Part A: About the Children's University …

The Children's University aims to liberate, inspire and raise aspiration, and in particular aspiration for learning, among children aged 7-14 (and 5-7 with families). It does this by providing high quality 'out-of-school-hours' learning opportunities for children and seeks, as a priority, to reach those children most in need of such provision.

A national organisation (charity) ... some would say movement ... since 2007 with its head office in Manchester

- **Children aged 7 - 14 (and 5 - 7 with families)**
- **Voluntary**
- **Out-of-school hours**
- **Aspirational**
- **Learning (www.ucas.com/students/coursesearch)**

- **And CU Volunteers from 15-115!**

" The aim of teaching is not to produce learning but to produce the conditions for learning, this is the focal point, the quality of learning."

Loris Malaguzzi
L'occhio se salta il muro: Narrativa del possibile
[When the eye jumps over the wall: Narratives of the possible]

"Habitats outside the classroom – out there in the wild – are where the best learning might take place. It is certainly where most learning might already be taking place. So it is important that we all try to get out there in the wild with our children, as they adventure into exciting virgin territory … remagicalising the world!"

James Bradburne

Architect, Designer and Museum Specialist
Director General
Fondazione Palazzo Strozzi

1. *Being in the Children's University significantly improves school attendance.*

2. *Achievement is significantly better at Key Stages 1 to 3 for children who participate in Children's University compared with non-attenders.*

3. *The further children engage with Children's University, the better their attendance and achievement.*

Evaluation of the Children's University 2010
Professor John MacBeath - University of Cambridge

In 2011 there were **100,000**-plus 7 to 14 year old **children** and *Passports To Learning* in England

for more than **1,350,000** Children's University **learning hours** ...
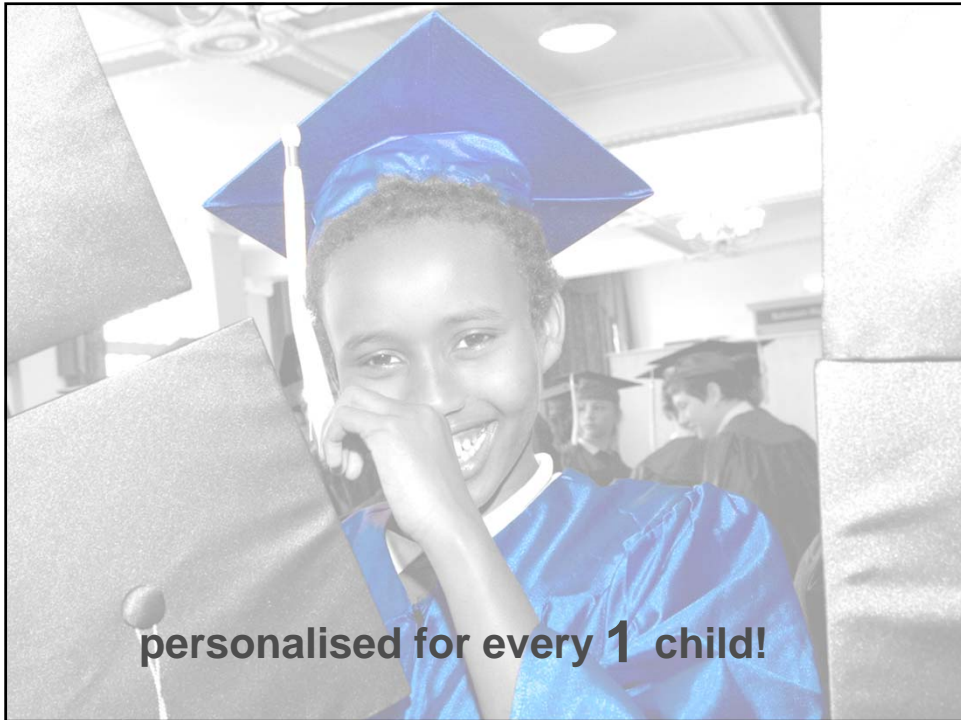

in **1,800** public *Learning Destinations* ...

and

in **2,714 schools** in England

at **70**
local **Children's Universities** in England …
… and a waiting list of **30**

personalised for every 1 child!

there are also **25** local **Children's Universities** in the **Isle of Man, Wales** and **Scotland,** and a waiting list in **Northern Ireland**

"The genius of the Children's University is not only in exploiting the 'where' but in asking the 'why' and the 'why not' questions. Why not find ways of exploiting the potential resource for learning of cultural repositories such as museums but also the less evident resources of an airport, for example?"

Professor John MacBeath

Chair of Educational Leadership
Director of Leadership for Learning
University of Cambridge

6 Questions + 3 Steps + 1 Aspiration

What?

Learn

(**past** and **past part. learned** or chiefly Brit. **learnt**) **1** acquire knowledge of or skill in (something) through study or experience or by being taught. **2** become aware of by information or from observation. **3** memorise. **4** *archaic* or *informal* teach**.**
Oxford English Dictionary

Where?

How?

Why?

When?

Self-initiated

Self-directed

Self-sustained

Who?

During 2011 – 2013

- include **ages 5 to 7**
- E-lectronic **Passport**
- develop **CU Lectures** and **Seminars**
- **CU National Volunteering Accreditation**
- **Children's University Challenge (CUC)**
- focus on **marketing, publicity** and **sustainability** including **BBC Big Screens**

National CU partnerships (and some really exciting new bits …)

Kunsthalle Bielefeld

ENGLISH HERITAGE

First News
SPRING IN YOUR STEP

BIG SCREEN

RYA Training Centre

B&Q WAREHOUSE

farms for city children

PALAZZO STROZZI

Department for Education

Nationwide

WOODLAND TRUST

Achievement for All

cineclub the young filmmakers network

4 KIDZ

and many, many more …

"There is always one moment in childhood when the door opens and lets the future in."
Graham Greene
(The Power and the Glory)

the children's university ™

Part B: **The CU Volunteer** and ***W***hat **it is all about**

The CU Volunteer and *What* it is all about: the 5 *W*s and 1 *H* of CU Volunteering

unpaid worker

offer voluntary

work volunteer draftee

inform unpaid

Volunteer 1. (noun) a person who freely offers to take part in an enterprise or undertake a task 2. (verb) freely offer to do something
Oxford English Dictionary

30 65 100

130 165 200

230 265 300

330 365 400

430 465 500

"What can I offer?"

Direct volunteering

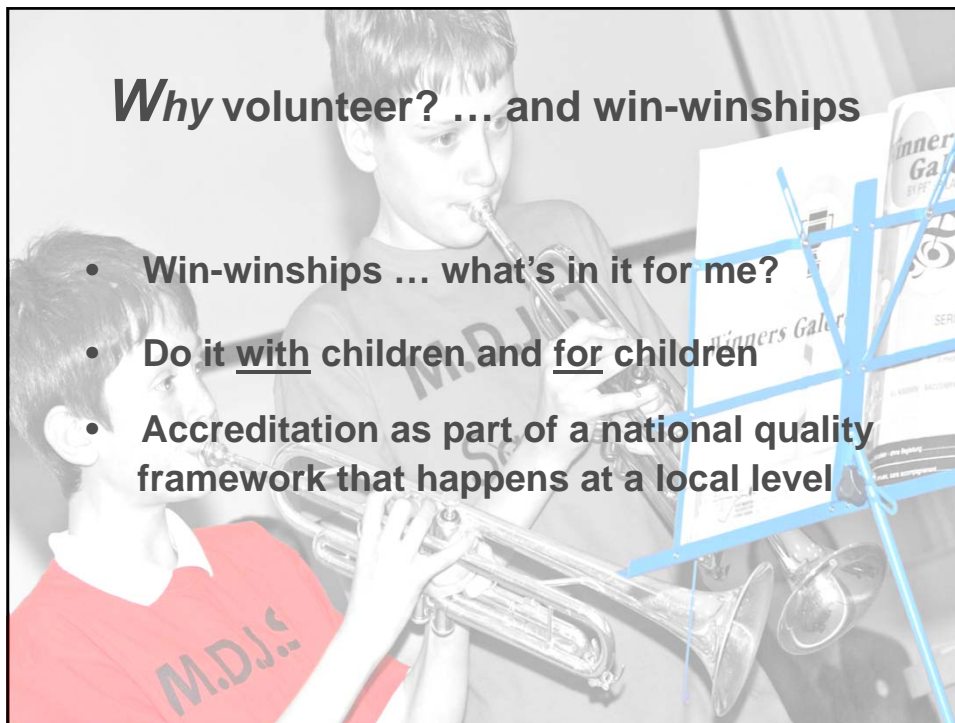*… time to accompany children on a visit, helping with activities after school, from allotments and gardening to DIY and design, from sports coaching to writing or reading, from dancing to playing an instrument …*

Indirect volunteering

… helping to build the local website, putting leaflets through letterboxes, advising local management group on finance, making tea or sandwiches…
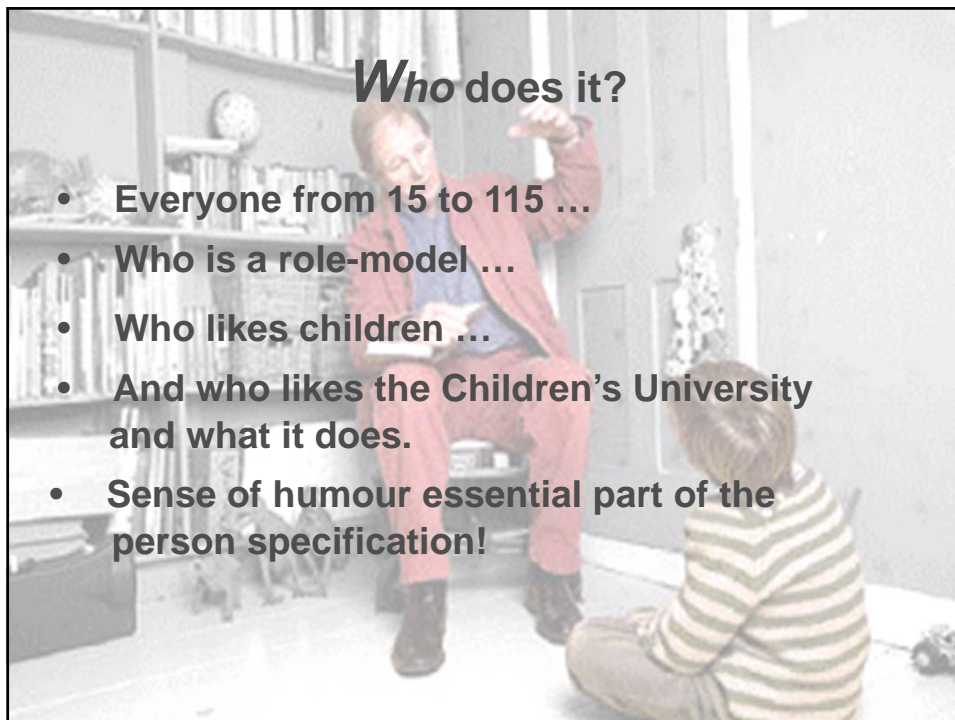
… questions to ask ourselves

- What was my perception about what volunteering is before today?

- What volunteering have I already taken part in (if any)? What was it like?

- Was it <u>direct</u> or <u>indirect</u> volunteering? Why did I choose this kind of volunteering?

- What kind of volunteering would I really like to do …? And what would I need to happen to make my wish come true?

Why volunteer? … and win-winships

- Win-winships … what's in it for me?

- Do it <u>with</u> children and <u>for</u> children

- Accreditation as part of a national quality framework that happens at a local level

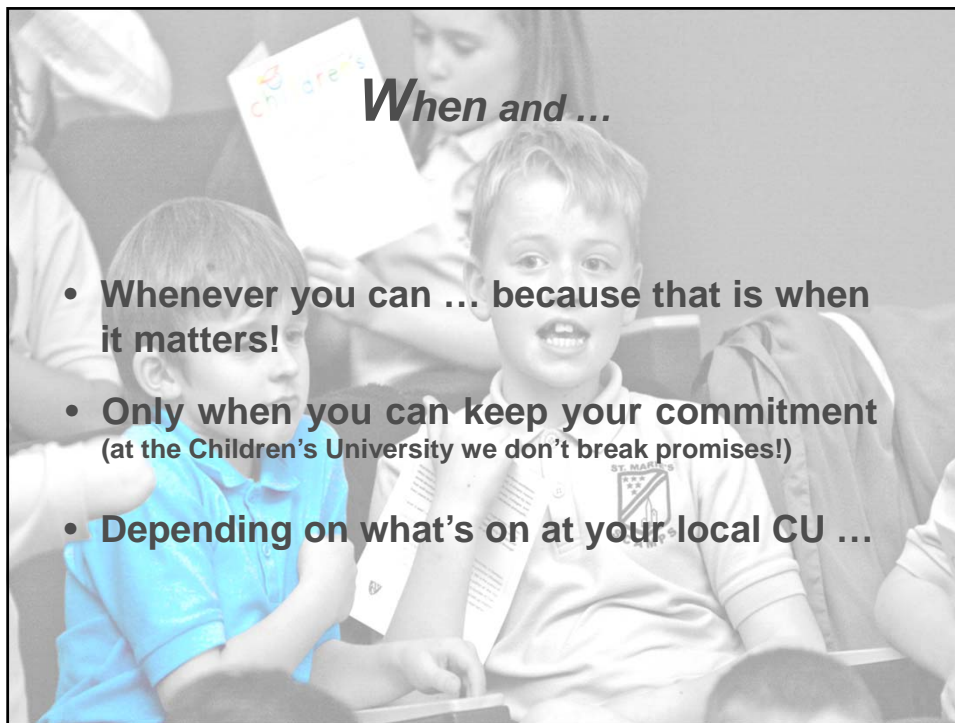## … questions to ask ourselves

- What is in it for me? And why?

- Why am I thinking about volunteering? Or what or who made me …?

- Why did I choose Children's University Volunteering? (And if I am already thinking about <u>direct</u> or <u>indirect</u> volunteering … why?)

Who does it?

- Everyone from 15 to 115 …
- Who is a role-model …
- Who likes children …
- And who likes the Children's University and what it does.
- Sense of humour essential part of the person specification!

… questions to ask ourselves

- Who is my role-model? (And who was my role-model when I was little?) And why?

- What other role-models do I know …? (From my grandad to Michelle Obama …)

- Can I be a role-model? Who to? And what kind of a role-model would I be? And why?

- And … what kind of CU role-model would I be? (What is my offer?)

*W*hen and …

- **Whenever you can … because that is when it matters!**

- **Only when you can keep your commitment**
  (at the Children's University we don't break promises!)

- **Depending on what's on at your local CU …**

… questions to ask ourselves

- **When are good times for me to volunteer?**

- **Can I be a regular volunteer or a periodic (project) volunteer?**

- **Does the *'When'* question influence whether I am a <u>direct</u> or <u>indirect</u> volunteer?**

*W*here?

- **Everywhere … for example:**

  - trips and visits that take place just once
  - after-school activities and clubs that run regularly
  - specific projects that may be time limited, such as summer CU activities
  - assisting at *Learning Destinations* or in validating their learning provision and activities
  - experiences organised through a place of work
  - skills and expertise to help the management of the local Children's University itself … admin or finance or putting leaflets through letterboxes … wherever it takes you!

… questions to ask ourselves

- **Where are good places for me to volunteer? What thinking can I contribute to the *'Where'*?**

- **Where are good places locally or regionally for me to talk about the Children's University and its volunteering?**

- **Does the *'Where'* question influence whether I am a <u>direct</u> or <u>indirect</u> volunteer?**

How does it work?
… and next steps and pathways

- 'Find' what you have got that you may have forgotten, dust it off and see where it takes you

- Make a list of your can-dos and would-really-like-tos and see what happens

- Bring your 'boxes' and lists along to your local Children's University and see what develops

- Direct or in-direct volunteering … or a bit of both?

- And what ever you would like to do next …?!

… questions to ask ourselves

- Why am I taking part?

- What can I do? And what would I really like to do?

- What is expected of me? And what support can I expect?

- Where do I go and when? And who do I talk to?

- How will I know what to do next? And does what I am doing make a difference?

www.childrensuniversity.co.uk

And there's **more** …

Are we **done** … ?