



LEEDS BECKETT UNIVERSITY
CARNEGIE SCHOOL OF EDUCATION



CARNEGIE SCHOOL OF EDUCATION PARTNERSHIP NEWSLETTER MAY 2025

WELCOME

Dear colleagues,

Ne'er cast a clout till May is oot.

I am beginning to wonder if these are still words to live by now that we are into the summer term. Yes, there are still days where on the sports field or in the playground our faces are still being bitten off by icy cold winds with a windchill factor seemingly approaching absolute zero. However, there are also those days leading up to what is the UK's two-week-long summer season (if we're lucky) when you've massively overdressed for the weather, and you are melting in the classroom.

Alongside variability of weather, the summer term also brings with it a variability of feelings. Among others there is often joy (and sometimes surprise) in student achievement, sadness in saying goodbye, fear before you get next year's timetable, gratitude for colleagues (and hopefully not just being another year closer to retirement), contentment and pride with the job you have done, and I very much do wish you feel hope for the future.

I am very lucky in that as part of my role I get to visit and experience many, many schools and colleges across our partnership area each year, and with each visit I am ever more inspired. The remarkable work you do as teachers, mentors and leaders, and the students you help develop into teachers certainly allows me to feel a great deal of hope for the young people we work with and for the future of education in Yorkshire and beyond.

Thank you so much for all that you do.

Yours in partnership,

John Greenhalgh

Partnership Lead

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CELEBRATING SUCCESS

All placements allocated this academic year

The placements team here in the School of Education have once again worked their magic and all students have now been placed for this academic year. This has been no mean feat! Of course, this would not be possible without your accepting of our students on those placements, and to summarise the academic year so far:

- There have been 820 student placements in 274 different schools and colleges
- We have welcomed 59 new partner schools
- We have received 35 Mentor of the Year nominations – nominees & winners announced at July conference

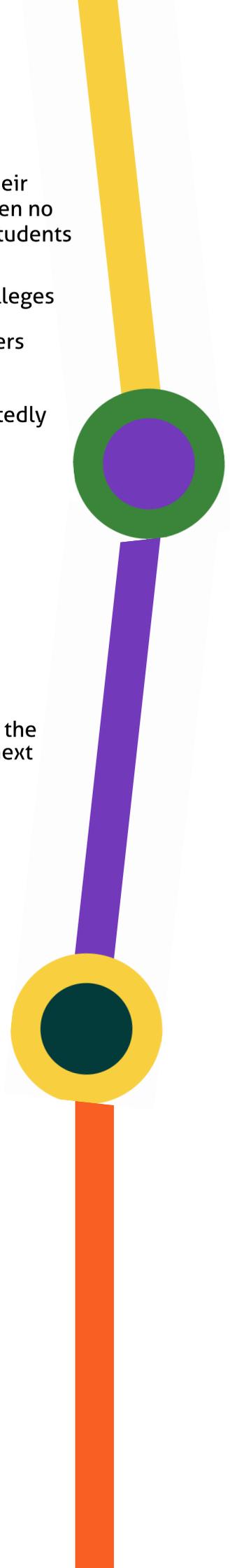
We have received a large amount of positive feedback from students who repeatedly mention the impact of their Mentors in:

- Providing support, guidance unwavering patience, understanding and willingness to invest time in our students' personal growth
- Being an incredible role model
- Going above and beyond
- Seeing, valuing and caring about our students as individuals
- Developing student confidence
- Creating an inclusive environment
- Encouraging student to explore new ideas and reflect on practice

New School Partners

We would like to warmly welcome 21 new and returning schools and colleges to the partnership who will be taking students on placement in this summer term and next year. They are:

- Airedale Infant School, Castleford
- Allerton CE Primary, Leeds
- All Saints C of E Junior & Infant School, Halifax
- Alverthorpe St Paul's C of E Primary School, Wakefield
- Bracken Edge Primary School, Leeds
- Brodetsky Primary School, Leeds
- Co-op Academy Beckfield, Bradford
- Heckmondwike Primary Academy
- Larks Hill Junior and Infant School, Pontefract
- Lindley Junior School, Huddersfield
- Manston Primary School, Leeds
- Queen Elizabeth Grammar School (Junior Boys), Wakefield
- Radcliffe on Trent Infant & Nursery School, Nottingham
- Settle College
- Stanbury Village School, Keighley
- St Joseph's Catholic Primary Academy, Halifax
- Sutton In Craven C of E Primary School, Keighley
- The Oldham North Academy, Royton
- Wakefield Girl's High
- Wakefield Grammar Pre-Preparatory School
- White Laith Primary, Leeds



WORKING IN PARTNERSHIP

Placement Survey Feedback

So far, we have had 100 mentors respond to our surveys sent at the end of each placement. This feedback is very important to us, and we do act on what you tell us. Positive themes include:

- Mentors know what is expected of them and are confident
- PebblePad is useful
- Students are ready for placement
- Lead mentor visit is good for support, validation and advice
- Support from the placements team is good
- Mentor training is good

Areas to develop include mentors being more confident in understanding the intentions behind the Leeds Beckett ITE curriculum and their role in supporting it

We welcome offers to take our students on

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, Physical Education and new for 2025-26 Physics, who follow a one-year full time course.

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 of these placements, please email us via carnegie.partnerships@leedsbeckett.ac.uk

Undergraduate students

Term	Phase	Dates	Teaching %	Key stages required
Autumn	Phase 3	6 th October 2025 - 12 th December 2025	80%	EYFS, KS1 and KS2
Autumn	Holistic	17 th – 28 th November (2 weeks)	Observational/ supporting (can have pair in one class)	EYFS, KS1 and KS2
Spring	Phase 2	19 th January 2026 – 20 th March 2026	60%	KS1 and KS2
Summer	Phase 1	17 th March 2026 - 15 th May 2026 (3 ITAP days then start block placement on 23 rd March)	50% (can have pair in one class doing 50% each)	EYFS, KS1 and KS2

Postgraduate students

Term	Phase	Dates	Teaching %	Key stages required
Autumn/ Spring	Phase 1 (Full Time)	21 st October 2025 – 6 th February 2026	60%	Primary: EYFS, KS1 and KS2 Secondary, two of: KS3, KS4 and KS5
Autumn/ Spring	Phase 1 (Part Time – Year 1)	21 st October 2025 – 6 th May 2026	60%	
Spring/ Summer	Phase 2 (full time)	3 rd March 2026 – 10 th July 2026	80%	

MENTORS

Mentor training

- The last face-to-face, in person mentor conference of this academic year will take place on Thursday 10th July 2025. This will include a celebration of all the work completed this year, and the announcement of our Mentor of the Year as nominated by our student teachers. Keep an eye out for your invite to this in your inbox.
- 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 continue, and there are two more this academic year:
 - Tuesday 6th May 3pm-4pm
 - Monday 9th June 3pm-4pm
- We have procured a new Mentor training platform that we are in the process of building and developing for September. This will be called ESTEEM (Establishing Specialism in Teacher Education as Expert Mentors). We will continue to hold face-to-face, in person mentor conferences, but mandatory training, as well as lots of other exciting developmental training modules will be available to you via this platform. We look forward to launching this to you in September.

PebblePad

We have now moderated 39 PebblePad workbooks this year. They continue to be working well and are completed more consistently, targets set by students overall are a vast improvement over last year. There is still room for more consistency with the completion of weekly meetings by students.

We will begin the revision and design of the 2025-26 PebblePad workbook in June, and factor in feedback from all sources. The aim of this will be to increase consistency, and user-friendliness.

MEET THE UNIVERSITY TEAM

Nici Pedley- Level 7 Lead and Lecturer in Education

Nici's values centre around creating a curriculum to support inclusion and social justice which prepares students to give participation opportunities for the young people they teach. Following qualification from The University of Birmingham PGCE course in 2008, she completed a Master's in Education in 2010 and went on to teach Physical Education in two inner-city schools in Leeds. This subsequently led on to a position as Head of Physical Education, alongside a whole school senior responsibility of Coordinator for Early Career Teachers. She has also led Subject Leader Development Meetings in Leeds to give Heads of Physical Education an opportunity to share best practice. She is currently involved in research in curriculum design, concept mapping in Primary and Secondary PE and barriers to participation in Physical Education. In her current role as Level 7 lead, she supports the day to day running of the PGCE programme as well as supporting students on placement as a lead mentor. In addition, this year she has had the privilege of being part of the partnership team and have supported the planning and delivery of lead mentor training and professional/associate mentor conferences.

Her personal interests include participating in as many sports and physical activities as time allows including tennis, netball and pickleball, as well as running around after her little boy who is 19 months old. She is also Chairperson of Kirkstall Abbey Tennis Club which is an inclusive, low cost and friendly club in the heart of Kirkstall Abbey:

<https://clubspark.lta.org.uk/kirkstallabbeytennisclub>



Help with Food and School Uniform

The Pudsey Community Project is a charity that can help provide:

- Food for those living in Pudsey and Calverley/Farsley;
- Children's clothes and school uniform for anyone. Their clothes rooms are open in term time Monday to Saturday 10am-12pm and Wednesday 6-8pm for anyone to come and browse and take what they want for their children. They have a large amount of good quality preloved children's clothes, coats, uniform and even shoes available.
- People are encouraged to leave a charity donation (cash or contactless donation) if possible, to help towards running costs, but there is no charge for the clothes.
- For further information, please see www.pudseycommunity.org.uk, email office@pudseycommunity.org.uk or call 07488 304544

UPCOMING EVENTS OF INTEREST

Research Centre for Creative Pedagogies (Story Makers Company) at Carnegie School of Education:

1. Are you a teacher, senior leader or creative practitioner wanting to develop your approach to creative learning, critical thinking and wellbeing in education? Do you want to develop greater understanding of creative pedagogies (pedagogy, curriculum and assessment) and their grounding in teacher and learner creativity. This short course, which draws from longitudinal research with schools, creative practitioners and young people could be for you! Find out about our [Diploma in Creative Pedagogies course](#) (international online and face-to-face options). Join Dr Lisa Stephenson online on Wednesday 21st May, 4-4.45 to find out more.

Please sign up here: [Diploma in Creative Pedagogies - 21st May 2025](#)

2. The Creative Learning School Award has been designed to support Creative Learning leaders and teams in schools and other educational settings, to develop a whole school culture of creative learning for ethical action. Using a developmental framework schools will evaluate their current creative teaching practices and pedagogy, identify gaps, develop and strengthen these and work towards a commitment to creative learning for their whole school community. Find out about our [School Award in Creative Learning](#). Join Dr Lisa Stephenson and Katie Smith online on Thursday, 22nd May, 4-4.45 to find out more.

Please sign up here: [The Creative Learning in Education Award - 22nd May 2025](#)



CollectivED: The Centre for Coaching, Mentoring, Supervision & Professional

Coaching, Mentoring & Professional Learning in Education Award:

Our award will enable educational providers to make coaching, mentoring and professional learning a strategic priority for school development. The award will focus on the creation of an implementation plan which will guide the whole school community through a process of building the skills and knowledge needed to bring about whole school improvements in coaching, mentoring and professional learning.

The award will provide a framework to evidence initiatives that work towards demonstrating a commitment towards excellent practice by making coaching, mentoring and professional learning a part of your core business. You will work with an allocated coach to create a personalised action plan for your organisation.

Together, you will develop a portfolio of evidence for your school set against the competencies of the framework, your evidence will then be verified against bronze, silver or gold levels.

To find out more information click [here](#).

Should you wish to complete the award, please complete this form: [CollectivED Award booking form](#).

CreatED by Carnegie School of Education

We're excited to announce that Carnegie School of Education and our Centres now have dedicated LinkedIn pages!

Stay connected with us to receive the latest updates on new developments, resources, courses, and more.

Follow us to stay informed and engaged!

- [Carnegie School of Education](#)
- [CreatED by Carnegie School of Education](#) and <https://www.linkedin.com/company/created-by-carnegie-school-of-education>
- [Carnegie Centre of Excellence for Mental Health in Schools](#)
- [Centre for Race, Education & Decoloniality](#)
- [CollectivED: The Centre for Coaching, Mentoring, Supervision & Professional Learning](#)
- [The Story Makers Company](#)

Menopause Transition Research Support

Debbie Rigby is a PhD psychology student studying at Leeds Beckett University and as part of a larger research study she would like to invite you to complete a short survey to explore what documented policies, guidance, information and support are available to women teachers and their line managers during menopause transition in your school.

The survey also gives your school the opportunity to share experiences, good practice and the possible challenges (if you wish to do so), of supporting women during menopause transition which may be used in her thesis. All participant schools will be anonymous and all information received will be stored confidentially. If you wish to take part, please follow [this link](#)

Centre for Race, Education & Decoloniality

Resisting Racism Resource

Subscribe and receive your FREE guide *Resisting Racism following the events of Summer 2024*. Compiled by Anti-Racist Award coaches from the Centre for Race, Education & Decoloniality.

While the events of the summer are distressing in their extremity, we are committed to the key notion that racism is not aberrant or about actions of 'a few bad apples'. Racism is structurally embedded in all aspects of social, organisational and institutional life. It is incumbent on us to be looking out for where racism dwells within our own practice, policies and processes.

It is important therefore that we respond by embedding anti-racism in ways which are meaningful, and which do not culminate in one assembly, one PSHE lesson, or a hollow message of 'racism is bad'.

The aim of this toolkit is to create a series of questions to ask yourselves when you are thinking about responding to the racist riots that took place in Summer 2024.

Our Anti-Racist school award coaches have been developing resources to support schools following the tragic events in Southport. If you are a school and would like to be sent these resources, please subscribe [here](#).

Carnegie Centre of Excellence for Mental Health in Schools

Stormbreak is a charity that supports children's mental health, physical health and emotional wellbeing through 'mentally healthy movement'. As many teachers, senior leaders, and pastoral staff will be aware there are increasing challenges for schools to support the rising tide of mental health needs in children.

At stormbreak we believe in the preventative power of simple, accessible, inclusive fun movement and the potential of primary schools, and everyone in them, to help children be happier and healthier. The stormbreak approach gives trusted adults in primary schools the training, confidence, tools and resources they need to give children mentally healthy movement strategies to recognise, respond and regulate their emotions and behaviours. The stormbreak approach helps children:

- learn to build healthy relationships,
- boost their resilience,
- be more hopeful,
- improve their self worth,
- develop their self care.

Together with primary schools across England and Wales over 64,000 children have taken part in over 1.5million stormbreak activities and this engagement has lead to positive changes in children's mental health and wellbeing, children's readiness for learning and teachers learning and development.

To find out more about stormbreak please watch [Kai's story](#).

Schools can access free stormbreak resources at www.stormbreak.org.uk

To find out more about stormbreak prevention and early intervention programmes in your school please email hello@stormbreak.org.uk

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.

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