

Spring 2018



Partnership Development Unit News

School Partnerships and Placements 2018-19


 Information about partnering with the university for 2018-19 will shortly be published to schools and we are keen to receive your school placement offers for the new academic year. For Primary we are particularly interested in receiving Key Stage 1 placements in the Autumn term and for Secondary don't forget we have expanded our subjects from Maths, PE and the Sciences to include English.



The dates of placements are detailed on the last page of this newsletter.

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THANK YOU

FOR SIGNING UP!

Thank you to all our current school partners for your patience during the registration of your school account on the new school portal.

We are still in a development phase so we are making further improvements to the portal and with communications during the coming months. If you have any suggestions please let us know.

The portal allows schools to view and communicate the details we hold about a school, make and confirm placement offers and book events at the university. There is one account holder per school, usually the PCM, and they communicate with the PDU via the portal.

The account holder is also responsible for booking colleagues onto events offered by the university, such as Mentor Development sessions.

**BOOK IN
ADVANCE**

All events and car parking permits must be booked in advance for security purposes.

Important documents such as the Partnership Agreement, Safeguarding policy, Health and Safety statement and finances are all found on the portal for your reference.

Jan Jones, PDU Manager

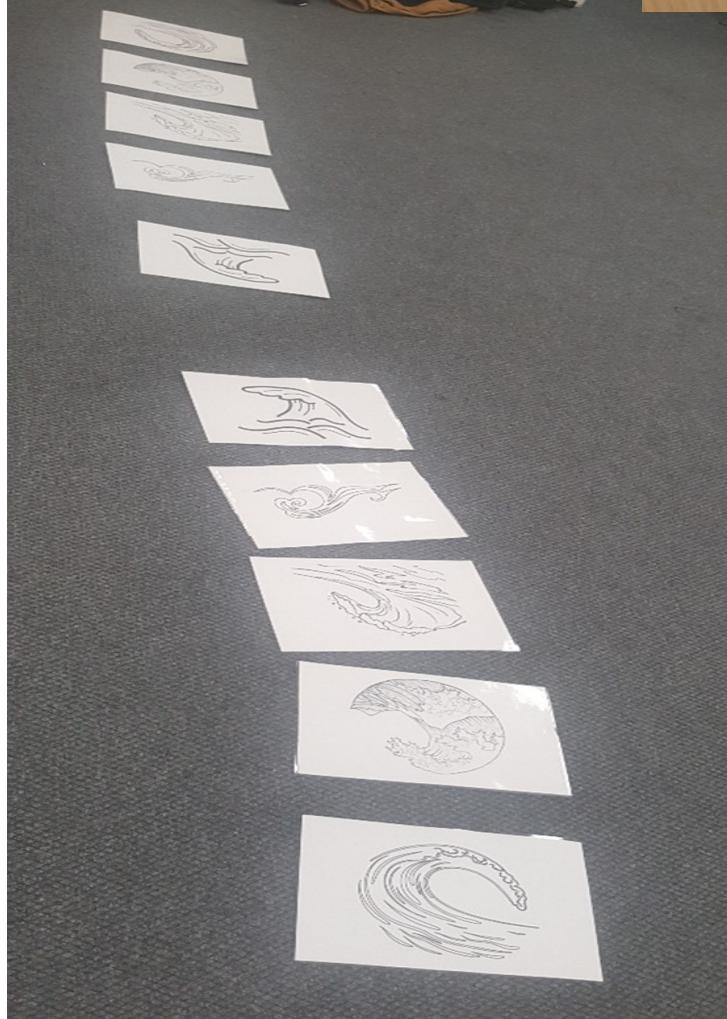
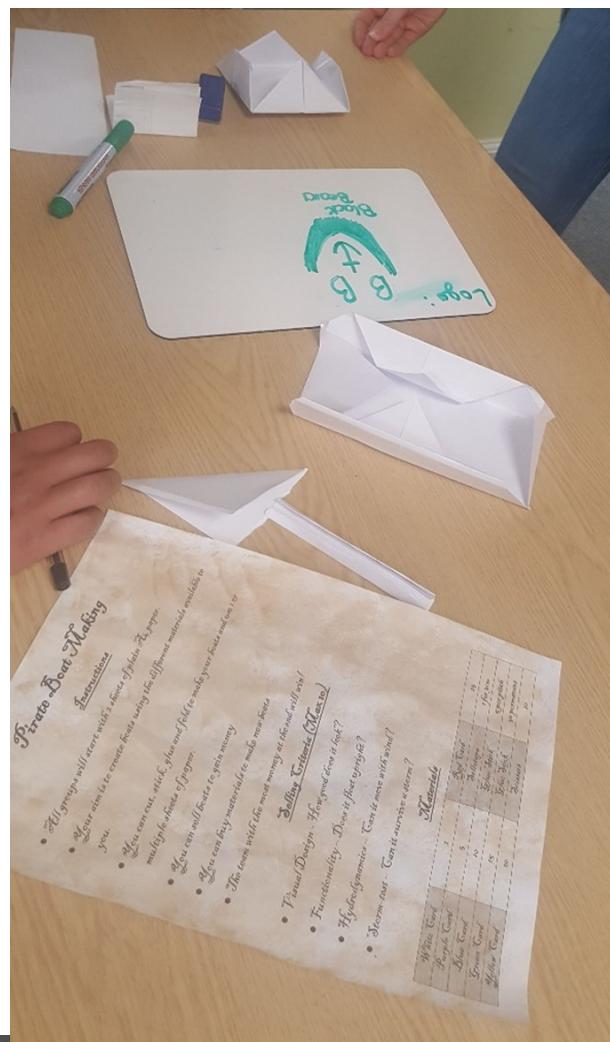
2018 Royal Institution Masterclass, Civic Centre Uxbridge, 3rd February 2018.

Hillingdon Mathematics Society



Each year, Brunel PGCE secondary mathematics student teachers prepare and lead one of the six Master-class sessions, held on a Saturday morning. More able pupils from KS3 classes across the London Borough of Hillingdon are selected to participate in these Saturday sessions. Brunel student teachers did not disappoint this year, with pirate themed problem solving activities set to provide challenge. As well as problem solving, the pupils also had the opportunity to develop skills such as team-working, creativity, resilience. The pupils enjoyed working in groups on the problems which involved them 'thinking outside the box' to find solutions.

**Sunita Babbar, PGCE secondary
mathematics tutor**



Education, employment and youth:

**Contemporary attitudes
towards post-16 and
post-18 education access
Kate Hoskins, Reader in
Education, Brunel University
London**



Providing opportunities for young people leaving compulsory schooling to pursue world-class further and higher education is a global concern. Post-compulsory education is constructed as a panacea for social mobility, but has fallen disappointingly short of this ambition in many country contexts (Hoskins and Shah, 2016). In the UK in December 2017, the then secretary of state for education, Justine Greening MP, set out her ambitious plans to improve social mobility through education (HMG, 2017). She set out four targets that will provide interventions for children from the early years onwards, continuing through until they obtain rewarding careers that enable them to 'fulfil their potential' (*ibid*: 10). These plans demonstrate a level of political desire to improve access to quality education to provide opportunities to disadvantaged students to progress through compulsory, further and higher education regardless of their social background. Ambition three aims to provide high-quality post-16 education choices for all young people. The rationale for this ambition is based on the economic need for 'business to make technical education world class', and to expand access for disadvantaged young people to attend the best universities (*ibid*: 10). To improve access to technical, vocational and higher education requires sustained and targeted policies to widen participation.

But how effective is the oft-cited goal of widening participation in higher education? In the case of England the higher education system has undergone significant change in the past 50 years. While less than one in ten adults had a university degree in the mid-1960s, more than one in three now do (Alexander and Arday, 2015; David, 2009). The system's massification has driven the likelihood of attending university to very high levels: in 2012–2013, 39 per cent of 17–30-year-olds were participating in some form of higher education (BIS, 2014). Despite significant investment, the increased participation in higher education is disproportionate among different socioeconomic, ethnic, and cultural groups (Vignoles and Crawford, 2010; Williams, 1997). It remains the case that socioeconomic background is a strong predictor of higher education attendance, with household earnings a good indicator of whether young people will attend university (Chowdry et al 2013). The government has sought to equalise access to higher education through policy initiatives aiming at widening participation among non-traditional students. However, in practice this agenda has not managed to disrupt deeply embedded social differences between advantaged and disadvantaged groups, and has consolidated a two-tier higher education system between the middle and the working classes.

These are just some of the issues addressed in my recently published book, *Youth Identities, Education and Employment* (Hoskins, 2017), which is based on in-depth qualitative interviews and focus groups with teachers and students in a case-study school, and investigates how policy, family background, social class, gender and ethnicity influence young people's post-16 and post-18 education access.

'The increase in tuition fees presents a challenge to the widening participation agenda: it raises social justice questions about those students who will no longer identify university as a realistic option for them.'

The book reveals students' and teachers' ambivalence towards higher education because of the associated debt, in a relatively advantaged school that would normally expect a significant proportion of students (40–50 per cent in previous years), to apply to university. The increase in tuition fees presents a challenge to the widening participation agenda: it raises social justice questions about those students who will no longer identify university as a realistic option for them, and those who will continue to pursue a degree. If students are not prepared to accrue debt then other pathways towards employment, such as apprenticeships or working up through a company, will be necessary. Students will be forced to draw on their extended family and community networks to secure employment.

All of the students I interviewed who were intending to apply for some form of higher education were strategic in their discussions about which institutions they would apply for and why. This decision-making rested on their perceptions about which institutions would deliver an economic return. They displayed a sense of value-for-money, and had high expectations for their undergraduate programmes of study in terms of high quality teaching and learning provision. Teachers at Parkfield and parents were reinforcing these expectations. Value for money was a key concern for these participants.

The issue of degree value was of utmost importance to students. Teachers and senior leaders I interviewed encouraged the more academically able students towards applying for Russell Group institutions, citing the benefits of an elite degree in the employment market and their intention to enhance their school's reputation. Over time, this push could have a significant impact on newer, less prestigious universities, particularly if fees remain broadly the same for all institutions and subject areas. The incoming teaching excellence framework (TEF) is likely to reshape the higher education fee structures: course fees are likely to change, and fees could become relational to the subject area and to the reputation of individual institutions.



“Successful Students” Research Project

Anne Chappell,
Emma Wain-

wright and Ellen McHugh have worked on a project for the last year entitled ‘Successful students: exploring the factors that encourage and enable students from a widening participation background to stay the course’. This research looked at student retention by asking final year students from under-represented backgrounds to identify and reflect upon what has enabled and encouraged them to complete their studies.

The research set out to investigate:

- The factors that students understand to have had a positive impact on their ability to complete their studies
- The issues they have faced while at Brunel University London and the types of support they have drawn on
- Ideas, policies and practices the University could use to better support these students and increase retention rates and enhance their progression

Students were asked to complete a questionnaire, participate in an interview and keep a photo diary of what has enabled and encouraged them to complete their undergraduate degree. Photographs were showcased in an exhibition along with a selection of quotes from interviews.

Research is in early stages but there are 5 clear messages:

- Students have identified that feeling part of a community where they experience positive relationships with staff that encourage a sense of belonging is critical.
- University services and staff such as student welfare and counselling, academics personal tutors, work-place mentors, peer-buddies and peer role models, are vital across the student lifecycle and key to the completion of their degrees.
- Students value the support of family and friends over the course of their degree programme.
- Students are largely positive about those university services that are specifically designed to support the needs of students from under-represented backgrounds.
- Students would like to see more social spaces available on campus where they can meet, interact, study, relax with friends and form friendships away from commercial settings and environments.

There is further information about this on the University website: ([http://www.brunel.ac.uk/news-and-events/
news/articles/successful-students-HEA-blog](http://www.brunel.ac.uk/news-and-events/news/articles/successful-students-HEA-blog)) and also Higher Education Academy website: [https://
www.heacademy.ac.uk/blog-entry/successful-students-
exploring-factors-encourage-and-enable-students-
widening](https://www.heacademy.ac.uk/blog-entry/successful-students-exploring-factors-encourage-and-enable-students-widening)



Standardising Mentor Support and Development Training

The Director of ITE, Sunita Babbar, has been working in partnership with other local universities and schools to develop a collaborative approach to implementing the new National Mentor Standards. The aim of the collaboration, is to create development modules (self-study), which can be used to recognise the skills and attributes of school mentors, whilst also helping to ensure consistency of mentoring.

A considerable amount of work has already been applied this year to the restructuring of our current sessions and we have received good feedback from the mentors who have attended. Going forward there will be a range of sessions held throughout the year for both new and experienced mentors and PCMs at the university.

In addition to align with the National Mentor Standards there are two levels for which mentors can gain recognition: Entry and Mastery. More details about these will be included in the summer newsletter when the 2018-19 programme will be detailed and the materials will also be made available via our ITE website shortly.

All mentoring sessions can be booked via your school portal account holder and will appear in the Collaborate and Book section of the portal. Dates will also be included in each newsletter for reference.



VISIT US

Explore our campus, hear about our courses and find out about life at Brunel

Book online: brunel.ac.uk/opendays



Supporting your students with university decisions

Our experienced and friendly UK schools recruitment team work extensively to support students and parents in making university choices.

As one of our initial teacher training partners, we're on hand with information about applying to university and life at Brunel University London. You can book us for a talk, university/careers fair, workshop or campus visit for your students.

We mainly work with **Years 11 - 13** but have some **Year 9 STEM activities** too.

Popular sessions include:

Why Brunel?

How to choose the right course and university

The UCAS process

Writing a great personal statement

Student finance and budgeting

Student life

Our **2018 open days**:

Saturday 23 June

Saturday 8 September

Saturday 20 October

Find out more at:

www.brunel.ac.uk/schools or contact

us at schoolvisits@brunel.ac.uk

T: 01895 267267.

We look forward to working with you.



Part-Time Doctor of Education (EdD)

Department of Education – next cohort begins January 2019

Our Doctor of Education (EdD) postgraduate research degree is currently recruiting for the January 2019 cohort. The EdD is offered on an exclusively part-time basis with one intake each January. Students are 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 equity that underpins much of the research interests of staff within these groups. EdD students are supported by staff from within these groups (e.g. Professor Gert Biesta, Professor Mike Watts and Dr Paula Nadine Zwozdiak-Myers) and 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 successful bid to the ESRC to become a doctoral training centre for Education in collaboration with Oxford University.

Our 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 are offering 10-12 students places on this exciting 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 takes place during weekend (e.g. Friday afternoon/Saturday) and summer school blocks to fit around the demands of our students' jobs.

The 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 offers 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>

Or contact:

Dr Paula Nadine Zwozdiak-Myers Paula.Zwozdiak-Myers@brunel.ac.uk

Programme Director: Doctor of Education (EdD)

YOUTH SPORT TRUST GIRLS ACTIVE



Youth Sport Trust

Youth Sports Trust YST created Girls Active and their website states that it supports schools to understand what motivates girls to take part in physical activity. It enables teachers to work with the girls – through consultation and leadership – to make the necessary changes to their physical education (PE), sport and physical activity provision. The initiative is delivered in partnership with This Girl Can and Women in Sport and is funded by Sport England.

YST worked with 20 secondary schools through a 12-month pilot aimed at tackling the negative attitudes that girls have towards their body image, improve their attitude towards PE, sport and physical activity, and to work with schools to make sport more relevant to girls' lives.

With over 200 schools now part of the Girls Active network, this year YST will support a further 250 schools. Secondary schools and for the first time, primary schools will be supported to implement changes in their own school and work together to support girls' experiences as they transition from primary to secondary.

The Secondary PGCE PE students were recently involved in working with the YST here at Brunel at a Girls Active Camp for 70 girls from the Hillingdon borough. The project uses the power of sport to develop life skills and employability skills. For the girls over a 2 year period.

Liz Harris, PE Secondary Subject lead

"The morning session was spent with the PE teachers of local secondary school students who will be delivering the Girls Active sessions. We learnt about the whole initiative and also about how best to aid girls to overcome their issues regarding sport.

During the afternoon session we led a "re-energiser" and assisted with the girls learning about what it means to be an advocate. They learnt about marketing and then created a 1 minute campaign which they can then use within their schools. This was either a short play, a song, dance or poem."

Nicola Tikare, PE student

Practice in Theory Day,

Values as Outcomes...

Maple Cross Symposium

On 23rd February 2018, we gathered as a group of educational academics and practitioners at Maple Cross JMI and Nursery School, to share expertise and learn from the expertise of others. The day began with all the visitors sharing their personal aims and values. Duncan, the Head teacher also shared the philosophy, ethos and values for his school. The most exciting part of the day for me was to be able to explore the classrooms with an ipad, capturing the exciting work that the pupils were engaged in. What we all noted, was that the values and philosophy for learning shared by Duncan, were clearly visible in all the classes. The pupils were very welcoming, as was the staff of the school. We then had an opportunity to discuss 'practice in theory' and shared our 'evidence' from videos and photographs with others in the group. This led to a really rich discussion about how the school could build on current practice. This included: use of lesson study for professional learning; exploring Carol Dweck's 'growth mindset'; the use of Iris (video capture) approach to video evidence and then reflecting on learning; exploring Skemp's 'relational vs instrumental' understanding.

Outcomes: the head teacher has started a blog on the school website about the day! A further day next year is envisaged to see what the impact of the first symposium has been.

Thank you, Maple Cross for a fantastic day!

Professor Angie Hobbs, University of Sheffield



Dr Gwen Ineson, BUL

Dr Cathy Gower, BUL

Duncan Roberts, Head teacher, Maple Cross

Professor Jan Derry, UCL

Professor Judith Suisa, UCL

Sunita Babbar, BUL

Alexis Shea, Head of Psychology, Westonbirt School



Dates for your Diary

ITE Partnership Management Group Meetings 2017-18

Tuesday 15th May 2018, 4-5.30pm

Thursday 5th July 2018, 4-5.30pm

PGCE Primary & Secondary School Placement Dates 2018-19

Placement A:- The Foundation School Experience (FSE) dates:

Week 1: Monday 15th October - Friday 19th October 2018 (Wed is university based)

Week 2-5: Monday 29th October - Friday 23rd November 2018 (Wed is university based)

Week 6-8: Monday 26th November - Friday 14th December 2018 (Full weeks)

Week 9: Monday 17th December 2018 - 21st December 2018 (Wed is university based)

Placement B:- The Developmental and Consolidation School Experience (DSE/CSE) dates:

Week 1-2: Monday 28th January - Friday 8th February 2019 (Wed is university based)

Week 3: Monday 11th February - Friday 15th February (Full week)

Week 4-8: Monday 25th February - Friday 29th March 2019 (Full weeks)

Week 9: Mon 1st April - Wednesday 3rd April 2019

Week 10: Tuesday 23rd April - Friday 26th April 2019

Week 11: Monday 29th April - Friday 2nd May 2019 (Full week)

Week 12: Tuesday 7th May - Friday 10th May 2019

Week 13: Monday 13th May - Friday 17th May 2019 (Full week)

Week 14: Monday 20th May - Friday 24th May 2019 (Wed is university based)

Week 15-17: Monday 3rd June - Friday 21st June 2019 (Full weeks)

PGCE Alternative Settings Placement Dates 2018-19

Autumn Term: 1 week: Monday 26th November - Friday 30th November 2018 (Full week)

Summer Term: Week 1: Monday 20th May - Friday 24th May 2019 (Wed is university based)

Week 2-4: Monday 3rd June - Friday 21st June 2019 (Full weeks)

PGCE Mentor Support and Development Sessions 2018-19

New calendar of dates to be confirmed.

We encourage all partner schools to participate in each of the mentor support and development sessions offered by the university to fulfil the partnership agreement and advance the standards of mentoring. This benefits the school in strengthening mentoring skills and adds to staff development opportunities. Student teachers subsequently gain maximum support and preparation for their career in teaching.

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

All booking should be made in advance via the school portal. Your school account holder (usually the PCM) has portal access.