



6th Form

Fortnightly

26-01-2018

FOCUS

Dear parents, carers and students
Welcome to this edition of the 6th Form Fortnightly Focus.



Dartmoor
MULTI ACADEMY TRUST



We have had a very busy start to the year with important examinations in level 3 BTEC subjects as well as a host of mock exams. Year 13 reports will be sent home next week and these are an important indicator for performance in the final exams. This is a crucial time for students who need all their resilience to maintain their efforts or in some cases, knuckle down to be able to achieve their potential. We will be asking students who are not reaching their targets to spend some of their study periods in the Library so they can focus on coursework or revision. Not all pressure is bad, students should be stretched as this helps to strengthen their resolve and this is the very nature of learning. If the pressure gets too much they should let someone on the 6th form team know. Mr Jacob, Mrs Mabey their tutors or myself will always make ourselves available to help. All UCAS applications have now been sent with many students receiving offers from their chosen universities, and what greater incentive could there be but to get onto their chosen course or university, a reward for the hard work. Year 12 students have settled into 6th form very well and I am pleased so many have made a contribution to this focus. We will soon be offering visits to universities so they can begin their journey.

Poetry day

The commission was in conjunction Local Poet James Crowder, with support from the Tavistock museum and South West Water. 6th form students Cyrus Larcombe Moore and Sam Beard led a group of lower school students who worked together to write a poem based on the history and beauty of the canal. It was decided to put the poem in situ as a piece of public art for all to share.



“Tavistock’s history is intertwined with the history of the river Tavy and the Tavistock Canal. The breathtaking and beautiful scenes found within our natural environment are intertwined historically with poetry and an appreciation of the world’s unique natural order. It seems fitting, therefore, to celebrate the bi-centenary of Tavistock Canal with not just a new piece of poetry but a new piece of poetry that blends almost indistinguishably with the natural environment in which it’s placed. As a group, we hope that our work will both allow walkers to reflect on the serene and lush area of the Canal, and also inspire new creativity and expression for readers; skills that are, too, important in both a historical and contemporary sense. We do encourage all readers of this to take to the Canal path and view the poem for themselves!”

Leaves resting on the surface
The sky bleeds rain
The rain it seems can weather but not displace

The sound travels in between the valley
With coin grey spewing from their splitting maw as skin forms to onyx
I wandered through a muddy path engulfing my two feet

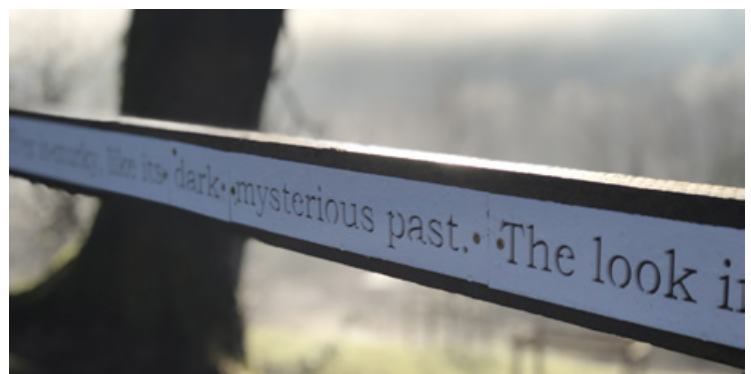
The river water is murky like its dark mysterious past
The look in the miner’s eyes was far away and vast

Twisting roots

Leaves swaying down creating ripples upon the water
How wonderful the breeze
Inertia, entropy and discarded dreams

Ore stocks – the smell of horse
Copper staining blue poisons
Shale shelves slipping underwater

With all the time in the world
Water takes what it can



Message From The Principal

National Funding Formula – Headteachers' response

As you are aware, we have campaigned for much improved funding for our schools for a sustained period of time.

In September 2017 the government announced its new National Funding Formula. Consequently, the Department for Education reduced the amount that it had originally planned to take from school budgets by £1.3 billion (2015-2020) and confirmed new formula arrangements for how schools would be funded from April 2018.

Headteachers have looked in detail at the Department for Education's own funding information and statistics and have concluded that the new arrangements fall well short of what was promised.

Despite promises to the contrary, your child's education is still worth less than that of many others. It is acknowledged that factors such as deprivation, mean that schools should be funded differently, but the disparities that will still be in place for the next financial year 2018-19 (and beyond) are impossible to regard as being satisfactory in any way.

Some basic headlines – again using the Department for Education's own statistics - confirm the following:

- **Pupils in Devon will receive around £30 million less than the same number of pupils in the average funded authority, £139 million less than the same number of pupils in Westminster and £212 million less than those in Hackney.**
- Over five years, for example, Years 7-11 - therefore, this equates to differences of £150 million from the average funded authority and a staggering **£1 billion less than students in Hackney.**
- **In Devon**, a secondary school of 1139 pupils will have a budget of £5.4 million. This compares to a budget of £7.5 million for the same size school in Hackney. **The total funding difference is £2.1 million (36%)**
- **In Devon**, a secondary school of 1010 students will have a budget of £4.9 million. This compares to a budget of £6.7 million for the same size school in Hackney. **The total funding difference is £1.7 million (36%).**
- **In Devon**, a secondary school of 795 students will have a budget of £3.8 million. This compares to a budget of £5.2 million for the same size school in Hackney. **The total funding difference is £1.4 million (37%).**

The following fact sheet provides examples across a range of Devon secondary schools, which clearly demonstrates how your child's education is being penalised by the proposed new formula. The same percentage differences are also apparent in our primary and special schools.

To give an idea of how badly children in Devon schools are being funded, when compared to other areas, we can confirm that, an additional £1 million of funding can purchase the following:

- **34 teachers** at an average salary (including on costs) of £30,000
- **63 teaching assistants** at an average salary (including on costs) of £16,000
- **2000 computers** at an average cost of £500
- **40,000 text books** at an average cost of £25

Additional funding could also be spent on a range of other crucial resources and support staff in areas such as Special Educational Needs and Disability, counselling services and intervention work for students across the ability range.

For over two years, Headteachers have run a relentlessly reasonable campaign requesting a fair deal for the children in our schools. We have absolutely no desire to see schools in other parts of the country have a reduction in their funding, but we cannot accept that the children that we educate are treated so unfairly.

At times, our resources and that of the Local Authority are so stretched that we worry about carrying out the most basic duty – that of maintaining the best possible welfare provision – to the levels to that all schools should be able to.

Some schools are even resorting to asking for parental contributions to supplement our beleaguered budgets. This is entirely unacceptable.

Headteachers in thousands of other low funded areas of England, are all stating the same facts. We are delighted that a cross party group of councillors from Devon are also continuing to support our campaign so clearly. On 16th January 2018, councillors and representatives of headteachers from Devon primary and secondary schools met with MPs to highlight the issue of school funding once again. The proposed new formula is "not fit for purpose"

In November, representative Headteachers from 5000 schools across 25 counties, petitioned the chancellor directly. The response was both superficial and inadequate. We now need every parent to step up alongside their child's school and insist that matters must improve.

As a first action, we need our local MPs to raise their voices publically and unequivocally once again to confirm that the new funding formula proposed by the government is simply not fit for purpose. Their constituents must come before any party interest

Our collective work – and in particular, the sustained intervention of local MPs - was important in ensuring that some improvements were made to original proposals for the new formula. We now need to have this work finished fairly and adequately. Maintaining the status quo is just not acceptable.

Every pupil sits the same examinations and all pupils have the right to adequate levels of funding and support so that their dreams and aspirations can be fulfilled. It is also vital to our country's future wellbeing and prosperity that every child is given a proper opportunity to succeed.

Sarah Jones

On behalf of all schools in Devon

Funding information and factsheet January 2018

Context:

Schools and academies in Devon have been severely financially disadvantaged for at least a decade. Over the past three years additional rising costs have seen matters reach a critical point. On average, large secondary schools have been making savings of approximately £250k year on year. Primary and special school budgets have been under equal pressure.

What does the National Funding Formula do for low funded schools and counties?

"In conclusion, the new national funding formulae will redress historic inequities in funding that have existed for too long" - Justine Greening MP – former Secretary of State for Education – New National Funding Formula announcement, Sept 2017.

"This means that for the first time everyone can see what the national funding formula will mean for them and understand why. Alongside addressing these historical injustices..." – Nick Gibb MP – Minister for Schools, October 2017.

The new National Funding Formula **does not** solve the two problems that it was designed to tackle – **real terms funding decline** and **funding inequalities** across schools and counties.

The new National Funding Formula has injected some additional cash in to schools. Much of this will be offset by rising costs. **In real terms school budgets will either have a small uplift or will remain static in 2018 and beyond.** Worked examples for individual schools can be provided in order to demonstrate this point.

Schools and pupils are judged by identical performance data including KS2 and GCSE outcomes and also OFSTED. Funding for schools with similar socio-economic characteristics will still be hamstrung by significant inequities under new National Funding Formula proposals.

Please note these statistics are all based on the Department for Education's own database for the financial year 2018-19. The figures relate to year groups 7-11 and **do not include additional funding such as Pupil Premium Grant (PPG)**. PPG is worth £1320 per eligible pupil in primary schools and £935 per eligible pupil in secondary schools.

NB a secondary school with 250 pupils eligible for free school meals in the last 6 years would receive an additional £233,750 through PPG.

A large secondary school with 25% of pupils (400) eligible for Pupil Premium would receive an additional £374,000 each year. It should be noted that London schools must pay a higher London weighted salary but this has been removed from the calculations.

How does the new funding formula impact upon schools and academies in Devon?

Average per pupil unit funding	Primary (PUF)	Secondary (SUF)
Average per pupil funding Devon	£3,880	£4,884
Average per pupil funding Greenwich	£4,898	£6,451
Average per pupil funding Hackney	£5,887	£7,840

Please note that the same proportionate funding differentials apply in the primary school sector.

Special schools in Devon also receive lower average funding than equivalent schools in other local authorities. Furthermore, unlike mainstream schools there is no planned funding uplift, even 0.5% per pupil, planned in 2018/19 owing to the funding pressures affecting High Needs.

The Extended Project Qualification

The Extended Project Qualification (EPQ) is a Level 3 Qualification which allows students in the sixth form to study beyond their A-Level syllabus and prepare for university or chosen career. It is worth half an A-Level so can be used to earn extra UCAS points. The EPQ takes the form of either a 5000 word essay or producing an artefact together with a 2500 word essay. In both cases, students need to fill out a production log which involves recording their initial planning as well as detailing how they intend to research the project using primary and secondary sources. Students can start the EPQ in Year 12, submitting their initial proposal for approval, and need to have finished it by the end of the spring term in Year 13.

For the EPQ, each student is assigned a supervisor who meets with them on a fortnightly basis providing guidance and support. Supervisors also offer study skills advice to help with organizing ideas as well as managing time and resources effectively. Students are able to choose an area of interest which is related to a curriculum subject they are studying in the sixth form. They need to be genuinely committed to their selected topic because the course involves extended independent study challenging them to work independently as they would be expected to at university or in working life. On completion, they are required to deliver a presentation explaining how they compiled their project as well as answering questions about their findings and how they overcame any challenges.

A key part of the EPQ is the provision of evidence for all planning stages of the project development and production. For this, students need to record their meetings with supervisors as well as the ways in which they are using their primary and secondary research sources. We ensure that supervisors and centre co-ordinator check the student production logs regularly to ensure they are being completed at regular intervals. The production log is a key component for the success criteria as much as the project itself so by maintaining high standards of recording students can achieve a higher grade.

It is important for all students taking the EPQ to take their final presentations seriously as they are important evidence to show students have used a range of skills, including, where appropriate, new technologies and problem-solving, to take decisions critically and achieve planned outcomes. Students deliver the 10-15 minute presentation to a non-specialist audience and practise beforehand with their supervisors. We have found that students succeed when they understand the true relevance of the EPQ to their chosen university course or pathway in further education. Many put it on their personal statement and last year a number of students who dropped a grade at A Level got into their preferred university because they achieved a high grade at EPQ. Finally, EPQ has proved a rewarding qualification for sixth form students who wish to extend their knowledge and understanding about a given topic beyond the parameters of the A Level curriculum.

Student Perspective

Support 'Brew Monday' By Marnie Hoare

18 year old Marnie Hoare, a sixth form student from Tavistock College has decided to actively respond to recent events which occurred online around a week ago in attempt to turn a negative outburst into something positive.

Marnie, a teenager who enjoys some of her free time browsing the internet and watching YouTube, stumbled across a video uploaded by a recently famous Youtuber named Logan Paul filming his time in Japan. However, his recent video was him accompanied with his friends filming himself going into "The suicide forest" by Mount Fuji. He and his friends decided to film a recent victim of suicide who was found hanged in the forest; commenting and laughing whilst filming the body up close whilst making jokes. This very quickly caused outrage throughout the internet and was featured in various news reports. Marnie, who was also extremely outraged decided to take action by to arrange a charity event in which would raise awareness of mental health and is aiming to donate a sum of money to the charity 'Samaritans.'

"I don't think I've ever been so outraged and upset in response to a video before: it was just horrific, disgusting and disrespectful. I've always had a strong dislike for Logan Paul and never watched his videos, but honestly I didn't even expect him to do something so immoral. However, I'm fully aware that his audience is mainly those who are around 12-16 year olds and I was deeply concerned because of how Logan Paul exposed a victim of suicide so informally and inappropriately to such a young audience." In response, Marnie decided to do some research on a familiar UK charity called the Samaritans and discovered that they were offering a fundraising package called "Brew Monday": an informal get together where family, friends or colleges can have a hot drink and a catch up whilst placing a small donation to support Samaritans life-saving services.

"It's such a small act that can go so far, as well as supporting such a brilliant charity that I'm rather familiar with. I'm planning to do this on a Monday later this month in the college. I just hope I can turn such a negative, horrible uproar into a positive response which can raise awareness and money for the charity." Marnie claims that this charity has helped her in the past and has always been overwhelmingly supportive.

For more information, visit: <https://www.samaritans.org/> where they offer a variety of information and ways to contact them.

Should human right laws apply to British soldiers involved in war? by Emma Sampson

Human rights laws are by no mean universally accepted by every country and therefore don't always have consistency everywhere. In terms of what is considered by the European Convention of Human Rights, which although potentially biased in terms of cultural context as it is based on European values, is a rough guide as to general rights. These are; rights to life, prohibition of slavery and torture, right to a fair trial and freedom of expression. However to what extent do British troops abide by these 'unofficial laws' regarding human rights when they are involved in conflict? The lawyers who drafted the European convention on human rights were clear that there were separate conditions for war. This means some people could argue that the soldiers are not bound to these initial laws because they are doing a job which ultimately undermines the fundamentals of human rights and areas a result entitled to an exception. This isn't to say that the work soldiers do is bad, merely that it isn't applicable to their role. On the other hand, it could be argued that these soldiers should be bound to these human rights laws because the minute people are exempt from this, it can mean that the laws are undermined completely.

Following the Iraq War of 2003- 2008 the British government argued that their soldiers were not bound the Human Rights Act whilst in combat. Despite this rigid argument from the UK government it didn't stop 326 cases of abuse being filled and resulting in compensation payments of £20 million. The distinction between having freedom to live and whether a soldier breaches this during war is not clear which of course only adds fuel to the argument as to whether human rights laws should apply to British soldiers at war.

There are many examples when the enforcement of human rights laws have been legitimate and considered correct. The scandal of Abu Ghraib which was where US troops tortured Iraqi men and the killing of Baha Mousa, who was in the wrong place at the wrong time, and beaten to death for it by British forces. Neither of these cases would of achieved justice if it wasn't for the Human Rights Act as t is likely they would of been dismissed and considered to be 'what happens on a

battlefield'. The Act forced the US and UK governments to do inquiries as to these occurrences. This is the strength of all human rights laws because it has brought justice to innocent victims. Therefore this suggests that actually human rights laws should apply to all people and not allow exceptions to soldiers involved in war.

In contrast, a more recent case regarding human rights and the conviction of a UK soldier of murder has raised questions as to whether the implementation of human rights laws were correct. Marine, Alexander Blackman was accused of murder and given a prison sentence as a result of him killing injured Taliban fighter. This has caused controversy because although Blackman did not allow the fighter the right to his life and killed him, Blackman argues that he was only doing what fighting in war requires- the killing of opponents. However the Human Rights Acts come into force because the Taliban fighter who was killed, was injured prior to his killing and therefore the fighter could not fairly defend himself which is a breach of human rights. Despite this breach and the subsequent three and half years Blackman spent in prison he was freed on the grounds that he had "abnormality of normal function' is does give evidence of when Human Rights laws do initially overlook factors like this and potentially imprison someone wrongly. This means these laws aren't always giving justice so should actually be implemented for military purposes on individual cases, which again goes back to the originally conundrum; when should laws regarding human rights start to make exceptions as the release of Blackman also raises questions as to whether the Human Rights laws stand up at all in war situations because they appear to be implemented when 'applicable' which takes away from the idea of universality.

Therefore, despite there being examples of the success of human rights laws in the upkeep of fundamental rights, there are also many examples of when human rights laws have not been consistently implemented. This means no clear conclusion can be drawn as to whether human rights laws are actually applicable let alone enforceable to warfare situations.

Evaluate the provision of mental health services for teenagers in the UK today

by Alainah Roberts

Use at least 2 sources of information to back up your work (20 marks)

“Mental health is defined as a state of well-being in which every individual realizes his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community”

www.who.int/features/factfiles/mental_health/en/

In the UK there are multiple mental health services available to help young people establish their illness and provide them with the help they need. There are different types of mental health problems and all of which come with different side-effects;

*PTSD – Post Traumatic Stress Disorder *Anxiety

*Depression *OCD – Obsessive Compulsive Disorder

*Schizophrenia *Bipolar *Borderline Personality Disorder

Different services can meet the requirements a person needs for a certain mental health problem. CAMHS stands for Children and Adolescent Mental Health Services and CAMHS is an organization that “assesses and treats young people with emotional, behavioural or mental health difficulties.” A positive thing about CAMHS is that young people have somewhere to go in order to get the help they need and this is from specialist psychiatrists and members of the advice team, however on down fall to CAMHS is that they simply do not have enough funding in the organization to help every young person that comes to them but if they can help it won't be as often as the child or young person would need. <https://youngminds.org.uk/find-help/your-guide-to-support/guide-to-camhs/#what-is-camhs>

The Mix is the UK's leading support service for young people. They help you take on any challenge you're facing - from mental health to money, from homelessness to finding a job, from break-ups to drugs. The good thing about this website/ helpline is that you can speak to someone in relation to a particular issue for example you can speak to a director specifically about schizophrenia. One positive point in particular to The Mix is that they have a different advice team for a different area of mental health and this can be really beneficial especially for the young person themselves as they are able to speak to a specialist who understands. One disadvantage to The Mix is that they are only a phone-line so this means the person seeking help cannot have any interaction to progress their recovery which may be essential for them to get better. <http://www.themix.org.uk/mental-health>

The rates of depression and anxiety among teenagers have increased by 70% in the past 25 years. The number of children and young people turning up in A&E with psychiatric condition has more than doubled since 2009 and in the past three years hospital admissions for teenagers with eating disorders have almost doubled. In a 2016 survey for Parent Zone, 93% of teachers reported seeing increased rates of mental illness among children and teenagers and 90% thought the issues were getting more severe.

The government have received criticism in previous years that there is not enough funding to support the mental health crisis and help young people get the help they need and until the Government announced a new funding scheme in January 2016, child and adolescent mental health services (CAMHS) received less than 0.6% of the total NHS budget. In the near future the government also hope to invest £95 million so schools will be able to appoint and develop senior leads for mental health and a further £215 million will be used to fund mental health support teams, who will improve links between the NHS and schools and also deliver treatments to students. The government's new green paper proposes:

- training for senior designated mental health leads in schools to improve prevention work
- earlier access to services through the creation of new mental health support teams working in and directly with schools
- a new four-week waiting time for NHS children and young people's mental health services
- every primary and secondary school in England to be offered mental health awareness training
- all pupils to be taught about mental health and wellbeing as part of improved relationships education and PSHE [personal, social, health and economic]

<http://www.bbc.co.uk/news/health-42194524>

I believe that these proposals are going to have a positive effect on mental health especially within the education system seeing as the rates of depression and anxiety amongst teenagers have increased by 70% in the past 25 years. I agree that all pupils should be taught about mental health in their PSHE lessons as students are able to learn about the issues and how to spot symptoms of things like anxiety and depression, which may help them support someone they know showing signs of a mental health issue. However once a student with a mental health problem has been recognised by a teacher there isn't much that can be done for them to receive immediate help. Official school nurses only come into schools for a short period of time around once a week, counsellors in schools tend to have up to an 8 week waiting list and places like CAMHS struggle with appointment vacancies and people don't often receive their first appointment after 6 months – 1 year of waiting.

Bibliography:

http://www.who.int/features/factfiles/mental_health/en/12/01/18

https://youngminds.org.uk/find-help/your-guide-to-support/guide-to-camhs/#what-is-camhs_10/01/18

<http://www.themix.org.uk/mental-health> 12/01/18

<http://www.bbc.co.uk/news/health-42194524> 10/01/18

Gallery Space



Aishling Heneghan

Why District 9 is one of the best films I've seen

by Luca Bergonzini

Quick warning – This article contains mild spoilers for District 9. Also, District 9 is not for the faint of heart and contains language and scenes some viewers may find disturbing.

District 9, on paper, didn't have a lot going for it. The South African director, Neill Blomkamp, had never tackled a major motion picture before and the estimated budget for the film was \$30 million. For reference, that's less than half the average. From posters and trailers, the film would appear to be like any other sci fi movie about interspecies conflict – however, this is not the case. In District 9, the aliens (or "Prawns" as they're referred to) appear by accident. Their ship stops over Johannesburg (South Africa) and then: nothing. The government eventually cut into the ship to find a hoard of malnourished humanoids surviving in the dark. They are brought down in an attempt at coexistence. When this fails, they are cordoned off in a large scale slum: District 9.

So, I've established that this isn't a standard alien invasion but that's not why I think it is so brilliant. Aside from the innovative direction and camera angles, realistic CGI and nearly impeccable performances; it's the social commentary I admire.

The entire relationship between the aliens and humans is reminiscent of the institutionalised racism rife in South African (and European and American) society until not so long ago. The word "Prawn" is used derogatively and is justified because they 'look like prawns'. Look, it is unfortunately simple, the film comments on humanity's seemingly innate compulsion to discriminate against anyone or anything that looks different. Although I love the nuanced ways Blomkamp conveys the racist overtones of the film, it isn't my favourite aspect of it.

My favourite thing about the film is its lack of hesitation to dismiss large institutions and governments. Their actions come down to one thing: Power. For example, the aliens are being 'evicted' to a 'nice new place' for 'their own good' which is later revealed to be a form of concentration camp. Small



tents, in rows. Aliens are out of sight, they're cheaper to 'house' and easier to contain. However, the cherry on the cake is that when our protagonist finds himself in trouble, the institution he works for (MNU) offers him no help. In fact, they make his life infinitely worse because he can do one thing that no other human has ever been able to do: operate the advanced alien weaponry. He quickly goes from a hardworking, loving husband to a science experiment and his life is changed brutally for the worse all thanks to MNU and their appetite for power.

The point is, I don't think these events are far from reality. Remove the aliens from the scenario and replace them with refugees. Did our government not put a limit on the number we could take in? This leaves many to fend for themselves in a world where they are unwanted.

Because of the actions of a tiny minority, refugees from predominantly Muslim countries have to face constant discrimination that – in (for example) America – also comes from those in power. It is governments responsibility to keep the peace, however they have agendas. These agendas come down to one thing – power. Money, weapons, armies – these are what feed the quest for power and District 9 represents the extents that individuals within institutions can go to when dealing with anyone who may be preventing access to power. Maybe the news isn't as real as we are lead to believe.

"There are a lot of secrets in District 9"

Performing Arts

It's been a very busy start to the new year for our sixth form performing arts students! In the space of just 2 very intense weeks, Year 13 did brilliantly well to complete three major units of their course. Hard work certainly paid off in the outstanding, insightful and sophisticated performances that students gave in all three performing arts; dance, drama and music. They certainly deserve a (momentary!) rest before commencing their final unit of the course in a Combined Arts performance.

Year 12 have been busy rehearsing, directing, advertising, choreographing and composing for their upcoming show 'MythFits'; which is shaping up to be a hilarious, witty and imaginative delight not to be missed! Tuesday 6th February, performances are 4pm, 5.30pm, 7pm in the PlayStation Theatre.



Work experience

Y12 have made a fantastic start in organizing their work experience placements so far this year. With the deadline fast approaching (5th March), it is encouraging to see that many students have already confirmed placements with a wide variety of providers, including Derriford Hospital, the Royal Marines, a number of engineering firms, and local primary schools. Work experience has quickly established itself as a great opportunity to develop workplace based skills, and with employment opportunities becoming increasingly competitive, a well-chosen placement can offer a huge advantage over other prospective employees. Similarly, when completing UCAS applications, a relevant work placement can provide a wealth of valuable points to include in a personal statement, setting it apart from the mainstream applications that many admissions tutors receive. It is my hope that all Y12 students will take the time to find themselves a meaningful placement that will further their career aspirations, and support them in achieving these goals.

Mr Jacob

Amnesty International Sponsored Walk



Amnesty International are organising a 10 mile sponsored walk around Plymouth on 28th January to raise money to help people around the world whose human rights are under threat. We would like to invite all staff, parents and students to get involved and would love to see as many of you there, with your families, as possible. We will be meeting at 10:30 am at the bus terminal at the George's Junction Park and Ride on 28th January and will be walking through Plymouth to the Hoe and back again. If you would like to get involved, please let me know.

Mrs Lay

Diary Dates

- 2 February** Swansea Law trip
- 8 February** Year 13 Parents Evening
- 27 February** Year 12 Parents evening
- 5 - 9 March** Work Experience
- 14 March** Skills South West Plymouth Pavilions
- 20 March** Year 12 UCAS convention Exeter
- 3 May** The date on which Universities must make their decision on applications.
- 11 July** Year 13 Graduation, St. Eustatias Church 11:00 - 12:30
- 11 July** Year 13 Prom

Meet the Tutor

Mr Moore

I joined the design technology department at Tavistock College in September 2007 having moved down from Hampshire where I had been a DT teacher and head of year. I am originally from the South Hams area in Devon and relished the opportunity to come back to my roots to teach a subject I am passionate about.

I went to Plymstock School and was greatly inspired by my DT teacher Ian Patterson. He was a dry Scotsman

with so much passion for the subject but above all he had a great sense of humour. It was during this time I knew I wanted to pursue a design related career.

I am a fully qualified Product Design engineer having graduated from Coventry University. I chose Coventry (School of Engineering) because of its excellent reputation, links with local industry and inspiring lecturers. The other reason I was so attracted to Coventry was the fact it was so different to anything I had experienced before. I went from a small village to living in a big city and gained a great deal from the whole experience.

After my first degree, I was drawn to teaching so I enrolled on a teaching degree course at Exeter University. I enjoyed teaching so much that I decided to pursue it as a career instead of working in industry. Since my first teaching practice lesson in Budehaven school, I have never looked back. Whilst at Exeter I joined the local boat club to improve my fitness and to enjoy a distraction from the hard work of my degree. I trained four days a week and at peak fitness attended the World Indoor Rowing championships (2000m) and recorded the second fastest time for my age category.

I have always dreamt of being able to purchase a property on Dartmoor, having loved the wild moors since childhood. Its dramatic landscape has always been an inspiration and escape for me. I managed to achieve my dream by completely renovating a lovely house, utilising all the practical skills I have gained through my life. In February last year I proposed to my lovely wife Louella and we got married six months later in August on Dartmoor, we are now planning our belated honeymoon.

My average day at Tavistock is so varied and I am very fortunate that I teach right across the age range from Year 7 to Year 13, enabling me to work on a diverse range of products with my students. I enjoy having the opportunity to inspire students and allowing them to show their expression and creativity in both design, computer-based concepts and practical work, it is particularly rewarding to observe and help students acquire practical skills and for them to succeed at something they never thought would be possible.

"Nothing in life is impossible. It is instead, the degree or level of difficulty which is needed to overcome a given problem or challenge" Paul Stoddart (F1 Boss).

