

ITE PARTNERSHIP NEWSLETTER

Spring 2017

Please join us

The Department of Education at Brunel University London is pleased to present

EDUCATION QuestionTime

Thursday, 30th March 2017 | 5.30pm–7.30pm

Eastern Gateway Building, Brunel University London
Kingston Lane, Uxbridge, UB8 3PH



Chaired by journalist and broadcaster
Victoria Derbyshire

Panel of experts include:

Amanda Spielman
Ofsted Chief Inspector

Dame Kate Dethridge
Deputy Director for NW London & the S Central
region, Department for Education

Laura McInerney
Editor of Schools Week magazine

Harinder Pattar
Headteacher, The Heathland School, Hounslow

Dr Bethan Marshall
Assessment and English Education expert,
Kings College London

Professor Mike Watts
Professor of Education, Brunel University London

The Department of Education at Brunel University London proudly presents Education Question Time. In the traditional BBC 'Question Time' format, audience members are invited to submit questions (by 20th March) to be addressed by the specialist panel of education experts relating to the current challenges facing education and curriculum today – and the future!

Please join us for the debate – everyone is very welcome! If you would like to submit a question, please complete the link on Eventbrite.

The event will be followed by refreshments and networking.

Free parking available on campus.

**Please reserve your complimentary ticket
(and questions!) at:**

<https://bruneleducationquestiontime.eventbrite.co.uk>



Expanding the ITE team



Helen Gourlay has recently joined Brunel University as a Lecturer in STEM Education, and will be working with Dr Jane Essex as co-course leader of the secondary PGCE. Her secondary science specialism is physics. As well as working with PGCE students she will be supervising students completing their masters in education. Helen is currently completing her EdD, in which she is researching an intervention to support beginning science teachers using action learning. She is an active member of the Institute of Physics, as well as the Association for Science Education (ASE). She is co-chair of the ASE Futures group, which is for all professionals involved in science teachers' professional learning.

Previously, Helen was a successful and innovative physics teacher. She taught science and physics across the secondary age range for 17 years in schools in London and Hertfordshire. This included working as a Head of Science in two schools. She was a Lecturer in Science Education at King's College London from June 2010, where she led the physics education aspect of teacher training and was responsible for their School Direct and Teach First courses. She was a Lecturer in Secondary Education (Science) at the University of East Anglia from January 2014, where she had leadership responsibility for quality assurance and School Direct.

Helen has a first degree in Natural Sciences and a Masters in Science Education.

Recent publications:

Gourlay, H. (2017) 'Learning about A level Physics students' understandings of particle physics using concept mapping' *Physics Education* 52
<http://iopscience.iop.org/article/10.1088/1361-6552/52/1/014001/meta>

Contents:

P1 Question Time

P2 Welcoming New Staff

P3 Further News on Partnership Approaches

Help To Test School Portal

P4 Salters Festival of Chemistry

P5 Talk Maths Talk

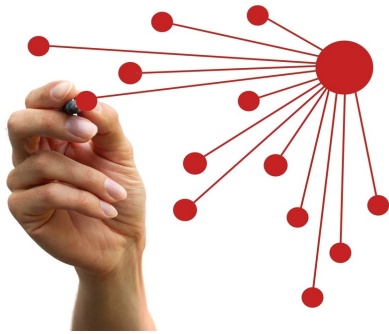
P6 Partnership Maths Steering Group News

P7 Developing Children's Creative Thinking Skills

P8 Occupational Therapy and Education Partnership

P9 Save the Dates

BA Education Placements



Joining the Dots;

Further News on Partnership

Approaches

As you know we held a meeting in October 2016 to outline a potential model for the Brunel University London ITE Partnership going forward into the academic year 2017-2018 which sought to address our shared wish to address the issues surrounding recruitment and retention into the teaching profession.

The model we proposed aimed to immerse student teachers from the point of recruitment events into a partnership 'hub' where they would undertake both weekly enquiry based learning activities (based on the core content of ITE and a package of professional learning activities we have designed) and then undertake their two required block placements in the 'hub' with a view to potentially being recruited by schools into that hub. We also discussed ways in which our non QTS BA Education students might represent a resource for you by undertaking their module placements with you, possibly becoming learning mentors for example to pupils.

Finally, we presented the other programmes we offer here at Brunel for accredited professional learning, such as our MA Education and EdDoc as a continuum of provision.

We asked partners interested in the 'hub' model to come back to us after discussing this with potential partners for establishing a 'hub'.

However, we understand that this has been challenging for many of you with all the other pressures on schools at this current moment in time.

We are still looking to run a partnership 'hub' model in the near future but we will now look to do this initially on a smaller localised scale with those who have expressed interest.

For information, we are also looking currently as a priority at the structure of the Brunel ITE programme with our Partnership Management Group to ensure that we are able to effectively manage the pressures on student teachers to ensure they are retained and recruited into the profession.

We are currently consulting with various key partners on this, including other HEIs you may be working with, to try and coordinate our plans. As soon as we have further information on this, we will let you know.

Thank you all for your initial interest in the 'hub' model. We still believe it has a great deal of potential going forward and will let you all know how things work with those who are proceeding with an adapted version of this.

Cathy Gower, Head of Department

Help needed from schools to test our New School Placement Portal



Our fabulous new Arc Technology system is well into its development stage and almost ready for testing. Part of the system consists of a schools portal where you can securely offer placements, check the school details we hold are current, read and sign the Partnership Agreement and other important documents, view student placement details, book events such as Mentor Sessions and offer assistance with PGCE programme input. You can return to the portal whenever you like and amend offers and track them throughout the academic year. Thus improving communications with us.

In order to ensure its suitability for school use we now seek some of our partnership schools to test this portal for us.

If you would be interested please contact Jan Jones (PDU manager) at: janine.jones@brunel.ac.uk



We are delighted to announce that Salters' Institute, a Chemistry education charity, has asked us to host not one but two Chemistry festivals in 2017.

These festivals are open to teams of pupils in Key Stage 3 and involve hands-on challenges in the university labs.

The second festival, on May 4th 2017, is aimed specifically at pupils with additional support needs.



The Festival on 2nd May 2017 is a competition for teams of 4 Key Stage 3 pupils and involves two hands-on competitions and a fun lecture-demonstration. It may suit some of your school's most able children but is accessible to all pupils who attend a mainstream school. There is a teachers' session during the afternoon, whilst students are supervised in a the lab, at which teachers can learn about developments in science education. The afternoon will conclude with a lecture-demonstration about chemicals which glow in the dark.



The Special Festival on 4th May 2017 is aimed at students working at Key Stage 3 level but for whom attendance at the regular festival might be difficult. Reasons for this might include low literacy difficulties, behaviour difficulties, the need of a school to bring several staff out for a small group of children. The days tends to be rather more collaborative, although students still work very hard to ensure success on the challenges. Typical adjustments made at this festival include flexibility over entry (schools may bring up to two teams of up to six students), modifying the worksheets for the activities to reduce the literacy demand, ensuring plenty of assistants are around to help students and staff at all stages of the day. We keep the day slightly shorter so that the transport to and from school to meet buses is easier too. The day will end with a 'flash-bang' (though not too loud!) demonstration about burning.

We very much look forward to welcoming you and your students to one, or both, of these events

Dr Jane Essex

jane.essex@brunel.ac.uk

The ‘*Enhancing Mathematical Learning through Talk at Key Stage 1*’ project was led by Professor Valsa Koshy, Dr Deborah Jones and Dr Gwen Ineson from the university Department of Education.

The project was funded by The Mayor of London and the Department of Education, aimed to develop two interacting strands of expertise in teachers: (1) **mathematical subject knowledge** and (2) **pedagogical expertise** of KS1 teachers through increased talk-interaction in their classrooms. These aims were achieved through the project team offering sustained professional development in both strands in parallel – each enriching the other. **Subject knowledge** sessions were designed for teachers to acquire useful practical knowledge in teaching mathematics. The sessions encouraged thinking about mathematical ideas in depth with a focus on facts, skills and conceptual understanding, and highlighting interrelationships and connections between mathematical ideas.

“pupils’ confidence has improved, parents have commented that the children have really enjoyed maths and are really engaged (pupils who had cried before about doing maths, now really enjoy it).”

For more details and a wealth of resources, see Website: www.TalkMathsTalk.co.uk

Activities at the teachers’ own level (which could be adapted for children) to promote problem solving and reasoning (useful for challenging children’s thinking and a key component of the National Curriculum) were also provided. The second strand, developing the **pedagogical expertise** of KS1 teachers, focused on the use of language and talk-in-interaction about mathematical concepts.

Effectiveness of the first strand was carried out by a pre-and post- project audit and for the second strand pre- and post-project observations teachers teaching mathematics in KS1 were carried out.

A set of assessment tasks for the teachers to use with their class was also devised. Some non-project teachers also undertook the assessment tasks with their classes, thereby providing the project with a small control comparison group.

Professor Valsa Koshy



Brunel Partnership Maths Steering Group

Our meeting this term included discussion about maths lessons taught by the Shanghai teachers who recently visited to model their approach to teaching maths. We discussed a year five lesson on fractions and we were impressed by the focus on a very small aspect within this, in this case non-unit fractions. We also found the consistent use of the same sentence stem throughout the lesson fascinating. In this case it was:

"The whole is divided into ** equal parts, each part is ** of the whole."

Our favourite activity was the *challenge* shown in the image below. Pupils were able to discuss this because the 'whole' had been varied throughout the lesson and therefore pupils understood that the same fraction can represent different amounts.

Challenge1: Tom and Mary have some sweets respectively.



Did they eat the same amount of sweets?

(Maybe you can draw a brief picture to help you think.)

We also discussed a research project being undertaken at Brunel and several other universities in England, focusing on generalisations. Our student teachers are engaging in problems to develop their awareness of the link between generalising and algebra. We draw their attention to describing the pattern, leading to generalisations. We hope this will enable them to feel confident about using activities such as this with their pupils, so please encourage them to talk to you about this.

The matchstick squares problem, to the right, was used in taught sessions and although this is a quadratic sequence and rather complicated for primary pupils, we agreed that without focusing on the 'nth' term, pupils may well be able to describe what the 10th, 100th term would look like.

Matchstick squares – expressing generality

Work in threes: one will observe, making notes on proforma

A diagram showing three arrangements of matchsticks forming squares. The first is a single square (1 square). The second is a 2x2 grid of squares (4 squares). The third is a 3x3 grid of squares (9 squares).

Continue

What can you count?

Can you see a pattern?

How does the pattern grow?

Can you generalise?

Brunel University London

However this image is taken from nrich and is a simpler sequence.

The activity in [this](#) series of videos demonstrates how pupils might see this in different ways.

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

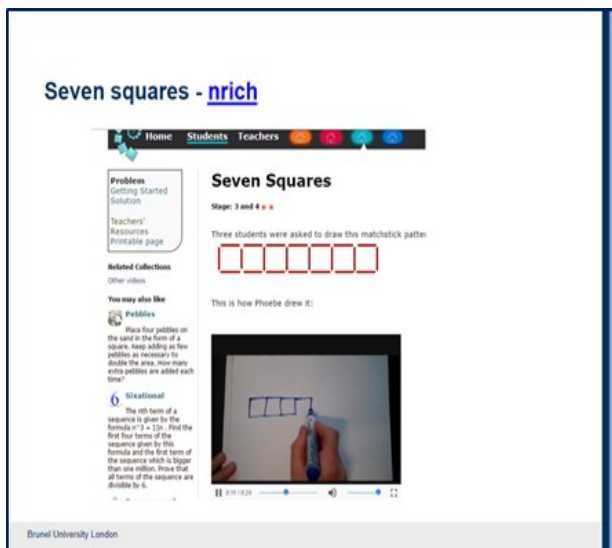
Our next meeting is at

Whitehall Infant School on Wednesday 14th June 2017 between 4.15 and 5.45pm.

We will be discussing:

Research projects that Maths Enhancement students have carried out in our Partnership Schools
Long term planning and incorporating progression
“Active maths” – presentation from James Cox

Dr Gwen Ineson



Developing children's creative thinking skills

The primary English team were honoured that Professor Robert Fisher delivered the key note lecture on developing children's creative thinking and language skills.

Professor Fisher has written widely in the area of language and creativity, and worked on several international research studies.

In his thought-provoking lecture, he discussed educational topics relating to:

Habits of intelligent behaviour

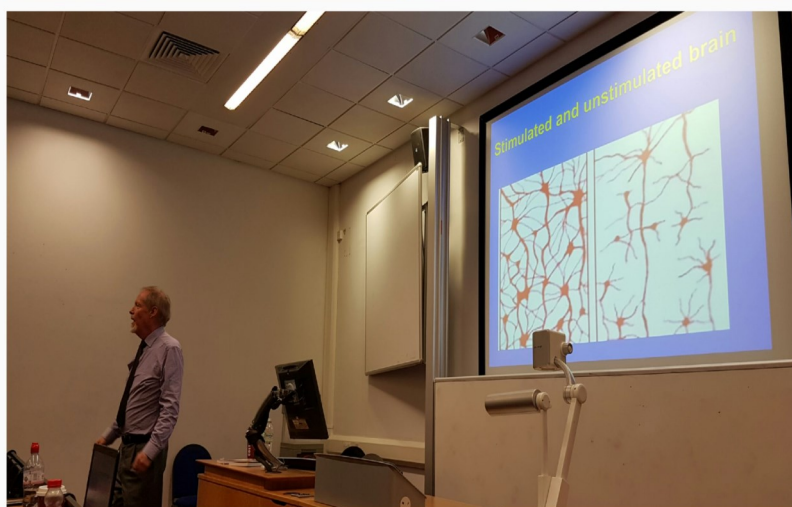
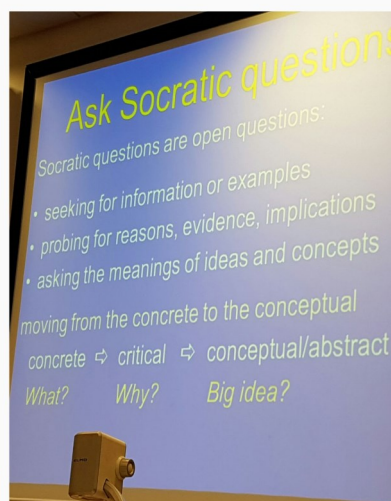
High expectations and clear goals

Memory and brain

Socratic questioning

Deep language learning experiences

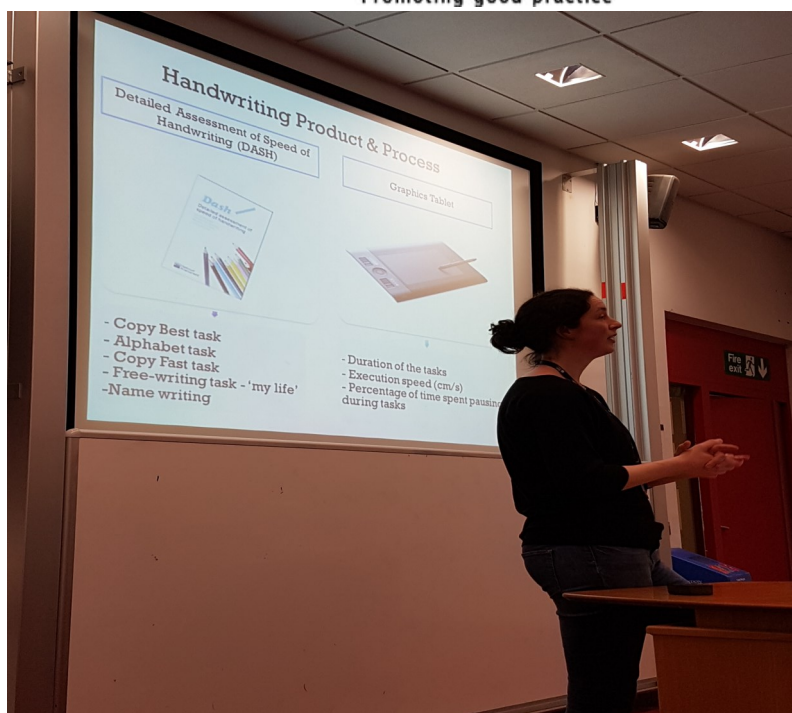
Visible learning



Dr Geeta Ludhra said she was taught by Professor Fisher many years ago when she did her teacher training programme. She was delighted that he could share his knowledge and wisdom to inspire current PGCE students.

Dr Geeta Ludhra

Occupational Therapy and Education Partnership
Local Interest Group, West of London



The primary English programme have developed close partnerships with Occupational Therapy to support PGCE trainee teachers' understanding of the handwriting process. Dr Geeta Ludhra (Primary English Coordinator) invited Dr Mellissa Prunty, a qualified Occupational Therapist, to share her research expertise on:

- Strategies to support children's handwriting skills, particularly pupils with special educational needs (e.g.: dyslexia)
- Handwriting speed and coordination issues
- National Curriculum guidance on handwriting stages
- The role of handwriting in the digital age (Is it a dying art?)
- How technology and software can support teachers' assessment of children's handwriting skills

- Research on gendered differences and children's later academic achievement
- Opportunities to get involved in the West London Handwriting Interest Group

If you are a school-based colleague keen to be part of our handwriting group, we would love to hear from you.

Please email Dr Geeta Ludhra in the first instance at:

geeta.ludhra@brunel.ac.uk and she will add you to the interest group for future partnership events.

Mellissa hosts seminars to spread and share good handwriting practice at Brunel University London.

Dr Geeta Ludhra



PGCE Primary & Secondary School Placement Dates

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

Week 4 - 15: Monday 20th February – Friday 26th May 2017



PGCE Alternative Settings Placement Dates

Week 1: Tuesday 2nd May 2017 - Fri. 5th May 2017

Week 2: Monday 8th May 2017 - Fri. 12th May 2017

Week 3: Monday 15th May 2017 - Fri. 19th May 2017

Week 4: Monday 22nd May 2017 - Fri. 26th May 2017

Mentor Support and Development Sessions

Secondary:

Wed. 26th April 2017, 2.00-5.00pm,
Brunel University London, Halsbury building, Rm 204

Primary:

Wed. 19th April 2017, 2.30-4.30pm,
Brunel University London, Halsbury building, Rm 204

(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.

Jan Jones PDU Manager