



LEEDS BECKETT UNIVERSITY
CARNEGIE SCHOOL OF EDUCATION



CARNEGIE SCHOOL OF EDUCATION PARTNERSHIP NEWSLETTER AUTUMN 2024

DEAR SCHOOL COLLEAGUES

As we embark on another exciting academic year, we are thrilled to continue our journey of collaboration with you. Together, we play a pivotal role in shaping the next generation of educators through Initial Teacher Education (ITE), and your support is invaluable to this mission.

This year brings fresh opportunities for innovation, growth, and meaningful engagement. By fostering strong partnerships between schools and our ITE programmes, we create enriching learning environments where student teachers can thrive and develop their skills.

We are deeply grateful for the expertise, mentorship, and dedication you provide to our aspiring teachers. Your real-world insights and guidance are critical in preparing them for the dynamic and ever-evolving landscape of education.

As we look ahead, we are excited about the projects and initiatives that will further strengthen our partnership. Let's continue to work hand-in-hand to nurture the teachers of tomorrow and make a lasting impact on the lives of students across our communities.

Here's to a successful and fulfilling academic year.

In partnership,

Pinky Jain

Head of Teacher Education

pinky.jain@leedsbeckett.ac.uk

CELEBRATING SUCCESS

On Wednesday 17th July, staff joined with our students, their families and their friends at the First Direct Arena to celebrate our graduates' achievements and fortitude and to applaud the hard work and dedication of our Leeds Beckett Community. We wish all our graduates every future success as they embark on their ECT year as newly qualified teachers.



PGCE OFF TO A GREAT START

The PGCE courses get up and running very early; the students' first day being 2nd September. We have with great hope for the future of our profession with the 2024-25 cohort. Colleagues from teaching, Administration and our Partnership Office have all complimented the politeness, maturity and professionalism of our new group during their early interactions.

The year has started with primary and secondary groups working together on many aspects of our new course and especially when working on professionalism, school placement preparation and working at Masters Level. This culminated during induction week where both primary and secondary teamed-up for a 'pub-style' quiz in the Great Hall. Congratulations to our winners who were a combination of primary and secondary PE groups.



Earlier in the week, our students gathered in their new Professional Enhancement Groups (PEGs) to compete in a fun 'treasure hunt' around campus where our new student teachers had the opportunity to work as a team with their new course mates. The most creative photos submitted, and winners were from our Primary PE group. The PEGs will continue to support each other throughout the entire PGCE year.

NEW SCHOOL PARTNERS

We would like to warmly welcome seven new schools to the partnership who will be taking students on placement in this autumn term. They are:

- Holy Family Catholic Primary School, Leeds
- St Philip's Catholic Primary School, Leeds
- Otley Street Community Nursery School
- Otley Prince Henry's Grammar School Specialist Language College
- Highfield Farm Primary, Rotherham
- Jerry Clay Academy, Wakefield
- Queen Elizabeth Grammar School, Wakefield
- St Georges RC Primary School, York

WORKING IN PARTNERSHIP

At the Carnegie School of Education, we work collaboratively in partnership with a wide range of schools within the Yorkshire and Humber region to establish good practice and grow two-way developmental relationships to benefit schools, colleges, trusts and our students.

We are always looking for ways to further develop our partnerships. If you would like to talk about how we might work together or are interested in what more we might be able to offer your school, please contact our Partnership Lead (contact details at the bottom of this newsletter) who would be happy to visit you in your school or meet virtually.

You said, we did

We are here to work with you as a partner, and certainly not be a dictator. We regularly take on board and value the feedback that you provide to us. From the Mentor surveys the Placements Team sent out last year, there were many positive aspects to student placements, and inevitably some aspects that Mentors would like to be changed, but unfortunately cannot be. In terms of aspects we can change, here is a summary what our Mentors said, and what we have done to improve:



You said...	We did...
<p>PebblePad:</p> <ul style="list-style-type: none">· Limited time to complete PebblePad· Repetitive sections· Difficult to navigate· More support needed	<p>PebblePad has been redesigned to make more user-friendly, remove repetition of tasks and minimise the amount of input required from students and Mentors. A summary of the main changes can be found in the Mentor section below. There is also a PebblePad tick list and checklist that Lead Mentors can provide.</p>
<p>Difficult to arrange the Link Tutor visit and find cover</p>	<p>We have produced new training videos for our Link Tutors (now called Lead Mentors) that outlines for the Progress Review visit they are to arrange this visit well in advance and to fit around the school and Mentor.</p>
<p>More information needed about placement and visit expectations</p>	<p>There are new phase overview summaries for Mentors of where a student is up to when they arrive on placement, and where they need to get to by the end. Lead Mentors are provided with communication guidance that better details expectations of placements and visits. The Placements Handbook has been updated and provides all information about placement and visit expectations.</p>
<p>For postgraduate students, the phased start was difficult to manage</p>	<p>The course calendar has been amended to greatly reduce the phased start and have students on placement their placement full time sooner.</p>

WE WELCOME OFFERS TO TAKE OUR STUDENTS ON PLACEMENT

We have a variety of excellent students who we can place in your nursery, primary school or secondary school throughout the year, including:

- Undergraduate primary 3-11 with QTS students in years 1, 2 and 3 of their courses
- Postgraduate primary 3-11 with QTS students who follow a one-year full time course
- Postgraduate secondary 11-18 with QTS students for English, Maths and Physical Education who follow a one-year full time course.

Supporting a student in your setting means:

- New perspectives to innovate and enrich the classroom experience
- An additional resource freeing up time for focused or accelerated development of pupil groups
- Possible future teachers for your school
- Evidence of a commitment to the DfE priority for teacher education
- Dedicated support from a university Lead Mentor for both student and mentor throughout placement

If you would like to talk to us about what supporting a student in your setting means and the benefits of this, please contact our Partnership Lead who would be happy to visit you in your school or meet virtually (contact details at the bottom of this newsletter).

UPCOMING STUDENT PLACEMENTS

Please find below a brief overview of the placements we will be looking for during the next academic year (please note dates may be subject to slight change). If you have any questions or can make offers for any for these placements, please email us via carnegie.partnerships@leedsbeckett.ac.uk

Main Placement Periods				
Cohort	Phase	Start Date	End Date	Total Number of Days
Undergraduate				
BA (Hons) Primary Education Level 6	Phase 3	Monday 14th October 2024	Friday 13th December 2024	40
BA (Hons) Primary Education Level 4	Holistic (Observational)	Monday 18th November 2024	Friday 29th November 2024	10
BA (Hons) Primary Education Level 5	Phase 2	Monday 20th January 2025	Friday 21st March 2025	40
BA (Hons) Primary Education Level 4	Phase 1	Monday 17th March 2025 5 ITAP days to complete then start block placement on 25th March	Friday 23rd May 2025	30
Postgraduate Primary				
PG Primary Education (Full-Time Route)	Phase 1	Tuesday 22nd October 2024	Friday 14th February 2025	52 (+ 2 ITAPs)
PG Primary Education (Full-Time Route)	Phase 2	Thursday 27th February 2025	Friday 11th July 2025	68 (+ 5 ITAPs)
Postgraduate Secondary				
PG Secondary Education (Full-Time Route)	Phase 1	Tuesday 5th November 2024	Friday 7th February 2025 + 2 ITAP Days 12th & 13th	50 (+ 4 ITAPs)
PG Secondary Education (Full-Time Route)	Phase 2	Monday 3rd March 2025	Friday 11th July 2025	70 (+ 2 ITAPs)

MENTORS

Mentor Training

Changes to Mentor Training from 2024

From September 2024, all accredited ITE providers (of which LBU are one) are offering a mentor training programme for all mentors working with student teachers. This is a DfE initiative, and they are supporting this with funding of up to £876 (£43.80 per hour) for a mentor who engages in this training. Please note: each school that takes students must have at least one Professional Mentor (main mentor in school, may be the ITT/ITE Lead) that has completed 20 hours of training by the end of July 2025. In addition, schools may also have Associate Mentors (a student's day-to-day Mentor e.g. class teacher/subject



To support you in completing your training hours, we are delighted to offer:

- Clear and detailed operational guidance of what is required of mentors across the placement (e.g. weekly meetings, progress review visits, final reviews etc).
- Ongoing support and development for mentors on effectively supporting the learning and improvement of student teachers (e.g. assessing student progress, giving effective feedback).

This will be delivered through:

- Face-to-face, in person conferences – Wednesday 27th November 2024, Wednesday 30th April 2025 and Thursday 10th July 2025. These will be a fantastic opportunity to develop your practice in a supportive environment and will count towards your training hours.
- Online webinars and taught modules.
- Online monthly drop-in sessions for any questions, queries or help you may need with any aspect of mentoring our students on placement in your school:
 - o Monday 21st October - 3pm-4pm
 - o Monday 26th November - 3pm-4pm
 - o Monday 27th January - 3pm-4pm
 - o Thursday 6th March 3pm-4pm
 - o Tuesday 6th May 3pm-4pm

The required hours of mentor training can include prior learning, as well as training completed with other ITE providers, and you will receive further information about how this recognition of prior learning will work in due course.

STUDENT TEACHER MENTAL HEALTH & WELLBEING

Our student teachers are well supported, not only by Mentors and their colleagues while on placement, but also by a university Personal Tutor and Lead Mentor. Of course, it is the role of all those who come into contact with our students to protect their mental health and wellbeing, but should Mentors have any concerns, no matter how small or insignificant it may seem, they should contact the student's Lead Mentor.

We recognise that for our student teachers to succeed on their placement it is important that they also take a responsibility to look after their physical and mental health as well as their wellbeing. We have produced a guide to support our students with their wellbeing whilst they are on placement and to ensure they are aware of all the support available to them during this time.

Link to handbook: [Wellbeing on Placement](#)

PEBBLEPAD

We have been hard at work over summer taking on board the ideas and feedback about PebblePad, our student e-portfolio workbook for placement assessment and learning. Changes have been made to allow our students to be more reflective on PebblePad and reduce the workload for students and Mentors. A summary of the main changes are:

- Placement documentation has been updated, and now includes annual course calendar
- There are new one-page overview for subjects in the subject development sections to help Mentors understand our curriculum more easily.
- There are new phase overviews with summaries for Mentors of where a student is up to when they arrive on placement, and where they need to get to by the end.
- In school information, students can now upload their timetable.
- No evidence is required in the Core Areas and guidance is now provided that the Core Area tables should be reviewed each week and be working documents.
- For each Teachers' Standard, students now write a statement with examples of how they have met that Standard (as if they were applying for a job). Uploading evidence is optional.
- Weekly meetings have been updated to encourage better completion and target setting. These are key for development and progress tracking.

MEET THE UNIVERSITY TEAM

Ruth Gilmore, Senior Lecturer in Primary Mathematics and Mentor Development Lead

Ruth has worked as a primary school teacher, and Maths Lead, in Leeds in both mainstream and specialist SEN settings. Her practice was very much shaped by the introduction of a new national curriculum and the concept of teaching for mastery. Through her participation in the Mastery Specialist Leads Programme, delivered by the Yorkshire and Humber Maths Hub, she became further committed to the idea that all children can 'do' maths. She is interested in working with student teachers, and adults in schools, to develop their own attitudes towards maths as well as their understanding of the effective teaching and learning of primary maths. Her doctoral research project is focused on the experiences of autistic learners in the primary mathematics classroom. She is thrilled to be taking on the role of Mentor Development Lead this year and to work with our Partnerships Team to support the work of our wonderful Mentors in school. We are currently working hard on our first Mentor Conference Day on 27th November, and we look forward to seeing you there!



UPCOMING EVENTS ACROSS THE UNIVERSITY

Reception Baseline Assessment (RBA)

As part of a research project investigating experiences of the Reception Baseline Assessment (RBA), LBU staff members, Dr Mandy Pierlejewski and Jennifer Holly will be conducting research at a partnership school, Wainstalls Primary School, Halifax. This is part of a larger project which also involves staff from University College London. Mandy and Jennifer plan to use a play-based approach to find out how reception children feel about the RBA alongside interviewing reception staff about their experiences of the assessment. They chose a small, rural school as they felt that this setting was often not featured in research projects. They also chose to use play-based approaches with children as many research projects do not involve children or communicate children's voice. The children at the school will be involved in making films about the RBA as well as drawing and playing with a new teddy member of the class. Along with staff from UCL, they will evaluate the findings and publish the results in an academic journal. They hope that this will lead to a larger study of the RBA involving a much broader range of schools in the future.

Centre for Race, Education and Decoloniality

The Centre works in partnership with education professionals in all sectors from early years through to further education. To develop teachers and practitioners to become race equality education advocates – challenging racism in all its forms and developing colleagues' knowledge and understanding of race and racism in education.

Anti-Racist School

This award takes a community school approach to developing a culture of anti-racism in your school providing a framework to evidence policies and initiatives for both staff and pupils within the wider school community. Using a development framework, schools will evaluate current anti-racist practices, identify gaps, develop and strengthen these and work towards building an anti-racist community for all. The award process allows schools to make anti-racism a guided strategic priority for school development. The school will develop an implementation plan and guide the school community through a process of building the skills and knowledge needed to bring about whole school improvements in anti-racist education. For further information please contact CREED@leedsbeckett.ac.uk

Do you work with schools? If so, you may be interested in sharing resources that our Anti-Racist school award coaches have been developing to support schools following the tragic events in Southport -Resisting Racism following the Events of Summer 2024.If you are a school and would like to be sent these resources, please sign up via this [registration form](#).

Senior Mental Health Lead

Students who feel safe and supported in school are students that are ready to learn and flourish. Staff that feel the school leadership team has their back are more able to deliver excellent learning.

Our training courses will give you the exact skills and strategies you need to create the environment to foster happy, healthy learners and team members.

What's more [our Senior Mental Health Lead Training Courses](#) can be funded by a **£1,200 DfE grant**, for eligible schools, which means you could be trained free of charge to your school.

Our training is relevant for Headteachers, Deputy Headteachers, Heads of Department, Senior Leadership Team (SLT) members and staff responsible for a whole school or college approach to mental health that wish to:

- Make a positive difference to pupil and staff mental health
- Understand how to spot the early warning signs of wellbeing concerns
- Discover strategies to help issues from escalating
- Implement action plans that have an impact on attendance and attainment
- Build a foundation for school improvement

Existing Mental Health Leads or those who have had mental health and wellbeing training can also apply.

CreatED Mailing

At CreatED we have several mailing lists which may be of interest:

- Carnegie Centre of Excellence for Mental Health in Schools
- Centre for Race, Education and Decoloniality
- CollectivED: The Centre for Coaching, Mentoring, Supervision and Professional Learning in Education
- LGBTQ+ Inclusion in Education
- The Story Makers Company
- Senior Mental Health Lead Training
- Alternative Provision Research Network

By subscribing to our mailing list [here](#) for our various projects, you can be kept informed of any upcoming events and professional development opportunities.

Flourish Programme

This CollectivED programme is for any educator from Early Years to Higher Education, with or without a positional leadership role who is interested in facilitating cultural change in their professional setting with the aim of enabling children, young people and educators to flourish without fear. The quality of everything we do depends upon the quality of the thinking we do first. However, our capacity to think creatively and independently depends on the behaviour of those who are with us whilst we are thinking (Kline, 1999). Sometimes internal or external pressures can generate fear: fear of failure, fear of letting others down, fear of not being good enough. Creating the conditions for us all to think better enables everyone to flourish.

Flourish is an 8-month hybrid programme of support. As part of a group of between 8-12 educators, participants will be introduced to the 10 components and building blocks of Kline's Thinking Environment® and invited to consider how to apply the principles and practice to create the conditions for you and your colleagues, children and young people to think together creatively and independently. The protected space created from the initial in-person workshop in November will continue throughout the academic year with six 2-hour online group sessions and two one-to-one thinking sessions which will enable you to make sense of how you are applying Kline's Thinking Environment® and refine your practice.

Cost £750 (please email CollectivED@leedsbeckett.ac.uk for more details).

Our Partnership Team

Our dedicated Partnership Team is there to make sure that absolutely everything surrounding the placement of our students with you runs smoothly. Please do not hesitate to contact us if you require any advice or information.

John Greenhalgh (Partnership Lead) j.e.greehalgh@leedsbeckett.ac.uk

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