

PGCE

Partnership Newsletter



Using Models in Science – Primary PGCE

To round off the Science strand for the year, Primary PGCE students worked on some of the concepts around Earth and Space by creating their own models and using them to give explanations to peers of some tricky areas of scientific understanding. The explanations and modelling techniques were reviewed, and students gave each other feedback on how effective they were and what could be improved. Some very creative and interesting ideas for models were on show which will no doubt now find their way into classrooms!

Liz Hewitt



CPD for 2014/15

Education CPD+, based in the School of Education at the University of Leicester, offers high quality continuing professional development (CPD) for all those working in education. We offer a range of sessions across early years, primary, secondary and post-16; for teachers, technicians and teaching assistants. We run sessions both at the University of Leicester and in schools. Sessions can be designed on a bespoke basis for individuals, departments or whole school.

Please visit our website for further information, including our programme of events www.le.ac.uk/educationcpd and follow us on twitter @Education_CPD for regular updates. If you have any questions about our CPD provision, or would like to find out more, please call 0116 252 3771 or email educationcpd@le.ac.uk.

Current Issues for Early Career Teachers

Module Co-ordinator: Sue Forsythe.

Join our 60-credit Postgraduate module for teachers in the early years of their career, which is part of the MA in Education: Learning and Teaching and contributes to the 180 credits needed for a full Masters degree.

The best teachers engage with the wider educational community and keep abreast of developments in education. As a student on this module, you will be encouraged to read professional publications, access online forums and to become involved with professional teachers' associations. Critically reflecting on changes to the National Curriculum as well as coming changes in public examinations will be a key focus in 2014-15 and in particular we will consider the implications of these for practice in schools.

The module will address effective use of assessment to support teaching and learning and cover issues of inclusion within classroom practice, including the use of differentiation. Scaffolded opportunities will be given throughout the course so that you can collaboratively reflect on your practice, in the light of theory, with peers from a range of school settings beyond your own immediate workplace.

There are 8 face to face sessions (mix of Saturday and twilight – 1-6pm) Saturday slots over the year to minimise the amount of time away from school.

Find Out More: <http://www2.le.ac.uk/departments/education/postgraduate-study/masters/learning/current>

PGCE Social science 2013/14

Planning and evaluating out of school activities

As part of the PGCE Social Science course trainees are required to organise, carry out and evaluate a day of activities or events suitable for A level Psychology or Sociology students which provides 'opportunities for learners to learn in out-of-school contexts'. The activities contribute to the achievement of most of the Standards – PR, T1, T2, T3, T4, T5, T8, PPC3.

Here are two examples; the first from Adam Barratt – Sociology

On May 29th, whilst our students were revising for their exams, the Social Science PGCE students were out solving a murder mystery in Market Bosworth. I was responsible for planning the day which could be used with A level students and I had already completed the activities prior to the day as part of the planning for the trip. The idea is that the day encourages students to use their analytical skills, problem-solve and work as a team to interpret clues to find a murder suspect and the murder weapon. As we walked around the village we had to look for several signs and clues to eliminate suspects and types of weapons that may have been used in the crime. If we couldn't solve a clue we had a number to send a text to

which provided additional help – we used this twice..... However, we successfully completed the tasks and solved the crime. We were able to return home safe in the knowledge that there was one less criminal on the streets!

The day could also easily be adapted to make it more specific to other subject like History or Geography and other skills sets could be incorporated. Market Bosworth itself is an interesting historical place with close connections to the Civil war and Richard III.

The second example was a visit arranged by Anne Brown and Tracy Battison (a tutor at the prison) to Gartree Prison. The students visited one of the prison wings, workshops and the chapel as well as going to the Psychology department. The visits opened our eyes to the nature of prison life and the importance of education in this setting. Many prisoners have low levels of literacy and numeracy and in many ways have been failed by the education system. There is strict security in the prison and students were alarmed at not being able to take the mobile phones in with them!!!!!!

Although this visit was difficult to arrange mainly because of security issues I would encourage others to take the opportunity to visit a prison if possible.

Anne Brown

PGCE School Placements 2014/15

Primary Dates:

TE1 (6 Weeks) 13th Oct – 5th Dec (Preliminary Visits 8th & 9th Oct) Mentor Training 3rd Oct (2 students per class)

TE2 (6 Weeks) 19th Jan – 6th March (Preliminary Visits 14th & 15th Jan) Mentor Training 9th Jan

TE3 (8 Weeks) 20th April – 19th June (Preliminary visits 15th & 16th April) Mentor Training 25th Mar

More details at: <http://www2.le.ac.uk/departments/education/partnership-schools/pgce-partnership-documents/primary-flyer-2014-15>

Secondary Dates:

Phase A (9 weeks) 3rd Nov – 16th Jan (w/b 3rd November is a preparation week)

Preliminary visits to the school will take place in two of the following three weeks:

14th-15th October; 21st-22nd October; 28th-29th October

Phase B (12 weeks) 2nd Mar – 12th Jun (w/b 2nd March is a preparation week)

Preliminary visits to the school will take place on:

9th-10th February; 24th-25th February

More details at:

<http://www2.le.ac.uk/departments/education/partnership-schools/pgce-partnership-documents/secondary-flyer-2014-15>

Over the past few weeks we have been asking schools to offer placements for PGCE students during the next school year with responses via an online data collection tool. So far, almost 100 primary and 50 secondary schools have responded in this way and, from the feedback I have received, the process is regarded as both quick and straightforward.

If your school is in a position to offer a placement for a student teacher next year, please read the details of the expectations by going to one of the above links and then make your offers. Once you have the information to hand, making the offer online will only take a minute and you have the option, at the end, to print off what you have offered.

To make an offer for a primary placement, please go to:

<https://www.survey.bris.ac.uk/leicester/pri2014pgce>

For secondary:

<https://www.survey.bris.ac.uk/leicester/sec2014pgce>

Teaching Mathematics

Get £1100 "Greater than the Sum" scholarship towards your fee if you teach in Leicester.

Full year fee for 2014-15 is £1800, leaving only £700 to pay with a further discount if your degree or PGCE was at Leicester, or your school is a partnership school.

10 scholarships available

Join our 60-credit Postgraduate module for Primary, Special and Secondary School teachers, which is part of the MA in Education: Learning and Teaching and contributes to the 180 credits needed for a full Masters degree.

Module Co-ordinator: Rose Griffiths.

There are nine taught sessions, spread from November 2014 to June 2015.

This module concentrates on the mathematics included in the current National Curriculum Levels W and 1 to 4, for pupils in F1 through to Year 9. We especially welcome teachers working with pupils whose attainment in mathematics is low.

The module can help you:

- Develop your own understanding of mathematical ideas
- Enhance your mathematics lessons
- Extend your personal skills in learning and research
- Find out more about how to improve children's understanding of the number system and arithmetic, shape and space, and measurement
- Use assessment effectively, and evaluate resources and teaching strategies.

For a scholarship place

Contact Simon Catchpole to express interest – scatchpole@svc-leicester.org.uk. Please include your name / your school and the name of the course in any correspondence.

How to Apply

Complete the online application process – www2.le.ac.uk/departments/education/postgraduate-study/masters/learning



Increased PGCE numbers

Both Primary and Secondary PGCE courses have benefitted from a last minute increase in student allocations to University PGCE courses for 2014/15. Most notable were a 25% increase in Primary numbers to 90 and an increase in MFL to 10 (from 4). We will continue to recruit over the summer to ensure that schools have the supply of new teachers that they need for 2015/16.

New Teaching School

Congratulations go out to Thrussington CE Primary School who have recently been awarded Teaching School status. It has been a very busy and successful year for them as they also have been a Lead School for a School Direct cohort which starts September 2014. More details of their Teaching School activities can be found at <http://stepteachingschool.co.uk/>

PGCE Employment Success

Of our 2012/13 cohort of PGCE students (primary and secondary combined), a recent survey which attempted to contact all graduates, found that 97% were employed as teachers – quite a remarkable achievement compared to other providers in the sector.

Secondary PGCE final grades

Results from the current cohort of students confirm that 95% of those who completed the course achieved either a 'good' or better grade, 83% achieve the 'outstanding' grade. Clearly such success bodes well both for their future employment and the continuation of the University of Leicester PGCE.

Superstar Awards

These Student Union awards are entirely student led with individuals and student groups being asked to nominate members of University Staff who have gone out of their way to provide support and help. Staff in the School of Education received a number of these awards this year, including those working specifically with the PGCE. To provide a 'flavour' of the range of the citations, I have picked out just two, to represent both academic and administrative, primary and secondary, Core and School Direct PGCE....

Sue, a tutor, was nominated for being 'continuously supportive and encouraging' through ensuring that her students felt equipped and reassured for classroom practice – sending the upbeat email, lending personal books, demonstrating her expertise. Our students should all know that tutors are there for them when needed as they are developing as resilient and self-reliant teachers.

Belinda, from the office, was nominated by a School Direct student who really appreciated that Belinda took the time to treat her as a person 'not a number' and spent time on solving problems and addressing concerns to ensure that the start of the course was far less traumatic than it looked like being at one point. We don't treat students as 'customers' but fellow professionals in need of support and guidance as they are inducted into professional ways of working.

I hope that you too feel that you are able to approach members of staff for support, encouragement as part of the 'solution' (rather than the problem!). We are all here to help – it is so pleasing when this is recognised by those we try to be there for.

Leavers Assembled

The end of this year sees a number of key staff moving on from their posts at the School of Education including Adam Brant from the Primary Office, who has taken up a new post with the RSPB, the others speak for themselves...

Maarten Tas

It was with mixed feelings that I announced my resignation from the School of Education after running the secondary PGCE science for over 5 years. I have worked with the most amazing people both within the department and in the partnership schools. I see it as an absolute privilege to have been part of the early development of teachers and hope to stay involved somehow in the future. It is sad to leave my colleagues, but I am also excited to start as teacher of Biology at Beauchamp in August.

I would like to take this opportunity to thank everyone and hope I can stay in touch with all of the people I have been working with.

Sue Millhouse

Having completed my degree and PGCE here in the 1970's, a teaching career later, including 3 Headships, I returned to the School of Education in January 2006 to "give back". I started as a Visiting Tutor, then a Progress tutor, then a few sessions of English, then Science and Art; soon becoming a Professional Group Tutor (up to 40 students!) and co-ordinating the Broader Curriculum Strand of Foundation Subjects. Never happier than when I have a captive audience to talk to, I have loved co-writing and delivering mentor training three times a year. I have been very lucky to work with a fantastic group of SoE core staff and associate tutors over my 8+ years here.

Ingrid Spencer

Next term I move to Linden Primary School as their deputy head, an unthinkable prospect when I joined the School of Education in September 2008 prepared to complete my Ph.D My experience over the past 6 years has been one of working within constant change with shifting goals and new priorities such as... well the list is never ending. Despite this, perhaps because, each year has taught me so much; not least in visiting our fantastic and diverse partnership schools, working alongside inspiring, innovative and often hilarious co-tutors. There are so many SoE colleagues, schools and school colleagues that I will miss and so much from you that I will take into my new job. The PhD is still in my future!

Sylvia Wolfe

I joined the School of Education as a full time lecturer three years ago to work on the Primary PGCE course as an English specialist, especially Promoting Language Development (PLD) in the Early Years and Issues in English Education (IoE) which allowed me to enthuse others with my passion for young children's learning and the role of dialogue in advancing children's knowledge and understanding in all contexts. I also took on the academic lead role for the Primary PGCE to ensure that students succeed in this aspect of the course and are motivated to continue researching and reflecting on their practice at M-Level. I've continued to enjoy my poetry writing, gardening, singing and time with my two young grandsons and now will spend time doing these things that I love.

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