

Single view

- Basics:
 - learning auct. will drive funding
 - my course file
 - Income
 - Target 24/25 -> numbers to be put there
- ! important to ensure numbers are input for the correct funding stream

Adding New Programmes

- Edit or right click in the 'single' view
- new code: New-CREATE-1-New

end of Feb.

Have office
sessions

input

Stratford

- employ. with stay or is ✓
- living and working in the UK E1+E2?
- children must be pre-entry
- volunteers and dependents

Sadia - 45 hrs.

Yusuf - 72.5

Tamin - ~~42.5~~ (45)

Ume - 40

Shayeb - 50.5

mat
- Claire
- Maria
- Jan

- Gail

Had.

Ward

Verica

Shirel

- Lester

Reshma 08/02/24

PG way thru: 20 yrs. exp
taught in many colleges.

EFL + beauty, employability, IT
networks, adapts to a new way; like
a child when playing

Cambridge, Edexcel, Acemti - not so used -
conducting exams → you had at the end of year
training then for an exam;

Pre-INTS - L1; bonding L2; E2-E3 preferable

Can start in 2 weeks;
micro-teach

strategies for ach. net. + att → high expectations;
class rules give them SMART targets, advice for
of college policy; collaborating with external;
following their
Learners engaged & tailored to their needs;
you need to have a paper for them;
don't wait; very obedient
to wait until it sprouts out of context.

developing digital skills → embedding into teaching
terminology practice

e-trainer - notes

RAPPA →
evening - can make it work.
4 columns

→ check Reshma: hrs → hours paid contract

Arthur

- IA - L1/L2 intermediate. bad luck - all L1+L2
comes.

instability for sb wanting to go for TA role
or uncertain abt next steps.
get a qual. in training - architecture drawing
not pin in the area you're specialising

* L1 first to progress to L2 2nd year

→ L1 - weeks - 6 hrs - 14 weeks → placement not
L2 - 2 terms - Year - Year - 4 hrs → placement
required

Dec. 11-13 placement: entry levels
work with 3 teachers

2 persons to observe ; 2 to report
in - day support re. simultaneously

↳ they do it on the same day

min of 4 persons
needed.

were bad
all resources there

information //
product ..

EMIT courses

E3-L2 → human related

job skills -
CS
L1
↓
retail,
selling
process
man
ques

↳ human organization
marketing
negotiating skills

E10L - 6 hrs.
- 1.5 - display / personal dev.
training

PS → digit ^{en.} skill

- IT - 1.5
- Maths 1.5

E1, E2, E3 -
L1+L2 → maths.

Pearson

Store laptops →

Darwin to try a few laptops

PARPA → mixed levels

Agreement → how she's feeling → complete two return to work forms & send to me for money

→ Peter →

→ CPD Remon → facilitation → Request

→ non-reg. wages transfers.

to Adm. EOA dates to diary

Deadline was on Tuesday evening - performance review would be hoped a day or so before

Wednesday → E3 → Olena + Agnieszka

Transfer sample to Agnieszka!

EM IA → Tuesday morning - Sam to be updated!

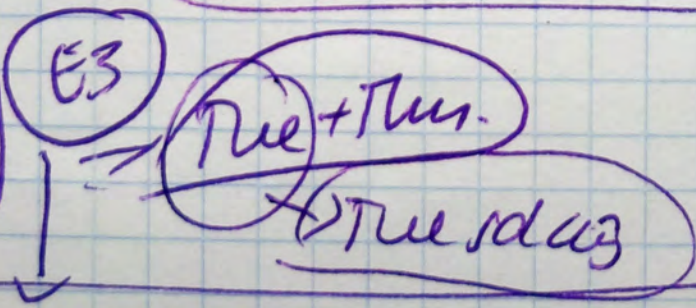
Timo → pay increment for AB

end of year party with drinks by me

Hanne take one evening off.

evening off - ? → Tuesday & Wednesday → Yanni?

Breille globe money remon



Uni prep course - Academic English - preparation for

agency more money → HC → preparator

Preparatory Eng. for Academic Purposes

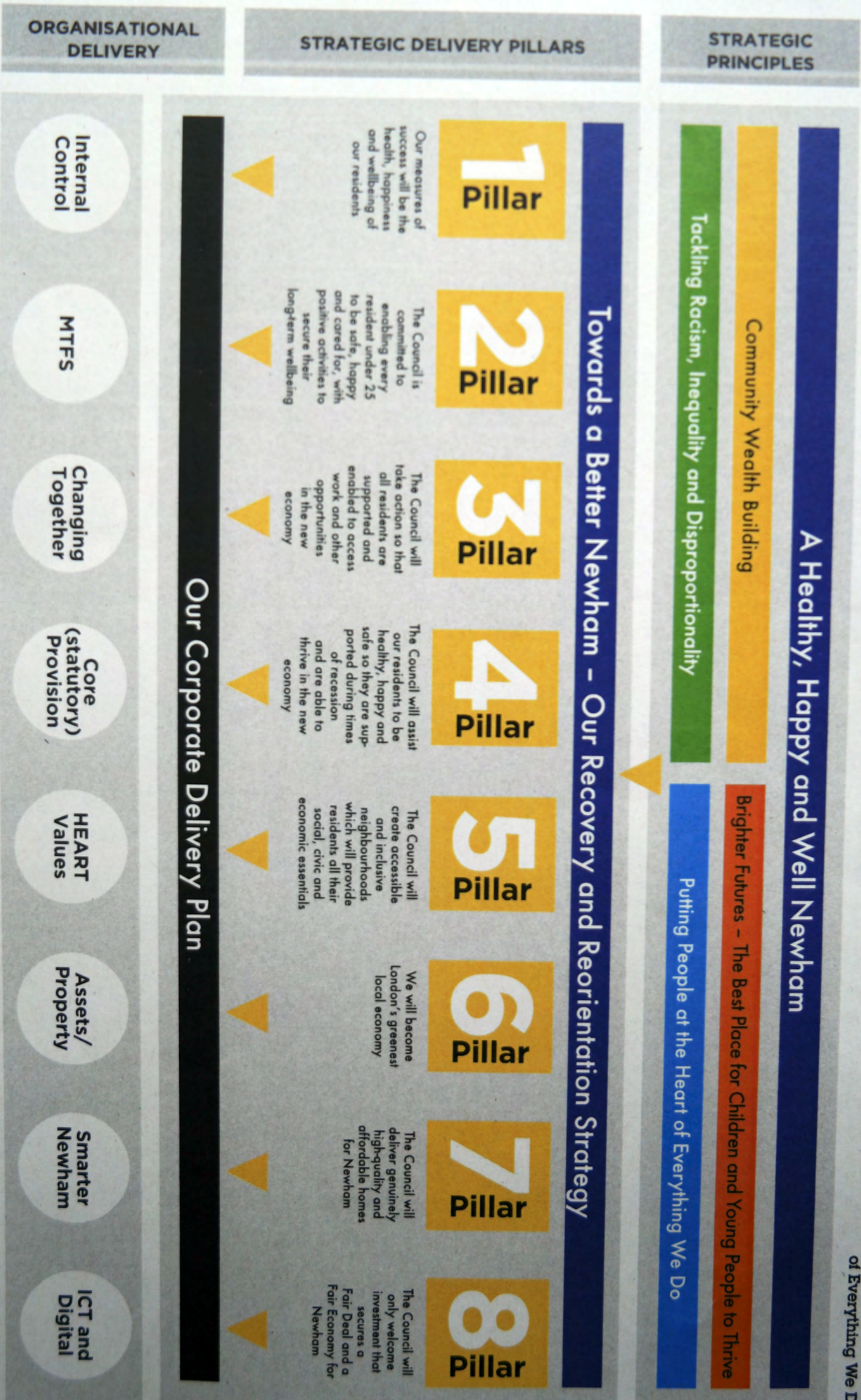
IELTS + ?

no bank account!

plan 30 min - IT my uni comm / mail

NEWHAM STRATEGIC FRAMEWORK 2020-2022

People at the Heart of Everything We Do



11/12/23.

Strategy

preparing EJA learners for FS.
- 18 weeks. E2 level.

should staff
for staff

- IA together
- flowchart (Zant + Dani) ①

IA in the same room
+ at the same time

using a trial re. leads to
assessment holistically;

- month

getting together to
staff leave
+ reports

curriculum intent
- ensure to are ready

create a
- degree or higher?

include

- high quality
- career
paper for the
to suggest
- safe place
+ develop
quality
& research

① widen
+ diversity
+ know to deliver + routes
Adult Study programme

- women's interests
- want to work in?
- shift work?
- entry level job?
want to get
a breakdown
of what Newham
students do?

Vocational links.
16-18 + adults
- Vocational work
EJOL

② get companies
incl. social
college of

create a feedback
sheet re. to find
out what is want!

WTA

Jan
↓
Ava

Neil
↓
Peter

Agri.
↓
Chadren

Romy
↓
Kara

Chris
↓
Steve

a simple career map for E3 + L2

- bring up course with you + progression routes
- what skills would E3 need to access your courses?
- what's your progression route / bridging course for EOL students?
- when are their E3 classes scheduled?
- what's the English + maths skills are required to get to the ultimate goal + access the courses?
- *pro* e.g. essay writing, reading texts

Students: - get a survey?

- what jobs do you do now?
want now?

want in the future?

we design a sheet

L2 Volunteering - Gateway → Jan to apps for approval;

L NCFE - volunteering course

conversation cafe pack → adjust to Newham;

Lack of consistency - approach

- TLA
- set up
- communication
- BARPA

- do you want more hrs

* wider, student-modern responsive course offer
- vocational
- longer

③ - present skeleton of new strategy

23 vol year

open:

strategic objectives + mission
GLA - Mayor.

ESOL and Community Education

Key Objective

Enhance English language proficiency among ESOL learners while integrating employability skills, fostering vocational development, promoting community engagement, and providing enrichment opportunities.

The Four Pillars of ESOL and Community development By implementing this comprehensive strategy, the ESOL department can create a dynamic and enriching learning environment that caters to the diverse needs of its students while promoting language acquisition and cultural competence. Regular assessment and adaptation will ensure the program's effectiveness and long-term success.

Pillar 1.-Employment and Vocational development(Pathways to great Careers)

Pillar 2- Enrichment and Well Being(Anchor Institution)

Pillar 3- Engagement and Community Links (Anchor Institution)

Pillar 4- Experimentation and Innovation (Collaboration)

Innovation

- grades
- employability
- careers

- SAR - Strategy document
- action plan

- community!!!
- communication
- connections + care for staff
 > well-being

- citizenship
- AS - women emp. framework
- taxi drivers
- diversity + adaptation

Pillar 1 -Objective: To transform the ESOL (English for Speakers of Other Languages) department into a more work-based and practical learning environment. To foster increased language acquisition and real-world application for students through vocational links.

Needs Assessment:

- Conduct a comprehensive analysis of the current curriculum and teaching methods.
- Identify the specific language skills and work-related competencies that are lacking or need improvement. Including a comprehensive needs assessment to identify specific language challenges faced by individuals in vocational settings.
- Gather feedback from students, teachers, and employers regarding the perceived gaps in practical language proficiency.
- identify the key vocational areas for ESOL learners and establish clear progression routes.

2. Collaboration with Industry Partners:

- Establish partnerships with local businesses and organizations that employ English language learners.
- Collaborate with industry experts to design and integrate relevant work-based projects into the curriculum.
- Strengthen ties between college departments to design and integrate relevant English Language learning to classes.
- Work with Vocational teachers to establish key language rules and processes to emphasis and practice in vocational classes.

3. Curriculum Development:

- Review and revise the curriculum to incorporate practical, job-specific language skills.
- Integrate work-based projects, case studies, and simulations that mirror real-world work scenarios across the departments.
- Develop a structured progression of language proficiency tied to vocational or workplace contexts.
- Develop targeted ESOL modules tailored to specific vocational sectors (e.g., healthcare, hospitality, manufacturing).
- Incorporate real-life scenarios and workplace communication to enhance practical language skills.

4. Professional Development

Provide training for ESOL teachers on incorporating work-based approaches into their teaching methods.

Ensure collaboration opportunities exist between ESOL teachers and vocational experts to maximise language use and vocational skills.

5. Career and Placement Programs:

- Develop partnerships with local businesses to offer career opportunities for ESOL students in nontraditional roles.
- Facilitate a job link programs to connect qualified ESOL graduates with employment opportunities including a prompt and easily available qualification equivalence system.
- Provide support services for students during work including language coaching and workplace orientation support.
- Develop clearer and stronger links with the vocational teams to ensure effective progression routes and clarity around roles.

7. Technology Integration:

- Incorporate technology tools that simulate workplace communication, such as virtual collaboration platforms.
- Utilize online resources and multimedia to expose students to authentic work-related language situations.
- Ensure accessibility and inclusivity in technology use for all students.

8. Continuous Feedback Loop:

- Establish mechanisms for continuous feedback from students and teachers that includes industry partners.
- Regularly review and update the curriculum based on feedback, changing workplace language demands, and changing vocational needs.

10. Monitoring and Evaluation:

- Implement a system for ongoing monitoring and evaluation of the effectiveness of the work-based approach.
- Use data and feedback to make data-driven decisions and adjustments to the program.
- Regularly assess student outcomes, such as employment rates and success in the workplace.

Pillar 2.

Objective: To develop and implement a comprehensive enrichment program that strengthens students' mental health and wellbeing as well as widening their knowledge of the city and country they live in.

1. Assessment and Needs Analysis: .

- Conduct a thorough assessment of the current ESOL curriculum and enrichment plan. b Identify the key needs of ESOL students regarding wellbeing, resilience and understanding their city and country.
- Establish clear and measurable goals for the enrichment plan across the department. b. Align goals with language acquisition, cultural understanding, and personal wellbeing goals.
- Incorporate life, critical thinking, creativity, and resilience into the enrichment framework.

2. Curriculum Enhancement:

- Develop a plan that allows all students the opportunity to focus on wellbeing, resilience and understanding their city and country.
- Identify existing community resources, support systems, and potential gaps.
- Develop activities that connect language learning with wellbeing, mental health, and resilience.
- Develop activities that extend learners knowledge of the city and country they live in.

3. Professional Development:

- Provide ongoing training for ESOL teachers on effective enrichment strategies.
- Collaborate with external experts and organizations for specialized workshops.
- Encourage peer learning and collaboration among teachers within the department.

4. Technology Integration:

- Explore and incorporate technology tools to give access to self-help tools.
- Utilize online resources and platforms to facilitate interactive and self-paced learning and self-reflection.
- Ensure access to technological resources for both teachers and students.

5. Cultural Enrichment Activities:

- Organize cultural events, festivals, and guest speaker sessions.

- Facilitate field trips to local cultural institutions and community centers that match the key overall goals.

6. Monitoring and Evaluation: a

- Implement regular assessments to measure the impact of the enrichment program.
- Collect feedback from students, teachers, and parents to make continuous improvements.
- Adjust the program based on the outcomes and emerging needs.

Pillar 3.

Engagement and Community Links-Building Community Infrastructure:

To increase ESOL (English for Speakers of Other Languages) engagement in local community activities, fostering a sense of belonging and integration for individuals with limited English proficiency.

1. Utilise the Learning Centres

- Provide a space for ESOL learners to meet, share experiences, and access resources.
- Collaborate with local businesses and organizations to sponsor events and utilise the spaces

2. Develop an Online Platform:

- Link with the Newham ESOL Exchange to continue to develop a dedicated online platform to facilitate communication, resource sharing, and virtual support for ESOL learners.

3. Strengthening Educational Support:

- Collaborate with local educational institutions to strengthen ESOL progression and availability. Include ONLS, regeneration and ESOL exchange.
- Establish a peer mentorship system connecting experienced ESOL learners with newcomers.
- Conduct regular training sessions for mentors and organize community-building events including the Conversation Cafes, asylum seekers meetings
- Become a college of Sanctuary and include students in the application process.

4. Advocacy and Policy Influence:

- Stakeholder Mapping:
- Identify key stakeholders, including educational institutions, local businesses, community organizations, and government agencies.
- Assess their current involvement and potential contributions to community engagement and resilience.

Pillar 4-Experimental and Innovative

Objective: To enhance the capacity of the ESOL department to develop and sustain new courses alongside traditional ESOL offerings, ensuring a comprehensive language education program that meets the diverse needs of all ESOL learners.

Key Focus Areas:

- Needs Assessment:
 - Conduct a thorough needs assessment to identify the language opportunities outside of traditional ESOL.
 - Analyze market trends and employment opportunities for English language learners.
- Curriculum Development:
 - Establish a curriculum development team with expertise in both traditional ESOL and emerging language education trends.
 - Design courses that integrate language learning skills with key areas. E.g. Medical English. English for Nurses
 - Create links with key professionals/ occupations to focus on language skills required for specialist jobs. EG Nurses, teachers, managers in large retail stores.
- Professional Development:
 - Provide ongoing professional development opportunities for ESOL instructors to stay updated on language teaching methodologies and nontraditional areas of Language development
 - Encourage participation in conferences, workshops, and online courses related to new language education approaches.
- Technology Integration:
 - Develop online modules and resources to support both in-person and remote learning, catering to diverse learning styles.
- Community Engagement:
 - Foster partnerships with local businesses, community organizations, and cultural centers to create opportunities for practical language application in nontraditional settings. EG Interpreting opportunities, higher level professional presentations.
- Utilize digital marketing channels and community outreach programs to increase visibility and allow for opportunities for students to see distinct types of work and the level and expectations of language within the workplace.

By implementing this comprehensive strategy, the ESOL department can create a dynamic and enriching learning environment that caters to the diverse needs of its students while promoting

language acquisition and cultural competence. Regular assessment and adaptation will ensure the program's effectiveness and long-term success.

Monitoring and Evaluation: a. Implement regular assessments to measure the impact of the enrichment program. b. Collect feedback from students, teachers, and parents to make continuous improvements. c. Adjust the program based on the outcomes and emerging needs.

Resources Allocation: a. Allocate budgetary resources for materials, technology, and professional development. b. Seek grants or partnerships with local organizations to supplement funding. c. Ensure equitable distribution of resources across different proficiency levels.

Sustainability Plan: a. Develop a long-term sustainability plan for the enrichment program. b. Establish partnerships with local businesses, cultural institutions, and non-profit organizations. c. Document best practices and create a repository of resources for future reference.

Targets 23/24

Target	Department	College
Enrolment	100%	To target
Retention	97%	96
Achievement	95%	94
EH	96% (98)	
SC	96% (96)	
FGLZ	93% (92)	
LILZ	92% (89)	
BG	94% (94.1)	
GLC	93%(92.8)	
ESOL	95%	
ICT	95%	
Community Interpreting	95%	
Functional Skills Maths	85%	85%
Pillar 1-4-Action plan written and key objectives agreed with HOS.		

Employment

Career Progression

Vocational Links

Destinations

Work Skills

Enrichment

Empowerment

Wellbeing

Resilience

Critical Thinking

**ESOL and Community
Education**

Engagement

Civic Links and Volunteering

Community Understanding

British Values

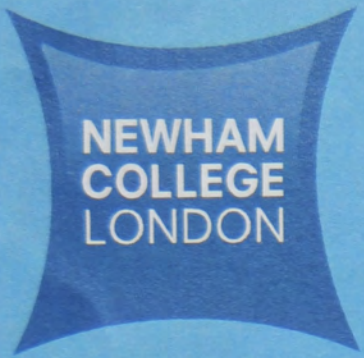
Green technologies

Exploration

Innovation

New Courses

New ways of working



NEWHAM COLLEGE LONDON
STRATEGIC PLAN
2022 – 2027



This document sets out the strategic direction for Newham College over the next 5 years, and the commitments we aim to deliver and against which we will measure our performance.

We have come a long way since our last corporate plan.

Key achievements include:

- Repurposing the curriculum, with more students studying at higher levels, and doing better in their studies each year. We are officially the top performing FE college in London, measured by achievement rates
- Collaborating with Queen Mary University of London, we led the successful bid to create the London City Institute of Technology, offering high level pathways into high salary jobs themed around the skills needed to make a complex city work – transportation, infrastructure, energy and green tech.
- We have opened a Barts Health Futures hub at our Stratford Campus, a collaboration with Barts NHS Trust, the largest employer in East London, to make more high quality healthcare jobs accessible to local people.
- We have navigated a challenging financial period, starting a programme of investments whilst restoring good financial health.

We recognise we need to do much more to achieve our goal of developing the confidence, skills and behaviours that lead to enriched lives and careers.

Over the course of this plan, we will:

- Step up to the challenges arising from a challenging economic outlook; the impact of Covid-19; and the long standing inequalities that, left unchecked, limit the life chances and economic reach of the citizens of Newham and East London.
- Address historical challenges, including underinvestment in facilities and technology, and to change perceptions of the College's reputation as an entry level training provider.
- Step up to the government's levelling up challenge, further bridging the gap between the educational and skills levels of communities who have traditionally experienced high levels of deprivation and the higher levels of skills that will be required in the future by employers in key economic sectors.

A great college provides exceptional teaching and opportunities to its students; offers the best environment for its staff to develop their professional skills and take pride in their work; and creates confidence in funders, stakeholders and employers that public funding delivers high quality outputs.

In setting this strategic plan, we have consulted with these key stakeholder groups whose current and evolving experience of the College will determine how well we meet and exceed our demanding plans. Whilst the detailed strategies of engagement will vary for each key group, there are some common principles that unite all stakeholders: building trust and engagement; building our reputation for consistent and reliably outstanding results; and engendering a sense of pride in what we can achieve together.

STUDENTS



We aim to be recognised and trusted as the best place to enjoy a positive learning experience that helps to develop the skills needed for fulfilling lives and great careers.

STAFF



We aim to be recognised and trusted as the best place to work in London FE, backed by a commitment to create an engaged, inclusive workforce with a can-do culture.

FUNDERS & STAKEHOLDERS



We aim to be recognised and trusted as the most reliable college in London for delivery and transparency

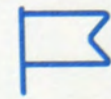
EMPLOYERS



We aim to be recognised and trusted as a key source of human talent, helping businesses and the staff they recruit and upskill to thrive.

Based on feedback from these stakeholder groups, the College Board of Governors and the College Executive have agreed the following statements of Mission, and Values. These articulate our core purpose, and the way in which we aim to do business.

MISSION



The mission of the College is to develop the skills, confidence and qualifications for local people to lead rich lives and build great careers.

VALUES



2. → Newham College is committed to a culture of integrity and living by the Nolan Principles of Public Life: selflessness, integrity, objectivity, accountability, openness, honesty and leadership. In consultation with staff and students we have articulated our values around aspiration.

ASPIRE

Ambitious - We are highly ambitious for our students and staff with relentless drive for excellence in everything we do.

Successful - We build determination to achieve individual and collective successes.

Professional - We foster high levels of professional standards, with an emphasis on integrity and accountability.

Innovative - We strive to be at the forefront of innovation for education, skills and employment.

Respectful - We celebrate our inclusive and diverse culture, valuing our students, staff and stakeholders.

Engaging - We are committed to developing partnerships, listening to students, staff and employers to inform our decision making.

OUR KEY STRATEGIC COMMITMENTS

There are four commitments – the key building blocks - that Newham College will develop over the next five years:

1. As a **strong anchor institution**, we will play a prominent role in supporting our local communities to thrive

2. We will create **pathways to great careers** in Newham and East London through expert teaching of a modern, relevant curriculum focused on the strongest opportunities for sustainable employment

3. We will actively pursue local, regional and national **collaboration** to meet London's social and economic challenges

4. We will run the college efficiently to deliver **financial sustainability** and investment in our staff, physical and virtual infrastructure

ANCHOR INSTITUTION

East London has always been a powerhouse of energy, innovation and expansion. It has also long lagged the rest of London in terms of qualification levels, employment levels, and wages.

Currently, the borough of Newham is home to London's only enterprise zone and continues to enjoy the regenerative effect of the 2012 Olympic Games; it is also the London borough worst affected by Covid, measured both in health and economic outcomes. We will continue to maximise access to learning to our diverse and often economically challenged communities, whilst radically improving progression to higher levels of learning and employment.

The College is a major employer in the Borough and an anchor institution. We stand as a key local stakeholder and powerhouse underpinning and driving educational opportunity; community and economic development; and life enhancing change.

As a largely publicly funded institution, we recognise our responsibility, and fully embrace our role, in creating public value for the communities we serve.

As a strong anchor institution, we will play a prominent role in supporting our local communities.

We will evidence this through the following key pledges:

1. We will maintain public confidence in the quality of our provision, at least sustaining our current **Ofsted rating of "Good"**

2. We will drive equality of access to high quality technical teaching and education, **ensuring no ethnic group falls <5% below college average achievement rates**



3. We will deliver an **exceptional experience for students and staff**, with student experience and achievement rates in the upper quartile for London FE Colleges, and a staffing strategy that attracts, retains and develops a high quality, inclusive and engaged workforce that reflects the diverse communities we serve

4. We will follow the **FE Climate Action Roadmap route to Net Zero Carbon by 2030**, and targeting sustainable and local procurement wherever practicable

PATHWAYS TO GREAT CAREERS



Like most colleges, we provide a broad range of high quality, demand driven, technical and professional training. Our pathways provide the technical building blocks and underpinning skills, attitudes and behaviours that inspire students and can lead to high value, sustainable careers.

During the course of this strategic plan, we will continue to develop, embed and expand curriculum specialisms in the sectors that offer the best job opportunities supported by higher level salaries in East London.

Initially these specialist areas will include health and life sciences, digital, and engineering, construction and the built environment

As the economy, and demand for skills, changes, so will we - investing in curriculum pathways that have the potential to give our students the skills to thrive in new markets and to play a key role in levelling up the communities we serve.

We will create pathways to great careers in Newham and East London through expert teaching of a modern, relevant curriculum focused on the strongest opportunities for sustainable employment.

We will evidence this through the following key pledges:

1. We will develop specialist curriculum pathways delivered to L5, initially in digital; health and life sciences; and engineering, construction and the built environment, building to at least **1,000 learners** on programme within each specialism by 2026.
2. We will engage proactively with **employer-led Local Skills Improvement Plans**, seeking and acting on employers' input into the design and delivery of all our curriculum specialisms; staff development; and the creation of opportunities for our students.
3. Our achievement rates in our specialist pathways will consistently be above national benchmarks, with at least **85% positive destinations** for Newham College students.



COLLABORATION



Even before the pandemic, a sequence of financial and political shocks, including the 2008 financial crash and Brexit, created huge regional and national socio-economic strain.

Covid-19 deepened these challenges, exacerbating inequalities beyond the reach of any single organisation acting autonomously. The post 16 educational landscape is highly competitive, and often confusing to students and employers. There is a real need for systems leadership to facilitate collaboration, simplify access to skills solutions and deliver positive change at scale and at pace.

Collaboration is in our DNA. Since 2009 we have won and led diverse supply chains to deliver over £50m of bespoke education and training across London. We now see an opportunity to go further: not simply leading collaborative bids in response to one off grant funding procurements; but to embed collaboration where the reach, skills and perspectives of different organisations can achieve results greater than the sum of the parts.

Newham College will promote and model the impact of the FE sector through its leadership role with key policy and employment networks, actively seeking opportunities to support and implement policy developments.

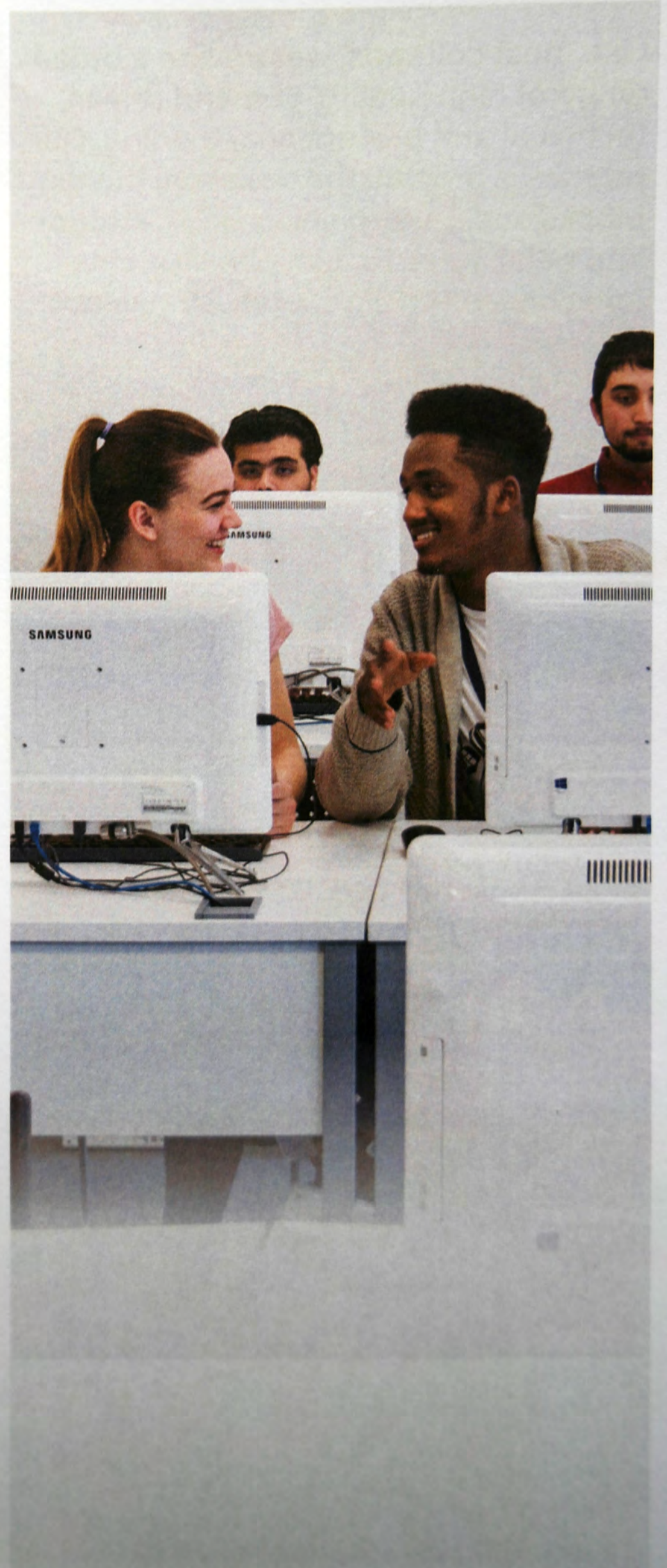
We will actively pursue local, regional and national collaboration to meet the UK's social and economic challenges.

We will evidence this through the following key pledges:

1. The London City Institute of Technology will support **over 1,000 students by 2026/27** to undertake the high skills training that will lead to great careers.

2. The Health Futures initiative with Barts NHS Trust will support **over 1,500 students** over the course of this strategic plan.

3. We will collaborate with at least **10 local employers** across the Local London sub-region to deliver high impact skills and employment training.



FINANCIAL STABILITY AND INVESTMENT

As we launch this corporate plan, the College's finances have returned to strong financial health following a sustained period of financial pressure.

Now that we are stabilising our finances, we acknowledge the need to tackle a backlog of underinvestment in the resources that contribute to an outstanding learning environment and experience.

We will run the college efficiently to deliver financial sustainability and investment in our staff, physical and virtual infrastructure.

We will evidence this through the following key pledges:

1. Our financial health will be at least **Good**, enabling surpluses to be reinvested every year into improving our educational offer
2. Our estate will be **fully modernised by 2030**, subject to government funding support
3. We will invest in **IT, digital learning platforms and VR**, to tackle digital poverty and enable high quality remote learning.
4. We will create the **best environment for staff to work in FE**, implementing a staff development plan to invest in our people and make the College a vibrant and great place to work, evidenced by high levels of staff satisfaction and career progression.



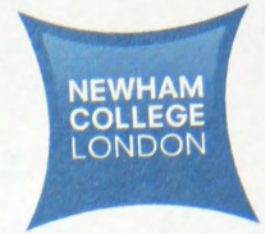
IMPACT ASSESSMENT

Each year the College will set detailed targets and key performance indicators consistent with this strategic plan to drive continuous improvement.

We will publish an annual impact assessment report demonstrating the progress we are making against our strategic commitments.



PUBLIC VALUE STATEMENT



At Newham College, we are committed to raising aspiration through learning, increasing opportunity through innovation and providing a foundation for sustainable economic growth and prosperity.

The College seeks to add value to the social, economic and physical well-being of the communities it serves by:

- Providing learning that is demand-led and customised to individual, business and community needs.
- Enabling success and progression for all, including those in the workforce and those at the greatest distance from it in terms of social and economic exclusion.
- Constant improvement through specialisation and innovation.

In essence, our aim is to deliver exceptional skills development and create exceptional opportunities across this unique area, leading to resilient, high-achieving and prosperous residents, and to fuller employment.





NEWHAM
COLLEGE
LONDON

NEWHAM COLLEGE

East Ham Campus
High Street South, London, E6 6ER

Stratford Campus
Welfare Road, London, E15 4HT

Call: 020 8257 4446
www.newham.ac.uk

Camden adult community learning

Study for a qualification

Connect

Join a choir



Get back in touch with old friends and family members (Facebook/Skype)



Look for online courses



Find out what's on at your local college or learning centre

Go to school meetings for parents



Read regularly with your child



Get involved in your children's learning

Find out what's on in local museums and galleries and arrange to visit with friends



Make the most of your Camden Account

Parking issues



Housing issues



Pay council tax



**What next?
Where will your new skills, knowledge and confidence take you?**



Talk to your child's teacher about how you can help



Join a dance or exercise class



Find out about active health activities provided by the Council

Be active; Improve your health

Walk more



Find a job



Register with Universal Jobmatch



Improve your prospects at work – look out for training opportunities



Be an adult learning champion

Try a new recipe



Join a club or society



Explore the digital world – learn a new skill on YouTube

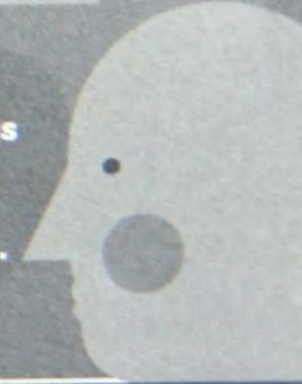


Find out what's on at your local library



Keep learning

Learning takes place at the heart of our communities.



Give back

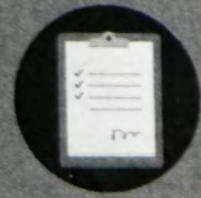
Help out at events in your child's school



Teach someone else your new skill



Volunteer in your local community centre



Try a different adult learning course

