



School of Education

# PGCE Partnership Newsletter

## School Direct Conference

Representatives of existing and potential School Direct Lead Schools met for the morning at the Stamford Court Conference Centre on May 5th to review course delivery to the current cohort of PGCE students, the recruitment of the 2016-17 cohort and look ahead to potential student allocations for 2017-18. Ben Jordan & Clare Hearn-Palmer of ILTT, who have had their first PGCE cohort as a SCITT this year after building experience as a SD Lead School, explained the journey that they have been on, highlighting the highpoints and problems experienced along the way. Ex-SD PGCE students Hayley Briggs, Rebecca Carlton and Katie Parker gave their perspective on what they have felt the strengths of the SD route has been for them as a basis for their early career progression. Ian O'Flynn, from TELA, explained the benefits of teaching their own 'professional studies' (TDC) sessions rather than devolving responsibility to the University. Debbie Shatford, NCLP, offered the SD Administrator's perspective to the process of recruiting and supporting PGCE students through the course – which she expands upon elsewhere in this newsletter.

With the recruitment crisis that the teaching profession continues to experience, it was so reassuring to see that the Partnership is supported by such a dedicated and enthusiastic group of teachers and schools who continue to place such a high priority on the development of the next generation of teachers.

Further details of the SD route can be found at [www.le.ac.uk/pgce-documents](http://www.le.ac.uk/pgce-documents) - select the School Direct folder on the left of the screen.

[pgcepartnership@le.ac.uk](mailto:pgcepartnership@le.ac.uk)



## Recruiting for the PGCE

During the course of this year we have run 8 monthly PGCE recruitment events for our PGCE courses offered by the University, School Direct providers and SCITTs, to which 475 potential applicants signed up to attend. These events, usually running between 4 and 6pm, have consisted of opportunities for potential PGCE applicants to talk to course tutors and representatives of SD providers and SCITTs as well as attend a talk about the PGCE course and the application process.

Of those attendees responding to evaluations, nearly 90% found the opportunities to talk to SD Providers or SCITTs good or better and nearly 95% were similarly impressed by their discussions with University tutors and the presentation. Overall, 60% said that they would strongly recommend any friends interested in teaching, to attend one of our events in the future – with over 80% of those responding stating their intention to apply for a PGCE course with either the University SD provider or SCITT in the future.

Dates for 2016/17 events will be circulated early in the Autumn Term  
[pgcepartnership@le.ac.uk](mailto:pgcepartnership@le.ac.uk)

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# Mentoring and Coaching on the MAELT

Hi! I'm Abi of St Peter's Primary Academy in Market Bosworth and I took the Mentoring and Coaching module last year as part of the MAELT course. Having been teaching in primary school for 5 years, I decided that it was time for a new challenge, one which could expand my insight into education and also the teachers themselves. I was offered a mentoring role with a Newly Qualified Teacher at school which at first seemed like a very daunting prospect, as I had never mentored anyone before. I had myself *been* mentored before, but found the experiences to be very negative and a knock to my confidence, so I was a little worried how I could ensure that didn't happen to the mentees in my charge. The mentoring module was a really good starting point to give me an insight into what it actually means to be a mentor and what skills to put into place to make it a positive experience for everyone!

It was great being able to chat about the mentoring experiences we had all had and support each other on the course as new challenges arose.

I think a key part for me was being able to consider my own mentoring practice and create my own research project within which I could improve myself, but also put strategies in place for my mentee to improve her teaching practice. Being a musician, I have always been interested in how we can teach music to the children and difficulties that non-specialist teachers have when teaching music. But the strategies taught within the mentoring module helped me to create my own 'mentoring for new music teachers' programme within school that allows me to plan lessons, discuss and support teachers when they have to teach music. All staff who I have worked with have certainly found it useful to have somebody working alongside them when planning



and teaching a subject that is normally avoided as much as possible.

The course gave me the useful frameworks to be able to know how to go about questioning and have useful conversations with mentees which seemed to have made an impact as I was asked to mentor someone again this year!

The School of Education is running a Mentoring and Coaching conference on July 4th and Stamford Court, Oadby. Contact [educationcpd@le.ac.uk](mailto:educationcpd@le.ac.uk) for further details and to book a place.

# Expansion at Hatton

Hatton Learning Partnership is just completing its first successful year as a School Direct Lead School and will become part of the Hatton Teaching School Alliance from September. We already work with a number of schools in the Wellingborough area – both secondary and primary – and are actively seeking further schools to share our high quality School Direct trainees. We actively recruit by attending the routes into teaching events and holding regular open evenings at Sir Christopher Hatton Academy. We are active users of social media in our quest to attract graduates

who are set on a career in teaching, and those who may not be sure and may want some additional information.

We welcome potential trainee teachers into the school for school experience. They can see the classroom in action, and speak to teachers at different stages in their careers. Allowing them to join the teaching profession with an understanding of the commitment involved in training to be an outstanding teacher.

Our current School Direct trainees have all successfully found teaching jobs starting

in September 2016. They have really enjoyed their time with us and describe us as being 'very well prepared'; 'very supportive'; 'very positive'; and that our teachers are 'very enthusiastic'. In fact the only thing any of them would change would be to spend more time in School during their training.

Hatton Teaching School Alliance has an active partnership with other teaching schools across Northamptonshire. This allows us to use the skills and expertise of teachers from outstanding schools across the county to deliver training for teachers from the beginning of their careers, through to newly appointed Headteachers with our Leadership Pathways training programmes.

For more information on any of our courses, or for information on how to join our alliance please visit our website [www.hattonteachingschoolalliance.org.uk](http://www.hattonteachingschoolalliance.org.uk) or email Keren Gunn [teachingschool@hattonacademy.org.uk](mailto:teachingschool@hattonacademy.org.uk)



School Direct Trainees Simon Phillips and Rebecca Lamberton at Sir Christopher Hatton Academy on their 'B' Placement



School Direct Trainees Tom Clarke, Gabriella Berrill and Tom Cheatley (l-r) returned to Sir Christopher Hatton Academy for their final 'B' part 2 Placement



## Feel the rhythm...

Although you may feel 'Ofsted-ed out' it is necessary to reflect on an observation that the inspectors made that story, singing and rhyme have significant roles to play in the primary classroom to encourage the acquisition and application of a rich, wide-ranging vocabulary as well as in managing children's behaviour.

**One of Ofsted's judgments:** *'They (NQTs) also demonstrated a variety of imaginative ways to engage pupils' interest, including dressing up as the 'Little Red Hen' to bring writing to life'.* Indeed, the use of these simple interventions can broaden a curriculum which is in grave danger of becoming very narrow!

Throughout the Primary PGCE course, our teaching staff work hard to ensure that the importance of this practice is emphasised. The schools and pupils who make time for '5-a-day' stories, songs and poems can readily provide a springboard for literacy, by counting '5 little ducks swimming across a pond' whilst actively 'Going on a bear hunt' and being astonished by a 'Tadpole's Promise'!

One of our **Key strengths** was *'the high quality university-based training that links academic rigour with practical approaches to teaching in the classroom'.* (Ofsted report 2015)

It has been heart-warming to see, at innovative schools, the importance

teachers place on using children's natural forms of learning to embed and stretch their skills. Stories and music are used as stimulus, for memorising facts and for that feel-good factor that singing and physical exercise can give.

**Another Inspection judgment:** *'University tutors and the professional tutors are highly qualified, passionate about their subjects, and passionate about supporting the trainees to become outstanding teachers'.*

This is because we know that we need to teach that learning can be a joyous thing and what better way to explore this than through the poetry, rhythm and actions which can imaginatively describe the workings of the digestive system or the 7-times table? May those schools who say 'we have no time for singing' become extinct! We need to be ready to actively proclaim far and wide that 'We're alive, awake, alert and enthusiastic'.

Marilyn Bowles, [mrb33@leicester.ac.uk](mailto:mrb33@leicester.ac.uk)  
Associate Tutor, Primary PGCE



**“ University tutors and the professional tutors are highly qualified, passionate about their subjects, and passionate about supporting the trainees to become outstanding teachers.**

Ofsted Report 2015



## PGCE Placement offers for 2016/17

There is still plenty of time to offer placements to our PGCE students for next academic year. All schools have already been sent details of the placement dates and expectations and these can be accessed from [www.le.ac.uk/pgce-documents](http://www.le.ac.uk/pgce-documents) or by going to the links where you can register your placement offers:

Primary: <https://leicester.onlinesurveys.ac.uk/primary-pgce-placements-2016-2017>

Secondary: <https://leicester.onlinesurveys.ac.uk/secondary-pgce-placements-2016-2017>

## Azerbaijan Teacher Training Programme

At the end of March, Education CPD+ ran a programme alongside the English Language Teaching Unit for visiting teachers from Azerbaijan.

The week-long programme included a variety of techniques, approaches and activities for teaching English, use of English Language Teaching (ELT) resources, understanding and applying a variety of new practical skills and information on managing teaching and learning.

An important element to the course was the school visits that took place during the middle of the programme. This gave

the visiting teachers an opportunity to see our school system in action, learn new techniques and gain new ideas from their English peers and speak to teachers and pupils about their experiences.

We would like to say a big thank you to all the local schools that helped make the programme a success. The local school visits are a great experience for our course participants, but also an opportunity for pupils to speak to someone from a different culture, and for teachers to connect with education professionals from around the world.

Everyone involved in the programme found it a very rewarding and worthwhile experience, with participants particularly praising the school visits saying: "Seeing the English school life with my own eyes and attending classes was really wonderful" and "We learnt a lot of new methods".

We hope that the teachers from Azerbaijan are able to take what they learnt back to their classrooms, and look forward to welcome more international groups in the future!

## Bradgate Park Archaeology Field School (2015-2019)

During late June and early July, the resident archaeologists are providing opportunities for school groups to explore the findings of the prehistoric and medieval archaeology. The excavations are accessed from the main car park in Newtown Linford (LE6 OHB). There will be workshops on Archaeozoology and Archaeobotany (what animal bones and plant remains found on

the site tell us), ceramics and illustration (the importance of visually recording the site's features and artefacts).

A **free** open day for the public will take place on **Sunday 3 July 2016, 11.00am - 4.00pm**, with prehistoric and medieval re-enactors, hands on activities, guided tours of the excavations and "Meet the Archaeologist". Details of the site are at

<http://www2.le.ac.uk/departments/archaeology/research/projects/bradgate-park-fieldschool>

The park's museum is re-opening at the Deer Barn this summer and will incorporate the recent archaeological discoveries.

Further information contact Debbie Miles-Williams at [deb@leicester.ac.uk](mailto:deb@leicester.ac.uk)





## From Pakistan to Leicester

Dr Behlol from the Fatima Jinnah Women University in Islamabad recently visited the School of Education for the second time this academic year as part of a British Council funded project looking at ITE in the UK and Pakistan. As part of his visit he spent two days in partnership schools.

On Tuesday 17 May he visited Cedars Academy with Jo Griffiths. Whilst there he observed the teaching of Catherine Suckling (PGCE Modern Foreign Languages student) and Tessa Copley (PGCE Citizenship

student) and then interviewed both these students and Dean Boonham, a co-tutor at the Academy.

On Wednesday 18th May Dr Behlol visited Forest Lodge Primary School with Sue Davis where he interviewed four Primary PGCE students (Yasmin Ikram, Nisar Navsariwala, Charlotte Smith and Charlotte Wilks) and three mentors (Vinny Jagatia, Caroline Toone and Ed Toone).

Dr Behlol and the team from the University of Leicester were overwhelmed by the support and interest shown by all concerned and we would like to thank both schools for making us so welcome. It was very kind of all the participants

to rearrange their schedules and to give so much time to enable Dr Behlol to gain such a deep understanding of our ITE Partnership.

During the rest of his visit Dr Behlol attended the Primary Partnership Management Group, interviewed University tutors and jointly planned workshops and a conference that will take place when Alison Fox and Sue Davis visit Islamabad again next spring. His visit also coincided with the celebration of Leicester City Football Club so he joined Leicester in party mode!

*The photos show Dr Behlol with the mentors and students at Forest Lodge Primary School.*



# Organising School Direct – the Administrator’s tale

My name is Debbie Shatford and I am the administrator and part of the team for the North Charnwood Learning Partnership (NCLP) School Direct programme. I work at the lead school for NCLP at Limehurst Academy, based in Loughborough and have been involved with the School Direct programme since we started in 2013. My role as administrator has evolved considerably over the past 3 years and is very diverse and multi-layered and is crucial to the smooth operation and success of the programme. We are now looking forward to welcoming our 3rd cohort of students on their journey to train to become teachers. I am the central link on a daily basis between students (past, current and future), the partnership, the University of Leicester and school staff. That central contact means that there is reliability, consistency and a professional approach to ensure the programme operates smoothly with a prompt response to emails, phone calls and enquiries. However much my role changes, the underlying focus for me has, and always will be, the support and well-being of those applying and enrolling on the programme.

There are many words that could be used to describe my role, however, I feel those most apt would be *coordinate, communicate and support*. As NCLP and the school direct programme has grown, the need for promoting and marketing the partnership has also increased and I have really enjoyed getting more involved in this aspect of the job. As a result, we get a large number of requests for work experience and nurturing and building those early contacts is a part of my job which gives me great job satisfaction, especially if they then go on to train as secondary teachers. I also regularly attend Routes into Teaching events at the University of Leicester and organise Information Events and Teacher Taster mornings here at Limehurst Academy. All of these events give applicants opportunities to gain that crucial school experience and to seek advice on the steps needed to reach their goal of becoming a teacher. I coordinate these events and liaise with students, teachers and schools to ensure that all involved feel supported throughout. It is really rewarding that students from

previous cohorts are now recommending NCLP to colleagues and friends.

Over the past 2 years we have offered a Teacher Taster morning here at Limehurst to enable students to find out more about the school direct programme, spend time in lessons and gain valuable advice on the application process. From September, we are hoping to be able to offer the School Experience Programme to build on the successes of the Teacher Taster Mornings.

Once enrolled on the programme with NCLP, students benefit from the Professional Development Programme which is held every Tuesday afternoon.

This is an opportunity to deepen and strengthen their teaching skills as well as meet up with their school direct colleagues to catch up informally and offer support to one another.

The PGCE year is a demanding year and the support networks available are crucial to the students’ well-being. Having a listening ear and a “mum” to contact can sometimes be all that is needed and can make a considerable difference when building strong supportive relationships.

For more information or advice, please contact Debbie Shatford at **[schooldirect@limehurst.org.uk](mailto:schooldirect@limehurst.org.uk)**



# PGCE Secondary Commendations 2015/16

We would like to congratulate and celebrate the hard work of all our PGCE Secondary Student Teachers, who have nearly completed their second placement. Also it is important we thank the Partnership for their support in guiding and developing these future teachers.

In particular, we'd like to celebrate the achievements of these students who have received a commendation whilst on their teaching practices:

- **Gabbi Berrill (SD)** – English Kingsthorpe College Northampton;
- **Megan Elliott** – Citizenship, Hinckley Academy;
- **Kate Macleod** – Physics, Thomas Estley Community College;
- **Davy Kelly (SD)** – Physics/ Science, Thomas Estley Community College;
- **Yemi Joseph** – Citizenship, Heathfield Academy;
- **Jack Conway (SD)** – Biology, Wigston College;
- **Ammara Teladia** – Biology, Leysland High School;
- **Samantha Osborne** – MFL, Wigston Academy;
- **Susie Weder** – English, Castle Donnington;
- **Sarah Wilson (SD)** – Mathematics, DSLV;
- **Amy Williams (SD)** – Social Sciences, Sharnbrook Academy;
- **Hannah Robinson** – English, Hinckley Academy;
- **Kirstie Chamberlain (SD)** – MFL, The Cedars.

Good to see so many School Direct students among them!

## From Mentored to Mentoring

One of the strengths of our Partnership is the fact that we work so closely with mentors in our various Partnership schools. It is always nice to see familiar faces at Mentor Training in the form of ex-students who have come back to undertake a mentoring role.

Two such ex-students who have been mentors for the first time on the third teaching placement this year are Mayuri Jadav (Thurnby Lodge) and Ryan Currie (Sparkenhoe Community Primary School).

Mayuri said of her development from student teacher to mentor in just 3 years, *"Whilst completing my PGCE at the University of Leicester, I learnt a great deal about myself and about the profession that I loved. My teaching placements were vital at equipping me with the skills and qualities I needed to be successful and my mentors allowed for this to take place. I was able to flourish and develop with the support that they gave me. They were there when things went really well and when they went terribly wrong. Throughout these times*

*they made me reflect on my practice and were able to offer different suggestions on how to improve. They played a huge role in me being an outstanding teacher that I am today. When the opportunity arose, I put myself forward to becoming a mentor for the university. I wanted a student to have the same positive experiences that I had on placement. I wanted to teach them the skills and experiences that I have had which they can take away with them. I find the mentoring process to be a very much two way process in which both people benefit and learn from each other. I have found it to be a positive experience and would recommend it to all!"*

Ryan, who was part of the 2013/14 cohort, said, *"Mentoring support was what enabled me to progress through the course. Mentors need to have an approachable personality and offer support without judgement. I have found the fact that I am only recently out of the process myself a real bonus. I have a good idea of the expectations from both sides and so am flexible in creating opportunities for these to be fulfilled. Building relationships is a huge part of being a mentor, you learn from each other. I have also had the opportunity to see the children in my class in a different way, they respond differently to other teachers and this means you can see them with a new perspective and have a chance to work with them more individually. I have really enjoyed the process and will definitely be volunteering to be a mentor again."*

**“ Whilst completing my PGCE at the University of Leicester, I learnt a great deal about myself and about the profession that I loved. I was able to flourish and develop with the support that they gave me.**

**Mayuri**





## Primary PGCE Students Volunteer to Shadow the Prestigious UKLA Book Awards

Three of our primary PGCE students: Sonja Cooper, Rosie Pointon and Samantha Payne are busily reviewing six books which have been short-listed for the UKLA book awards in the 3-7 age range category. The students, alongside other student teachers from different institutes, will each get to vote for their favourite book. The winning author will be revealed at the UKLA conference in July.

The books which have been short listed for the awards this year in the 3-7 categories are:

- **This Book Just Ate My Dog!** by Richard Byrne (author/illustrator) (Oxford University Press)
- **The Something** by Rebecca Cobb (author/illustrator) (Macmillan Children's Books)
- **I am Henry Finch** by Alexis Deacon (author) and Viviane Schwarz (illustrator) (Walker Books)
- **The Dad with 10 Children** by Bénédicte Guettier (author/Illustrator) (Scribblers Books)
- **On Sudden Hill** by Linda Sarah (author) and Benji Davies (illustrator) (Simon & Schuster Children's Books)
- **Little Red and the Very Hungry Lion** by Alex T Smith (author/illustrator) (Scholastic Children's Books)

If you would like to see the books short listed for the 7-11 and 12+ age ranges please visit the UKLA website: <https://ukla.org/resources/details/ukla-book-award-2016-shortlists>

The winners will be announced Friday 8 July.

### For more information

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