

## ITE PARTNERSHIP NEWSLETTER



**Autumn 2016**

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### News of ITE Staff

Cathy Gower



Congratulation to Professor Mike Watts who has been working with the Mauritius government on Education policy development.

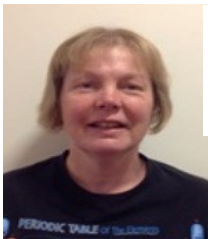


Our growing international reputation blossoms alongside the work that Professor Gert Biesta is doing as a member of the Education Council of the Netherlands, the advisory body for the Dutch government and parliament, and his recent contribution to the select committee in England on the purpose and quality of education. ABC, the Amsterdam School Support Agency, has adopted his ideas on educational virtuosity to inform their work with schools in and around Amsterdam. He recently gave a keynote lecture at the Annual Conference of the New Zealand Education Research Association and did a live interview with Radio New Zealand."





Dr. Anne Chappell appeared on the 'Victoria Derbyshire' programme on BBC 2 as an expert representative of the 'Universities Supporting Victims of Sexual Violence: Training for Sustainable Services (USVSV; #USVreact)' European Commission co-funded project. This project has received lots of publicity recently and aims to enhance the ability of university staff to respond to disclosures of sexual violence from students. The project is led by Brunel University London, and includes seven partners and seven associate partners across seven European countries. Anne contributed to a recent published report, 'Changing the Culture: Report of the Universities UK Taskforce examining violence against women, harassment and hate crime affecting university students' writing one of 14 case studies in it.



Dr. Jane Essex was invited to the House of Lords in November as a result of being shortlisted for the STEM Inspiration Awards as an outstanding STEM Ambassador. This is no surprise in terms of the fantastic STEM outreach work that Jane has contributed to.

Lorraine McCormack has recently left us to become a Principal Lecturer at Roehampton University. In the time Lorraine



has been with us she has taken on the Programme Leader role for the PGCE Primary course and has been fantastic in developing this provision and in her support for both students and staff in the team. Lorraine also made a very significant contribution to our 'outstanding' Ofsted grade for Primary. The team wish Lorraine every success in her new role.

## Brunel Partnership Maths Steering Group



Our second meeting of the term included feedback from Kate Reade (Whitehall Infant School), who had just got back from Shanghai, where she visited primary schools as part of the maths mastery exchange programme. Whilst acknowledg-



ing that the culture and context of primary mathematics in Shanghai is very different to our own, she felt that the mathematics teaching that she saw was excellent! She brought a range of textbooks that are used in schools in Shanghai for us to see the level of variation used.

We also had a presentation from James Cox (Selborne Primary School) about a recent problem solving resource they have adopted called STOPS (Sequenced Teaching of Problem Solving). It is having a positive effect on children's ability to reason.



If you are interested in being involved in this group, please contact Gwen Ineson at [gwen.ineson@brunel.ac.uk](mailto:gwen.ineson@brunel.ac.uk) to find out more.

Our next meeting is at Selborne Primary School on Wednesday 8<sup>th</sup> February 2017 between 4.15 and 5.45pm.

We will be discussing:

- Reasoning activities involving generalisations
- Good websites/resources for student teachers/less confident teachers
- Feedback on 'Showcase' lesson delivered by Shanghai teachers

Dr Gwen Ineson



## Muslim Prayer Facilitation

The PGCE cohort of student teachers includes a number of Muslim students who observe Friday Jum'ah prayers, which usually takes place between 1.00-1.50pm. Whilst students are on campus at the university there is provision for this.

However when a student is on placement at a school, the facilitation of this may need to be adapted to fit in with the business needs of the school, the school teaching timetable and the student's needs to practise their faith.

We have consulted with our Equality and Diversity team to find a solution that is suitable for student teachers but is also practical for schools to operate. This is the advice we have passed on to our student teachers and we hope it is also useful to schools.

We are suggesting to students that when they have been issued with their placement details and they have a need to practise Jum'ah prayers, they should make an appointment with a senior member of the school staff, or a teacher who has responsibilities for faith matters, to explain their request.

If there is not a mosque very close by to attend, it is hoped that schools can offer a quiet space, may be an empty classroom or small room, during the lunch time. Dependent on the student's work responsibilities on a Friday, the student may need to change the timing of prayers somewhat as the school lunch time may not be moveable.

With a professional flexible approach from students it is hoped that schools can be accommodating of this request.

## Trust me, I'm a Student Teacher!

### Hillingdon Outdoor Activities

#### Centre PGCE Induction Fun

During our first week on the PGCE programme we all attended a fun and interactive team building day at HOAC. It was a day for us to experience 'learning outside the classroom'. We were split into teams with students from the whole PGCE programme and experienced a range of activities from the "swamp challenge" to "mine sweeper". We quickly got to know everyone in our team and worked together to conquer the challenges. It was a great experience in a really fun and active setting and built bonds with everyone outside of the university setting. A memorable day!

Hannah Embery- PE



## Van de Graaff Generator

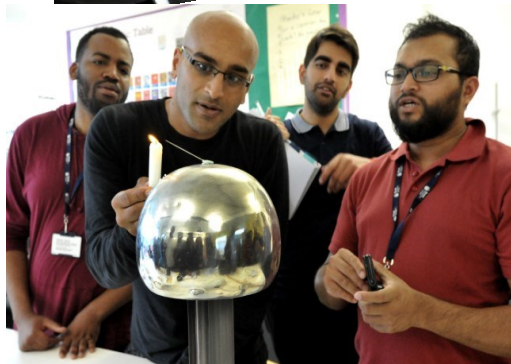
### Experimentation

The PGCE Science student teachers have benefited once again from the involvement of external partners, including the professional bodies. We were grateful for the loan of 4 van der Graaff generators to supplement ours when Richard Grimmer, representing the Institute of Physics, came out to run a 'Shocked and Stunned' workshop.

Students enjoyed seeing how to use the generators to create wonderful effects (see the photos) and having the underpinning theory clearly explained. They all said they would now feel a lot more confident to use the equipment effectively in their teaching.

On January 6<sup>th</sup> 2017, the science student teachers will attend the Association for Science Education general meeting, at Reading University. We are hoping they will return to their new placement schools with a myriad of resources. The conference programme is available at:

<http://www.ase.org.uk/conferences/annual-conference/>



### Enhanced School Partnerships

We have recently debated the value of the Enhanced Partnership category of schools as neither party seems to be making gains or advantage from it and we would like to broaden the opportunities and collaborations we have with schools without the hindrance of labels.

The benefits for Enhanced Partner schools should be to take up offers for their NQTs of a free module on the MAT course and free entrance to a series of seminars arranged by ITE staff. In return schools have offered placements in both phases, according to their size, on a consistent basis. They also help with PGCE governance as members of the Partnership Management Group (PMG) and contribute to input for professional activities on the course and interview potential applicants.

Unfortunately schools have not been able to attend the seminars in sufficient numbers, and few student NQTs have enrolled on the MAT course. The fantastic group of school staff who contribute to the PMG and input into the course are not always the Enhanced Partner members so there is little association between the two.

Having evaluated the scheme we have decided to suspend it, which gives us the opportunity to afford parity to all our school partners. Going forward any schools interested in joining the strategic PMG or attending an ITE event will be able to do so. We hope more school staff will want to be involved in assisting with input to the programme as there is such a wealth of expertise in the community. We greatly value school colleagues input and hope this allows CPD opportunity for them too.



**DBS and child protection issues relating to initial teacher training (ITT) trainees:**

At the beginning of the Autumn placement we have had several different requests from schools regarding the disclosure of information about our student teacher's DBS information.

We raised this matter at a recent Partnership Management Group (PMG) meeting with senior school colleagues and members in order to understand the processes in schools.

The university takes its directives from its legal team and UCET and NASBTT guidance. However it appears that schools have several different sources, including Ofsted guidance and school governors.

The university would like to clarify its position which is taken from the guidance below.

**Updated guidance from UCET and NASBTT, July 2015**

This guidance updates ITT providers, local authorities, schools, colleges and others on requirements in respect of DBS checks and disqualification from childcare as they impact on student and trainee teachers.

**Key points:**

- All entrants to ITT programmes must by law be checked against DBS barred lists and subject to criminal record checks. DBS certificates will be issued to individual applicants and not to providers.
- ITT providers are responsible for ensuring that appropriate DBS checks have been completed for fee paying trainees and to inform partner schools and colleges that they have been completed. The HEI is responsible for ensuring that checks have been completed by requesting sight of the original DBS certificate and keeping record of the fact that it has been seen. Providers should confirm to schools that checks have been made.

- ITT providers are not required or obliged to share information relating to the level, date and number of DBS checks or the unique certificate reference number of the check. It remains an offence under the 1997 Police Act and a breach of the DBS Code of Practice for registered bodies such as ITT providers to share copies of DBS certificates or any information contained in a trainee's disclosure, with third parties such as schools and colleges. Students may share this information directly with the school if they wish to.

Neither is it considered good practice for schools and colleges to request such information direct from trainees. Providers should reach agreement with partner schools and colleges about the kind of offences that might, depending on when they were committed, be an issue in regard to school, college placements.

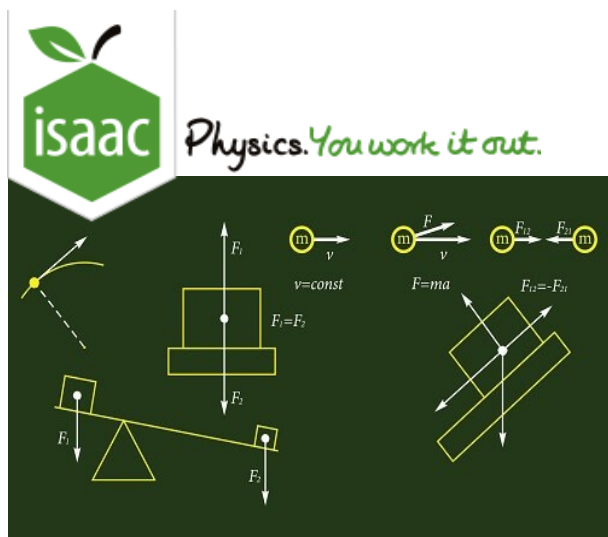
Trainees can, at the Head-teacher's discretion, go into school pending the completion of a criminal records check provided that checks have been made against the DBS barred lists and they have been subject to normal recruitment procedures.

Following these requests from schools we recently sent a standard letter to partnership schools to list the checks that student teachers have. We hope this adds assurance and confidence that student DBS checks have been completed. We understand that schools prefer to see the certificate to ensure it is genuine and to note the certificate number for their records, but this can only be carried out if the student is willing to disclose this information.

We do already alert students that schools may ask them to provide their certificate number, but are under no obligation to provide full details on the certificate.

We hope this clarifies the position of the university going forward.





## Free Teacher CPD Workshop Problem Solving with vectors, Exponentials and Calculus

12th January 2017  
at Brunel University London

### Aims

- work through challenging physics problems in the context of Vectors, Exponentials and Calculus, developing problem solving skills and confidence
- introduce more advanced arithmetic that can be used to stretch, challenge and inspire enthusiastic and capable students;
- introduce the Isaac Physics Partnership and explain how to become a Partner Teacher;

### Target Audience

Teachers of A level Physics and Maths.

### Cost

For teachers in schools in England, Isaac Physics can pay your cover costs, travel costs, and overnight accommodation (where needed).

### Provisional Timetable

09:15 Arrive (tea & coffee)  
09:30 Welcome and Introduction  
10:15 Problem Solving Skills - Vectors  
11:15 Break  
11:30 Using isaacphysics.org in your teaching  
12:45 Lunch  
13:45 Hub Schools and Events  
14:15 Problem Solving Skills - Exponentials  
15:00 Break  
15:15 Lecture - The Chain Fountain  
16:00 Feedback, Refreshments  
16:15 End

### To book copy Link:

<https://isaacphysics.org/events/cpd12012017uxbridge>

## Free Student Workshops with Isaac Physics

### Do you have students

- aiming for A\* to B grade in A-Level Physics and Maths?
- hoping to study Physics, Engineering or Maths at a top university?
- keen to improve problem solving skills?

### Aims

To develop each student's confidence and problem solving skills in a core area of physics by tackling a range of examples from idealised problems through to real-world situations.

Students will be guided through the problem solving process, and will solve a range of unusual problems with help from teachers.

## Student Workshop 1 Solving problems with Vectors

11th January 2017  
at Brunel University London

## Student Workshop 2 Problem Solving with Exponentials

12th January 2017  
at Brunel University London

### Timetable for both sessions

16:15 Refreshments and starter problems  
16:30 Introductory Session  
16:45 Problem Solving Session  
18:15 Plenary / close & feedback forms

### Preparation

Guidance and pre-workshop tasks will be emailed upon registration. Pre-workshop tasks must be completed by the date stated.

### To book, copy Link:

<https://isaacphysics.org/events/types=student>

Students are welcome to attend with or without their teachers, but any teachers and students who wish to attend must register.

Please note that students must book their own place on the workshop.

Students must complete some pre-workshop questions on vectors to secure their place. Instructions for accessing these questions are given in the registration confirmation email.

## Brunel University London Department of Education connecting with Hillingdon Innovation and Improvement Networks (IINs)

Brunel University London Department of Education are delighted to be working with colleagues across the London Borough of Hillingdon on research projects connected to key strategic priorities for education in the local authority. Laurie Baker, Director of Education Quality & Strategy and Head of School Improvement, and her team have organised four Innovation and Improvement Networks (IINs) to work collaboratively on projects relating to key areas of challenge and concern in the borough.

The four identified IIN themes are:

- Progress for all
- Embracing additional needs
- White British (WHB) children under the spotlight
- Building strong foundations

Department of Education staff Sunita Babbar, Geeta Ludhra, Cathy Gower, Paula Zwozdiak-Myers, Sarmin Hossain and doctoral student Saima Salehjee will be supporting the research process connected to these key themes, working alongside staff in primary and secondary schools and specialist advisory and support staff from across Hillingdon.

We are excited to be involved in this initiative and look forward to contributing to projects which will hopefully make a difference to the educational experience of young people in our local area.

Cathy Gower



to those schools who have supported us with placements, and

indeed the extra places we needed for our successful Maths and Science recruitment this year. We appreciate your efforts. We know staffing is a difficulty many schools are facing this year so we hope our student placements next term will turn into successful opportunities to recruit NQTs for your school.



## Streamlining Placement Procedures and Communication

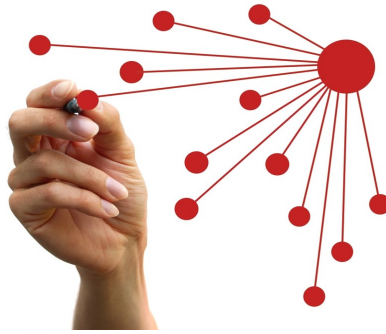
A new placement software system is being installed for the Partnership Development Unit early next year. It will bring direct benefits to school partners as they will be able to directly access a secure portal to make, check and change placement offers and track their progress throughout the placement process, anytime and anywhere. Schools can make mentor and event bookings, receive confirmation of placements and student information with greater ease. There is also the facility to amend school profiles, update mentor and teacher information and contact details, and check what placements a school has offered, all in a secure environment. We hope this will create a smoother process, for allocation, administration & monitoring of any student education placement needs.

As students also have a single log in portal there is potential for them, Link Tutors and school colleagues to submit completed paperwork securely and communicate effectively with the appropriate parties. This will be explored and developed once the placement section is bedded in.

We will be sending out further details in the new year when the system tests are complete.

Jan Jones, PDU Manager





## Joining the Dots;

### New Partnership Approaches

We recently held a key meeting to discuss how the Brunel University London Initial Teacher Education (ITE) Partnership can work with existing Partnership schools, Teaching School Alliances (TSAs) and Multi Academy Trusts (MATs) to provide a continuum of high quality teacher education and to contribute positively to the teacher recruitment imperatives facing so many of our schools in Greater London and the Home Counties at the moment.

In 2015, the Brunel University London ITE Partnership secured a double outstanding Ofsted grade for our PGCE Primary and Secondary provision. As a result, we were notified on Thursday, 29<sup>th</sup> September by the NCTL that we have a 3 year allocation of student teachers, which allows us to now plan for the future with some security and stability.

We have been thinking strategically about how to work collaboratively with schools to address the current recruitment crisis and we have some ideas to share with you. We want to hear from you about how these ideas might work at a practical level and how they are responsive to your current needs. Your voice in this process of strategic development work in teacher education is, therefore, key.

The following proposals were discussed:

- A proposed 'hub' structure for teacher education provision with strategic school partnerships working with the University in Greater London and the Home Counties;
- Opportunities for the process of recruitment to schools to potentially start from the point of a student teacher's application for a place on our ITE provision through an enhanced marketing strategy;
- Proposals for new ways of organising the pedagogy of ITE so that our PGCE student teachers experience collaborative, situated learning in schools right from the onset of their course based around the new core content for ITE;
- How to ensure consistency and quality assurance of provision working within a potential 'hub' structure, taking account of the new incoming mentor standards for example;
- How best to configure the University ITE calendar to ensure that we can maximise recruitment and ensure both student teachers and schools are appropriately prepared and supported for the year.

If you have any suggestions of how your school would like to work more closely with the ITE section of the Department of Education please email us at: [cbass-admin-pdu@brunel.ac.uk](mailto:cbass-admin-pdu@brunel.ac.uk)

Cathy Gower





## PGCE Primary & Secondary School Placement Dates

The Developmental & Consolidation School Experience (DSE/CSE) Phase dates:

Week 1: Tuesday 24<sup>th</sup> January- Friday 27<sup>th</sup> January 2017

Week 2: Tuesday 31<sup>st</sup> January- Friday 3<sup>rd</sup> February 2017

Week 3: Tuesday 7<sup>th</sup> February- Friday 10<sup>th</sup> February 2017

Week 4 - 15: Monday 20<sup>th</sup> February - Friday 26<sup>th</sup> May 2017

## PGCE Alternative Settings Placement Dates

Week 1: Tuesday 2<sup>nd</sup> May 2017 - Fri. 5<sup>th</sup> May 2017

Week 2: Monday 8<sup>th</sup> May 2017 - Fri. 12<sup>th</sup> May 2017

Week 3: Monday 15<sup>th</sup> May 2017 - Fri. 19<sup>th</sup> May 2017

Week 4: Monday 22<sup>nd</sup> May 2017 - Fri. 26<sup>th</sup> May 2017

## Partnership Management Group Meetings

Wednesday 7<sup>th</sup> December 2016

Wednesday 1<sup>st</sup> February 2017

Wednesday 15<sup>th</sup> March 2017

Wednesday 3<sup>rd</sup> May 2017

Wednesday 28<sup>th</sup> June 2017

## Mentor Support and Development Sessions

### Secondary:

Wed. 18<sup>th</sup> January 2017, 2-5pm,

Brunel University London, Rm 204

### Primary:

Wed. 18<sup>th</sup> January 2017, 2-5pm, Brunel University London, Lecture Centre building, Rm 115

Or

Mon. 23<sup>rd</sup> January 2017, 2-5pm, Brunel University London, Lecture Centre building, Rm 215

**(Each school should send at least one member of staff to each applicable session)**



## BA Education School Placements

Our BA students seek short placements throughout their 3 year course to explore the many facets of education settings from museums, libraries and Primary and Secondary schools.

They often find it difficult to speak to the right person at a school so from this year the Partnership Development Unit (PDU) is giving them a helping hand by introducing them to schools. So you may receive an email from one of these students explaining the school experience they would like. They do not need the formal mentoring or assessment that a PGCE student requires and there is little paperwork to complete. They can be of assistance in numerous ways and should explain if they have any particular talents that would be useful to you.

We have asked them to let us know when they are contacting schools so that we can send you an emailing endorsing their request.

If you are not keen for a BA student to contact your school please let us know, otherwise we will assume that students may at least approach you.

## **New Part-Time Doctor of Education (EdD) begins in the Department of Education, January 2017**

Our new Doctor of Education (EdD) postgraduate research degree will begin in January 2017. The new EdD will be offered on an exclusively part-time basis with one intake each January. Students will be supported through to successful completion of their doctorate drawing on extensive expertise from within the Department of Education and our University Graduate School. Within the Department we have two research groups: STEM Education and Pedagogy and Professional Education (PPE) and an overarching theme of social justice, inclusion and equality which underpins much of the research interests of staff within these groups. EdD students will be supported by staff from within these groups (e.g. Professor Gert Biesta, Professor Mike Watts and Dr Paula Nadine Zwozdiak-Myers) and will have the opportunity to become valued members of the research community in the Department through their doctoral study programme. In November 2015 our provision for PGCE Primary and Secondary Initial Teacher Education secured a double outstanding grade from Ofsted. We are also fortunate to be part of a recent successful bid to the ESRC to become a doctoral training centre for Education in collaboration with Oxford University.

Our new EdD is targeted at senior professionals with a responsibility for education within their organisation. They may be schoolteachers or college/university lecturers but they may also be working in professions allied to medicine and social care, nursing or other public sector occupations such as the police and fire service. Run on a cohort model, we will be offering 10-12 students places on this exciting new EdD programme each year. The programme has been designed to enable these senior professionals to engage in work-related research that makes a real difference to their organisation as well as to them personally. Teaching and supervision on the programme will take place during weekend (e.g. Friday afternoon/Saturday) and summer school blocks to fit around the demands of our students' jobs.

The new EdD is a core part of the Department's strategic plan to offer a continuum of professional education for teachers and others, from initial preparation through to doctoral programmes. Many teachers and other professionals now have Master's degrees and are considering the next step in their personal and professional development. The Brunel EdD will offer a high quality doctoral training and supervision experience for a small cohort of experienced professionals who see doctoral study as a way of making a real difference to the profession as well as themselves personally.

For further information about the programme and details of how to apply please visit: <http://www.brunel.ac.uk/study/postgraduate/Doctor-of-Education-EdD>

We welcome applications from home/EU and overseas students.

Or contact:

**Dr Paula Nadine Zwozdiak-Myers**

[Paula.Zwozdiak-Myers@brunel.ac.uk](mailto:Paula.Zwozdiak-Myers@brunel.ac.uk)

Programme Director: Doctor of Education (EdD)

