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“Yes we can!”
embedding creative approaches into non-fiction teaching

Adrian Copping
Senior lecturer in English/Literacy

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WARNING!
SHAMELESS PLUG

GET A LOAD OF THIS!

AF 2010

University of Cumbria
TEN years 2007-2017
Exploring connections between creativity and higher attaining writing

Adrian Copping
Pages 1-10 | Received 23 Sep 2016, Accepted 15 Oct 2016, Published online: 04 Nov 2016

ABSTRACT

This paper explores writing pedagogy in the primary classroom and connections between children thinking creatively and their achievement in writing. Initially ‘continuous professional development’ for teachers, I designed and facilitated a two-day writing workshop of children around the theme of a Victorian murder mystery. This was observed...
Our Education System
Why Teachers Leave

- Retirement: 15%
- School Staffing Action: 17%
- To Pursue Other Job: 34%
- Family or Personal: 34%
- Dissatisfaction: 48%

*Respondents were permitted to give more than one reason
Source: R. Ingersoll & D. Purda, University of Pennsylvania
SINGIN’ IN THE RAIN
of complements. I think our Duke desires to keep their master in good will, and with it to be known that they have not yet in great time behaved towards you to such wise as they suppose Wolsey has done in similar cases, but, on the contrary, it was he who, in spite of his master and all our world, had sent into the island in which you have now so long. One day, when they came to see me, they resolved themselves a whole supper time and four hours more, with such discourse, alleging to me no reason, none of which I knew to be true, except in some very probable. In short, they are of a nature that much delights to see such condition in them that they feel in us, and to make us see that they are not yet quit of the service of their master. If this should continue, I think I must be in great trouble, for I have been under great trouble to report to them, I think it would be well if Francis by his first dispatch should make it appear to letter to me, that I had given him information of it, and that he intended me in return to thank them with many good offices. That would be of more effect than a commission, which they think might be forged on the word of an ambassador, and would answer his jealousy to the others that it letters were addressed to themselves. I gave him the account of the business that I was in with the king, nor of his daughter, but I imagine that as to these they have proceeded in their brother's dispatch, or that there would be no more to tell. If you return from hence, you had saved them from the worst which I believe he will do to you, you would have exercised of everything which you demanded there. Do not use any means of claiming it, for they will not do the deal and make it [illegible] (nor do we consider there to be the least of it, the nature of the man for whom they have to deal, who is not so easy to manage as is supposed). I repeat that by the time the dispatch of which I am speaking arrives, you shall have a commission to take you and your friends to their house, and have them behaved better too be shown by our commands. The new Chancellor and Fiennes who profess that they will do nothing about this matter, and if so they have a good repute to it. London, 2 Nov.

20.39

HENRY VIII

Commander him to issue write under the Great Seal summoning a Parliament in London on the 5 Nov. next.

3 Nov.

PANICARD

Begins at the Black Friars, London. 2 Nov. 1st Hen VIII, the King being present the first day. Sir Tho. More as chamberlain declared the cause of his being appointed. *Viz., to reform such things as have been used or practiced in England by instruction, or by the change of that which has been practiced, so as much occasioned, and made great mistakes. The same thing is thought to have caused great occasion of this great sumptuousness. Sir John Hilliard, Sir John Cusden, Sir John Ascan, Sir George Wymer. Of doctrine and great legal men—the Duke, Gabriel, Sir Tho. Hamberton, Sir Then. Nevvian.
Learning is a process where knowledge is presented to us, then shaped through understanding, discussion and reflection.

— Paulo Freire —
It’s our future
too say pupils

Pupils not so keen on bypass
idea despite claims it’s being
planned with them in mind

THF politicians have had their say — now local
schoolchildren are joining the argument on the
Western Bypass.

Inspired by reading about the bypass debate in the Citron,
young local children at Collilhead country primary
school in Eastcote put pen to paper.

The children explained why they were against the
bypass, naming issues such as parking, the
teaching of maths and the lack of parks.

The young pupils, aged one to 13, were helped by class
teacher Jeanne Cuppla, who said: “We talked about
local issues and I asked the children to read the paper
and write something they would write about.

“They saw the article in the Citizen which convinced
them that they should write about it.

“The children found writing the letter quite challenging,
especially when they realised we were going
to send them on

“They kept asking me if any of their letters
have been printed and when they will appear.

“I just told them to read into Citron.”

All 17 children who gave their views on the
bypass wrote into Citron.

“Is it not a
bypass which
is hardly a town
for

University of Cumbria
References


Thank You

Adrian.copping@cumbria.ac.uk
@CoppingAdrian