

School of Education

# PGCE Partnership Newsletter



## Creativity in Primary English

To end the taught primary English sessions for this year the students engaged in a workshop which explored how speaking, listening, reading and writing can be taught creatively in the classroom. Various zones were set up for the students to experience first-hand how children can be engaged and motivated to develop their English skills. The students rose to this challenge and as you see clearly developed their own skills whilst having fun!

## PGCE Student Placements 2015-16

Many thanks if you have already returned your offers of placement for students on the Primary or Secondary PGCE courses – it is much appreciated. Towards the end of June we will be emailing you to confirm the offers that you have made – we are very aware that the half-term resignation point can throw up some unexpected changes to your staffing plans for the coming year!

If you have yet to make offers of placements, perhaps waiting to see what your staffing for 2015-16 is going to be – there is still time! If you are able to offer us placements for our Primary PGCE students (F1-Y6) please go to the link: [leicester.onlinesurveys.ac.uk/primary-pgce-placements-2015-16](http://leicester.onlinesurveys.ac.uk/primary-pgce-placements-2015-16).

If you are able to offer Secondary PGCE placements (Y7-Y13) please use the link: [leicester.onlinesurveys.ac.uk/secondary-pgce-placements-2015-2016](http://leicester.onlinesurveys.ac.uk/secondary-pgce-placements-2015-2016).

Details of the 2015-16 PGCE courses can be found at [www.le.ac.uk/pgce-documents](http://www.le.ac.uk/pgce-documents). If you are unable to access either of these links (sometimes, technology is not our friend!) to submit your offers then by all means either email us ([pgcepartnership@le.ac.uk](mailto:pgcepartnership@le.ac.uk)) or phone on 0116 252 3652 letting us know the placement (A or B for Secondary or TE1, 2 or 3 for Primary), the subject or year group and, in the case of a Primary offer, the name of the class teacher.

## Older Teachers Project

Researchers in Education at the Universities of Leicester and Nottingham seek teachers aged 50 or over who are willing to take part in career life history interviews. The interviews will focus on older teachers' reflections on their experiences of teaching over the course of their careers.

If you are 50 or over, still teaching 50% or more of a timetable, and willing to be interviewed, we would be delighted to hear from you.

The project is being undertaken by Dr Joan Smith and Dr Phil Wood (University of Leicester School of Education) in collaboration with Professor Howard Stevenson and Mr Peter Sorensen (University of Nottingham School of Education).

If you would be willing to be interviewed, or would like more information, please email Joan Smith on [jms32@le.ac.uk](mailto:jms32@le.ac.uk)

## Effective Learning through Teacher Inquiry Conference

This conference, aimed at trainee teachers and NQTs, will take place on Tuesday 7 July at Stamford Court Conference Centre, Oadby LE2 2LH. The keynote speaker will be Jon Fordham, headteacher at Allenton Community Primary School who will be talking about the different research strategies he has trialled in the classroom. There will also be a range of highly relevant and topical activities and workshops aimed at those new to the profession. The conference is a joint venture between Brooke Weston TSA and Solihull Tudor Grange TSA and representatives from the Universities of Leicester, Derby and Northampton will be in attendance. The cost is £65 for partners and £85 for non-affiliated delegates.

To book, please telephone Education CPD+ on 0116 252 3771 or email [educationcpd@le.ac.uk](mailto:educationcpd@le.ac.uk)

## Primary PGCE Focus Days

The Primary PGCE tutors would like to say a big thank you to all the schools (over 30!) who made it possible for our Primary PGCE students to gain exemplary experience of Positive Behaviour Management and Interactive Teaching and Assessment, SEND and English. The students enjoyed these experiences and were keen to share their new found knowledge which they were then eager to apply in practice.

*"Extremely useful day...interesting to see how a school uses assessment for learning"*

*"Eye opening experience which allowed me to develop my understanding of Autism further"*

*"All credit to staff who work in SEND schools, they work hard to meet the individual needs of all the children in their care with great patience"*

*"I thought the delivery of phonics lessons was superb and really inspired me to take these strategies into account when I will be teaching again"*

*"I thought the lesson was very effective in getting children engaged and making the grammar lesson more fun and exciting"*

We would also like to say thank you to our schools and children's centres who are hosting a transition day for the students to understand children's learning either before entering primary school for our Lower Primary students or after for our Upper Primary students. They will also be introduced to the importance of smooth transitions between settings.

## Apply now for Master's study in 2015-16

The MA in Education: Learning and Teaching programme (MAE:LT) 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 whole group and individual level, with tutorial support built into every module.

The 12 modules for 2015-16 are:

- Specialist teaching of pupils with specific learning difficulties: Dyslexia 1
- Specialist assessment and teaching of pupils with specific learning difficulties: Dyslexia 2
- Understanding and managing children with Social, Emotional and Behavioural Difficulties: SEBDA 1
- Mental health problems and children with Social, Emotional and Behavioural difficulties: SEBDA 2
- Issues in Science Education

- Issues in Mathematics Education
- Effective Pedagogy and Assessment
- Mentoring and coaching
- Developing Leadership in Education
- Action Research
- Lesson Study
- Learning Technologies

Further details are available at [www2.le.ac.uk/departments/education/postgraduate-study/masters/learning](http://www2.le.ac.uk/departments/education/postgraduate-study/masters/learning) – discounts are available for staff from Partnership schools.

### Need an NQT?

If you have vacancies for the autumn term we do still have a few excellent PGCE students seeking the right first post for them. Please send your job adverts, including a link to your website and details of how to apply to [secpgce@le.ac.uk](mailto:secpgce@le.ac.uk) (Secondary posts) or [prppgce@le.ac.uk](mailto:prppgce@le.ac.uk) (Primary). We also keep in touch with our students once the PGCE is finished so can email them if you are looking for teachers during the autumn term.



## Mentoring ITTs and NQTs

Brooke Weston's Head of Geography, Kevin Glesinger has been mentoring this year's cohort of NQTs and ITTs. He is well placed to offer them advice and encouragement having only been in the profession himself for three years. His focus is on nurturing creativity and positivity in the classroom and encouraging the newest tranche of teachers.

Kevin said: 'As I am in my third year of teaching I have quite recently been through both the ITT and NQT routes. I did my PGCE at the University of Leicester and had placements at an inner-city Leicester school and at another secondary in Corby. Now I lead Geography at Brooke Weston and am numeracy co-ordinator for the Humanities department.

'I am driven and became Head of Geography after only 18 months. It is unusual but I have had the opportunity and support from an excellent team of senior management. I can relate to our ITTs and NQTs and, having been through the process so recently, I can give them advice at those times when they get peaks and troughs in confidence and particularly if they have had a demanding lesson.

'It is a juggling act combining mentoring with my own teaching commitments.

There are some very different needs, particularly for Phase A trainees when it is completely brand new to them. By the time they get to their second placement they are far more confident.

'I administer their training sessions, collate their reports and work with them to quality assure the process and ensure that all of our NQTs are getting the same experience. I do the same with the School Direct programme, working with co-tutors on phase A and B. At each stage I also observe our ITTs and NQTs and give them feedback.

'The best way to constructively critique a lesson is to observe what is going really well and develop that rather than focus on what is missing. I am patient and positive and I like to be creative in the classroom. I bring all of those skills to my mentoring and I enjoy collaborating with those that are just joining the profession.

'I became a teacher because I have a passion for my subject and I wanted to work with young people. With the rate that education is changing practitioners have got to have that passion and spark. If our ITTs and NQTs have that drive and enthusiasm then I don't think there is better job in the world.'

## School Direct Conference

As usual the very appealing surroundings of the Stamford Court Conference Centre provided an excellent venue to discuss the successes of School Direct PGCE programme over the past year and look forward to both the new cohort of students starting in September and the bidding process for the 2016-17 cohort sometime in June/July. In addition to representatives from existing Lead Schools, who are fast becoming experts in both recruiting to and delivering their SD PGCEs, we were also able to welcome those who are just completing their first recruitment cycle and those entirely new to the process.

After considering the growth of SD PGCE numbers relative to those allocated directly to the University there

were various discussions focussing on the flexibility of the course to meet the needs of placements schools. The options available for Lead Schools to deliver various professional strands within the PGCE were welcomed and the pattern of school placements on the Secondary course were discussed with options for change being taken to the Partnership Management Group later in June.

Everyone agreed that marketing strategies for the SD PGCE courses were a critical factor in Lead Schools achieving successful recruitment to their allocation. Some Lead Schools have made excellent use of existing networks to identify and recruit potential teachers but fully recognise that this is not sustainable

in the longer term and are working to forge closer links to University undergrad courses, in particular tracking the progress of their ex-students as well as proactively offering progression in to teaching for graduates working in or being appointed to other classroom-based roles within the school.

If your school is contemplating hosting SD PGCE students next year or becoming a Lead School for the 2016/17 intake, please do contact [neil.burton@le.ac.uk](mailto:neil.burton@le.ac.uk) to consider your options. Neil will be able to either come out to you to discuss your particular needs or direct you towards the online documents to make a start for yourself.



# New PGCE Secondary Programme Leader



Dr Jo Anna Reed Johnson is taking over the helm as Programme Leader for the Secondary PGCE Programme on the 1st July 2015.

She was most recently part of the PGCE Secondary Team at the University of Warwick where she has been involved in the development of the School Direct Programme and Blended Learning Model.

Her work in Education, over the last 20 years, has included Middle Management, Classroom Teaching, Consultancy

and Research. With a background in Engineering, Education and Sustainability Jo Anna is a Charter Physicist with a passion for systems thinking and the development of communities of practice. She works closely with the Institute of Physics and Association of Science Education to help promote the development of teachers within STEM.

She has worked in both the state and independent sector, in the United Kingdom and Overseas, and is very interested in cultural understanding in relation to teaching and learning.

## Inspiring Gardeners

Leicestershire and Rutland Gardens Trust are hoping to inspire schools who don't already have their own school garden to take up the trowel. They are asking Primary schools in Leicester and Leicestershire/Rutland to bid for funding to support them to develop their own school garden. You go to them with the ideas and the willingness to sustain the effort and they will supply the expertise and some funding towards making your green dreams come true. Additionally they will fully fund one class from one school to visit the kitchen gardens of Kelmarsh Hall and prepare their own fresh food to eat. Contact Margot Fawcett at [margot@thefawcetts.plus.com](mailto:margot@thefawcetts.plus.com)



## Getting to the heart of Early Years Science

'Play and exploration' aka early years science on the Primary PGCE course, means using hands-on experiences as pupils might, with the freedom to ask 'How does it work?' 'What can I do with it?' and 'Let's do it together!' Do you agree that working in a 'Fiddle Factory', being creative with junk modelling, smelling herbs and ringing bells with the time and space in which to ask these questions is true scientific exploration?





## SMILE (Social Media in Lifelong Education)

Over two conference days held in the Autumn term last year, a group of students, from primary to 6th form, met to discuss the impact of social media on education. They explored the potential benefits, to students, schools and teachers, of using social media to enhance the learning experience and also considered the concerns. The result is the construction of a Social Media Charter for schools which includes a number of resources to help schools make good and well-informed choices about the use of social media in their schools as part of the wider learning experience. Further details of the initiative and details of the charter can be accessed at [www2.le.ac.uk/colleges/socsci/smile-2014-event/social-media-in-lifelong-education](http://www2.le.ac.uk/colleges/socsci/smile-2014-event/social-media-in-lifelong-education)

Paper copies of the Charter can be obtained by emailing Dr Alison Fox [af173@le.ac.uk](mailto:af173@le.ac.uk)

## Visitors from Egypt experience Partnership Schools

Since September 2014, Education CPD+, part of the School of Education, has been working with the Egyptian Government in an attempt to help develop the use of technology in Egyptian schools.

Education CPD+ has been successfully developing and delivering CPD at all levels in education for over a decade. Since 2004 they have provided CPD to over 10,000 teachers across the East Midlands and the wider UK. This continues to progress and they are now expanding globally, providing programmes and courses internationally all over the world.

A programme was designed for Egyptian teachers to help the development of the use of technology in their schools and, alongside this, consider new approaches to learning and teaching for the 21st century.

Three groups of twenty-five primary and secondary teachers have joined us for the twelve-week course; in the Autumn term teachers of English, Spring term Mathematics teachers and currently Science teachers.

As part of the course, the Egyptian teachers are given the opportunity to visit British schools, both here in Leicestershire and beyond. These visits are integral to the course and are imperative in demonstrating the full potential of technology in teaching and how it can be used in their schools.

We would like to thank all the partnerships schools involved for the warm and open welcome given to the groups. The teachers have thoroughly enjoyed their visits which gave them opportunities to observe lessons, find out about the practical use of digital

technology, discuss the organisation of the school, ask wide ranging questions and take away new ideas for their own teaching. One thing often commented on was the enthusiasm for and enjoyment of learning.





# Safeguarding Children Seminar

Hosted at Manor High School, by Hays Recruitment – 18th May 2015 with sessions from Christine Davies CBE – Director at C4EO and Allen Baynes – Education Consultant at Allen Baynes Consultancy

To ensure all staff are trained in safeguarding ... HAYs are preparing good resources to allow schools to keep a good training register. Also, it is now essential that you have a safeguarding officer and everyone knows who they are.

## Key points

**Technology** is one of the main ways we communicate, but it has a dark side and children send/receive inappropriate images through apps.

**E-safety** awareness in schools needs to be taken seriously. If struggling to engage audiences, schools need to make it part of other events so as to meet the target audience... (Will be part of ITE induction for student teachers, but needs reinforcing throughout the programme in many formats to ensure message gets across).

Challenges in terms of meeting thresholds, hence things need **recording**, and relevant agencies need to be referred to. All information needs signing and dating. Must keep records long term, to ensure can be followed up later, as some historical cases may well be looked into.

**What happens in the locality?** You as schools need to know this, and you need to ensure you have links with local agencies. There is a local children's safeguarding board that all schools need to be in touch with. Building communities of practice. Pool resources, so work together cross phase and reach out to services, who may be under threat of cuts, here are the challenges, here are the resources, how do we use them effectively. Look at joint strategic needs assessment – present detailed analysis of challenges in local area. Reach out to schools in the locality, circulate and share training programmes.

**Bullying** – ask the kids, where did it take place, when did it take place, change the duty pattern, find ways to reduce the opportunities. Ensure that students feel

safe and the bullying is being dealt with effectively, so that children can report this. Give the pupils a voice to share concerns. Self-harm highlighted as a major issue, and then links with cyber bullying. The links between children who are missing and CSE are incredibly strong.

Challenging issue going to be high on the agenda is **radicalisation**. Little guidance on what it is and how we deal with it. It is a moral issue too and a dilemma as to how we deal with it. Respect is important. What is your response to tackling radicalisation? New radicalisation document coming out soon.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>



## Hedgehogs are back in June!

After an exciting tour of over 20 schools, the 10,000 Hedgehogs will be together again at the Newarke Houses Museum in Leicester from Tuesday 23rd to Sunday 28th June 2015, from 10am to 5pm Tuesday to Saturday, and 11am to 5pm on Sunday. Do go to visit them again!

As before, children and adults can rearrange them, count them and put them in patterns. School parties are very welcome. You can take a small group of children at any time; if you would like to take a whole class, please email Imogen Cox (Imogen.Cox@leicester.gov.uk, tel 0116 225 4910) to let her know when you would like to come.

*Dr Rose Griffiths*

### For more information

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