

Welcome from Professor Robert Barratt

Welcome to the first edition of Network News. The newsletter will celebrate the range of interesting and innovative work from across the partnership. It will be published in December, March and June. I would like to thank Clare Furlonger (Editor) and colleagues from schools for bringing this first edition to press. An electronic copy will be available to download from the School of Education website. Thank you for all your work this term supporting the professional development of our current cohort of Bath Spa Teachers.



Merry Christmas!

Robert Barratt

NEW PARTNERSHIP CERTIFICATION

During 2010-11 we are certifying all teachers who participate in the partnership mentor and professional tutor sessions. Certificates will be sent automatically to colleagues. The administration of certificates is managed through the Partnership Office. Please contact Alison Denning for further details.

Key Dates:

Primary & Early Years PGCE School Phase 1 January 4th - 11th February	Primary & Early Years PGCE: School Phase 2 April 27th - June 23rd
Secondary PGCE School Phase 2 February 14th - June 17th	Early Years Part Time Course 1 st year - Introductory School Phase: Tuesdays 2 nd Nov - 15 th Feb
Key Stage 2/3 PGCE School phase 2 February 14th week plus 4 introductory days March 28th - June 24th (extra days available to 11th July if necessary)	1 st year - SP1: 2 introductory days plus 09 th May - 24 th June 2 nd Years - SP2: 3 introductory days plus 24 th Jan - 17 th March

National News

The Importance of Teaching: Schools White Paper (24th November 2010)

Please read the White Paper here:

LINK <http://www.education.gov.uk/b0068570/the-importance-of-teaching/>

Also read:

Could do better: Using international comparisons to refine the National Curriculum in England by Tim Oates

LINK <http://www.cambridgeassessment.org.uk/ca/Viewpoints/Viewpoint?id=135502>

BSU UPDATES

Secondary and KS 2/3 Improvement Priorities 2010-11

The Secondary and KS2/3 Improvement Plan priority areas have been identified from the TDA and Ofsted national priorities and through analysis of BST evaluation data.

The five priority areas are:

1. Subject Knowledge
2. Inclusion - BME, SEN, G&T, disability and low achievers (including the pupil premium)
3. Behaviour for Learning
4. Impact on pupil learning
5. Increasing BST attainment

We look forward to working with our partnership and BSTs to explore these themes and continue to develop our practice.

Principles of Practice

Watch out for discussions about Principles of Practice, the key aspects of learning linked to our Improvement priorities. We are developing our Principles of Practice which, together with our Minimum Entitlement of provision, will ensure that all BSTs gain a deeper understanding of these priority areas of practice.

Government priorities for teacher training

- Systematic synthetic phonics
- Behaviour Management
- Special Educational Needs (SEN)
- Pupil Premium

*Please look out for your copy of the
2009-10 self evaluation document
and improvement planning
flyer. This will be available in the
New Year.*

BEST PRACTICE—PROGRAMME DEVELOPMENTS

Professional Studies in the Secondary & Key Stage 2/3 PGCE Programme



Professional Studies in the Secondary programme has been extensively developed for this year. School based Professional Studies (SPS) has been

enhanced by a university based aspect (UPS) to form a dynamic link between the individual subject provision and the school based programme. UPS is a combination of formal face to face sessions and online modules.

The key aspects of professional practice are addressed in terms of theory in UPS, in practice in the professional setting during SPS and through a subject lens in specialist sessions. An online discussion forum enables further discussion and development.

The Professional Learning and Practice Portfolio

The Professional Learning and Practice Portfolio (PPLP) is the central document of the PGCE programme. It is the record of the Bath Spa Teacher's development and charts the achievement of the Profile Characteristics through the Weekly Reviews cycle, assessment during School Phases and tutorials at the five Progress Review Points (PRP) during the year.

Bath Spa Teachers will build up an evidence base of their progress in discussion with Course Leaders /PTs and Mentors. This will form the sources of evidence supporting their 'Claims' for achieving the Bath Spa Teacher Profile Characteristics. It will also support the evaluation of progress at each PRP which will reflect individual progress in developing professional learning and practice.

The PPLP is the BST's personal record of progress through the programme but it should be available to PTs, Mentors and Tutors when required for monitoring and evaluating progress.

Changes in the Primary and Early Years Programme

As you know, the Primary and Early Years PGCE programme is a vibrant ITE programme developed with schools/settings, multi professional teams and social partners. We are pleased to announce an innovative development for 2010-11 in the form of project based learning units which we hope will enhance the BST experience and have a positive impact on their practice in schools and settings.

Learn about learning: This will encourage development of skills of enquiry, creativity, making connections and reflection that are core to teachers' work. We hope that through engaging in activities that prompt their own learning, BSTs will come to recognise how learning happens, and what the implications are for their practice.

Exploring worlds beyond the classroom: This project aims to foster an understanding of the value of 'real-life' contexts as a starting point for learning. BSTs are presented with opportunities to explore subject areas experientially, make connections and build an understanding of curricular and cross-curricular learning. They will develop awareness of transforming creative skills through engaging and challenging children in different learning contexts.

Celebrating Gifted and Talented at Lavington School

A 'Gifted and Talented' event was organised by the Professional Studies group in collaboration with learning partners at Lavington School. Pupils and Bath Spa Teachers worked together to develop a series of short video presentations. The evening was led by two Year 9 pupils who provided an informative commentary on the footage showing the range of opportunities available across the school.

The event was a valuable professional learning and practice experience for the BSTs who developed a broader understanding of Equality and Diversity provision at Lavington. Thanks to PT Lisa Adams for this opportunity.

Co-research - Bristol Brunel Academy and Bath Spa Initial Teacher Education

An exciting opportunity will be piloted this year to support collaborative research between Bristol Brunel Academy and Bath Spa. Each year, professionals at Brunel Academy choose to investigate an aspect of teaching and learning. This year they will be partnered by Bath Spa Teachers with a similar interest. They will collaborate in research and analysis of theory and work based enquiry to achieve a deeper understanding of classroom practice. The project will support the learning of all participants, who will bring their own personal perspective to the collaboration. Alan Salt of BBA and Clare Furlonger of BSU are excited at the possibilities for the future offered by this partnership network initiative.

Would your school be interested in exploring a similar opportunity to work with Bath Spa teachers? Please contact Clare Furlonger (c.furlonger@bathspa.ac.uk)

DEVELOPING A COMMUNITY OF PRACTICE—OPPORTUNITIES & SUCCESSES

Tokyo University, Japan visit Bath Spa University

During September 2010, Bath Spa University hosted a visit from colleagues from Tokyo University. A party of five teacher educators participated in a University teaching session and visited Longwell Green Primary School. Their visit was jointly supported by the University of Bath and focused on curriculum design and teaching methods. We are looking forward to further collaboration in the future. Thank you to John Lowe (University of Bath) and Don Sibley (Longwell Green School) for supporting this visit.

Monash University, Australia visit Bath Spa University

Dr Amy Cutter-MacKenzie from Monash University visited Professor Robert Barratt to discuss plans to write a book on young children as environmental researchers. Dr Cutter-MacKenzie is a leading teacher educator and environmental researcher in Australia. The visit also included an afternoon at Newbridge Primary School to explore how the school is developing the Forest School philosophy. Thank you to John Croker (Newbridge School) and Sarah Webb (Forest Schools) for supporting this visit.

Celebration of Creativity

Bath Spa University hosted what is believed to be a unique event this term – a conference jointly organised by Lorna Smith (Secondary PGCE English Course Leader) and the English PGCE Course Leaders at the University of Bath and the University of the West of England, involving all the new English PGCE student teachers at the three universities.

The conference, entitled 'A Celebration of Creativity', focused on the renewed emphasis on creativity in the revised National Curriculum for both KS3 and KS4. The day included inspiring workshops run by the poet and novelist Philip Gross (ex Bath Spa, who won the TS Eliot prize for Poetry in January) and storyteller and writer, Anthony Nanson. The student teachers explored ways to be creative in their own writing and experimented with some approaches and techniques that they can take into their classrooms.

The student teachers worked in mixed university groups and were overwhelmingly enthusiastic about the day. One commented, 'I didn't see myself as a writer, but I do now, and I know how I can encourage children too.'

UPDATEs - NATIONAL INITIATIVES

TDA Consultancy Visit

This visit discussed the programme provision for standard Q14 *Bath Spa Teachers should: have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy to enable them to teach effectively across the age and ability range for which they are trained.* We were delighted with the positive feedback and the recognition of our high quality practice, shared with our partnership schools and settings. The report highlighted the strength of our harmonised processes and procedures leading to the development of the Bath Spa Teacher Profile Characteristics (PCs) which were successfully piloted in 2010/11.

The TDA have identified the development of the PCs as a significant step forward in our thinking. They are the central focus to the programme and lead to a common understanding of the sort of teacher we wish to develop across our community of practice. The Progress Review Points across the year were seen as an excellent opportunity for programme evaluation including development of subject knowledge. The next step is to work with the schools to develop their quality assurance role. In addition, school visits by university and other moderators can be used to monitor and evaluate the effectiveness of the development of subject knowledge and to identify strengths and areas for further development.

Training and Development Agency (TDA) Monitoring visits for the Teaching of Early Reading

After a successful visit from the TDA, the English team, which includes teachers from Leading Partner in Literacy schools, were asked to share their excellent early reading provision with other ITE providers at a Primary Strategy Conference. Recent feedback from a visiting Primary National Strategy literacy consultant was extremely positive. Identified strengths of the provision were:

- Acquisition of English subject knowledge prior to the course, with completion of an audit of current understanding. Follow up reading subject knowledge sessions with explicit links between subject knowledge and pedagogy. Formal assessment of knowledge and understanding.
- Pedagogy sessions exploring a range of planning, teaching and assessment materials relating to reading. Discrete phonics teaching sessions.
- Early reading tasks during school phases and the use of phonics observation prompts along with observation feedback to support a focus on improvement in teaching of early reading.
- Assignments which enable BSTs to read appropriate academic literature and reflect on and analyse practice in teaching reading.
- Personalised provision through optional development days, phonics surgeries and workshops.

We constantly seek to develop our Early Reading provision - to learn more please contact Carrie Ansell (c.ansell@bathspa.ac.uk)

PUT FACES TO NAMES - BSU ITE PARTNERSHIP CONTACTS

You are aware of the voices at the end of the phone but here are the faces and a rundown of the services they offer.

Alison Denning

Alison is the Initial Teacher Education Administration Manager. The role is diverse and includes operational responsibility for the work of the Partnership Office. She has a sound understanding of the education system and the needs of both Bath Spa Teachers and schools from ten years administration and management experience including working on the Reconceptualising Teacher Education project and in the Continuing Professional Development departments here at Bath Spa University .



Victoria Lum You is the Schools Liaison Officer at Bath Spa University, which means she communicates with our partner schools and arranges the school placements. Before joining the School of Education, she was a Secondary English teacher in Bristol so knows all about the hectic life of schools and means she is aware of the time and effort put into ITE by the dedicated staff at our partner schools.



Maggie Rideout is Secondary Partnership Administrator and maintains records of Bath Spa Teachers and Partner Schools and provides information, documentation and support to the University, the BSTs and to schools. Having achieved QTS and taught in local schools, she has an understanding of the needs of both schools and BSTs. Her years of working in education have taught her that you never stop learning!

Katie Payne and Cathy Flint

Katie and Cathy job-share the role of Primary Partnership Administrator. This is the first point of contact for schools, students and academics when arranging placements in primary schools and nursery settings for both PGCE and Undergraduate courses. Katie and Cathy have over thirty years work experience in sales and administration and, with seven children between them, a wide personal experience of the education system in Bath from Nursery school to Sixth-form college.



Katie Payne



Cathy Flint



Kim Tapper arranges accommodation and travel for BSTs for school phases and manages assignments and references. Her past experiences in administration includes roles working in different establishments such as PA to an architect, HMS Prison and a family run agricultural company.



Ana Bertolossi is responsible for data entry, sending references and other general administrative tasks at the Partnership Office. She is very flexible as although she is working at BSU as a part time administrator, she has been a lecturer in Modern Languages in Higher Education.

*The editor of Network News, Clare Furlonger (c.furlonger@bathspa.ac.uk), would appreciate any feedback on this first issue.
Please look out for Issue 2 in March 2011*