zookeeper.

Unifrog, a software programme, flips the idea on its head. It allows pupils to choose topics of interest before presenting all possible courses. More importantly, these post-school pathways are not just at a university.

Unifrog's founder, Alex Kelly, has built a comprehensive database of further education, apprenticeship and university courses – with little pictures of frogs to keep you jolly as you search.

Kelly taught for five years before setting up Unifrog with his now-wife Coralie in 2013. The pair were motivated by "the nightmare we have in this country" in which 50 per cent of pupils, usually the least affluent, do not go to university. "Yet the government does not care about further education" and has no central database on what courses are available, says Kelly. So he has done it for them, at a cost of £1,000 to £2,000 a year for each school.

"I've had meetings with secretaries of state, and they're just not interested – they've put so much civil servant time and money into university, although so many kids aren't going there," he says.

Unifrog includes about 110,000 opportunities, including 50,000 FE courses, 22,000 apprenticeships and various university courses. Each is drawn from about 40 datasets scattered across the internet. There are even degrees overseas, including the Netherlands, where 60 per cent of courses are taught in English at a fraction of the cost to study in England.

Giving a pupil their own login, profile, CV help and personal statement guidance is Kelly's way of addressing the other inequality that bugs him. In his second year of teaching English he became interested in the students who were bright but were making bad choices on their UCAS forms – "they'd just sign up for really competitive courses, such as medicine

or law, without knowing much about them, or to top universities or where their friends were." These were pupils who were getting none of the support "that I knew kids at other schools were".

Having already set up the Access charity in 2008, which helps pupils get into Russell

"The government does not care about further education"

group courses, Kelly passed that project to new hands and set to work with the new software, guiding pupils through applications and handling all the information they could possibly need about their future.

Teachers get a "ping" email when pupils make choices, they can see where every student is in their application and track personal references in a way that no longer means "emailing half the staff" to find out who's seeing to what. Unifrog trains teachers how to use the platform.

Kelly is clear that starting up a new venture is a tough business. "Sometimes you think it's amazing, sometimes, 'oh man, this is never going to work'." Resilience is key.

But with 15 employees, 800 schools onboard, and about 300,000 pupils who have used it, the idea looks to have paid off. In the most recent launch, schools will be told who is heading to which courses year-on-year, building up a "destinations' picture".

Daniel Keller, the company's head of business development and delivery, said a school could now judge how good it was at, say, getting girls into university for STEM subjects.

"We're not replacing careers teachers, it's in addition to that. We want to be a one-stop shop for this kind of information."



ENABLING ENTERPRISE

TOM RAVENSCROFT

Blending academic and practical learning

Tom Ravenscroft is not alone in thinking an academically stuffed curriculum does little to develop pupils' independent innovation and does not bode well for the future workforce. So he's developed a curriculum that tries to turn the situation around – and he's done it almost single-handedly (all right, with a team of 30).

"Most of the time I feel frustrated," admits the former teacher, an Oxford graduate in economics and management. After more than eight years, his curriculum is in 1 per cent of schools. It sounds small, but it is a significant achievement. "When I know the majority are getting nothing like this, and when you see the impact, that's just frustrating."

Enterprise is a word thrown around frequently, but under Ravenscroft's leadership it appears to mean doing things for yourself that do not involve solely a pen, paper and textbook. Schools sign up to trips to workplaces, 30 hours of lessons, and a "challenge" day where pupils work on a project, all for about £25 per pupil for the year. Usually it's a whole-cohort package – and it begins with three-year-olds.

But what do you teach a three-year-old about enterprise? Ravenscroft says that they begin teaching how to understand other people's point of view through spotting emotions in pictures. They have a go at responsibility by putting on a bakery show. In fact, primary schools have been big enthusiasts for Enabling Enterprise, with some heads basing whole-school approaches around its eight goals, such as "aiming high", "creativity" and "problem-solving", and saying they'd rather lose other projects than their one-hour of enterprise a week.

Secondary schools are also keen, especially for trips and challenge days over the year, before becoming more reluctant when exam season kicks off in year 10.

What they're missing out on becomes clear. "One of my favourite bits is where they make their own radio show – news bulletins, comedy panel shows, sports journalism,"

Ravenscroft says. "And another where they go to law firms and are divided into teams to develop a compelling case and deliver the argument." Pupils have had a go at designing buildings with engineers, and even setting up political parties, writing manifestos that have given their teachers "a really interesting

“**Pupils say it's the only lesson where they're not told exactly what to do**

insight" into what they care about.

"A kid said to me the other day, it's the only lesson where they're not told exactly what to do."

Ravenscroft developed the programme after feeling that pupils needed a blend of academic and practical learning, which he delivered when he taught BTEC business in the late 2000s.

"I couldn't believe how long it was taking us to get through the content – the students had just never developed the ability to self-manage or organise," he says.

"They clearly had not much idea of what a business actually was." To get everyone on the same page, Ravenscroft took his pupils to visit trading businesses – and then made pupils set up their own, with lessons on running their own meetings and sorting accounts.

Ravenscroft then left teaching to become a management consultant and made himself "quite ill" by working on Enabling Enterprise by night.

About 260,000 pupils have taken part since its launch and the company now has offices in London, Birmingham and Manchester. His team trains staff in schools to deliver the programme so that the project continues year-on-year.



FIRST STORY

MONICA PARLE

Pupils write for joy, not for results

It's not often that a school has a writer-in-residence. Yet this is the vision of Katie Waldegrave, a teacher, and author William Fiennes. Both had become dispirited to see children writing "mostly for exams".

Nearly a decade on, the First Story baton has been handed to Mónica Parle, also a writer.

"Many pupils have never written a story before they come to us, except for exams," says Parle.

The exams focus in schools means that "for the first four or five sessions, students keep asking if they are allowed to write this or that, if something's OK".

While there are rules to the writing games in First Story, its entire premise rests on it being an after-school workshop, where writing is pursued simply for joy, not for results. (Though its website still lets schools know there is a "positive correlation between exam results and participation in the First Story programme").

"My daughter is at primary school and she is still doing creative things. We felt secondary level is the stage where creativity is really sucked out," says Parle. Worst of all, teachers can "lose the joy and the reason they went into teaching in the first place".

Through the programme a teacher can sit alongside a novelist, performance poet or spoken word artist in a weekly after-school session with up to 21 pupils – and Parle says her team is "pretty heavy-handed" in making sure pupils from lower-income families join in.

In autumn, the pupils play word games. In spring they write two pieces of their own, which in summer are published in an anthology. A favourite game involves pupils writing a list of concrete and abstract nouns, and then making sentences by matching them in random ways. "You're showing them that some of the best writing is through making an illogical leap."

Another involves someone shouting out an object, and everyone writing a sentence that features that object. Then another person



shouting an object, and everyone writes a second sentence, and so on, to create a story.

"We find that constraint and limits make pupils use words they wouldn't usually use," says Parle. Another rule-breaker for pupils is seeing a professional writer hit writer's block themselves. "That's great for pupils to see."

About 4,650 pupils have taken part since a pilot in 2007. There are 73 "residencies" this year, each costing £4,200, on top of 320 run so far. About 150 authors have been involved, and authors such as Malorie Blackman and Mark Haddon have visited schools when anthologies are first published. "You could hear this silence as the children realised who it was."

In The Dream by First Story pupil Samawado Farah

In the dream my mother said:

'Do not end up like me.'

I wake and touch my face, that is so much like her own.

I think of my grandmother

and her mother and her mother

until they blend into one long-haired woman,

who gives up her dreams

for money, for country, for men, for me.

When I have a daughter I hope she overthrows me.

I hope she is better than anything I could imagine,

I hope she has a heart embroidered with this poem.

NEWS: TEACH FIRST INNOVATION AWARDS

THIS YEAR'S WINNERS



BOROMI



EVE DICKSON



Boromi boxes are a subscription service delivered direct to schools and nurseries. Inside are the games and activities a parent and child need to learn together.

Eve Dickson began developing Boromi boxes when she was a primary teacher and saw how a difficult home learning environment could negatively affect a child's "school readiness".

She identified three barriers that parents in low-income families face when they try to support early development: knowledge of how to help their children learn, a lack of resources such as toys and books, and not enough time.

Children can borrow them, take them home and return them the next day, letting parents make the best use of their time.

CPDBEE



NIALL ALCOCK



Teachers will be able to browse nearby professional development courses through Niall Alcock's website, CPDBee.

Essentially a "price comparison website", teaching schools will list all their courses and their prices, allowing teachers to compare for cost and distance, and read reviews.

"We will essentially be a listing and sales service for teaching schools and their CPD, bringing it altogether under one website," said Alcock, a former teacher trainer and school leader.

Teaching schools will then have more time to deliver their courses – and will be able to spend less on marketing.

Eventually, teaching schools will have their own log-ins to see how their courses are reviewed. Teachers will have their own accounts for quick access too.

THE DIFFERENCE



KIRAN GILL



The Difference will train teachers to work with excluded pupils.

Kiran Gill, a former teacher and education policy adviser, has set up the programme to offer teachers with three years' experience a leadership position in alternative provision or a pupil referral unit.

She is trying to raise the status of teaching excluded pupils, just as Teach First sought to raise the status of teaching in deprived mainstream schools.

Participants will gain a masters, including modules in mental health and child development, and focus on the multi-disciplinary nature of children's services.

The Difference, which will run from from September 2019, will also grow an alumni movement "championing multi-disciplinary inclusion" of vulnerable children.

MATHS WITH PARENTS



TOM HARBOUR



Harbour's already established company encourages parents to log into a website that tells them what their children are learning in their primary school maths lessons.

Teachers post a written explanation of what the child is learning and explain the method.

Parents access this and watch a video with their child that goes over the maths, says Harbour, a former physics teacher. They can also access two games that reinforce the video.

Meanwhile, teachers will be able to track how well parents are engaging.

Launched in September last year and already in 30 schools, Harbour will expand from years 3 and 4 to all primary years.

MEETWO



DR KERSTYN COMLEY AND SUZI GODSON



MeeTwo is a free mobile phone app for 13 to 18-year-olds worried about mental health issues.

Young people may post about their feelings, but also send support to others on an app its creators describe as a "mixture of Instagram and Twitter".

Dr Kerstyn Comley, an education technologist, and Suzi Godson, a psychologist, have also brought expert therapists on board to offer advice in online discussions.

The team designs their own resources based on research for different discussions, including issues around step-parents, exam stress and sexuality, which can then be shared on the app.

Artists are also involved, creating images to provoke ideas or encouraging pupils to submit their artwork.