

DIARY DATES:

25 June

One day course for music teachers focusing on 'improvisation' as a teaching strategy (see page 3)

13 July

Mentor Review day and Partnership Forum. This is an essential day for ensuring the PGCE develops in line with the needs and interests of all partners (see page 2)

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Secondary Partnership Newsletter

SUMMER 2011



OfSTED Update

On 9th –13th May we had an OfSTED inspection across our primary and secondary ITE provision.

We would like to thank all of the schools who supported us so well through this process. We received some excellent feedback from the inspection teams about the quality of mentoring in schools and the high quality of support our students receive during their school experience. Your support is much appreciated.

The inspectors gave us provisional oral feedback at the end of the week, and this is subject to the moderation process by OfSTED. However, the feedback that we have received so far indicates that we are good, with some outstanding features.

Strengths across the programmes include:

- Recruiting a diverse range of trainees
- Preparing trainees for teaching in diverse and multicultural schools
- The quality of our partnerships
- Tracking trainees' progress and target setting
- The quality of pastoral support
- Innovative approach of senior managers and their teams in maintaining and improving provision in a changing financial and organisational context.

Primary Strengths:

- Response to trainees' individual needs
- Response to national initiatives



Secondary strengths:

- Highly reflective trainees who become good role models in school
- Inspirational subject leadership and opportunities for trainees to develop their own subject knowledge
- High quality mentoring, especially on SE1

Recommendations:

- Involve the partnership more in the self-evaluation process
- Consider how we might accelerate student teachers' progress in SE1

We will circulate details of the full report when it is published. In the meantime we will be discussing these recommendations in our forthcoming Mentor Review Day and Partnership Forum (see page 2). It would be great to see as many schools as possible represented at these meetings so we can start to formulate plans to address these issues.

Placements for 2011-12

A reminder...

We sent out placement request forms to all our school partners a month ago and some have arrived back in the partnership office, but many have not. If you have not returned your form yet, it is reproduced on page 4 of this newsletter so please drop us a line to let us know what school experience placements you are able to offer. If there are any places you are unsure about, feel free to indicate that on the form. It is more useful for us to receive partially completed forms than to wait for all the information.

“In an area covering parts of Islington, Tower Hamlets and Hackney where 75% of children live below the poverty line, a community led alliance of schools, colleges, churches, mosques, tenants and residents associations, businesses and trade unions have come together to rebuild democracy from the bottom up and tackle an issue that has persisted in the area for more than 100 years.”

Shoreditch Citizens

Shoreditch Citizens



Shoreditch is one of the most deprived areas in the country with unemployment rates five times the rest of London, poor housing, poor educational outcomes and higher than average rates of crime. It is also an area on the doorstep of the City, where immense wealth resides and where enormous opportunities are created, which largely pass by the residents of Shoreditch. Shoreditch is also in the centre of London Metropolitan's network of campuses and the university's Department of Education has joined Shoreditch Citizens - a new network of Shoreditch communities, which has come together to try to make a difference. A few members of the Citizenship PGCE group have already attended training as community leaders and now they are working with schools who are also members of the network, to train young community leaders and support their work in the community.

On Thursday 12th May in Shoreditch Town Hall, Shoreditch Citizens held their first Assembly, which was attended by over 500 people from the member groups and communities. Local politicians and power-brokers attended, including Lord Wei of Shoreditch (the government's advisor on the Big Society) and this marked the start of negotiations with influential people to get Shoreditch Citizens' agenda heard and start to plan for change.

In the last few years London Citizens, the pan-London network of community organisations, has successfully lobbied big employers to pay

the London Living Wage, which has delivered millions of pounds to the families of the children we teach in London. Since joining, London Metropolitan University has also affirmed its commitment to build the London Living Wage into all future contracts.

For educational partners London Citizens provides a unique opportunity to learn about community politics, develop citizenship education for real, and build real relationships between schools and community groups. London Metropolitan University is joined in the network by primary and secondary schools, sixth form colleges, training centres, parents, housing associations, youth groups, churches, mosques and a wide range of other community groups.

The network is providing our student teachers with excellent opportunities to see how community links can be developed and used for educational purposes. It also shows them how teachers can be engaged in improving children's lives through their participation in community politics.

London Citizens is currently campaigning on the London Living Wage, Olympics jobs for Londoners, housing and community safety. For more information about London Citizens and to find out if there is a network near you, visit their website:

www.citizensuk.org

Invitations to Mentors and PCMs

Wednesday 13th July

(1) MENTOR REVIEW DAY

Our annual mentor review day helps us to ensure school partners are fully involved in planning the PGCE courses. In the last two years we have also used this meeting to review the Professional Development Journal, Mentor Handbook and write guidance for paired placements. This year we will be holding subject meetings in the morning (10-12) and then cross-curricular workshops in the afternoon (1-2.30). We will pay the cost of cover if this helps with releasing mentors from school.

To book your place at either meeting please email Lee Jerome: l.jerome@londonmet.ac.uk It would be helpful if you could include your role (mentor or PCM), your school, your subject (if relevant) and indicate if you intend to attend both events or just one.

(2) PARTNERSHIP FORUM

At the end of the mentor review day (2.30-4) we will also be hosting our second meeting of the Partnership Forum, to which PCMs and experienced mentors are invited. This meeting to consider the outcomes of the OfSTED inspection, review where we are with current policies relating to PGCE and CPD, and then review our development plans to ensure we aim to develop our partnership to support our courses and school needs.

Investigating Migrant Teachers' Experiences in London Schools

London describes itself as a global city and the changes in migration flows from within the EU and around the world has led to the coining of the phrase super diversity to describe the complexities of life in cities like London. As you would expect the life of the city is reflected in the teaching trainees at London Met where for example this year about half of the Maths trainees have received significant parts of their education outside the UK.

This group of trainees is as varied as any other group and many, for example, have already worked for substantial periods within the UK. My research uses interviews to explore the transition from such working experiences to the hurly burly of school life. It is an experience where children can, and do, ask anything ranging from the inquisitive 'where are you from?' to the more difficult questions based, for example, on limited UK understandings of World War 2 for teachers from Germany. For others there is no basis for discussion and many trainees experience their reclassification as Poles or Spanish according to their accents with amused good humour. The sample also draws upon trainees from outside Europe where themes of race and gender echo those found in other research and remain an everyday part of their experience as they try to achieve their career aspirations as teachers.

What seems clear is that the UK, and London in particular, offers opportunities for teachers from other countries which the structure of other educational systems within the EU for example constrains. These teachers provide the opportunity for schools not only to have good mathematics staff but also to reflect more clearly the super diversity of the city streets more clearly in learning opportunities for the pupils of London schools.

For more details of this research contact Alan Benson:
a.benson@londonmet.ac.uk



"I think London Met more than any other university gives freedom to its students to express themselves, and be themselves."
Shawki Dayekh
Maths PGCE 2008

One Day Course for Music Teachers "Jam Today" at London Met

Saturday 25th June 2011
9.30am to 3pm
Holloway Road Campus

We all know that pupil engagement is the key to focused work and high achievement in school. Improvisation can be the key to that musical engagement because:

- it frees and embodies the student voice and enables musical response and musical dialogue between teacher and pupil
- it is an instinctive musical process at the heart of all musical styles (including classical music).

Improvisation is increasingly used in a variety of innovative ways to improve technique, expression and creativity in the classroom, leading to greater enjoyment and significantly raised pupil achievement.



The day will focus on:

- demonstrating that improvisation is an easy, natural process
- developing your improvising skills
- exploring improvisation through different musical styles
- developing improvisation with pupils

Course Tutors:
David Cross and Chris Harrison

Costs £95.00 including lunch, coffee and tea
(£75.00 for London Met partnership schools)

For more information contact David Cross
d.cross@londonmet.ac.uk
020 7133 2625

To book your place
www.londonmet.ac.uk/depts/hal/shortcourses/hal-short-courses/jam-today.cfm



Secondary Placement Request Form 2011/12

Citizenship, English with Media/Drama, Maths, Modern Foreign Languages, Music, PE, Science:

Placement 1: Autumn Term

Placement 2: Spring and Summer Term

For each subject, please fill in the number of students you can accommodate for School Experience on either or both of the two placements (please don't just tick):

	Placement 1	Placement 2	Head of Department	Subject mentor	Mentor's email
Citizenship PGCE	<input type="checkbox"/>	<input type="checkbox"/>			
English with Media/Drama PGCE	<input type="checkbox"/>	<input type="checkbox"/>			
Maths PGCE	<input type="checkbox"/>	<input type="checkbox"/>			
Modern Languages PGCE*	<input type="checkbox"/>	<input type="checkbox"/>			
Music PGCE/BA Music Education	<input type="checkbox"/>	<input type="checkbox"/>			
PE PGCE**	<input type="checkbox"/>	<input type="checkbox"/>			
Science PGCE	<input type="checkbox"/>	<input type="checkbox"/>			

*Modern Foreign Languages offered:.....

**Please note we have only a small number of PE students, and it is unlikely that we will take up all places offered.

School : Phone: Local authority:

Address: Fax:

Postcode:

Professional Coordinating Mentor..... Phone extension no.....

PCM email.....

Please return to Annie Rock, Department of Education, London Metropolitan University, 166 – 220 Holloway Road, London N7 8DB using the reply-paid envelope enclosed. Please keep the bottom copy of this form for your records.