



LEEDS BECKETT UNIVERSITY
CARNEGIE SCHOOL OF EDUCATION



CARNEGIE SCHOOL OF EDUCATION PARTNERSHIP NEWSLETTER SPRING 2025

HAPPY NEW YEAR

At the start of 2025 we want to take a moment to reflect on the incredible work we have shared with you as our partners. We feel a great sense of joy in the partnership that we have. You have created a foundation of collaboration, innovation, and mutual support that has allowed us to ensure that the teachers we are developing are of the highest standard. The efforts and dedication you and your teams bring have played a crucial role in shaping the success of our students, and we are deeply grateful for all that you do.

The past year has been filled with challenges and triumphs, but through it all, we've witnessed the resilience and commitment of educators, students, and communities working side by side. From exciting initiatives to new programmes and growth in our shared sense of value and purpose. We are proud of the impact we've made together given the challenges that we all face in education.

Looking ahead to the new year, we are filled with optimism and excitement for the opportunities that lie ahead. We know that with our continued collaboration, we can achieve even more in 2025. Whether it is through sharing resources, supporting each other's goals, or discovering new ways to engage and inspire our students, we are confident that we will continue to create positive change.

On behalf of the entire team at Leeds Beckett ITE, we want to extend our warmest wishes to you all. We look forward to strengthening our partnership and creating even more meaningful experiences for our students and communities.

Here's to a successful and fulfilling academic year.

In partnership,

Pinky Jain

Head of Teacher Education

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CELEBRATING SUCCESS

On Wednesday 27th November we held our first mentor conference of the year. It was excellent to see so many of our school Professional and Associate Mentors in attendance. We are grateful that Professor Vini Lander was able to deliver an interesting and thought-provoking keynote session and anti-racist practice and mentoring in the morning, and in the afternoon, there was a carousel of sessions on what does good progress look like, having difficult conversations and supporting the needs of all students: thinking about neurodiversity and wellbeing. Feedback received has been positive and here are some comments from those in attendance:

'I feel supported. All the information the University has provided so far is very well structured and well planned out, which gives me the confidence to fulfil my role as a mentor.'

'I view it as a two-way relationship. I am excited to be part of the training process for new teachers and I have experience and support I can give. University are supportive in that they are providing training, guidance and opportunities for me to develop my mentoring skills and knowledge.'

The next conference will be on Wednesday 30th April, and we hope to see as many of you there as possible.

UNDERGRADUATE FINAL YEAR STUDENTS

We would like to congratulate our undergraduate year 3 student who successfully completed their final placement before Christmas by meeting the Teachers' Standards. Of course, none of this would have been possible without the incredible level of support and guidance you offer our students on placements as Professional and Associate Mentors. Alongside the thanks our students will have offered, we would like to say an enormous thanks, the work you do is truly appreciated. Here are some of the thoughts of our students:

'I feel incredibly fortunate to have had the opportunity to work alongside such an inspiring and supportive mentor team, who have not only guided me but also encouraged me to grow as a teacher. The feedback provided throughout my placement has been invaluable in helping me to reflect, develop, and strive for excellence in all aspects of my teaching.'

'I have thoroughly enjoyed my 8-week placement, and it has been an incredibly rewarding experience. Throughout the placement, I have received exceptional support from my class teacher, who has been an invaluable mentor, guiding me through the teaching process with great patience and insight. Her support has enabled me to develop my teaching skills and build my confidence in the classroom.'

'I have had such an amazing and successful placement. It is the school where I have developed my teacher identity and progressed massively in my confidence and skills as a student teacher. From the very start of my placement the school and children welcomed me, especially the staff. I have developed a place for this school and the children I have worked with, I have enjoyed every moment and have been supported massively, mainly by my mentor and the head teacher.'

EXTERNAL EXAMINER FEEDBACK

In December we had a visit from our External Examiners (tutors in Primary Education from other Universities) to quality assure our phase 3 placements and the Leeds Beckett Partnership. Thank you to those of you that welcomed Alison, Richard or Rachel into school for them to observe the student teaching and meet with mentors and students.

I am pleased to feedback that the examiners were very positive, both about the quality of student's teaching the support that was being offered as well as the working of our Partnership. They felt that the students had been well prepared for placement and the improved documentation, and the university recall day were supportive. The external examiners saw examples of really supportive mentoring and felt that the improvements in PebblePad were really helping to track progress, especially with more focus around target setting and weekly meetings. The mentors that they spoke with were very positive about the training and support on offer from us at Leeds Beckett. We know there is still some work to do to help our Mentors understand and access the taught curriculum and this remains a priority for us.

NEW SCHOOL PARTNERS

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

- Beckwithshaw Primary School, Beckwithshaw
- Birkby Junior School, Huddersfield
- Blenheim Primary School, Leeds
- Carr Infant School, York
- Dixons Trinity Chapelton, Leeds
- Harrogate Ladies College, Harrogate
- Hill Top C of E Primary School, Bradford
- Holy Rosary & St Anne's Catholic Primary School, Leeds
- Kettlesing Felliscliffe Community Primary School, Kettlesing
- Kippax North, Leeds
- Kirklees College, Huddersfield
- Notre Dame Sixth Form College, Leeds
- Oulder Hill Leadership Academy, Rochdale
- Ripley Endowed CofE Primary, Ripley
- Russell Hall Primary School, Bradford
- Sandal Castle VA Community Primary School, Wakefield
- Saxton Church of England Primary School, Tadcaster
- Scotton Lingerfield, Knaresborough
- Seacroft Grange Primary School, Leeds
- St Joseph's Catholic Primary School, Otley
- Westmoor Primary School, Dewsbury



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.

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 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
- 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

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 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 2	Thursday 27th February 2025	Friday 11th July 2025	68 (+ 5 ITAPs)
Postgraduate Secondary				
PG Secondary Education (Full-Time Route)	Phase 2	Monday 3rd March 2025	Friday 11th July 2025	70 (+ 2 ITAPs)

MENTORS

Mentor training

From September 2024, all accredited ITE providers (of which LBU are one) have been offering a mentor training program for all mentors working with student teachers. This was in response to a DfE initiative which set out that each school that takes students must have at least one Professional Mentor (main mentor in school) that had completed 20 hours of training by the end of July 2025.

The DfE set out that they would support this with funding of up to £876 (£43.80 per hour) for a mentor who engaged in this training.

As you are likely aware, the DfE have removed the 20-hour requirement, **however, the funding will still be available for this academic year.**

There are still some key changes and requirements that you need to be aware of

There has been a change in terminology

We refer to the Professional Mentor (the main mentor in a school, often the ITT or ITE lead). There must be a named Professional Mentor for every student teacher. The Associate Mentor (may not be the main mentor but a student's classroom teacher or subject specialist) and the Lead Mentor (previously referred to as the Link Tutor – the link between the university and school).

We appreciate that schools do work differently, and this terminology aims to reflect that variety, as well as to offer training and development for those staff who support our students day to day as an Associate Mentor but may not be the Professional/main mentor in school.

Student teacher mentoring entitlement

There is a DfE requirement that mentors spend at least 1.5 hours with their trainee each week offering one-to-one support. This does not need to be one consecutive block.

Training requirement

Both the DfE and Ofsted require that we ensure all mentors receive sufficient high-quality training so they can effectively support a student teacher to obtain the knowledge and skills they need to successfully complete their ITT school placement. In their updated documentation, the DfE set out that Professional must complete up to 20 hours training with an accredited ITT provider to help them understand:

- what's involved in the mentor role and the skills they need
- The Initial Teaching Training and Early Career Framework (previously called the ITT core content framework) and its underpinning evidence
- the ITT curriculum, which the trainee will follow.



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 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. The themes for the next conference on Wednesday 30th April 2025 will be:
 - ▶ Developing our curriculum at LBU
 - ▶ Subject/Phase Specific support and development
 - ▶ Dilemma based coaching
 - ▶ Mentoring good practice
- Online webinars and taught modules (currently in development)
- 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:



- ▶ Monday 27th January - 3pm-4pm
- ▶ Thursday 6th March 3pm-4pm
- ▶ Tuesday 6th May 3pm-4pm
- ▶ Monday 9th June 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.

Please follow this link to register for our next Mentor Training Conference Event: [Click Here to Register](#)

Student teacher mental health and 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.

PebblePad

For the undergraduate phase 3 and postgraduate phase 1 students, we have undertaken a moderation of a sample of student PebblePad workbooks.

This year's updated PebblePad workbooks are generally working very well and being completed more completely and more consistently. Targets set by students overall are a vast improvement over last year, and all moderators were able to tell that students were making progress and from PebblePad could give an opinion as to the students' abilities.

Areas where PebblePad could still be better used include:

- Students updating their school information page and fully completing their attendance record
- The Core Area tables being used as working documents and being updated
- Weekly targets being based on three Core Areas per week (but have a comment in in each area)
- Student uploading one lesson plan and one observation each week
- There being a Mentor comment in each weekly meeting.

MEET THE UNIVERSITY TEAM

John Greenhalgh, Senior Consultant

John is the Partnership Lead in Carnegie School of Education and enjoys creating and nurturing two-way developmental strategic partnerships with a range of schools and trusts in the Yorkshire area. He is a developer and training facilitator of leadership CPD courses. He is passionate about leadership development and training. He understands just how important outstanding leadership is, and the incredible positive impacts that it can have on schools, departments, staff and students.

He is also a university lead mentor, personal tutor, action research supervisor and a Level 5 Certified Coach and was previously the Lead Assessor for the deep dive quality assurance process for the Department for Education into Senior Mental Health Lead training provision, and programme manager for the suite of leadership qualifications licensed by the DfE including NPQEL, NPQH, NPQSL and NPQML.

He has over 22 years' experience in education and began his teaching career in a large sixth-form college, leaving after 14 years, 12 of which were as Head of Department. Most recently, he was a Head of Department in a private all-girls' school. He is also currently serving as Lead Examiner and Lead Assessment writer for AQA, which also sees him help to develop new specifications, train new examiners and write training for teachers. He has research interest based in the impact of assessment.



UPCOMING EVENTS OF INTEREST

Aspiration Day For Primary School Pupils

We would like to invite your school to an Aspiration Day on either Monday 16th or Tuesday 17th June 2025.

The day will comprise an exploration of the University's Headingley campus, classroom activities, sporting activities in our wonderful facilities and a mini graduation, hosted by current academics who are former primary school teachers.

Our Aspiration Day aims to share the fantastic facilities at Leeds Beckett University and to highlight the opportunities that a university experience can offer. If you are interested, please email carnegie.partnerships@leedsbeckett.ac.uk

Centre for Race, Education and Decoloniality

CREDE@leedsbeckett.ac.uk

The Anti-Racist School Award

This award takes a community 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 professional 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.

More information can be found on the website or by emailing the Centre:

<https://www.leedsbeckett.ac.uk/research/centre-for-race-education-and-decoloniality/>

Professional Learning Programmes

We have a variety of professional learning programmes which may be of interest:

- Race Equality for Governors
- Racial Literacy in Education for Schools and their Governing Bodies
- How to Have Conversations About Race
- Diversifying Recruitment
- Developing an Approach to Antiracist Policy and Culture
- Race, Racism and Antiracism: Definitions and Concepts
- Revising School Policies Through an Anti-Racist Lens

<https://www.leedsbeckett.ac.uk/-/media/files/research/cred/cred-professional-learning-programmes.pdf>

Carnegie Centre of Excellence for Mental Health in Schools

SchoolMH@leedsbeckett.ac.uk

School Mental Health Award

The Department for Education recognises the direct link between positive mental health in schools and successful educational outcomes; the Mental Health Award for Schools builds on this link and provides a framework for educational institutions to evidence policies and initiatives that work towards improving emotional health and wellbeing for both staff and pupils.

The award ensures schools are using evidence-based approaches that align to professional and government guidelines. Utilising a developmental framework, which allows schools to evaluate current mental health practices, identify gaps, develop and strengthen these and work towards building an emotionally healthier environment. Through this process, schools commit to making mental health a strategic priority and developing a positive culture that promotes mental well-being for everyone.

More information can be found on the website or by emailing the Centre:

<https://www.leedsbeckett.ac.uk/research/carnegie-centre-of-excellence-for-mental-health-in-schools/mental-health-awards/>

CollectivED: The Centre for Coaching, Mentoring, Supervision and Professional Learning CollectivED@leedsbeckett.ac.uk

Flourish Taster Sessions

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.

We have introductory sessions taking place for:

- Anyone in Early Years education interested in cultivating brave spaces for possibility thinking
- Anyone interested in developing the conditions for young learners to engage in possibility thinking
- Anyone interested in cultivating brave spaces for new entrants to the profession
- Anyone interested in transforming the meetings culture in their organisation through maieutic listening
- Anyone interested in developing the conditions for adult learners to engage in possibility thinking.

Please email the Centre for more information: CollectivED@leedsbeckett.ac.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.

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

Ruth Gilmore (Primary Mentor Training Lead) R.Gilmore@leedsbeckett.ac.uk

Nici Pedley (Secondary Mentor Training Lead) n.pedley@leedsbeckett.ac.uk

