Goodbye to Frankie McKeon

We are really sorry to be saying goodbye to Frankie McKeon who retires from our Primary team this summer. Sue Davis, Primary PGCE Course Leader, reflects on Frankie’s outstanding contribution to science teaching and to the education of thousands of teachers and teaching students across Leicestershire.

Frankie first started working on both our primary and secondary PGCEs in the early 1990s, following extensive teaching of science and humanities in Leicestershire. She took on an increasing number of roles as an associate tutor, including science and professional strand teaching across both age phases, leading the secondary professional course and becoming a progress tutor for students on the Primary PGCE.

From 1996 to 2002, Frankie was also Deputy Director of the SCIcentre – the UK national centre for primary science in initial teacher training – liaising with UK ITE providers, professional organisations, government bodies and representatives of industry. The role of the centre was to develop products to support student teachers, higher education tutors and school mentors in improving the quality of science in primary classrooms.

From 2001-2006 Frankie was a co-ordinator and tutor for Teacher Training Agency-funded subject knowledge support programmes for primary English, maths and science, as well as secondary science for PGCE students in the East Midlands. Not content with juggling teaching across these various courses, from 2002, Frankie also took on the role of Deputy Course Leader of the Primary PGCE, before becoming Primary PGCE Course Leader from 2007 to 2010. Since 2010, Frankie has remained at the heart of the course; her expertise and dedication was central to the programme’s award of ‘Outstanding’ by Ofsted in November 2015.

Alongside all of this, Frankie has also found time to be involved in leading science education both nationally and internationally, with significant projects including:

- **The Pollen Project (2007-2010)** – a project involving 12 European countries working with primary schools in Leicester City on enquiry-based approaches, including science teaching with cross-curricular perspective
- **The Fibonacci Project (2010-2012)** – part of a major European initiative, this project focused on working with teachers locally to develop a more integrated approach to science and mathematics across the 4-13 age range
- **SUSTAIN (2013-2016)** – this European project linked enquiry-based approaches to education for sustainable development, with 10 countries (and many local primary schools) working together to develop CPD resources and classroom activities for teachers for the 5-14 age range.

“Frankie’s contribution to science education is a significant part of who she is. She is also the most supportive, dedicated, hard-working, kind and knowledgeable colleague, mentor and friend that anybody could have the pleasure to work with. We wish her all the very best in her retirement.”

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It’s been another full-on year for the School of Education and for our partners too. A challenging one in terms of recruitment – something that ITT providers are experiencing across the country. But also a rewarding one as, once again, we prepare to bid farewell to successful graduates of this year’s PGCE course. And we’re doing that in style, with our first PGCE graduation ceremony, giving our student teachers the recognition they deserve for what is an outstanding and important achievement – qualifying to teach.

Our graduates leave us to make their own mark on the profession, building on the knowledge and skills they’ve developed throughout the course. Fundamental to this is the time spent on practical placements in schools, supported by the army of mentors, ITE coordinators and other staff who generously share the benefit of their own experience to help student teachers grow in confidence and ability. As ever, we are hugely appreciative of the continuing commitment of the schools and colleges who play such a vital role in our students’ success.

We’re now looking forward to welcoming our new cohort of students in September and we’re really grateful for the many offers of placements we’ve already received. If you haven’t submitted an offer yet – for primary or secondary – and would like to get involved, there’s still time. You can find out more on page 5.

So, as we head into the summer break, we’d like to wish all of our partner schools and colleges – and our exhausted students – a very well-earned rest. We look forward to catching up again in the autumn.

Sue Kelliher, Partnership Manager

Prospective applicants meeting and chatting to School Direct and SCITT partners.

Recruitment events vital part of marketing mix

Attracting the very best PGCE students means getting out and meeting as many prospective applicants as possible. This year, School of Education staff have been talking to people across the East Midlands at events run by other universities and national organisations like the National College for Teaching and Leadership, as well information evenings and sessions organised by our partners.

Our own Routes into Teaching events, held monthly from September to May, have proved as popular as ever, with over 400 people signing up to attend throughout the year. These twilight and occasional Saturday sessions give prospective applicants the opportunity to find out more about the PGCE course from our tutors and to meet and talk to some of our School Direct and SCITT partners about what they have to offer. We know from our own evaluation that many of our applicants find these events very useful when making the decisions involved in applying to teacher training.

We would like to thank all the partners who helped organise and attend these events. They play an important role in attracting high calibre candidates to the Leicester area. And it’s always great to meet so many people interested in wanting to teach – we’re looking forward to doing it all again next year!
International teachers experience life and education in the UK

In January, Education CPD+, the School of Education’s CPD arm, welcomed two international groups on professional development courses: 40 primary and secondary teachers from Egypt specialising in maths and science; and 20 English teachers from Panama.

Our Egyptian visitors spent 11 weeks with us, taking part in an intensive teacher training programme looking at technology, teaching methods and developing curriculum. The Panamanian teachers were with us for eight weeks, living with local families and participating in a joint venture with the University’s English Language Teaching Unit, consisting of an intensive course of language training and pedagogical study.

Both groups took time to immerse themselves in British culture, with trips to Cambridge, Stratford upon Avon, York and Woolsthorpe Manor in Lincolnshire. They also enjoyed a typical English Tea Party.

A really important part of both programmes was the opportunity to visit local schools and sit in on classes to observe the UK education system in action. This is always a really popular part of our international programmes, bringing to life the kind of approaches, theories and ideas covered in the taught sessions delivered by tutors here at the University.

We would like to say a huge thank you to all the schools that offered help and hosted visits for this vital part of the programmes. We know that our delegates really valued and appreciated their time in school and we hope it was a rewarding experience for the schools too.

Research award for School of Education tutor

School of Education academic, Sue Dymoke, has been awarded the Terry Furlong Research Award 2017 by the National Association for the Teaching of English (NATE) at the annual NATE conference dinner. Sue has been a member of NATE for over 30 years since she trained to be a teacher.

In presenting the award, Dr Simon Gibbons of King’s College, London, said that the award was in recognition of Sue’s extensive and influential published research on poetry teaching and learning, adding that he always sends his own PGCE students to her work. He also commented on her role in raising the profile of NATE’s blind peer reviewed research journal (English in Education) during her time as its editor (2010 - 2015).

We want to congratulate Sue on this well-deserved acknowledgement of her work.

This year’s delegation of teachers from Egypt celebrating the end of their programme at the School of Education.
Spotlight on STEM

Resources and support for science teachers

The EU-funded Next-Lab project provides a wealth of free-to-use online resources and tools to energise the teaching and learning of science subjects worldwide. The resource portal (www.golabz.eu) currently provides more than 450 online labs, over 40 apps, some 500 pre-written online lessons, and an authoring tool which lets teachers create their own online lessons using these and other resources.

The system facilitates advanced pedagogy, empowered teachers and learners, acquisition of 21st century skills, including enquiry-based learning, collaboration, reflection, and peer assessment. There is also a broad range of online help and support, including an online community of teachers and access to experts.

To support schools in using these resources in their teaching, the University of Leicester offers:

- Free workshops for groups of teachers, from 45 minutes (informational) to half a day or more (practical skills acquisition), held on the University campus or at a place convenient to the teachers involved; twilight sessions can also be arranged
- Follow-up support – sometimes one-to-one – for teachers creating their own online lessons, either by phone, Skype or in person

To find out more, contact Dr Effie Law at elaw@mcs.le.ac.uk

National STEM Learning Centre: free courses for new or inexperienced maths teachers

The National STEM Learning Centre, based at the University of York, is running two fully funded courses which may be of interest to mathematics PGCE students just about to take up their first post or to current teachers with little or no experience of teaching A level mathematics.

New to teaching A level mathematics summer school – 21 August
This four-day summer school is run in conjunction with Mathematics in Education and Industry (MEI) and the University of Sheffield.
Visit: http://bit.ly/2sv07gT

Building confidence as a newly qualified mathematics teacher – 16 November
This four-day course is split over two residential periods (November/February).

Science Teachmeet

In February, science tutors from the School of Education hosted a Teachmeet in collaboration with the Association for Science Education.

Teachmeets involve short presentations from a variety of presenters and are designed to help share good ideas and best practice in bite-sized chunks. As well as colleagues from schools, we were pleased to welcome PGCE students and guests from a party of Egyptian teachers working with us at the University.

Ideas presented included: medical technology in the classroom; the use of tracker software to explore physics principles, drawing on video clips created by Tim Peake on the International Space Station; and the potential use of virtual reality headsets in science teaching.

Look out for more Teachmeet events in the autumn term – or let us know if you’d like us to host one on a subject that you’re particularly interested in.
School Direct or University-led PGCE?

Choosing a teacher training course today is a complex business. Navigating the huge variety of providers and different routes can leave some applicants dazed and confused!

One of the questions we frequently get asked by prospective applicants is ‘what’s the difference between a School Direct and University-led PGCE’. Of course, the answer will vary depending on which providers an applicant is considering; with some providers in other parts of the country, the difference is significant.

Students following the University of Leicester PGCE – whether it’s the School Direct or University-led route – share a very similar experience. To help applicants understand this, we use this simple overview. We thought it would be helpful to share it.

Our research tells us that School Direct applicants are often attracted by the certainty of knowing the group of schools they’ll be working with from day one and the opportunities this offers to feel part of that school community. Other students are attracted more by the breadth of placement opportunities offered by the University-led route, valuing the diversity of context this provides.

Whichever route they choose, all of our PGCE students are guaranteed the same high quality experience. They not only graduate with Qualified Teacher Status and the solid foundations for continuing their learning at Masters level, but also have the ability to reflect on and improve their own practice throughout their career. That’s why Leicester PGCE graduates are so highly rated and in demand amongst school employers.

<table>
<thead>
<tr>
<th>University-led</th>
<th>School Direct (SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Duration of course</strong></td>
<td>One year, full-time</td>
</tr>
<tr>
<td><strong>Number of days in school</strong></td>
<td>120 days</td>
</tr>
<tr>
<td>Primary</td>
<td>Three placements arranged by University*</td>
</tr>
<tr>
<td>Plus Focus Days</td>
<td>Secondary</td>
</tr>
<tr>
<td><strong>Secondary</strong></td>
<td>Two placements arranged by University*</td>
</tr>
<tr>
<td>Guaranteed KSS placement</td>
<td>* Placements are arranged in partnership with 200+ schools throughout Leicester, Leicestershire, Northamptonshire and Rutland</td>
</tr>
<tr>
<td><strong>Number of University-based training days</strong></td>
<td>Primary – 62</td>
</tr>
<tr>
<td>Secondary - 50</td>
<td>Secondary - up to 50 (may vary by SD provider, with some training days taking place in SD schools)</td>
</tr>
<tr>
<td><strong>Assigned tutor – all experienced teachers in school</strong></td>
<td>Yes</td>
</tr>
<tr>
<td><strong>Level 7 (Masters) Credits</strong></td>
<td>Yes</td>
</tr>
</tbody>
</table>

PGCE placements for 2017/18

There is still time to offer placements for Leicester Primary and Secondary PGCE students undertaking their course in 2017-18. To register placement offers, simply complete our online survey:


You can find out more about what’s involved in hosting PGCE placements by downloading our partnership brochure at [www.le.ac.uk/pgce-partnership](http://www.le.ac.uk/pgce-partnership) or by contacting the Partnership Office at: pgcepartnership@le.ac.uk
In the new academic year, the School of Education will be introducing an Assessment Only route to Qualified Teacher Status (QTS) which will allow applicants who are experienced, but unqualified, teachers ‘to demonstrate that they already meet all the QTS standards, without the need for any further training’ (National College for Teaching and Leadership (NCTL)).

The new provision is likely to follow a three-stage process: application; selection day; and interim and final assessment visits. Applicants who are successful on the selection day will be formally registered onto the Assessment Only route with NCTL and given a set of targets to achieve prior to a final assessment visit; this will need to be completed within 12 weeks of the registered start date.

The School of Education’s Management Committee is currently finalising the detail of this new provision, including fees. More information will be available in the autumn. We are now seeking expressions of interest from partners keen to support an unqualified teacher in their school or college through the Assessment Only route. To register an interest, email Sue Kelliher at: pgcepartnership@le.ac.uk

To find out more about the criteria for undertaking the Assessment Only route to QTS visit: http://bit.ly/2sde1Os

**New for 2017/18:**

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**Embedding change in educational organisations**

Another article by Dr Phil Wood appeared earlier this year in the journal, Management in Education, exploring some of the barriers which constrain sustainable organisational change in schools and universities. The article introduces the Normalization Process Theory, which is already being used to help explain complex change and innovation processes in health and care contexts, and considers how this theory might help organisations and leaders in bringing about more sustainable and positive change in educational contexts. You can read the full article at: http://bit.ly/2t5tn7T

**PGCE students publish research**

Research4&BYTeachers is a free online research journal that brings together Midlands-based school practitioner research. The latest edition includes research completed by three of our very own PGCE students, who used their assignments during their PGCE to examine mathematics in a primary setting.

In their articles, Stacey Ann Poole and Ellie Curtis investigate different ways of supporting the development of mathematical understanding, while Olivia Heath examines the factors which appear to affect mathematical reasoning.

Read their articles at: https://uolschoolpartnershipresearch.wordpress.com/

**Teach Like Finland: 33 Simple Strategies for Joyful Classrooms**

How does Finnish education produce students who consistently out-perform other nations, as measured by the Programme for International Student Assessment (PISA)? Written from the perspective of American, Timothy Walker, who spent a number of years teaching in Helsinki, the book offers some fascinating insights, including reflections on Finland’s approach to teacher training. The book is available now – or get a taster from this recent blog: http://bit.ly/2svh7As

**Shout out for partnership**

We’re proud of our partnership with schools and colleges across the East Midlands. Each and every one of the partners we work with brings something special and unique to the experience of our student teachers and makes an important contribution to the continuing development of teacher education in this region.

Working in partnership to nurture and support the next generation of outstanding teachers is something we think is worth shouting about. Many of our partners do this by talking about their involvement in teacher training and education on their website, including the University of Leicester partnership logo and a link to our PGCE pages, so that prospective applicants can find out more about the opportunities available.

We’d love more partners to do the same! To get your copy of the partnership logo, email: pgcepartnership@le.ac.uk

In partnership with

[University of Leicester logo]
National College for Teaching and Leadership (NCTL)

Round-up of latest news on teacher recruitment for schools and ITT providers

Registering information for 2018-19 on UCAS Teacher Training

New lead schools and ITT providers bidding for teacher training places in 2018-19 must complete the UCAS Teacher Training registration process by 5pm on 21 July 2017 (the process takes about ten days, so be sure to allow enough time). Existing lead schools and ITT providers do not need to register again, but must ensure details of their courses are entered correctly by the same date.

Spain’s Visiting Teachers programme

Schools can now access a candidate pool of qualified language teachers as part of Spain’s Visiting Teachers programme. Teachers from Spain have been through several stages of assessment and are available for schools to recruit now for the next academic year. Those employed will have access to free, bespoke continuing professional development from NCTL on topics such as behaviour management, safeguarding and Spanish GCSE examinations. Find out more at http://bit.ly/2zs4aFPn or email spanish.vtp@education.gov.uk.

Looking for a maths, physics or languages teacher?

If your school has vacancies in maths, physics or modern foreign languages, NCTL’s return to teaching advisers can put you in touch with potential candidates. Contact: returntoteaching.nctl@education.gov.uk

ITT funding team

The ITT funding team email address has changed to: itt.funding@education.gov.uk

UCAS Teacher Training provider experience survey 2017

View the results of the survey at: http://bit.ly/2srQTOE

UCAS decisions and replies to candidates – good practice

NCTL is asking all training providers to adhere to acceptable behaviours, referenced in the UCAS Teacher Training Admissions Guide 2017 (http://bit.ly/2rjuy2l) and allow candidates sufficient time to make a decision following an offer. In summary:

• applicants are not obliged to reply until they have received all Apply 1 decisions
• all training providers currently have 40 working days to make a decision on an application
• applicants’ 10 working days to reply begin once all decisions on their applications have been received

Subject knowledge enhancement

NCTL is looking to increase the number of schools delivering subject knowledge enhancement (SKE) for trainee teachers. Last year, nearly 40% of trainee teachers in eligible subjects accessed SKE prior to their teacher training. SKE courses are fully funded and candidates receive a bursary of £200 per week. To find out more, email ta.ske@education.gov.uk

UCAS Teacher Training summer recruitment pilot

This summer, UCAS will be piloting a reduction in the number of working days a training provider has to make decisions on applications from 40 to 20. The pilot will run from Saturday 1 July 2017 to 6pm on Monday 2 October 2017. During the pilot, applicants will still have 10 working days to accept an offer. UCAS has developed pilot FAQs available at http://bit.ly/2sd3DpT.

For more information, contact UCAS at: h.team@ucas.ac.uk

Updated guidance from the Department for Education


Ofsted consultation on short inspections

Ofsted has launched a consultation on proposals to improve the short inspection model. The consultation runs to 18 August 2017 and, if the proposals are accepted, it is expected that the changes will take effect immediately after the October half term. To find out more and have your say, visit: http://bit.ly/2srUXlO
Partnership News is published three times a year and brings together news, stories and information relevant to teacher education and our partnership with schools.

If you’d like to find out more about opportunities to work with us to develop the next generation of outstanding teachers, please contact Sue Kelliher at pgcepartnership@le.ac.uk.

You can also use this address to let us know if you’d prefer not to receive future issues of the newsletter.

### Partnership calendar

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>14 September</td>
<td>Routes into Teaching*</td>
</tr>
<tr>
<td>30 September (Saturday)</td>
<td>Routes into Teaching*</td>
</tr>
<tr>
<td>6 October</td>
<td>Primary TE1 mentor Training</td>
</tr>
<tr>
<td>10 October</td>
<td>Secondary Phase A mentor Training</td>
</tr>
<tr>
<td>11-12 October</td>
<td>Primary TE1 preliminary visits</td>
</tr>
<tr>
<td>17-18 October or 24-25 October plus 31 October – 1 November (depending on school term dates)</td>
<td>Secondary Phase A preliminary visits</td>
</tr>
<tr>
<td>25 October</td>
<td>Routes into Teaching*</td>
</tr>
<tr>
<td>30 October – 8 December</td>
<td>Primary TE1 placement</td>
</tr>
<tr>
<td>6 November – 26 January</td>
<td>Secondary Phase A placement</td>
</tr>
<tr>
<td>15 November</td>
<td>Routes into Teaching*</td>
</tr>
<tr>
<td>7 December</td>
<td>Routes into Teaching*</td>
</tr>
</tbody>
</table>

*Provisional dates