Primary Workshops from Secondary Maths Specialists

On the mornings of January 31st and February 7th the Secondary Mathematics PGCE students ran workshops for the year 5 and year 6 pupils of Humberstone Junior School. There were three different activities and the pupils in each year group visited each activity in turn. In one activity the pupils were asked to imagine they were secret agents who had to visit different countries where they found mathematical puzzles which they had to solve. Putting the clues together helped them to find the code to the safe containing the prizes.

In another activity the pupils had to negotiate different kinds of mazes by following the rules or to program a mechanical bee to find its way round a track.

In the final activity pupils used logic to solve people maths problems, such as getting a wolf, a goat and some hay across the river using a small boat. Pupils took the role of the goat, wolf, etc while their friends made suggestions as to who to put in the boat.

An enjoyable time was had by all. The aim was to make mathematics fun and to give the pupils the opportunity to do mathematics outside of the regular classroom context. The PGCE students were impressed with how much mathematics the junior school pupils knew and which they will need to build on when teaching their own pupils in the secondary school.

Contact Sue Forsythe, Maths Tutor, for more details of further opportunities – email skf6@le.ac.uk

Mark Wilson, Mathematics co-ordinator at Humberstone Junior School kindly sent us some photos of the year 5 morning.

Mock Interviews

A new initiative this year saw over 60 Secondary PGCE students attend mock interviews with local Headteachers at Hays offices in Leicester over two afternoons. Feedback from both the students and Heads involved was very positive with a significant number of students being invited for school visits or formal interviews afterwards. As well as the excellent experience this afforded students, a number have secured teaching positions for next year as a direct result. Heads were impressed with the overall quality of this year’s cohort and made particular mention of how well students fielded questions relating to safeguarding. This testifies to the focused work of students, their co-tutors in school and colleagues here in the School of Education, and builds on similar experiences provided to some students in their placement schools. My thanks to the 10 heads involved, to the team at Hays and, in particular, to Mike Sherwin at Hays for his resourcefulness and commitment to making this such a successful venture.

Secondary PGCE Student: ‘I am so glad I came and could be a part of it’.

Secondary PGCE Student: ‘such an invaluable experience.’

Secondary PGCE Student: ‘how useful it was in terms of gauging where you’re at with the whole process of being interviewed.’

If your school would be interested in becoming involved in future events, please contact Jon Heywood at jh407@le.ac.uk

PGCE Placements 2013/14

Many thanks for the offers of placements for PGCE students this year – together, you have made a superb contribution to teacher education! With your continued support we have always been able to allocate PGCE students high quality placements – placement after placement, you have come through with 350 primary placements and 181 secondary placements.

www.le.ac.uk/pgce
Growing Capacity in ITE - Partnership Conference

The conference, held on February 4th at University Court Conference Centre, was well attended by members of the partnership, both old and new, Primary and Secondary all eager to learn and share their experiences of developing the next generation of teachers. Neil Burton, Partnership Manager, set the scene with an overview of the different potential routes to achieve QTS, and the options that were currently offered through the Partnership. There was a general discussion on how schools can come together to support each other to recruit and train new teachers by forming local and ‘special interest’ clusters. Genevieve Lovegrove (Humphrey Perkins) and Wasyl Cajkler & Thomas Elton (University of Leicester) offered their separate experiences of how the Partnership can be taken beyond the initial phase of teacher education by sharing best practice through ‘teach meets’, engaging in shared research activities including lessons studies and sharing CPD expertise. Mandi Collins led a team from the Thomas Estley Learning Alliance, to inform the conference of their experience of constructing a 3-year initial training programme to take new teachers from completing their PGCE to readiness for leadership within schools. The conference ended with a discussion of the School Direct packages that are being introduced from September 2014 to allow schools to take on a greater training role within the PGCE should they wish to do so.

Safer Internet Day 11th February

Tuesday 11th February was ‘Safer Internet Day’ and this coincided with the second PGCE Primary school placement. Students were emailed with details of the event and links to online resources that might provide ideas to enhance lessons.

Activities to support the event were widely taken up by over half of the group and there were reports of much interest in schools from teachers and children.

These activities and events included:

- Assemblies – making use of resources such as Hector’s World, zip it, block it and flag it, resources from CEOp, Newsround video narrated by David Tennant, “Jigsaw” video on safe internet use.

- PSHE lessons using - Safer Internet school pack to create a ‘better’ internet, reading the ebook about Smartie the Penguin, searching using kidrex.co.uk, read ‘Digiduck’s Big Decision’ found on http://kidsmart.org.uk/teachers/ks1/digiduck.aspx, playing, ‘who’s behind the cartoon avatar?’

The 2015 event is on Tuesday 10 February.

Primary NQT ‘reunion’ event

Graduates from the past two cohorts of Primary PGCE met at the Stamford Court Conference Centre after school on January 23rd. They heard about the ‘RTIME’ initiative for behaviour management from its creator, Greg Sampson as well as catching up with both old friends and PGCE tutors. Ideas for a second event, including suggestions for content and timing would be greatly appreciated.

Are you ‘Switched on to ICT in the Early Years’? Tricia is!

Tricia Neal, one of the Associate Tutors on our Primary PGCE team, has won a prestigious BETT award for EYFS ICT product of the year. The photo shows her with some of her colleagues on ‘Rising Stars’ and Jo Brand who presented the award. We all send her our warmest congratulations.

www.risingstars-uk.com/product/1303/switched-on-ict-in-the-early-years/
Some facts about the 2012/13 Primary PGCE cohort

- By December 2013, of those who were awarded QTS, 88% were in a teaching post.
- 100% of students observed phonics being taught and 96% of students observed a mathematics specialist on at least one occasion in placement schools during the year.
- More than 80% of mentors attended our Mentor Training in 2012/13.
- 99% of mentors found it useful to assess the students with the Visiting Tutors at the mid TE3 assessment moderation meeting.
- 96% of all students completed the course with an overall grade of ‘good or better’.

What do Headteachers gain by being in the University of Leicester Primary PGCE Partnership? They told us...

- Supporting trainees was “mutually beneficial”.
- By offering placements they were “investing in the future”.
- Having trainees “sharpens teachers’ thinking”.
- Headteachers have employed PGCEs following successful placements in their school.

Post-16 French Challenge

On the 7th February 41, AS Level French students from Wyggeston and Queen Elizabeth I College attended a 6th Form day at the School of Education with 6 PGCE MFL Students. Throughout the course of the day students attended three lessons based around the topic of publicity, incorporating a wide range of different activities to challenge and engage the students, which included creating their own advert to advertise an object. The day was very well received by students and feedback was hugely positive. One QE Student even remarked in French on their evaluation form, ‘C’est très intéressant et amusant!’ The PGCE students found the experience incredibly valuable and were able to learn and adapt from each lesson in order to perfect it for the later sessions. At the same time 3 other PGCE students also visited QE college to teach some AS and A Level Spanish lessons on the topic of drugs and alcohol. Activities included debates which encouraged the use of speaking in the target language. Again the response from students was very positive and the day was beneficial and enjoyed by all who participated.

Naomi Brown, MFL PGCE

Primary PGCE on Display

Inspired by the work of illustrator and author Quentin Blake, PGCE Primary students develop their display skills. The displays were conceived, constructed and peer-reviewed in preparation for making an impact in their placement classrooms in the Spring term.
Development opportunities for Partnership Teachers

Doctorate of Education (EdD)

This 2-5 year programme comprises two stages: a pre-thesis stage and a thesis stage. During the pre-thesis stage, students are introduced to doctoral level study via a scaffolded, structured programme. The course begins with a long-weekend induction residential for new students, and there is an annual summer school.

Further details from doctoral.studies@le.ac.uk

Studying for your Masters in Learning and Teaching with the School of Education

The part-time (3 years) MA in Education: Learning and Teaching programme (MAE:LT) offers practising teachers a wealth of opportunities to learn both from peers and expert practitioners in a supportive and academically rigorous environment. You will engage with recent academic research and develop the critical, analytical and reflective skills essential to any teacher, whilst exploring contemporary government policy, curriculum and classroom-based issues. Our tutors are all established scholars and/ or practitioners in their fields, and offer their expertise at whole group and individual level, with tutorial support built into every module.

If you have a recent PGCE with 60 M level credits, you will only need to select one taught module from our list. In your second year you will complete a Professional Enquiry action research project in your own school. Otherwise 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.

60 credit modules (full price £1800) available for an October start:
- Understanding and Managing Children with Social, Emotional and Behavioural Difficulties: SEBDA 1
- Specific Learning Difficulties: Dyslexia 1
- Action Research
- Current Issues for Early Career Teachers
- Issues in English Education
- Issues in Science Education
- Learning Technologies
- Lesson Study
- Mentoring and Coaching
- Promoting Language Development
- Teaching Mathematics

Discounts:

10% discount on fees to alumni; £300 per annum per person for partnership school staff, and up to £500 per person for groups of 10+ from same school/school alliance.

For more information on MAE:LT, visit the website: www2.le.ac.uk/departments/education/postgraduate-study/masters/learning

Requests for PGCE placements 2014/15

All Primary and Secondary Partnership schools will be contacted via email and asked to submit their offers to host PGCE students during 2014/15. Schools which hosted placements this year will be sent a list of the placements that were offered and used this year for you to amend and add to for next year. We hope that this will make the process more effective and easier for you.

Contact us

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

EDUCATION CPD+ OPEN DAY · Monday June 9th, 2 - 6pm
with Keynote from Dr Turi King (Richard III team). To book, please contact educationcpd@le.ac.uk