

Secondary Partnership Newsletter

A U T U M N 2 0 1 0



MENTOR TRAINING:

- 12 November (stage 1)
- 11 February (stage 1)
- 12 February (stage 1)
- 11 March (day 1 stage 2)
- 12 March (day 1 stage 2)
- 6 May (day 2 stage 2)
- 7 May (day 2 stage 2)

Book with:
Paul.Rogers@londonmet.ac.uk

INSIDE THIS ISSUE:

- PebblePad Portfolios 2
- SEN & TAs 3
- QCDA Consultancy 3
- Creativity Project 3
- Partnership Team 4

Development Priorities 2010-11

The evaluation of 2009-10 indicates steady progress in most areas.

- 85% of students gained QTS during 2009-10, in line with the sector average (<http://dataprovision.tda.gov.uk/public>)
- The numbers of students gaining a final grade of outstanding or good has remained within the OfSTED 'good' category (82%).
- The vast majority rate their mentoring as excellent or good (87% on SE1). Only 2 students said they were dissatisfied.
- We also awarded 42 Post Graduate certificates, which included 60 credits at Masters level. This is the highest number to date and is equivalent to about a quarter of the cohort.
- The distribution of grades within each subject has also changed and now the most common grade in every subject is 'good'. This addresses some discrepancies between subjects in previous years.



Key issues for the partnership in the coming year include:

- Development of e-learning to support students throughout the year (see p.2)
- Development of interventions for students identified as being 'at-risk' during the course
- Strengthening partnership involvement in all aspects of the course

The Future of PGCE...

The Universities Council for the Education of Teachers (UCET) is lobbying the government to ensure that the long-awaited White Paper on education acknowledges the value of university - school partnership in teacher education. Michael Gove has made some preliminary remarks that indicate he is keen to base more initial teacher education in schools and reduce the role of universities.

We feel that the success of PGCE courses, and the fact that most schools work with a university in some way to support their work in this area, indicates there is still an important role for universities. We hope that many of you, and your head teachers, will be able to express support for the kind of partnership we have been developing with you. No doubt MPs and the Department will be awaiting our thoughts on teacher education.

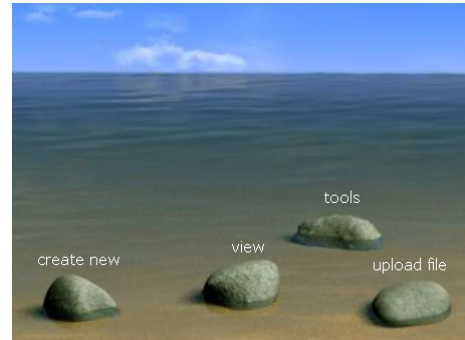
Keeping Track With PebblePad

This year we have introduced a new on-line portfolio system for students to use. Each student teacher has their own PebblePad account, which will remain open until the end of their NQT year. The software enables students to build up a record of evidence related to their teaching without the need to amass great paper files, filled with photocopies, which is what many Standards portfolios look like.

As the image on the right indicates, the PebblePad name derives from the graphic themes within the software - students simply click on the appropriate 'pebble' and create and manage a series of files, called 'assets'. These assets can be presented as single items, or linked to a specific Standard, or embedded in a longer

narrative discussion of a particular issue.

Students told us they would like to be more familiar with the Standards and so we have brought in this solution as a way to enable them to reflect on their own progress towards QTS and continue this into their NQT year.



“PebblePad is based on the idea that we learn many different things in different places and at different times...”

QTS Evidence

What PebblePad enables us to do in relation to the Standards is:

- Avoid endless photocopying of evidence
- Engage students with QTS evidence as an on-going process, not just a summative assessment.
- Establish good habits to support reflection and evidence gathering for the NQT year.

Students can also publish their QTS profile, and other examples of their work, to university tutors, and also to other members of the partnership. They can also publish specific pages, such as a webfolio, to the Internet by creating a unique URL for a specific area of their portfolio.

This also enables supervising tutors to monitor students whilst they are on school experience, as they can read evaluations or lesson plans that are added to PebblePad.



What Counts?

Clearly not every piece of valuable evidence comes typed on a piece of paper, and we are encouraging students to be experimental and creative in the kinds of evidence they use in their PebblePad portfolios. Whilst video and photographs of children may be tricky, sound recordings of musical performances, English debates, and modern language conversations will be more meaningful.

If you would like to see examples visit:

www.pebblepad.co.uk/examples.asp

QCDA Consultancy in Citizenship

Marcus Bhargava, our Citizenship Course Leader, has just finished his work for the QCDA developing an assessment resource bank which exemplifies standards of attainment in the national curriculum. The aim of the project is to help teachers (and student teachers) moderate their assessment judgments about students' work in the 2008 programmes of study.

The result is an excellent resource which includes samples of KS3 students' work (from levels 3 to 8), with teacher commentaries explaining the decisions that have been made in awarding the overall level. The evidence is particularly interesting because it makes the most of the web technology and includes images, video and audio extracts to demonstrate achievement across a range of activity.

Here at London Met we've already introduced our student teachers to this resource as we think it provides a useful starting point for them as they begin to establish appropriate expectations of the students they will teach during SEI.

This resource includes files for all foundation subjects. If your colleagues have not already started to use this resource, we would recommend it as a useful way to compare standards across schools, and also to illustrate novel assessment strategies.

<http://curriculum.qcda.gov.uk/key-stages-3-and-4/assessment/exemplification/index.aspx>

“The researchers analysed the effects of TA support on 8,200 pupils... and found that those who received most support from TAs made less progress than similar pupils with less TA support”

SEN Resources

The TDA has been developing a suite of resources to support Initial Teacher Education and CPD. A new set of resources addresses the needs of NQTs. On the TDA website you will find useful documents highlighting a range of practical teaching strategies and indicating how they can be used to promote inclusion. There are also videos illustrating these strategies and lesson observation proforma, which would be useful as a tool for the NQT to observe colleagues, as well as providing a useful framework for colleagues supervising NQTs, to help provide feedback to promote inclusive teaching.

Ofsted evidence suggests NQTs are getting better at planning for additional adults, but are unsure about how to judge effectiveness. The need to address this is reinforced by broader evidence from the Institute of Education (www.schoolsupportstaff.net) about the potential for LSAs / TAs to limit the learning for pupils in their charge.

Training resources are available on-line:

www.tda.gov.uk/teacher/developing-career/sen-and-disability/sen-training-resources/nqt-itt-resources/induction.aspx

English for Creativity

Andrew McCallum, our English PGCE Course Leader has recently signed a contract with Routledge to produce a book provisionally called *English for Creativity*. It will combine a theoretical model with plenty of practical strategies for promoting creativity through English.

The key idea in the text is to consider how creative learning happens rather than merely thinking about how teachers can be creative. The focus on children and young people as creative learners challenges traditional thinking about the nature of English as a sub-

ject. So, learners' creativity manifests itself in their exploration of meaning and meaning-making—as readers and writers.

Many of the practical strategies will be based on Andrew's work here at London Met and his earlier experience in schools and his work as a local authority consultant. But he is keen to collect examples and case studies of creative learning / learning creatively from English departments in our partnership. If you would like to discuss this, please contact him at:

andrewfrancis.mccallum@londonmet.ac.uk



**Transforming Lives
Meeting Society's Needs
Building Careers**

Contact details

Department of Education
Partnership Office
London Metropolitan University
166-220 Holloway Rd
London N7 8DB

Phone: 020 7133 2643
E-mail: Annie.Rock@londonmet.ac.uk

New Partnership Team

We are pleased to welcome two new colleagues to the university to run the Partnership Office. Annie Rock, manages the office and is the main point of contact for schools. Annie has been learning the intricacies of the partnership database to help us place (and find placements for) over 400 Primary and Secondary student teachers. She is supported by Cara who has been invaluable tracking down the last few placements for us.

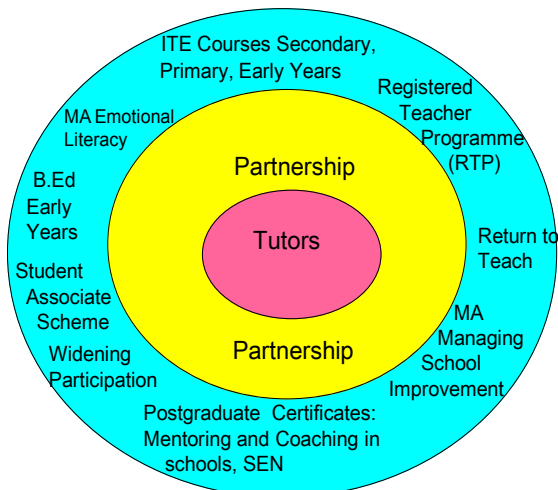
If you have any queries about school placements, documentation or payments, please contact Annie in the first instance:
Annie.Rock@londonmet.ac.uk

Please also note that payments this year must be requested by the submission of an invoice to the Partnership Office. We will send reminders towards the end of the placement.

New Partnership Forum

As a result of integrating the areas of ITE and CPD to create the area of 'Teacher Education and Professional Learning' we are developing a new model for partnership working with all our partnership schools and collaborative organisations.

This new model sees partnership working as key to the success of all our teacher education provision and the model below shows how integral this idea of collaborative partnership is.



On September 29th 2010 we hosted a partnership conference morning for university tutors, the TDA and representatives from some of our partner schools in order to discuss a collaborative vision for partnership working and the setting up of a **new partnership forum**.

We discussed the aims for the partnership forum which will focus on :

- providing the opportunity to engage with representatives from schools and partner organisations
- developing a way of working which is dynamic and collaborative
- developing the ways in which our programmes are innovative and responsive to stakeholder's needs.

The next meeting of the forum will take place on **Wednesday 9th February 2011 2-4.30pm** at the University. We welcome your involvement in the forum so to book a place please contact Cara Krupski on: 020 7133 4024 c.krupski@londonmet.ac.uk.

We will pay the supply cover to enable you to attend.