

PGCE

Partnership Newsletter

For a few years we have been producing Primary and Secondary versions of the **Partnership Newsletter**, but I felt that the newsletter really ought to reflect that we have **one** Partnership.

I also hope that this issue demonstrates that whilst the PGCE may be the foundation of the Partnership, it is so much more than that. You will find information and contact details about:

- Masters level courses/modules – with special discounted rates for all of you working in partnership schools.
- Education CPD+, which emerged at the start of the term from the Science Learning Centre, provides both professional development courses and bespoke courses/support for individual and groups of schools over a wide range of subject and educational issues.
- Teaching Schools operating within the Partnership – I hope to be able to highlight the support available from these schools both via the Partnership Web Pages and through future issues of the newsletter and the possibility of gaining accreditation for the professional CPD courses that you offer. Please contact me to discuss how we might achieve this.

Together, we (schools and the University) have significant strengths we can apply for our mutual benefit within the Partnership.

Dr Neil Burton

The New Partnership Office Team

To coincide with the start of the new school year, the School of Education appointed two new members of staff to oversee school partnership:

Dr Neil Burton,
Partnership Manager
0116 229 7504
neil.burton@le.ac.uk



Mrs Sarah Burridge,
Partnership Administrator
0116 252 3652
sb614@le.ac.uk



Neil is an experienced teacher within both primary and secondary phases and has worked as an academic in a number of universities where he both designed and led undergraduate and post graduate teacher education courses. As well as taking a strategic lead in the development of the Partnership he also has a particular interest in the use of research (both published and the process) to inform professional decision making, with the second issue of his book *Doing Your Education Research Project* (Sage) due out in January 2014.

Please contact Neil to discuss strategic partnership issues, such as applying for School Direct places, changes to existing student placements and expanding your engagement with the partnership beyond offering student placements.

Prior to taking up her current role, Sarah was employed at the University as PA/Administrator for the Department of Media & Communication and recently returned to education to complete a course in Management. Her experience as an Administrator has come from a diverse range of businesses.

Please contact Sarah to make changes to placement offers, make arrangements for pre-placement mentor, coordinator and co-tutor training and other general administrative queries.

Primary Dates

January 10th	Mentor training TE2 placements
January 15th & 16th	TE2 preliminary visits
January 20th	TE2 starts (6 weeks)
March 7th	TE2 ends

Secondary Dates

January 17th	Phase A placement ends
February 6th	Phase B Co-tutor training
February 10th	Phase B starts
March 3rd	B2

Partnership Management Group (PMG) News

Our Partnership is highly likely to be inspected by Ofsted during 2013/14 and visits to partnership schools will be a significant element of this process – a key question on the lips of the inspection team is likely to be:

'what has the Partnership done as a result of your (the school's) input?'

At the PMG meetings, school representatives have been deciding the pattern of school placements for 2014/15 which, for primary, will improve the positioning of the Autumn placement around the half term break. Secondary are considering the possibility of improving flexibility to allow for different patterns for school direct placements. The Partnership will trial online evaluation of placements to allow faster feedback to schools and tutors to allow an immediate response to students. This should ensure that concerns common to groups and cohorts are identified and addressed rapidly.

There were also discussions at the primary PMG concerning the provision of EAL training for PGCE students and the potential for schools to assist and also the

preparations for the implementation of the revised curriculum for September 2014.

The secondary PGM received a draft proposal to allow School Direct providers to 'opt' for different packages of taught sessions within the PGCE, similar to existing primary SD provision.

The tracking and support of NQTs is becoming increasingly important in terms of indicating the quality of the professional training that the Partnership provides. Not only do NQTs report back on an annual basis through the national NQT Survey, but also through the Ofsted process. When the PGCE courses are inspected, the inspectors will go into schools to observe not only current PGCE students but also NQTs and a scattering of teachers in their second and third years of teaching – indeed the balance of most recent inspections has been two NQTs for every PGCE seen!

Partnership issues will be discussed at the Partnership Conference on February 4th. In the meantime either contact the Partnership Manager, neil.burton@le.ac.uk or talk to your University tutor on their next visit to your school.

International perspectives

During this term we have been visited by two different groups of international visitors. A group of Teacher Educators, government officials and student teachers from Palestine and Egypt visited the University of Leicester for two weeks as part of 'Tempus', an EU funded capacity building project. As part of the programme the attendees spent some time in two Partnership Schools – Sparkenhoe Primary and Thomas Estley. They reported that they had been made extremely welcome by staff and pupils and they had learnt an enormous amount from these experiences which will feed into the development of teacher training in their own countries.

In September we hosted a meeting with 3 professors and a translator from Osaka University in Japan who work in teacher training and who were sponsored by the Japanese Ministry for Education to find out about safeguarding processes in Britain.

The visit to the University was arranged by Inga Windley and Simon Genders who are the Safeguarding Development Officers for Leicestershire County Council.

The picture shows Liz Hewitt and Sue Davis from the University with Inga, Simon and their visitors.



Successful Outcomes of the University of Leicester PGCE 2012-13

The secondary phase courses have been particularly successful in the past year with *96% of the 115 teachers completing the course moving straight into employment*. It is worth noting that 61% of them were employed by schools within the Partnership. For the courses to be classed as outstanding, Ofsted criteria state that 50% of students must be outstanding, and 90% of students must be good or above.

	Primary	Secondary
Graduates	148	115
Outstanding	72%	57%
Good or better	95%	94%

All of our citizenship, social sciences and modern languages graduates completed in the 'good or better' category, with 85% of social scientists graded as outstanding.

Overall, of Primary PGCE students who qualified and are seeking employment in the teaching profession, 92% have successfully found a post, so far – well in excess of national norms.

These figures represent significant improvement upon previous years and do much to demonstrate just how well the partnership is working. The effort and care taken by mentors and co-tutors to ensure that the student teachers grow towards their potential during the placements really does show that schools are making great steps towards assuring the quality of the Partnership's future teaching professionals.

The PGCE students' successes are our Partnership's successes. A big **thank you**, to all mentors, co-tutors and coordinators for making last year such a successful one.

CPD+

We are pleased to announce that Education CPD+ is now open at the University of Leicester. Education CPD+ provides high quality continuing professional development for all involved in education across the East Midlands. We also offer support to individual staff, schools, school clusters or colleges on a bespoke basis. This may include CPD needs analysis, subject specific audits, general education advice, mentoring, or designing tailor-made CPD sessions of any length. We have a range of techniques aimed at measuring the impact of CPD, which is an important aspect of our work.

Some places are still available on our new and exciting science sessions coming up in the Spring Term for primary and secondary teachers and technicians.

Please contact us at educationcpd@le.ac.uk, for further details of availability, or visit our programme online at www.le.ac.uk/educationcpd

If you have any questions about our work, or would like to find out more, please contact Claire Simpson, Acting Director, on educationcpd@le.ac.uk

Race, religion and equality open forum – January 2014

Over the past few weeks, a number of School of Education staff and students in both primary and secondary phases have been engaged in talking about the impact on them of the ways in which tabloid news and TV programmes characterise race and religion, especially Islam. Increasingly the effects of Islamophobia are leading to segregation and unease across society and so we are hosting an open forum to look at ways to challenge Islamophobia and other forms of stereotyping in our teaching in all education contexts. We hope the group will run half termly and bring in education professionals and local groups from across the school partnership and beyond. In our first meeting, we adopted the approach of only representing ourselves and our own life experience when we spoke and agreeing not to be offended but to accept and answer all questions in an open and genuine way.

It led to fascinating discussions on a range of question including:

- Why do some Muslims wear western dress and others do not?
- What do you think about when you hear the words Christian and Christianity?
- Where do you get your information about different racial groups and religions from?

In the January meeting we hope to begin with some more myth busting through a 'no question is not allowed' policy, so that both Muslims and non-Muslims have a chance to explore commonly held fears and stereotypes. Then we will explore resources and opportunities in our teaching to embrace and celebrate diversity.

All enquiries to **Ingrid Spencer** – please email is79@le.ac.uk

Contacts

Changes to offers/placements, training responses and queries:

Sarah Burridge
sb614@le.ac.uk
0116 252 3652

School Direct enquiries, partnership management issues:

Neil Burton
neil.burton@le.ac.uk
0116 229 7504

Classroom support to motivate learners

As part of the University of Leicester's remit for Widening Participation, the central School and College Services team are involved in the REACH initiative. All schools, **primary** and **secondary**, are able to participate to target groups of their pupils/students at risk in terms of educational attainment by offering them an experience of higher education to which they can aspire. This includes a wide variety of activities including advice and guidance sessions, goal setting workshops, university experience days and subject specific tasters and master classes. More details are available at www2.le.ac.uk/offices/cap/recruitment/wp/REACH%20Partnership

The School of Education works closely with the University Widening Participation team on the *Students in Classrooms* (SiC) scheme. This scheme places undergraduates in city and close county schools to undertake at least 30 hours volunteering in the classroom on school-managed interventions in both the **primary** and **secondary** sectors. Apart from the impact upon pupils in terms of motivation and attainment, we are also helping to recruit a future generation of committed and enthusiastic teachers equipped to meet the challenges of teaching.

To become involved in offering placements for SiC please see www2.le.ac.uk/offices/scs/activities/classrooms

Alternatively, contact **Jean Baxter**, Head of School and College Services

e: jb74@le.ac.uk
t: **0116 223 1381**

Studying for your MA Education in Learning and Teaching (MAE:LT)

There are fantastic alumni & partnership discounts available for enrolment on the Masters in Learning & Teaching programme (MAE: LT). Currently 122 teachers across the East Midlands are enrolled on the programme, and gaining greatly from the opportunity to work in close collaboration with peers and university tutors to further their subject and pedagogical knowledge. If you have 60 M level credits from your PGCE, (or similar e.g NPQH) you will only need to select one taught module from our list and then in your second year you will complete a Professional Enquiry action research project in your own school. If you don't have those initial 60 credits then you can choose a second taught module. Each taught course has an average of 6 face-to-face sessions with some twilight & Saturday sessions for each course. You will complete 3-4 assessments, usually including a presentation, and in one course complete two 30 credit modules, which add up to your 60 M level credits.

Courses available: www.le.ac.uk/departments/education/postgraduate-study

There are both subject specific strands and more specialised routes such as the nationally recognised SEBDA & Dyslexia courses for which you also gain professional accreditation. We are currently developing new courses and welcome suggestions for new pathways from our partnership schools. Please forward suggestions to Ingrid Spencer, Programme Lead for MAE:LT (is79@le.ac.uk)

Currently available (some run in alternate years):

- Understanding and Managing Children with Social, Emotional and Behavioural Difficulties
- Mental Health Problems and Children with Social, Emotional and Behavioural Difficulties (SEBD)
- Specific Learning Difficulties: Dyslexia
- Specialist Assessment and Teaching of Pupils with Specific Learning Difficulties
- Promoting Language Development
- Mentoring and Coaching
- Developing Leadership in Education
- Teaching Mathematics
- Issues in Mathematics Education
- Issues in Science Education
- Issues in English Education

Discounts:

- 10% discount on fees to alumni or partnership school staff (=£300 per annum.)
- Group discounts for 10+ from teaching alliances (=£500 per person per annum)
- PGCE M level credits count as 1/3 of the full 180 credit Masters
- The same discounts and conditions apply to our **MAE: Leadership & Learning**.
Course Leader: David Pedder · dp243@le.ac.uk
To find out more, click here
- For more information on **MAE: Learning & Teaching**.
Course Leader: Ingrid Spencer · is79@le.ac.uk
To find out more, click here

Time is running out!

If you completed your 60 credit PGCE in the summer of...

<p>2009</p> <p>2010</p> <p>2011</p> <p>2012</p> <p>2013</p>	<p>...you need to start the final 120 credits by the autumn of...</p>	<p>2014</p> <p>2015</p> <p>2016</p> <p>2017</p> <p>2018</p>
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Opportunities for English teachers: Poetry By Heart Workshop & Teaching Creative Writing at Post-16

Poetry By Heart

On Wednesday 12th February (2.30 - 5.00pm) we are organising an **extra** Secondary PGCE English session with a very special guest. Julie Blake is the co-founder of *Poetry By Heart* and the Education Director of the *Poetry Archive*. **We would like to invite current Phase A and B English co-tutors and other English teachers in our Partnership to participate in this event with us.**

The first *Poetry By Heart* national competition in 2013 was an overwhelming success as can be witnessed by listening to the website recordings of the finalists at www.poetrybyheart.org.uk. (The winner, a student from Bilborough College, Nottingham gave a stirring performance from *Sir Gawain and the Green Knight*. She was taught by Dr Jane Bluett who is a regular contributor to our PGCE A level English sessions.) There are many useful resources on the website to support poetry teaching and the subject knowledge development of new teachers.

Julie Blake will be leading a very lively practical Poetry by Heart workshop which should help both new and experienced teachers to bring poetry off the page in any English classroom and to perform poems by heart themselves. No doubt she will also give us some insights into lessons learned from the first competition. If you would like to come along we would love to hear from you. Please contact **Sue Dymoke** at the latest by January 30th, 2014 to book your place: sd100@le.ac.uk



Teaching Creative Writing at Post-16: for teachers who write (or want to write)

The **Centre for New Writing** at the University of Leicester is leading a CPD Course designed for Post-16 teachers. The special guest speaker will be the acclaimed poet Daljit Nagra. Course tutors, drawn from English and Education, are: Sue Dymoke, Nick Everett, Corinne Fowler, David Wharton and Harry Whitehead. Sue Dymoke is a poet and a PGCE English tutor. David Wharton is a published author and was previously Head of English and Media at Gateway Sixth Form College, Leicester.

The course, which will run from 12-13 June, 2014 with residential and non-residential options available, is focused on the new A-Level in Creative Writing. Intended for English teachers who wish to develop their own creative practice across a range of genres, this course is for those who may have experience of teaching Creative Writing in schools but who wish to develop their skills as teachers of the subject at post-16 level, or as teachers new to the A-level in Creative Writing. The course is suitable for:

- Teachers who are already teaching Creative Writing A-level
- Teachers preparing to teach the A-level in Creative Writing
- Teachers interested in offering Creative Writing as an enrichment activity at Post-16 level

For more information, or to book a place, go to: www2.le.ac.uk/departments/english/creativewriting/centre/teachers/copy_of_cpd-course-teaching-creative-writing-at-post-16

Photo: Tony Hall/flickr



What's new in Primary this year?

This year's primary cohort is one of the largest we have recruited over recent years with 134 core PGCE students and 16 School Direct PGCE students. All are just coming to the end of their first Teaching Experience (TE1). For the core students this has involved a paired placement, with two students being based in one class. This year we have extended the length of this placement in line with the government's requirement to increase the minimum amount of time spent in school for all PGCE students to 120 days (equivalent to 24 weeks). Initial evaluation of this extended placement shows that the students are significantly further forward in their ability to plan and teach lessons than in previous years. This experience, together with the two week rather than one week preliminary placement in September this year, should set the students up really well for TE2 in the spring term when they go individually into their next classes.

Other changes this year include even more school colleagues becoming involved in the students' training. We have requested, wherever possible, that all students observe the school's English and mathematics subject leaders during their placements, and we know that the vast majority of our students have benefited from this experience on TE1. We hope that by the end of the year they will have observed subject leaders in TE2 and TE3, too, which will give them an excellent grounding in these core subjects. We have also suggested that all Upper Primary (5 – 11) students spend a day of TE in Foundation Stage, and we have increased the number of school-based colleagues delivering teaching sessions at the University this year. Overall, including mentors, subject leaders, phase leaders, Focus Day teachers and those teaching sessions at the university, I estimate that well over 500 school colleagues will have directly contributed to the students' training this year, which indicates just how significant our partnership teachers are in shaping your future colleagues!

Sue Davis, Primary PGCE Course Leader
sd207@le.ac.uk

Introducing the PGCE Secondary University Tutor team

There have been some changes to Secondary PGCE teaching and to the tutor team this year with new faces and some changing roles for established tutors.

Fay Baldry has joined the PGCE Mathematics team and is working closely with Sue Forsythe. Fay previously worked at the University of Warwick. Ingrid Spencer has become leader of the PGCE English programme. Anne Brown has returned and is leading Social Science tutoring as Tony Lawson has been promoted to the role of an Academic Director within the University of Leicester. Jon Heywood, who leads the Teacher Development Course and is a Science tutor, now co-leads the Secondary PGCE with responsibility for current students. Sue Dymoke, a PGCE English tutor, now co-leads the Secondary programme with responsibility for academic matters.

A new Humanities PGCE grouping, for Citizenship, Geography and History student teachers, is enabling our students to gain valuable experience of teaching their first subjects on placement alongside cross-curricular experiences of planning and teaching across the Humanities. Co-tutors have already commented on how this combined training reflects the current situation in many partnership schools. It should provide excellent preparation for the flexible roles that new teachers are often required to adopt in Humanities departments and will certainly make our students even more in demand when they apply for teaching posts. Chris Hannaford, who previously worked at Groby College, is leading the Humanities group this term and enjoying his many visits to Phase A placement schools. He will be joined by Joanne Griffiths in January who will take on the Subject leader role.

Sue Dymoke, Head of Secondary PGCE (Academic)
sd100@le.ac.uk



PGCE Recruitment Open Evening

Following the delayed start to the national PGCE recruitment process for 2014/15 the event held at the University of Leicester, School of Education on December 5th brought in crowds of prospective applicants. Not only did the 130+ attendees hear about the Primary and Secondary PGCEs offered at the University, but also most of the School Direct lead schools, working in collaboration with the University, were on hand to guide potential applicants through their programmes as well.

Given that the application processes are new this year, University and School-based members of the Partnership gave talks to explain the differences between the routes on offer. Having been given the general expectation for applications to the PGCE, personal guidance was then provided by the many Partnership staff who attended the meeting.

www2.le.ac.uk/departments/education/news-and-events/news-items/100-aspiring-teachers

PGCE allocations for 2014-15

“In a national process where 37% of places have been allocated to School Direct, the proportion for UoL is 55%. This is a resounding endorsement of the strength and stability of our partnership model, and can give us the confidence to continue to respond positively to further changes in the landscape.”

Chris Wilkins,
Director of Teacher Education

PGCE Course Teams

Primary Course Leader:

Sue Davis
sd207@le.ac.uk

Office Team:

Adam Brant & Belinda D'Sa
PGCE Primary Office
School of Education
21 University Road
Leicester LE1 7RF

0116 252 3687/3677
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Secondary Course Leaders:

Sue Dymoke (Academic): sd100@le.ac.uk
Jon Heywood (Students): jh407@le.ac.uk

Office Team:

Denise Burn & Husnara Bibi
PGCE Secondary Office
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21 University Road
Leicester LE1 7RF

0116 252 3676/3689
secondary.pgce@le.ac.uk

Good News Stories

Are you a graduate of the University of Leicester PGCE? Or do you have one working in your school? We are always looking for stories to share with our students and with the Partnership in general to show what the 'alumni' are achieving. In particular if you have an NQT (+1, 2 or 3 years) doing something different or special in your school write in to neil.burton@le.ac.uk with your 'good news' story – with a photo where you can!

Joining the School Direct Partnership

"Forest Way School Teaching Alliance (FWTSA www.forestway.leics.sch.uk/fwtsa), based in Coalville, are delighted to be working with University of Leicester to jointly develop our Secondary School Direct (SD) Programme.

FWTSA comprises of 45 schools of all stages and phases, based in North West Leicestershire. Our 6 Secondary schools have had longstanding relationships with the University of Leicester in hosting placements and have always found their ITE courses of high quality, which is why we have chosen to work closely with them on our School Direct programme.

We have been allocated 14 SD places, from a bid of 20 – like other secondary SD Alliances, we have had our English, History and Chemistry bids reduced to a single offer. We have already held one successful recruitment event, with another to follow shortly, supported by the University through publicity on their web site and attendance of their partnership staff."

Helen Joy, Lead Practitioner

"Having made the decision to train student teachers across the David Ross Education Trust through School Direct, we researched the partnership provision available at local universities. We were particularly impressed with the support package, for both students and our academies, offered by the University of Leicester and they are now our chosen provider.

The flexibility within Leicester's PGCE programme, with varied options for shared module delivery and a wide choice of primary and secondary courses fits very well with the Trust's approach. Already, strong links are being forged between university staff and those working within DRET, and we are very excited about our long-term ITT partnership."

Dr Yvonne Watts,
Headteacher Welton CE Academy (DRET)

School Direct update

The School Direct initiative continues to go from strength to strength. From the single primary and three secondary providers within the partnership this year, which recruited 16 primary and 17 secondary PGCEs, to a position where 16 School Direct lead schools had put in bids for a total of 155 secondary and 64 primary places. The existing providers have shown an intention to significantly increase the scale of their operations and new providers have come in with bids for cohorts of up to 22 students. The eventual, confirmed figures have been 64 for primary (all requests for allocations being met) and 106 for secondary. Secondary bids have been hit by nationwide restrictions on numbers for English, History and Chemistry, which have resulted in maximum allocations of one place per subject per bid.

Several schools have seen this as a way of ensuring that graduates working within their schools (perhaps as TAs) have the opportunity to apply for a PGCE place and remain at the school for the majority of their professional placement. Clearly if your school is able to plan for succession up to two years ahead and you have a graduate who is interested in becoming a teacher and they have all that they need to be accepted on to the University of Leicester PGCE, then this is something worth considering.

Already this year the Partnership has faced a number of delays in recruitment and national IT systems struggle to cope with all of the changes that have been brought about by the change from GTTR to UCASTT as the route to apply for teacher training courses. In the rush to get bids in for School Direct places the national IT platform collapsed and the deadline had to be extended. We had hoped to get the PGCE recruitment process underway on November 1st but this was delayed until November 21st, which, given the disruption of the Christmas break, has placed considerable restrictions on the recruitment and selection processes we had planned.

Lead schools have been arranging 'open evenings' to make potential applicants aware of what their particular version of the PGCE will have to offer. The ones that have taken place so far have certainly shown the importance of effectively marketing and communicating the event and having a clear and distinct message to give to those who come. Where possible, staff from the University will attend to support the presentation and be there to answer the specific questions of potential applicants.

The PGCE Open Evening on December 5th was a superb success. Well in excess of 100 potential applicants came to listen to talks on the post graduate routes available and discuss their particular needs with tutors and representatives of almost all of the SD providers. Many thank to all those involved in the organisation and presentation of the event.

The upcoming Partnership Conference on February 4th will examine the current strengths of the School Direct and other Partnership-led initiatives and the lessons for us to learn from it. It is important that the 'core' PGCE also benefits from the enhancements that the different School Direct providers are able to incorporate within their programmes. Clearly, if your school is considering how engaging more fully with School Direct might be of benefit to you, then this is clearly a conference to attend. It is worth noting that due to the 'lead in' time for School Direct placements, you will need to register this school year and put in a bid for places by September 2014 to be able to recruit trainees for September 2015 to start work with you in September 2016.

For more details of School Direct, please contact neil.burton@le.ac.uk who will be able to direct your enquiries and provide you with the information you require.