

School of Education

PGCE Partnership Newsletter

NQT Conference January 15th, 2015

The invitation to attend the event has been sent to all partnership schools and NQTs graduating from the University of Leicester. All NQTs at partnership schools are welcome to attend – a place can be booked using the link below.

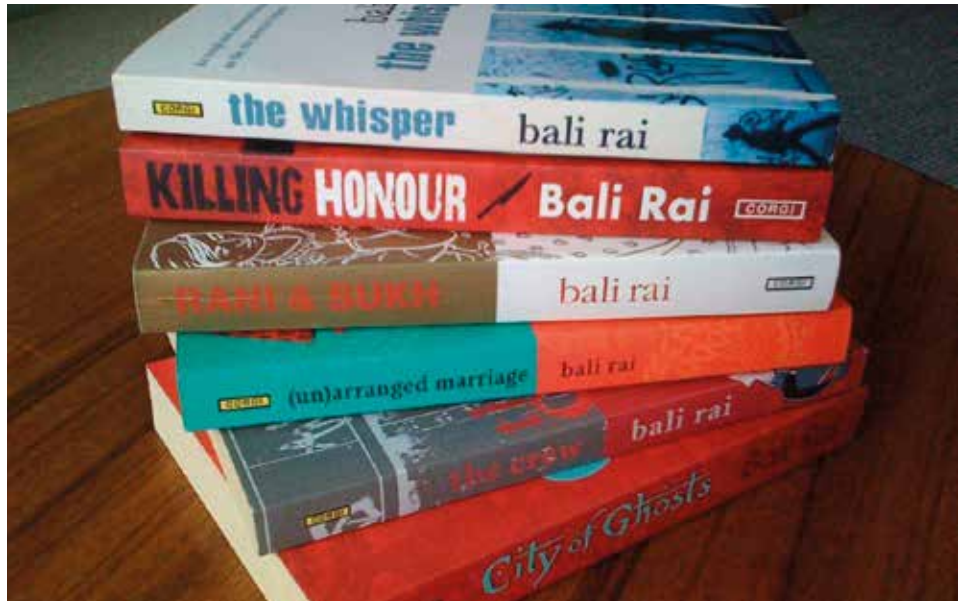
<https://leicester.onlinesurveys.ac.uk/nqt-conference-2>

In addition to the opportunity to meet up and renew acquaintances, there will be a lively mix of inspiring keynotes, workshops and discussion groups.

Key notes will be delivered by Alan Newland (exploring the nature of 'professionalism' within ethical issues for new teachers) a former Head Teacher, ITT tutor, Senior Advisor at DfE and GTC newteachersblog.wordpress.com and Matthew Burton (University of Leicester Alumnus and 'Educating Yorkshire') www.channel4.com/programmes/educating-yorkshire/profiles/all/mr-burton who will be offering insights into building relationships, vision and values, along with workshops hosted by Headteachers and University tutors.

The £75 fee for day-long conference at Stamford Court includes the cost of lunch and refreshments throughout the day.

Neil Burton



What's the purpose of Young Adult Fiction?

We were delighted to welcome over 230 students from Partnership schools to the University's highly successful Literary Leicester Young Adult Fiction event held on 13th November. Students (aged 13+), teachers and PGCE English student teachers on placement from Bosworth Academy, City of Leicester College, Crown Hills, English Martyrs' Catholic School, Judgemeanow, Moat, Soar Valley were among the large audience. They participated in lively panel conversation involving acclaimed author Bali Rai, his literary agent Penny Luithlen, Karen Armstrong (an editor from Penguin/Random House publishers) and Sophie Branston and Tilak Bhavsar, two very impressive Year 11 students from Soar Valley Community College, who both made distinctive contributions to the discussion. Some key talking points were: use of social media for marketing new texts (for example the marketing of Zoella through YouTube); sharing thoughts on reading through fan fiction websites; creating new

types of texts; how publishers (rather than readers) use the term 'Young Adult' and what can you write about in a Young Adult novel? There were a good number of avid 'binge' readers in the audience. 'Binge' reads included Robert Muchamore's Cherub series work and George R.R. Martin's 'The Song of Fire and Ice series' which features 'A Game of Thrones'.

This was the first Literary Leicester event of its kind. We were very grateful for support given by the Whatever it Takes organisation who kindly donated Kindle Fires for our student panel members. Planning is already underway for next year's festival and it is hoped that we may hold at least one event in a school. Please email me sd100@le.ac.uk as soon as possible if you think that your school might be interested in hosting such an event in the November 2015 programme

Sue Dymoke

Increased PGCE Allocations for 2015/16

In recognition of the continuing success of the Partnership, the allocation of PGCE students for next year (2015/16) has been very pleasing. Although there has been a reduction of Primary PGCE numbers allocated to the provider-led programme, this appears to be in line with the Government focus on transferring allocations to schools away from university providers.

Allocations to the University of Leicester PGCE through SCITTs has risen significantly to just fewer than 200 – nearly 1/3rd of these being primary. PGCE School Direct allocations have also seen a rise in numbers, particularly once

the move by Affinity to become part of Inspiring Leaders Teacher Training is taken into account. With new Lead Schools in Wellingborough and Rugby, allocations for School Direct also rise to just under the 200 mark. With almost 100 places allocated to the University Secondary routes, we see the inclusion of PGCEs for the subjects of RE and social sciences. Primary has been allocated 25 places for Mathematics specialists – students who will be able to demonstrate significant strengths in Mathematics but still be able to confidently teach across the primary curriculum (similar in many respects to the French specialists that have been recruited in recent years).

Once the primary and secondary allocations are added to the SCITT numbers, the University of Leicester

will have the potential to graduate over 550 new teachers into the teaching profession in the summer of 2016.

More can be discovered about the different post graduate routes into teaching with offer the University of Leicester PGCE at www2.le.ac.uk/departments/education/pgce/routes-into-teaching-1. There are monthly recruitment events in the new year (13 Jan, 26 Feb, and 19 Mar) where applicants can meet School Direct providers, University tutors and SCITTs to find the best route to becoming a teacher for them.

Please pass on our invitation to attend one of these events to your school community through your staff notices and parent mail www2.le.ac.uk/departments/education/pgce/routes-into-teaching-events.

Teaching Schools in Partnership with the University of Leicester

Teaching Schools within the region operate in partnership with the School of Education at a number of levels, including research activity, CPD provision and accreditation and Initial Teacher Education (ITE).

Brooke Weston TSA, Corby (www.brookewestonteachingschool.org) has been a teaching school since 2011 (one of the first 100 schools to be awarded the distinction) and is now, alongside Thomas Estley CC (thomasestley.org.uk/training/tela-initial-teacher-training), beginning their third cycle of applications for the Secondary PGCE as School Direct (SD) Lead Schools (LS). Both now have a wealth of experience of recruiting to the PGCE and supporting new entrants to the teaching profession through early stage CPD provision. Forest Way TSA (www.forestway.leics.sch.uk/fwtsa/itt.php), have been working as a LS for the same length of time but have only had their first cohort of Secondary PGCE this year. They have also been able to use their expertise as a Special School to ensure that all of their ITT student have a significant input in this field.

Kibworth CofE Primary (operating as Affinity TSA) were the first LS to associate themselves with the University of Leicester and have successfully recruited large cohorts for the past two years. For 2015/16 they are making the big step and reforming, with another LS, as Inspiring Leaders TT SCITT (ILTT) (www.inspiringleaderstoday.com/teacher-training).

Welton CofE, the Teaching School within the DRET Academy chain (www.dret.co.uk/careers/school-direct) delegates the operation of the ITT SD provision to one of their partner academies, a large secondary school in Northampton, and was the first to win a cross phase allocation of primary and secondary numbers with Leicester as their nominated university.

Thruslington CE Primary became a Teaching School (operating under STEP TSA) after running for a year as SD LS (stepteachingschool.co.uk/school-direct).

There is also Ashlawn SAT (Innovation Learning and Leadership Alliance fully operational from January 2015), who will be welcoming their first cohorts of primary and secondary PGCE SD student in September 2015 as a SD LS new to the Partnership.

The Tommy Flowers SCITT (www.tommyflowersscitt.co.uk/#), based in Milton Keynes, builds upon the experience of Denbigh School TSA and of St Paul's who have offered the Graduate Training Programme (GTP) for a number of years.

If your school is looking for CPD support, or interested in becoming further involved with ITT through SD, then please contact one of our Teaching School SCITTs or Lead Schools, or view a full current list of our SD Primary www2.le.ac.uk/departments/education/pgce/school-direct or Secondary www2.le.ac.uk/departments/education/pgce/school-direct-secondary Lead Schools.

Further information about School Direct and becoming a Lead School can be found in the Partnership area of our VLE www.le.ac.uk/pgce-documents under the School Direct tab.

Neil Burton

10,000 hedgehogs invade museum

Thousands of salt-dough hedgehogs snuffled their way into Leicester at an exhibition at the New Walk Museum and Art Gallery between 8 – 12 November.

The hedgehogs have been made by children from all over the city and county, in schools, nurseries and at home, as part of a University of Leicester project about counting and arithmetic.

Over 4,000 children and hundreds of teachers and parents have joined in, leading to the creation of 10,000 unique hedgehogs that were displayed at the New Walk Museum. The Museum's Victorian Gallery was transformed with a grass 'lawn' for the hedgehogs to roam, and

children and adults who visited were able to rearrange them, count them and look for their favourites, as the hedgehogs came in a variety of shapes and sizes and had distinct personalities in their design.

The project was organised by Dr Rose Griffiths from the University of Leicester's School of Education, who said: "Having a large number of things to count helps children to see how our number system is built on tens, hundreds and thousands. Children who have seen the hedgehogs already have enjoyed putting them in different patterns – and they love trying to work out how many there are!

"Being able to count using bigger and bigger numbers gives a sound basis for improving children's arithmetic, and one of the most useful activities that parents and carers can do at home is to practice counting – both forwards and backwards."



Following the exhibition the hedgehogs are now on tour to schools and other venues around the city and county. Early in 2015 we will send out the timetable telling you where you can visit them.



Science TeachMeet

In November, the Science Department of the School of Education hosted an Association for Science Education regional Teach Meet event in the Fraser Noble building. The event was supported by both past and current PGCE students, our Egyptian colleagues who are presently training with us and science teachers from both primary and secondary schools. Participants were treated to a range of new ideas including practical activities such as building an umbrella hinge! Other presentations included writing poetry in science, how to set up an ecoclub and looking at satellite pictures on a website. Everyone thoroughly enjoyed meeting fellow science teachers and exchanging ideas.

Lesley Paris

Spotlight on a second year EdD student in the School of Education

Shane Payne is currently a second year student on the EdD (Doctorate of Education) programme at the University of Leicester School of Education. He opted to study part-time for a doctorate, following the structured route offered by this taught programme. Shane comments:



'I decided to apply for the EdD, and I would highly recommend the programme at the University of Leicester. The EdD is a part-time doctoral programme which is equivalent to a PhD award. It is ideal for the full-time working practitioner like myself. The flexibility of the programme is allowing me to pursue areas of educational study that are of particular interest to me and my practice. Yes, it is a difficult journey, but to be in a position where I can actively make a difference and influence change in our educational system to make it better, fairer and more effective, the journey is worth it'.

The EdD is a part-time, professional doctorate intended for full-time teachers and other educational professionals who wish to combine full-time employment with part-

time study for completion within 5 years.

It comprises two stages: a pre-thesis stage and a thesis stage. The pre-thesis stage is a scaffolded, structured programme, beginning with a long-weekend induction residential followed by annual summer schools.

During the pre-thesis stage, students complete four written assignments:

- Identifying your research agenda as a contemporary issue
- Forming appropriate conceptual frameworks (literature review)
- Designing your research study
- Thesis proposal

The assignments provide a sound basis on which to build the thesis during years 2-5. Each student is allocated two supervisors with expertise in their chosen area of research, who support students in the development of the thesis proposal, the fieldwork and the thesis. Most students undertake research focussing on their own classroom practice or within their institutions. For further details please contact edupgr@le.ac.uk

Masters Programmes for Busy Teachers

Part-time Campus-based:

MA in Education: Learning and Teaching – choose from a number of modules focusing on school, curriculum and classroom-based issues, including SEBDA and Dyslexia modules which receive nationally recognised accreditation from SEBDA and the British Dyslexia Association.

www2.le.ac.uk/departments/education/postgraduate-study/masters/learning

Duration – 3 years (less if you can carry over up to 60 credits from your PGCE) £1800 per year (Partnership discounts available)

Contact: maelt@le.ac.uk

Part-time Distance-Learning:

MSc in Educational Leadership – fully on-line course which allows you to study when you want during the week.

www2.le.ac.uk/departments/education/distance-learning/msc-educational-leadership

Duration – 2 years (less if you can carry over up to 60 credits from your PGCE) £8025 (Partnership discounts available)

Contact: edlead@le.ac.uk

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Spanish Taster

The pupils of Church Langton Primary School were delighted to welcome undergraduate students from the University of Leicester for a Spanish taster session. Each class had a lesson from the students who had prepared a range of activities and challenges. Pupils at Church Langton are taught French from the age of four while the pupils in year six are due to start learning Spanish in the spring term, so this was excellent preparation for them. The children had a fantastic time with Freya in year five commenting *"It was great, she taught us some key words and phrases in a fun session"*.

Church Langton works closely with the University, hosting PGCE students and will from September 2015 be offering School Direct PGCE.



If your school is interested in hosting undergraduates to provide 'tasters' in this or other subjects, or to work with you on other curriculum-based projects, please contact the University of Leicester volunteering section [Chani Sandhu cp117@le.ac.uk](mailto:Chani.Sandhu@le.ac.uk). Some current examples can be found at:

www2.le.ac.uk/offices/careers-new/exp/volunteering/volunteering-projects/volunteering-in-schools/welcome-to-volunteering-in-schools

Macmillan Coffee mornings raised over £500 for the charity earlier in the Autumn term



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 **University of Leicester**

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