

ITE PARTNERSHIP NEWSLETTER

Autumn 2018



The BA Education programme at Brunel University London is ranked 1st in London in The Complete University Guide 2018.



PGCE News

Secondary - English is back

The PGCE team have received from the NCTL an allocation once again for Secondary English student teachers for 2018-19 entry, which is great news. Under the new ITE allocations methodology we are also able to have unrestricted recruitment in most of our ITE provision. This new methodology and new English allocation allows us to focus, as an ITE provider, on the core curriculum in schools: Primary and Secondary, English, Maths, Science and PE – the only subjects taught all the way through from 5-16yrs.

ENGLISH

Education researchers take reins at top journal

A team of academics from the Department of Education has been awarded the editorship of the prestigious British Educational Research Journal, a high-impact publication showcasing the very best research in the field.

Dr David Aldridge, Professor Gert Biesta, Dr Ourania Filipakou and Dr Emma Wainwright will share the editorial role from January 2018 onwards at the flagship journal for the British Educational Research Association.

Launched in 1975 as Research Intelligence, the BERJ was renamed in 1978. With an impact factor that increases each year, it continues to publish articles by, and for, researchers in education throughout the world.

The Department of Education at Brunel has also gone from strength to strength, with its courses this year appearing in the Guardian's top 10 for education subjects.

National Student Survey results published earlier this year were also extremely positive, with student responses in nearly all categories rating the department above the sector average, and third in London for overall satisfaction.

Some 60% of the department's research was rated world-leading or internationally excellent in the 2014 Research Excellence Framework. Academic staff conduct research on a range of topics within the field of education, covering school education, vocational, professional and higher education, and adult education and lifelong learning.

In September Professor Biesta was invited to present the keynote lecture at the British Education Research Association's annual conference at the University of Sussex, with Dr Aldridge, Dr Filippakou, Dr Deborah Jones and Dr Sarmin Hossain also on the programme.

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Partnership Development Unit News



School Portal

THANK YOU
FOR SIGNING UP!

Thank you to schools for your patience during the registration for your school account on the new school portal. All PGCE partnership schools have successfully activated their accounts if student teacher placements have been offered during 2017-18.

Schools colleagues can continue to use the portal to book Mentor sessions throughout the year. Schools can also book specific dates to assist in the process of interviewing potential student teacher applicants to the programme. There is one account holder per school, so please liaise with them for your bookings. All events arranged at the university and parking permits must be pre-booked for security purposes.

BOOK IN
ADVANCE

Thanks also to school partners for the support and time they are currently giving our PGCE student teachers on placement in schools and in the alternative settings. It is much appreciated and we have some very good feedback being returned by students about their varied experiences.

Spring - Summer Term 2018 Placements

(DSE/CSE)

The next round of placement dates are detailed on the last page of this newsletter and we extend our thanks to all our school partners who have confirmed offers to host our student teachers in the new year. Details of the students will be released to schools before the end of this term via the school portal. We will send schools an email to indicate that the information is available to view. Students will be informed early in the new year and be advised to contact schools to introduce themselves prior to the start of their placement.

Mentor Support and Development Updates

MENTORS

The PGCE academic team have carefully considered the structure of our mentor development sessions and rearranged the content and focus of each session. We hope this will direct school teams better when choosing the most appropriate meeting to attend. Please see the last page of the newsletter for further details of each session. There will be more news in the new year about the specific content of these sessions.

“want to know more?”

Planning Partnership and Placement

Opportunities 2018-19 - Drop in meetings

The new year brings new plans and if you would like to know more about how to build on our university partnership, need more information, want to know more about how we work, have a research idea or how we can work better together we would be happy to come and meet with you to exchange ideas.

get started

Contact: cbass-admin-pdu@brunel.ac.uk

Student teacher Placements 2018-19



We will also be planning our student placements for 2018-19 and will contact schools during February-March 2018 to request placement offers for Autumn term 2018. So look out for further communications in the new year. If you want to pre-empt this request and tell us about your plans for placements please contact us on the above email address



The quality of relationships in this field can make the difference between the engagement and non-engagement of children, young people and their families in key aspects of society, including education. By teaching students restorative practice, we give them a framework to develop positive, productive relationships in their future work. University is a time when our understanding of the world around us is challenged and we are asked to question many of the things we think are 'true' or fixed. It's a privileged space where we have the luxury to question culture in its widest sense; where we are encouraged to challenge societal norms.

Restorative Practice

If we want to make a difference on a societal level regarding how we deal with and manage difference, I see the inclusion of restorative practice on all education programmes as the right direction of travel.

Gail Waite

Restorative practice is a way of repairing relationships when things go wrong, and has been used in a variety of settings – from murder to bullying and neighbourhood disputes. It is also a way of being, of developing quality relationships with those around us, both in our personal and professional lives, that seeks to reduce the likelihood of harm and conflict. These approaches are increasingly used in schools as a way to resolve conflict and mend damaged relationships. However, few universities include restorative practice in their education degree syllabus.

Gail Waite, a lecturer in the Department of Education, wrote for *Resolution*, the Restorative Justice Council's member magazine, about the importance of introducing restorative practice at an early career stage.

Since 2013, I've been teaching a module called 'working restoratively with children and young people', as part of Brunel University London's undergraduate BA Education degree programme. The programme is aimed at students interested in pursuing a range of careers including teaching, youth work and social work.

The inclusion of this module is innovative. While many universities incorporate behaviour management techniques into their education degrees, I'm not aware of any that dedicate an entire module of their undergraduate education programme to restorative practice. The module itself draws from relevant academic literature and research, which gives students a firm theoretical foundation of knowledge before moving on to skills development and practice. Both the theoretical and practice aspects are assessed.

While I firmly believe restorative practice has application in all aspects of life, developing skills to work restoratively in the social care field is crucial. This is especially true in the current economic and political climate, where funding is tight and councils are being expected to do more for less.

Over the seven years I have been training professionals to work restoratively, I have come across two potential threats to increasing the use of restorative practice.

Firstly, there are individuals who embrace the ideals and values of restorative practice, but are frustrated by an incongruent organisational culture. Secondly, there are those who are so committed to an authoritarian culture and professional identity that they are unable or unwilling to consider a different path. If we want to avoid both disillusionment and prejudice, then the time to make our case is at the point when young professionals are at the beginning of their journey, when they're optimistic and open.

One of the criticisms of education is that it merely replicates existing patterns. Busy professionals often lack the time, opportunity and possibly the motivation to stay abreast of new ideas and developments. Many colleagues have told me that one reason schools are willing to welcome students from our course is that they bring new and contemporary ideas and initiatives into the learning environment.

For the majority of our students this is the first time they have encountered restorative practice. Some embrace the ideals and values immediately. For others, the module is a journey of discovery. For a very few, it is something they now understand but don't subscribe to. Whatever the outcome, the module has raised the awareness of restorative practice to each cohort of students over the last four years and has equipped them with the skills to not only work in this way but to also spot good and poor practice and understand the difference.

Engaging people in meaningful, supportive and restorative discussions will, I believe, improve outcomes for professionals and families alike. I've found that introducing our future teachers, youth workers and social workers to restorative practice can have a profound effect down the line.

Article reproduced with permission of the Restorative Justice Council
Image: CC by flickr/ masha)

The Hillingdon Outdoor Activity Centre (HOAC)

A PGCE student's perspective of a great induction activity

What did you get from it?

HOAC is a water sports and activity centre providing access, training and outdoor experiences for individuals and groups. Having pre-determined teams guaranteed we would meet and work with new people from different subjects and backgrounds. Additionally, as there were a variety of activities during the day, it allowed different people in the group to take the lead at different stages depending on their personal strengths. From a personal perspective, there was one activity that I had seen before and knew the process so I took on more of a lead role.

First and foremost, this is a very enjoyable and fun day to attend. It provides a way of having a laugh and relaxing with your peers as well as with your lecturers. There are many benefits to going to HOAC but I personally think this is the most important one. It enables more interaction than sitting in a lecture room and gives the lecturers a chance to get to know their students better. Most students would have been out of their comfort zone at least at one point during the day, and it is interesting to see how different people either try to overcome it or take a step back from it. It also removes the structured layout of a lecture theatre, of the lecturer standing at the front and the students sitting and listening. Outdoors, at HOAC, there is no barrier as there is no boundary between the students and the lecturers.

There are many other benefits to learning outside the classroom, such as team building and building trust amongst your peers. This is beneficial as it has been suggested that team building increases problem solving, encourages creativity and allows different ideas to be shared, which was necessary for the activities.

The aspect of team building is very apparent in a school setting as you are working in department teams and whole school teams, to provide the best educational environment for pupils. There can be disadvantages to team building activities if someone takes too much control and it results in unequal participation, leading to conflict within the team. But, from my experience and talking to others, at HOAC this was not the case. Everyone worked well together and the activities gave a sense of achievement which increased team bonding.

Melody Jones, Secondary PE student teacher

Why is it good during induction week?

- Team building
- Learning outside the classroom (positives)



The blindfold activity challenged the trust level within the group. The activity encouraged us to develop trust in each other, especially as we had only just met and trust levels were understandably low at the beginning.





Maths news

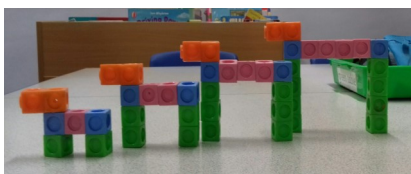
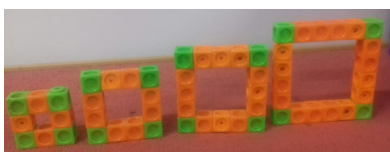
Balbir Kaur

Brunel's primary student teachers have been exploring how to develop conceptual understanding, alongside procedural understanding, in preparation for their first placement.

The Primary PGCE has a new maths Curriculum Enhancement (CE) topic with a focus on exploring mathematical proficiency through storytelling and technology. Students have identified a number of gaps in research related to the topics explored. For example they found that a lot of research and studies related to storytelling and maths teaching were based in USA and were mostly carried out in the early years. During taught sessions students have explored how stories can be used to explore, introduce and investigate a range of mathematics topics across the primary phase. This has sparked some interesting ideas for projects that students will plan and be engaged with during the DSE placements.

As part of the CE external links were made with Lego Education and Discovery Education. Students explored the use of QR codes to make maths learning interactive. They engaged with a Lego workshop and reflected on how to cultivate a 21st century pedagogy approach which has a focus on the 4 Cs (communication; collaboration, creativity and critical thinking).

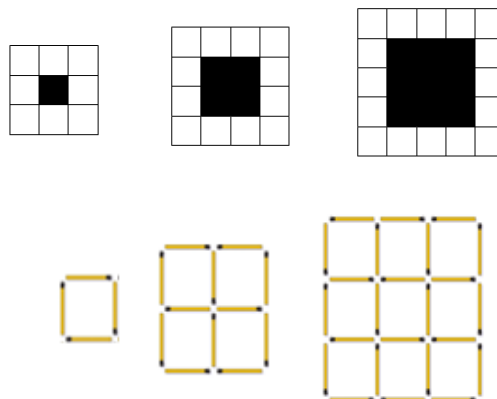
Two students have recently presented the findings of their small-scale research project. The first focused on an evaluation of the 'Maths Mastery' approach, and found that children had a deeper understanding and they developed confidence, engagement and the ability to work collaboratively. The second student focussed on exploring year one pupils' ability to generalise. She found that engaging in these types of algebraic problems (illustrated below) pupils' performance on the reasoning paper improved.



British Society for Research in learning Mathematics (BSRLM) conference

Gwen Ineson presented a paper with colleagues at the recent British Society for Research in learning Mathematics (BSRLM) conference. This project looked at the type of reasoning approaches student teachers had to tackling generalisation problems, in preparation for their teaching. Some focused on the recursive nature of the patterns (i.e. what stayed the same and what changed as the pattern grew) and some focused on the structure.

Flower Beds



The last maths steering group looked at how schools in our partnership are addressing workload issues around marking and feedback. For example, one school has a 'No marking' policy, and is trialling different approaches to feedback, including using learning tweets and hashtags.

Please contact Gwen (gwen.ineson@brunel.ac.uk) if you would like a copy of the notes of this meeting.

Our next meeting will look at schools' approaches to differentiation, possible research collaborations and how our student teachers can be supported with their mathematics teaching. Please get in touch with Gwen if you would like more information.

CE group found the Lego workshop a very engaging, fun and collaborative

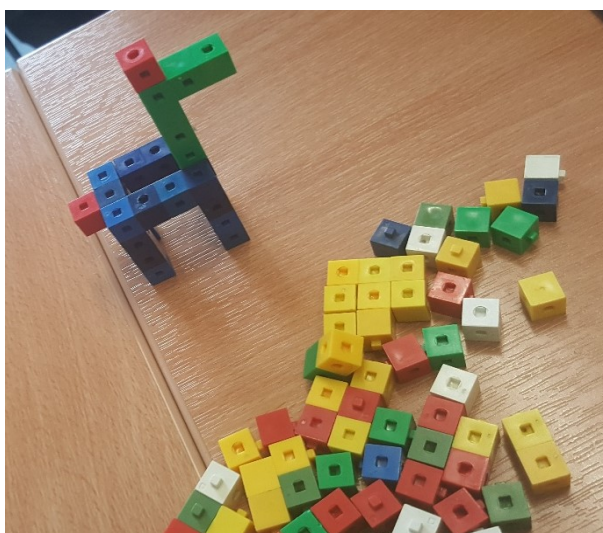
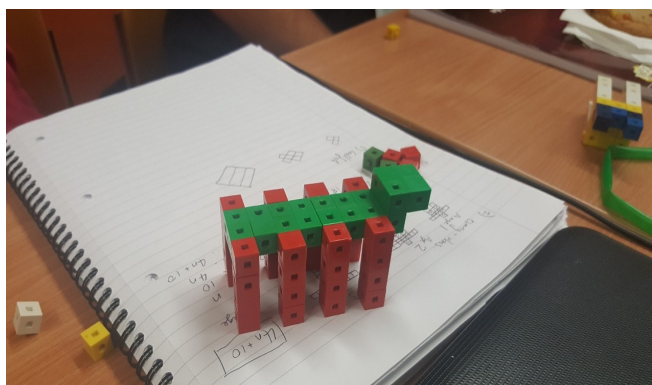
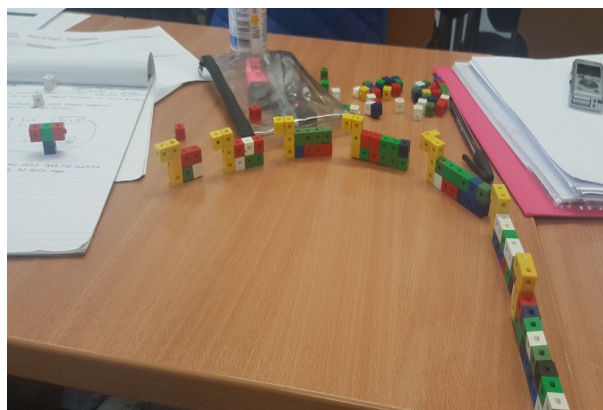


Secondary PGCE Mathematics in Action 2017-18.

This year's Secondary
Maths student teachers

We explore many aspects of teaching mathematics in our sessions, very often of a practical nature. This helps to better prepare the student teachers for their classroom experiences. One of the activities we did in our maths sessions was exploring sequences through animals. Here are some photos/a photo of our animal sequence(s). Can you work out the sequence made by the cubes in the animals....?

Sunita Babbar, Secondary Maths lead





A new book 'Unlocking Speaking and Listening' edited by Deborah Jones and Pamela Hodson has been published this month by Routledge. Its focus is on developing spoken language in the primary classroom and includes chapters by Geeta Ludhra and Gwen Ineson and Deborah Jones - all members of the primary ITE team in Brunel. Please see information about this text below.

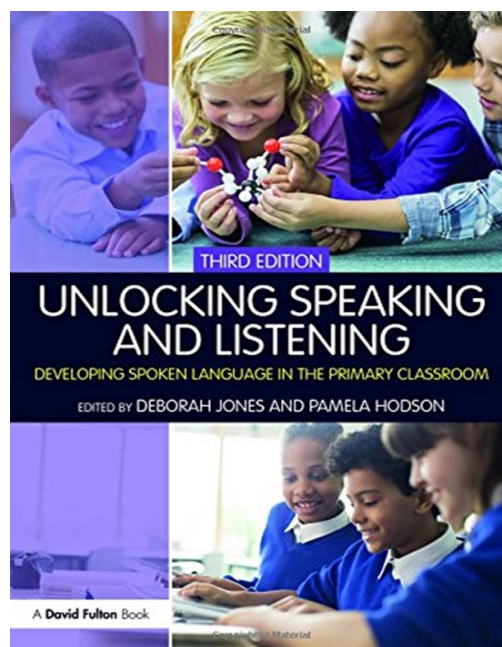
Spoken Language is a key component of the primary national curriculum and is fundamental to children's language development and learning. The need for teachers to develop talk in its own right and also use talk as a means of learning is central to effective primary practice. In the past, both ITE and CPD have focused on literacy (reading and writing) to the detriment of speaking and listening. However, research strongly supports talk as fundamental to learning and teaching right across the curriculum. It has also been identified as an area where teachers feel less confident. This fully updated third edition of *Unlocking Speaking and Listening* includes several brand new chapters and tackles key issues surrounding spoken language with rigour, depth and a strong focus on research, providing education professionals with clear, practical strategies for engaging in purposeful talk, while also celebrating children's implicit understanding and love of the spoken word.

Drawing on recent classroom research, *Unlocking Speaking and Listening* considers what children and teachers need to know in order to develop as effective speakers and listeners.

The book addresses:

- Planning and assessing talk
- Drama and storytelling
- Working with EAL children
- Developing talk in Science and Mathematics
- Special educational needs
- Using technology to enhance children's communication
- Talk and reading development.

With contributions from experts in the field, this vital and fully updated resource will help both trainee and practising primary teachers understand and promote the importance of speaking and listening as an effective tool for learning across the primary curriculum.



Goodbye



In December we say goodbye to Geeta Ludhra, who has worked in the Department of Education for 11 years. Geeta has been a wonderful colleague in our Primary ITE team, leading on the English provision, the Bilingualism and Cultural Identities Curriculum Enhancement and a range of initiatives, such as the English Steering group and the Teachers and Students as Writers groups. In more recent years, Geeta has become the programme leader for the Masters in Teaching and supported a range of students through both Masters and PGR supervision. Geeta has made a significant contribution to the success of the Department on many levels. She has also managed to complete a part-time PhD while working full-time and developing a research profile. Geeta has always distinguished herself in terms of the support and care she has provided for students and her commitment to partnership development. **Cathy Gower**

Beyond the 'gifted' label: how to boost your child's potential



Find and Nurture Your Child's Gifts,
by Professor Valsa Koshy and Dr Elizabeth Koshy
(ISBN 978-1900905-15-2)

"In this book, Professor Koshy has looked more broadly at what 'ability' actually means and how to realise the full potential of children," commented Sir Vince. "It is a really valuable guide to child development, informed by a record of success benefitting many young people."

Labelling children as being gifted can force them to act differently, develop a fear of failure – or sometimes mask their true potential so they're not perceived as 'different'.

The need for a new approach is addressed in a handbook written as the culmination of more than 20 years of collaborative research with international experts and of development work at the Brunel Able Children's Education (BACE) Centre at Brunel University London.

"Since the UK government's gifted and talented policy was abandoned in 2010, I've received many queries from parents, grandparents and carers who want to find out if their children are gifted. They're looking for practical advice on how to steer their children towards greater fulfilment and happiness," said Professor Valsa Koshy, who established the BACE Centre – the first university-based centre in the UK for talent development – in 1996.

"What's unique about our book's approach is that we encourage parents and teachers to ask '*What are my child's gifts and talents?*', not '*Is my child gifted?*'."

"We also adopt a holistic view of a child's success in life, and discuss the role of children's learning experiences alongside mental and physical wellbeing towards enhancing learning and self-fulfilment." The book includes many case studies of children from poorer families whose lives were transformed through the support given by the authors to their parents on how to help their children.

Evidence base from mother and daughter

Professor Koshy teamed up with her daughter, Dr Elizabeth Koshy, a medical professional, to combine their complementary areas of expertise into a practical guide, *Find and Nurture Your Child's Gifts*, for those responsible for the up-bringing of children aged 4 to 11 years.

Much of the evidence and the case studies brought to life in the book are based on the BACE Centre's intervention programmes for children, in which Professor Koshy and colleagues worked with local authorities, schools, teachers, children and their caregivers.

The work of the BACE Centre has also been lauded by Sir Vince Cable, who supported its mission of developing the potential of disadvantaged children when he was Secretary of State for Business and seeking to advance the agenda of social mobility.

Dr Elizabeth Koshy added, "We increasingly hear about primary school children suffering with stress and anxiety, lacking self-esteem or being adversely affected by bullying. Positive mental wellbeing, healthy eating habits, physical activity and good sleep are the cornerstone of educational achievement and success in life's often complicated journey."

The book provides practical advice on promoting children's overall wellbeing. One of the key messages is that a happy child is more likely to be a motivated learner and an unhappy child is more likely to be a reluctant learner.



General Data Protection Regulation (GDPR) May 2018

The University, like all organisations and schools, is preparing for new EU legislation to come into effect next year and heightening awareness of its handling of student and staff personal information. In the next edition we will expand on this topic and how school partners can help to maintain the privacy of personal data, why it is being collected, how it is processed and stored and for what purposes it will be used.



Dates for your Diary 2017-18

PGCE Primary & Secondary School Placement Dates

The Development and Consolidation School Experience (DSE/CSE) Phase dates:

Week 1-3: Monday 22nd January – Friday 09th February 2018 (Wed is university based)

Week 4-9: Monday 19th February – Thursday 29th March 2018 (Full weeks)

Week 10-15: Monday 16th April – Friday 25th May 2018 (Full weeks)

Week 16-17: Monday 04th June – Friday 15th June 2018 (Full weeks)

PGCE Alternative Settings Placement Dates

Week 1: Monday 14th May - Friday 18th May 2018

Week 2: Monday 21st May - Friday 25th May 2018

Week 3: Monday 4th June - Friday 8th June 2018

Week 4: Monday 11th June - Friday 15th June 2018

ITE Partnership Management Group Meetings (PMG)

Tuesday 30th January 2018, 4-5.30pm

Thursday 22nd March 2018, 4-5.30pm

Tuesday 15th May 2018, 4-5.30pm

Thursday 5th July 2018, 4-5.30pm

PGCE Mentor Support and Development Sessions

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

All bookings should be made in advance via the school portal. Your school account holder has portal access.

Mentor Sessions at Brunel University London

Date	Time	Title
16.01.2018	3-4pm	<u>Introduction to Partnership and Mentoring ITE Student Teachers</u> <i>New Primary and Secondary Mentors, those new to Brunel paperwork and procedures and any Mentor wanting to update or refresh</i>
	4.15-5.15pm	<u>Giving Formative Feedback to Support Professional Learning</u> <i>Essential for all Mentors supporting student teachers at DSE (Spring term)</i>
01.02.2018	3-4.30pm	<u>Professional Learning and Learning Conversations</u> <i>All Mentors</i>
	4.45-6.00pm	<u>Feedback, Target Setting and Monitoring</u> <i>All Mentors</i>
17.04.2018	2-05pm	<u>Assessment and Moderation and Key National Education Priorities</u> <i>All Mentors</i>
08.05.2018	3-5pm	<u>Alternative Setting Placement Mentors Session</u> <i>for all Mentors in Alternative Settings placements</i>