

## Banking on Education — a joint account

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### ■ Educational perspective

The TSB stimulus pack 'Banking on Education' had immediate relevance and appeal to the technology team at Prescot School because it provided the opportunity to develop our policy of broadening the pupils' contextual experiences away from the familiar home and school environments into the business arena. Although the pack relates to key Stage 4 of the National Curriculum Technology document it provides a focus for the theme which could also continue the work the technology team are keen to develop in the cross-curricular theme economic and industrial understanding.

All this, and the provision of enthusiastic support from the local Schools Liaison Officer from TSB was too much for the team to resist; we set to work modifying the content of the pack to suit our pupils needs, the delivery style of the technology team, the staff expertise and the resources available to us.

After a large number of potential project ideas had been discussed, and with the support of the School Liaison Officer of the bank, we decided to offer the pupils the opportunity to work in six broad areas. (diagram 1).

With 210 pupils in year 8 potentially working on this theme the next obstacle was a logistical

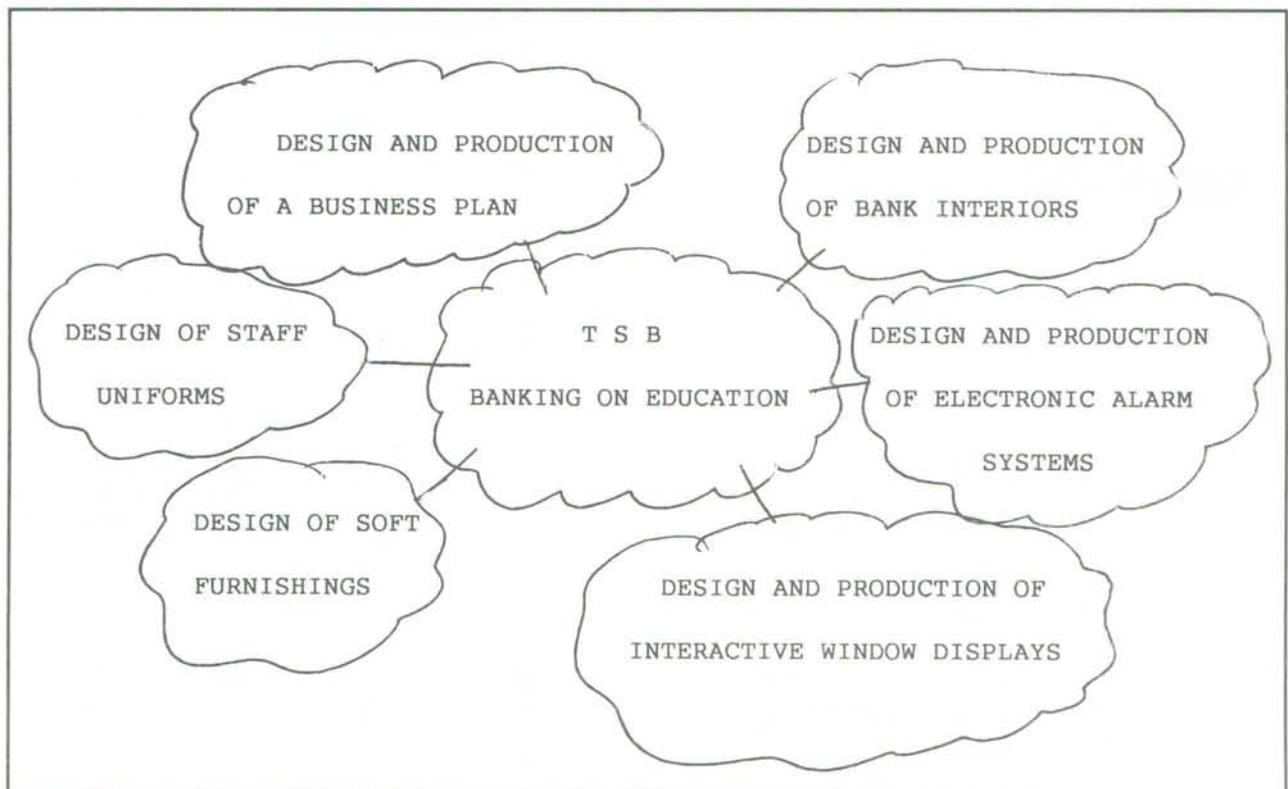
one. We knew that for the pupils to identify with the broad project suggestions they all had to experience the 'bank' as an environment and see for themselves the potential problems that needed solving. We could not visit the bank with such large numbers, therefore, with the bank's permission and support we made a video of the two local TSB branches in Prescot and St Helens. This turned out to be an excellent choice since the St Helens branch is a large, new style 'open' design whilst the Prescot branch remains an old style, small, security screened design.

The contrast was obvious and the video highlighted this in terms of location, exterior and interior design, and focused on the various facilities each branch offered.

The pupils were shown the video in two half year groups with personnel from the TSB providing the verbal commentary whilst the video was in progress. The bank personnel then answered all immediate questions from the pupils concerning the situations seen in the video and concerning their roles as bank employees before the pupils opted to work in one of the areas.

Throughout the twelve weeks given over to this project the bank provided a variety of resources, pieces of invaluable information and lots of interest from all levels of the bank's staff.

Diagram 1



Senior Branch Manager Mr G Gwilliam of the TSB with Mr B Littler, CDT Teacher of Prescot School viewing the pupils moving window display.



Presentation evening by pupils and staff from Prescot School at TSB Hardshaw Street to local educationalists and bank employees.



On completion of the projects the TSB provided an opportunity to evaluate the work by organising a buffet and display, one evening in the branch where the pupils could lay out and discuss their work with a wider audience of invited educationalists and bank employees.

The momentum generated from this successful liaison has extended well beyond the designated project time with the pupils initiating the extension. Pupils from the 'Business Plan' group have presented their proposals for a snack factory to the Senior

Branch Manager and the Business Service Manager of the bank in a 'real' interview at the bank. Subsequently the pupils have invited the managers to school to provide the feedback session.

Pupils from the 'Alarm System' group have worked during their lunch times to complete, modify and develop in sophistication their designs, whilst two pupils from this group have joined with the 'Interior Design' pupils to fit their alarms to the model interiors developed separately.

## ■ Business perspective

This is an insight into the TSBs commitment to education and communicating with young people.

Young people are very important to TSB, they are future account holders and future recruits to the banking profession. It is in our interest as a bank to help them from school to adulthood and with this in mind we have produced a pack full of practical classroom resources. The opinions of teachers and others involved in the education field were sought regarding which areas of the curriculum needed support. The bank was advised that design & technology and economic and industrial understanding would benefit Key Stage requirements. As a result of this the TSB Banking of Education resource pack was produced just over 12 months ago. To date, it has been requested by over 70% of Secondary Schools in the UK.

The pack was written by and then tested among practising teachers to make sure it met classroom needs. It is designed to be relevant to both Key Stage 4 in the National Curriculum and the curriculum in Scotland, but in addition teachers have found that elements are flexible enough to be used at Key Stage 3 and 6th Form levels. Teachers are provided with a guide which covers aims and objectives, contents and instructions on how to use the pack plus additional ideas and suggested classroom activities. Both section of the pack consist of A4 sized materials for ease of photocopying.

In the design & technology section of the pack five topics are brought alive for pupils by being based on real life situations. Teachers consulted felt that the resource offered valuable opportunity to bring the outside world into the classroom. For example the pupils look at the development of the High Street and study interior design. They consider the function and design of uniform and look at corporate identity, they also study the use, development and design of a TSB Speedbank cash card.

The economic and industrial understanding section of the pack helps with business management and finance skills and provides teachers with materials to show how economics and industry touch all areas of life. It covers six concepts which are: scarcity of resources, distribution of income and wealth and interdependence between individual enterprise and nations.

The resource pack is available free of charge and is personally delivered by the Bank's School Liaison Officer for the school.

School Liaison Officers were introduced in 1991 to provide a personal link between TSB and education, helping teachers and pupils in Secondary Schools throughout the country. School Liaison Officers offer advice on money management via classroom talks and lesson plans. They fill a much needed role by talking to 14-16 year olds about the importance of controlling and managing money when they leave school. Videos and interactive lesson plans that involve both the students and teachers in role play situations are used.

## ■ Evaluation

### a. Educational

The 'Banking on Education' pack provides the opportunity to develop a project theme based around the context of business and industry which has as a motivator a 'real' relevance to the pupils. The broad project areas were all aspects of the bank's function which had been 'real' problems that design consultants had been employed to solve.

The theme, and its associated projects provided the opportunity to continue the valuable work the technology team had previously undertaken linking National Curriculum Technology with the cross-curricular theme economic and industrial understanding.

After careful analysis of the attainment targets and programmes of study, the theme provided the opportunity for covering aspects of both that had not been previously visited. It also acted as a stimulus to extend the coverage at the particular levels the pupils had currently reached.

The theme provided a natural progression in technology education with the opportunity for the pupils to produce artefacts, systems and environments using three of the four main media, and also including electronics, an area not previously covered.

From the 10 levels the bulk of the work was carried out between levels 3 and 5 with some work at level 6 to extend the more advanced pupils and some work at levels 1 and 2 to include the weaker pupils.

The theme provided the pupils with opportunities to visit local industry, local businesses and become involved with the local



If you would like more information about the TSB resource pack please write to TSB Banking on Education Centre, PO Box 934, Poole, Dorset BH17 7BR

community. The increased motivation this generated can be seen, not only in the pupil's attendance figures for their technology lessons, 1.5% — 2% higher than during a previous theme, but also in the lunchtime and after school activity the theme has generated at the pupil's request.

An interesting bonus of this theme has been the development of the 'team' spirit amongst the staff involved. They have visited the bank and bank personnel, in groups outside their normal departmental grouping. This has greatly enhanced their understanding of each others' specialism and has motivated some to undertake lunchtime INSET with their colleagues in order to deliver the level of work support demanded by their pupils.

The TSB's enthusiasm for the theme led directly to the opportunity for the pupils to display their work, communicating and summarising all its important features to those individuals not directly involved — a valuable experience for all pupils of design and technology. This, in turn, led to an evaluation of the theme as a design and technology project by the staff, the school's senior management and chairman of governors and provided the pupils with an opportunity to evaluate their own work against their peers working on other projects within the technology area of the curriculum.

#### **b. Banking**

For the TSB Bank the main value of the resource pack has been the fact that it has developed closer links with secondary education establishments. The Bank has set up teacher workshops, talked with teachers and researched their views. This has given a valuable insight into educational matters which concern teachers. The Bank will be conducting further workshops to discover the areas of education in which TSB can make a possible contribution.

On a personal basis in my role as School Liaison Officer the pack has enhanced my understanding of school life. I gained a more detailed knowledge of the management structure of a school, the pressures of both teaching, financing and most of all time schedules that teaching staff have to comply with.

I have worked closely with various members of staff and different ages and levels of pupils.

The role of school governors is now of ever increasing importance and in recognition of this, a Business Service Manager has accepted the role of a co-opted governor at Prescott School.

Over the last 12 months valuable links have been made between business and education which enrich the individuals on both sides and have laid a strong foundation for TSB's long term commitment to Education and young people. We have received an enthusiastic welcome in schools and we intend to build on that success.