



# CARNEGIE SCHOOL OF EDUCATION PARTNERSHIP NEWSLETTER JULY 2024

# DEAR COLLEAGUES,

Summer term in school is always my favourite. There is:

- sports day (if the weather holds)
- at least one field trip (my background is Biology),
- a sense of completion with end of year exams,
- and with year 11 and year 13 leaving early (a tiny bit of extra start to prepare for next year, which for me, always brings enormous hope with it.

Of course, as we come to the end of the year, many of our teachers and pupils are welled-up with teary eyes and the sniffles. Is this due to our sadness as we say goodbye to our year 6, year 11 and year 13 pupils? Is it because some of our colleagues are leaving to move onto pastures new?

Possibly, but most likely it's hay fever.

Speaking of moving onto pastures new, it is with a heavy heart that we would like to let you know that Nick Mitchell, one of our long serving Partnership Leads, will be taking retirement at the end of July. Many of you will have met and worked with Nick over the years, and we are sure would join us in wishing him a very healthy and happy retirement (we're not jealous at all!). Nick's experience, positivity, dedication and care to developing students and mentors will be sorely missed. I (John Greenhalgh) will continue as Partnership Lead, and will be supported by Ruth Gilmore (Senior Lecturer in Primary Mathematics Education) and Nici Pedley (Secondary PGCE Physical Education Level Leader) who will take a lead with the creation and delivery of mentor training.



## A Thank You from The Head of Teacher Education

**T**his has been a challenging year with many

**H**ighs and lows. We have had Ofsted, revalidation

**A**nd reaccreditation. I have been reflecting on the year and feel that

**N**one of this would have been possible if it were not for all of your

**K**indness and support. You have work tirelessly with each and every student that we have sent your way. Contributed to all manner of events and projects.

**Y**our feedback, time and expertise have ensured that we have been able to educate to the highest standards. The new year will not

**O**nly bring new challenges but also opportunities for us to meet and develop better teacher education. We will be sharing with you a range of projects and opportunities for the coming year. I hope that you will continue to join support and

**U**nderpin the work we do together to ensure that we develop teachers who care for the children they are working with and develop into a valuable member of the teaching community. Thank you and have a great summer when it comes.

Best wishes, Pinky

## CELEBRATING SUCCESS

It is hard to overstate the impact that our partnership schools have on education, particularly in the local area. Of course, as schools you bring together the local community, educate and develop the children who will form the future society of our country and cultivate future leaders in education among many other things. However, by partnering with us, you are also helping to ensure and secure the future of education by supporting and mentoring our students to become the next generation of teachers. And what a job you have done. To put it in context, we have worked with 255 schools who have supported 560 student placements across this year. We will be recommending 169 primary and 62 secondary students for teaching qualifications with QTS. That is 231 new teachers entering the profession. These are remarkable numbers, and we are eternally grateful for this.

We would like to warmly welcome four new schools to the partnership who have kindly taken students on placement in this summer term. They are:

- Fieldhead Carr Primary School
- Fulneck School
- Morley Academy
- Woodthorpe Primary School in York

## PARTNERSHIP CELEBRATION

On Thursday 4th July following our mentor conference in the morning, we hosted our annual partnership celebration event here at our Headingley Campus. It was wonderful to meet those that could attend and to be able to thank all and share in the successes we have seen across the year.

We received many nominations from our students for our **Mentor of the Year award**. The students said amazing things about the support they have received during their placements from our mentors, and after much deliberation, we can reveal:

- Our Primary Mentor of the Year is **Paul Douglass** from Sandal Primary School

Paul was nominated by his student for the commendable amount of time and effort he put in to supporting them. His incredible dedication helped his student to learn valuable lessons that supported developing teacher identity and becoming a better

- Our Secondary Mentor of the Year is **Molly Ormondroyd** from Leeds West Academy.

Molly made her student's phase 1 experience so smooth. She was calm, patient and always available to answer questions about lessons or life as a teacher. She supported students to try new things. Molly was a source of relief to our student during stressful times as she was always open and ready to listen. Molly had a massive impact on our student and gave them so much experience and confidence.



## OFSTED OUTCOME

Following our ITE Ofsted inspection from Monday 11th to Thursday 14th March, we can now share with you that we were judged to be **Good** in all areas and in both the Primary and Secondary age-phases.

The Lead Inspector noted in particular that we provide our student teachers with a teacher training experience that is underpinned by a vision of **social justice and inclusion**, something we are particularly proud of and something in which you as partner schools play a large part.

In terms of areas to develop with our partnership schools, the two main targets are:

1. Students to receive a more consistent mentoring experience on placement, with improved target setting in weekly meetings.

2. Our partnership schools have more knowledge and understanding of what our students are taught before arriving on placement, allowing them to more effectively build on this.

Both targets we aim to address through improved mentor training and the development of PebblePad for next year.

We would like to extend our thanks to all those who supported us during the inspection, particularly to those schools who hosted the inspectors visiting our students in your schools:

- Askwith Community Primary School
- Beeston Hill St Luke's Church of England Primary School
- Beeston Primary School
- Brodetsky Primary School
- Greengates Primary Academy
- Park Road Junior Infant and Nursery School
- Pudsey Primrose Hill Primary School
- Tranmere Park Primary School
- Valley View Community Primary School
- Bradford Academy
- Co-op Academy Leeds
- Ilkley Grammar School
- Leeds City Academy Leeds West Academy

The full report can be found [here](#).

## 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. The attached Partnership Offer details some of the ways we work with schools beyond student placements.

### **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
- Postgraduate secondary 11-18 with QTS students for English, Maths and Physical Education.

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
- Free mentor training

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

One new addition for next year is that we will be offering a part time PGCE route for both Primary and Secondary students. These students will attend Monday to Wednesday in their first year but have a placement that extends over a longer time period.

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 of these placements, please email us via

[carnegie.partnerships@leedsbeckett.ac.uk](mailto:carnegie.partnerships@leedsbeckett.ac.uk)

Main Placement Periods				
Cohort	Phase	Start Date	End Date	Total Number of Days
<b>Undergraduate</b>				
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
<b>Postgraduate Primary</b>				
PG Primary Education (Full-Time Route)	Phase 1	Tuesday 22nd October 2024	Friday 14th February 2025	52 (+ 2 ITAPs)
PG Primary Education (Part-Time Route)	Phase 1	Tuesday 22nd October 2024	Friday 23rd May 2025	58 (+2 ITAPs)
PG Primary Education (Full-Time Route)	Phase 2	Thursday 27th February 2025	Friday 11th July 2025	68 (+ 5 ITAPs)
<b>Postgraduate Secondary</b>				
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 (Part-Time Route)	Phase 1	Monday 4th November 2024	Wednesday 21st May 2025	54 (+3 ITAPs)
PG Secondary Education (Full-Time Route)	Phase 2	Monday 3rd March 2025	Friday 11th July 2025	70 (+ 2 ITAPs)

## MENTORS

### Mentor training

All partnership schools will have received a two-page summary of the changes to the mentor training initiated by the Department for Education (DfE) coming into play in September for Professional and Associate Mentors (previously referred to as school-based mentors) who support student teachers in schools.

Please do take the time to read this document and if you have any questions about it, or would like to discuss this further we have two members of staff who will be leading on mentor training moving forward who you can contact. Ruth Gilmore will be the Mentor Development Lead and Nici Pedley will be Level Lead and Secondary Mentor Development. Their contact details can be found at the bottom of this newsletter. We will also be holding an online Q&A session regarding these DfE changes for September 2024 on Monday 15th July from 4-5pm. Please find the Teams link [here](#).

Further guidance about the funding for this training can be found [here](#).

## MEET THE UNIVERSITY TEAM

### Paul Ogilvie, PGCE Course Director

As the PGCE Course Director for Secondary Education, Paul is dedicated to helping others develop their skills, confidence, professionalism, and subject knowledge to embark on an exciting career path in teaching. His role ensures that our experienced teaching colleagues and comprehensive systems provide a high-quality ITE programme, producing new recruits with the most potential and passion for improving the lives of young people through high-quality education.

After graduating from Leeds Metropolitan University, he began his career as a high school Physical Education teacher. Here, he discovered his passion for helping young people develop a love for movement, regular exercise, teamwork, and sports skills. He was thrilled to witness students' growth, not only in PE but in all subjects, as they matured into responsible, caring, and respectful young adults.

His career progressed as he started working with more schools and their staff, focusing on enhancing teachers' skills and knowledge through high-quality CPD and networking opportunities. This experience led him to collaborate with national organisations, furthering his commitment to developing teachers and young adults into leaders of learning.

His research interests include movement development, sensory integration, neurodiversity, and school-based masculinity. These interests have culminated in several published papers and conference presentations in New York, Washington, and Barcelona.

He believes that fostering positive relationships with partner schools is essential to developing the top-class teacher education program we strive to offer. He is eager to continue working with partners across our community who share our uncompromising aspirations to welcome the best student teachers into the profession.



# UPCOMING EVENTS GOING ON AT THE WIDER UNIVERSITY YOU MIGHT BE INTERESTED IN

## CollectivED: The Centre for Coaching, Mentoring and Professional Development

### Flourish

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, you 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.

The cost is £750 and please email [CollectivED@leedsbeckett.ac.uk](mailto:CollectivED@leedsbeckett.ac.uk) or more details or to discuss

### 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)  
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