



School of Education

PGCE Partnership Newsletter



The Teacher Supply Crisis: what can the Partnership do?

The past five years has seen an unprecedented pace of change in Initial Teacher Education, and our Partnership has emerged better, stronger and bigger. *Better* in the sense that we have improved all key outcomes for students (higher completion, attainment and employment rates) – as recognised by Ofsted. *Stronger* as a result of our constructive and collaborative response to the school-led reform. *Bigger* than ever before, with 360 students are registered for University of Leicester PGCEs (including 'Core' PGCE, School Direct PGCE with 16 different SD Alliances and 5 different SCITT PGCE cohorts).

We should be proud of what the partnership has achieved, but we now need to acknowledge the significant difficulties schools, at both local and national level, are experiencing with teacher recruitment and retention. In 2014 I suggested that the government's mishandling of the teacher supply model and the ITE allocations methodology risked "a teacher supply crisis by 2016", and I take no pleasure in the fact that this crisis has materialised, nor do I make apologies for addressing the politics of this matter directly with you.

The extent of the problem has been evident for several years (I have witnessed it as a teacher educator, an educational researcher, a parent and a school governor), yet it has taken until the past month for the Secretary of State for Education to finally utter the phrase "teacher shortage" - presumably forced into this situation by the National Audit Office's recent report www.nao.org.uk/report/training-new-teachers/ Moreover, even as Nicky Morgan was speaking to the *TES*, those of you who are involved directly with School Direct recruitment will have been witnessing the chaos caused by the NCTL's ITE recruitment controls, with candidates, schools and ITE providers in a state of utter confusion. Many subjects (including Primary, English and History) can no longer recruit, despite the fact that the majority of providers are capped at 75% of their 2015-16 recruitment (we believe that many School Direct providers are well below this). Even if recruitment were allowed to match the 2015-16 level it would merely be a 'break even' outcome rather than one that would reduce the teacher shortage that has built up

over recent years. Add to this the fact that the school age population will grow year-on-year for the next 6 years at least, then the consequences are inevitable – the supply crisis will continue to deepen.

I am voicing my concerns so explicitly because I believe that now that political and public awareness of the problem of teacher supply has grown, the time is right to raise our efforts in publicising this issue. Those of you involved in the first year of School Direct provision may remember how swiftly the government responded to the lobbying of schools by changing the allocation methodology for the second year to ensure the continued viability of the initiative. If we are to make any inroads in the problem of teacher supply, we need to ensure all routes into the profession ('Core', School Direct and SCITTs) are sustainable. The DfE are currently reflecting on how 'allocations/recruitment controls' will operate in the future, so it is important that everyone with a stake in teacher supply uses every means at their disposal to ensure this issue is never far from Ministers' and DfE officers' minds. Contacting constituency MPs, calling in local media, harnessing 'parent power' may all be effective forms of lobbying – but I am sure many of you will have more creative ideas for how the partnership as a whole, as well as individual schools, can keep the profile of this issue high on the agenda. Where appropriate, the recent National Audit Office We at the University are pursuing all available channels for lobbying the government, but the more this issue is raised by schools the more political 'traction' we will gain.

Please feel free to contact me directly (or any of my colleagues in the PGCE teams) if you want to discuss the matter further.

Chris Wilkins, caw11@le.ac.uk

If you are considering becoming involved in School Direct recruitment for the 2017/18 intake of PGCE students, please email pgcepartnership@le.ac.uk to book a place at our School Direct conference on May 5th (9am-2pm Stamford Court, Oadby – with lunch).

Action Research Outcomes from TELA

In June this year TELA are celebrating and sharing the outcomes from Action Research across the alliance within primary and secondary schools. This year it is hosted at Groby College, on June 28, 4:00 - 5:30pm, and will consist of a brief keynote speech, best practice tables, feedback from National Research and a teachmeet format to which you are welcome to come and/or bring colleagues.

Full details about the TELA Research Conference are available on our website TELAonline.co.uk under the Research and Development tab.

If you would like to book a place to visit the TELA Action Research conference, please book via our 'book now' button on the website or email tela@thomastestely.org.uk

PGCE Placements for 2016/17

Many thanks to all of our Partnership Schools, ITE Coordinators, Mentors and Cotutors for your willingness to support the next generation of teachers this year. Starting shortly after the Easter break, we will start the process of collecting offer of placement for the 2016-2017 school year. We will start by sending out details of the placement dates and expectations and then ask schools to make offers using our online data collection system.

We intend to give secondary schools an indication of which offers we are likely to take up prior to the end of the summer term. We will then confirm Phase A placements early in the Autumn term (once the students have registered) and then confirm Phase B placements later in the term.

We intend to confirm TE1 primary placements at the beginning of the Autumn term prior to making allocations once students are registered. We will then confirm availability of offers for TE2 placements later in that term before making student allocations once TE1 placement is completed. Placement offers will be confirmed for TE3, the Summer Term placement, mid-way through the Spring Term with allocations finalised following the completion of TE2.

*Neil Burton, Partnership Manager
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MA in Education: Learning and Teaching – now with Distance Learning option

This programme offers practising teachers a wealth of opportunities to learn both from peers and expert practitioners in a supportive but academically rigorous environment.

You will engage with recent academic research and develop the critical, analytical and reflective skills essential to any teacher, whilst exploring contemporary Government policy, curriculum and classroom-based issues. Our tutors are all established scholars and/or practitioners in their fields and offer their expertise at both whole group and individual levels, with tutorial support built into every module.

There are both subject specific strands and more specialised routes such as the nationally recognised SEBDA and Dyslexia courses for which you also gain professional accreditation.

From Autumn 2016 the MA will be offered as both a campus based programme and as a distance learning programme. There is the opportunity to move between Campus Based route and the Distance Learning route once in the programme.

The programme commences in October every year for both distance learning and campus based students.

Campus Based programme (part-time)

Year 1 and 2 Options

- Dyslexia 1 – Specialist Teaching of Pupils with Specific Learning Difficulties
- Dyslexia 2 – Specialist Assessment and Teaching of Pupils with Specific Learning Difficulties
- SEBDA 1 – Understanding and Managing Children with Social, Emotional and Behavioural Difficulties

- SEBDA 2 – Mental Health Problems and Children with Social, Emotional and Behavioural Difficulties (requires prior completion of Part 1)
- Effective Pedagogy and Assessment
- Teaching mathematics
- Mentoring and Coaching

Year 3

- Professional Enquiry (dissertation)

Distance Learning programme

Year 1 and 2 Options

- Effective Pedagogy and Assessment
- Issues in Mathematics Education
- Learning Technologies
- Action Research

- Lesson Study

- Developing Leadership in Education

Year 3

- Professional Enquiry (dissertation)

Programme Options

You will choose one option in Year 1 and a further option in Year 2. In Year 3, you will take the Professional Enquiry which is a core module taken by all students to complete the MA. **If you have 60 M-level credits from your PGCE (or similar level 7 credits) you will only need to select one taught option from our list and then in your second year you will complete a Professional Enquiry research project (Dissertation) in your own school.** If you don't have those initial 60 credits then you will choose a second taught option. More information at <http://ow.ly/YVYVw>

Dr Sue Forsythe, skf6@le.ac.uk

We taught the teachers!

We are the Moat Lead Learners at Moat Community College and we were very pleased to welcome ITT students from the EAL and Science Departments at the School of Education to our EAL day training sessions at our school. Student teachers came into Moat as part of their training to learn how they could best support English as an Additional Language students in their lessons. Students from both the Science and MFL PGCE courses attended and were trained by us. We are the ideal people to train on EAL as we all speak at least two languages fluently and some of us speak up to seven! Some of our students who were new to English also came along and shared their stories of what helps them to learn.



The Moat Lead Learners and Jess Lees.
jlees@moat.leicester.sch.uk

The training sessions were run on two separate mornings and consisted of a detailed Lead Learners' presentation written and performed by us, a session delivered by Ms Lees, information from the EAL department, lesson observations and time for the students to plan with support from the Lead Learners. We really enjoyed the day and the University have requested that we run it next year too, which we are really looking forward to! We are also looking forward to working at the University with student teachers in the future and have lots of ideas and opinions which we hope they find helpful.

It was brilliant meeting the student teachers and they said that they found what we said very interesting and useful. We were pretty proud of ourselves!

Upcoming CPD courses

Over the coming months, Education CPD+ has a number of high quality CPD sessions to help enhance teaching across both Primary and Secondary schools.

We have several courses for Primary teachers that will help develop new skills and face the latest issues in education. Our **'Catching up with the New Curriculum for Science'** course (19 May, £130) will offer guidance on implementing the most recent curriculum in schools by sampling practical ideas and activities to help with the teaching of these new areas.

We are also running a course on the **'Curious Classroom'** (24 May, £130), examining how to encourage curiosity, observation, and enquiry among primary children to help them become budding scientific investigators.

Coming up in June is a training course on **'Pupil and Staff Wellbeing'** (14 June,

£130). Increasingly recognised as being vital for effective learning, managing pupils' stress levels, anxiety and other mental health issues can be extremely beneficial. This course will look at how techniques such as breathing, meditation and taking learning outdoors can easily be utilised to manage pupil wellbeing.

We also have a course designed for those in school leadership positions. **'Providing Effective Training and Professional Development in your School'** (8 June, £130) will look at how to plan, implement and evaluate the changes brought on by training and development for staff and will be led by David Shakespeare, a seasoned expert in school management.

To book a place on any of our courses, visit our website at www.le.ac.uk/educationcpd, call us on **0116 252 3771** or send us an email at educationcpd@le.ac.uk.

Panama Bilingual Programme

In January Education CPD+ welcomed our first group of English teachers from Panama, who are taking part in a course to improve their English language skills and gain new teaching techniques.

A joint venture with the English Language Training Unit, the students are taking part in an intensive 8-week course of language training and pedagogical study, which includes working with educational technologies, training in "English to Speakers of Other Languages", and sessions on Lesson Study.

The students have also spent time immersing themselves in British culture, with trips to Stratford upon Avon and Warwick Castle. Around Leicester, they have also visited the King Richard III Visitor Centre, Guildhall, and New Walk Museum.

The group was also given the opportunity to visit local schools where they observed classes in order to better understand the UK Education system. During the school visits pupils were able to learn from presentations given by the visitors, who describing their home country and then answered lots of questions posed by the children. The Panamanians really enjoyed their visits and we hope it was a rewarding experience for everyone involved.

We would therefore like to say a big thank you to all the schools that offered to help as allowing international students access to UK schools is a vital aspect of many of our programmes.

Oli Moore, oejm1@le.ac.uk



NQT Conference January 2016

Newly qualified teachers (NQTs) working in primary and secondary education from across the East Midlands met at the University's conference centre in Oadby to work on issues in the profession and receive support from educational experts. It was an incredibly successful day, attended by over 80 NQTs.

The keynote speaker was **Matthew Burton**, from Thornhill Community Academy and Channel 4's 'Educating Yorkshire', who rose to stardom after being filmed working with GCSE pupil Musharaf (Mushy) Asghar to help lessen his acute stammer. Matthew is an alumnus of the University of Leicester. At the conference Matthew spoke on how individual teachers can motivate pupils and how to build a shared vision within the school community. His talk was entertaining, inspirational and thought-provoking.

Workshops covered a range of different topics:

- Moving the Learning on (Jess Lees)
- Challenging the Most Able (Brittany Wright)
- Behaviour for Learning (Fiona Palmer)
- Enhancing your Teaching and Learning Practice (Sarah Adams and Jenny Bosworth)
- Performance Poetry (Andy Craven-Griffiths)
- Mastery in Maths (Dave Godfrey)
- English and Drama
- Mathematics
- Sciences
- Modern Languages
- Humanities

We would like to thank all workshop leaders for their input and enthusiasm. Dr Sue Dymoke, Reader in Education at the

University of Leicester and main organiser of the conference said: "Teaching is a highly popular career but many schools in the region, and nationally, are suffering from severe problems in attracting new staff. This has been brought about by government's ill-informed meddling with the allocation of training places, its failure to recognise the full value of the university-led PGCE route and the unnecessary pressures placed on teaching staff once they are in post. NQTs do need to be challenged but they must also be nurtured and supported in their first year in the classroom. In this way they can continue to develop their expertise for the benefit of all the students they teach."

The NQT Conference was a resounding success. These are just a few of the comments made in evaluations:

- I have already made notes for things I want to change in my classroom tomorrow.
- Exceeded my expectations.
- Practical, real examples of how to teach and enhance practice in the classroom.
- Good experience to meet other NQTs
- Great and varied workshops, helpful to my NQT practice
- Inspired

We will be holding the next NQT Conference on January 18th, 2017 in the same venue.



PGCE MFL Observations at The Cedars

On Tuesday 26th January we were very pleased to welcome the MFL PGCE cohort to The Cedars Academy to observe a range of lessons. It was 'business as usual' for us, with a typical Tuesday comprising of both French and Spanish lessons across year 8, 9, 11 and Post 16, delivered by our team of 5 teachers. It was a beneficial experience for us, receiving general feedback on different aspects of teaching and learning that we would perhaps not otherwise have had the chance to focus discuss. We were able to review the students' comments together in a departmental meeting later that day. The visit also meant we were able to meet the two students joining us for their Phase B placement.

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