

WORKING IN PARTNERSHIP TO DEVELOP OUTSTANDING PRIMARY TEACHERS

Be part of our OUTSTANDING Partnership





The LJMU ITT Partnership

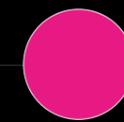
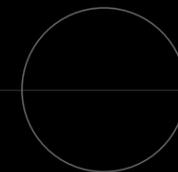
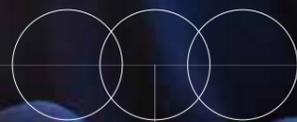
Liverpool John Moores University has a well established reputation for delivering innovative approaches to initial teacher education and ensures that schools play a key role in the Partnership. OFSTED said that:

“During the inspection, inspectors heard nothing but praise for the partnership and the high-quality trainees that it produces.”
(OFSTED January 2019).

OFSTED graded our Partnership as Outstanding, and said that it is “held in extremely high regard by school leaders. This is because it produces NQTs with the skills that they need to be highly effective teachers.”

Our ITT Strategic Development Board involves school leaders in helping to frame our response to the national agenda, and in ensuring that strategic decisions take account of schools’ views and needs. At an operational level, the Primary Partnership Committee gives representation to professional and subject mentors from schools in decisions affecting programme recruitment, design and delivery.

We are keen to welcome more primary schools and nursery settings to join the LJMU Partnership and ask only that they show commitment to helping our beginning teachers be the best they can be.



The key roles of schools

We know that genuine collaboration with school partners in recruitment, development and delivery of training is key to the success of our initial teacher education programmes. Schools are increasingly seeing the benefit of working with us to produce the next generation of outstanding teachers and we are committed to continue offering high quality support for placement-based training.



THE SCHOOL PERSPECTIVE

Our school Partners value the commitment we make to developing relationships and recognise the positive impact that working with LJMU can have.

“We truly feel valued by LJMU... this is through our interactions with all the staff at John Moores...you are always positive and that is before we think about the trainees themselves who are such good ambassadors for LJMU.

We certainly look forward to working with you next year. We work with all the local Universities and we're delighted with our growing partnership with LJMU.”

Adam Vasco, Deputy Headteacher, St Vincent de Paul Catholic Primary School

“St Michael in the Hamlet has a long history of commitment when working with LJMU students. Staff in the school welcome the students as they are always well prepared and know exactly what it is they need to do in order to successfully progress through the teacher standards during their placement. We find LJMU students to be positive, enthusiastic, co-operative and hard-working. They are excellent role models for promoting the values of further education and help to encourage pupils to take a responsible and conscientious attitude to their own work and study.”

Julie Millican, Professional Mentor, St Michael in the Hamlet Primary School

“We had some of your students in school this week for a choral celebration working alongside staff. Could you pass our thanks on to them? They were great and really got stuck in with what we were doing. We had the logistics of having a further 100 visiting children on site with us that day and the students helped brilliantly with transitions and with support in general. A real credit to you!”

Sharon Brady, Deputy Headteacher, Sudley Junior School

THE TRAINEE PERSPECTIVE

Our PGDE Primary trainees recognise that our schools' commitment to high quality training and support makes all the difference.

“I've loved all of it - it has all been a learning journey. Meetings with my Professional Mentor had the most significant impact on my teaching. He was supportive and kind throughout my placement.”

“I loved the chance to be part of the school and experience being a teacher properly. My mentors were amazing and gave outstanding support.”

“Working alongside the phonics co-ordinator to broaden my phonics knowledge and confidence was a great experience, as was working closely with parents and getting full responsibility for the class.”

“I have really valued the support given to me by my mentor and being able to observe outstanding practice. I was considered a member of the school team from the start, so was trusted and allowed to do all the things a normal teacher would.”

“Working with pupils with SEND both in SEN and mainstream settings enabled me to vastly improve my teaching and behaviour management strategies. I had the opportunity to teach children with diverse needs and a high proportion of EAL learners.”



Our Primary Postgraduate Diploma in Education Programme

LJMU is one of a small number of universities offering a Postgraduate Diploma in Education (PGDE) which has replaced our traditional PGCE programmes. Like a PGCE, the PGDE leads to Qualified Teacher Status, but incorporates 120 credits at Masters level within the training year, based on assessments that are closely linked to classroom practice. Our graduates are able to complete a Masters degree whilst in employment as a newly qualified teacher, enabling us to continue to support their development in the profession.

We are delighted to offer training in a range of age phases and specialisms.

For September, we are seeking placements in Partnership schools for trainees in the following:

- Primary General (5-11)
- Primary FS-KS1 (3-7)
- Primary General (Maths specialism)
- Primary General (PE specialism)

Our Postgraduate ‘Home School’ Training Model

All LJMU Postgraduate trainees are placed in a “Home School”. As a “Home School” you are able to take greater leadership and responsibility for your trainees, who will be with you from early September until June, apart from a 6 week block placement in an alternate school from January. This placement model allows schools to see the benefits of their investment in the early phases of training, as the trainees move towards independence in the later part of the year. Schools are increasingly choosing to work with LJMU because they welcome the positive impact our Home School model offers to trainees, staff and pupils.

Primary (General) trainees will need teaching experience in Key Stages 1 and 2, with PE and Maths specialists asked, in addition, to teach their area of specialism across the school, including intervention and enrichment. Primary (3-7) trainees gain experience in Key Stage 1, Nursery and Foundation Stage classes.

Training Phases

Phase 1 - Orientation

Following an induction in the first placement week, trainees should spend approximately: 30% of their time teaching (either leading or supporting), 30% supporting their classes, 20% observing good practice in other classes and 20% non-contact time. The focus is on the core subjects but observation of good practice in other subjects is welcomed.

Phase 2 - Consolidating and Developing Teaching and Learning

As a general guide trainees should spend approximately: 40% of their time teaching [using schools’ units of work to inform their planning of short sequences of lessons], 20% supporting teaching across the primary curriculum, 20% observing good practice and 20% non-contact time.

Phase 3 - Extending Teaching and Learning leading to Qualifying to Teach

Over the course of this 11-12 week placement, trainees should be working to assume the full role of the class teacher and taking increased responsibility for the planning of lessons and the assessment of the children in the classes they teach. They will work up to assuming responsibility of at least 60% of the teaching timetable which will include planning for guided sessions and any teaching assistants within any whole class lessons. Planning should also take account of any individual healthcare plans and other issues of diversity. In the final 4 weeks of placement, trainees may increase their teaching time to 80% [equivalent to that of an NQT] if the school-based mentor’s assessment of the student’s progress supports this and the decision is discussed with both the trainee and the University Liaison Tutor.

University Liaison Tutor support

Liaison tutors from LJMU will contact the school at an early stage to discuss expectations and will conduct scheduled visits to each mentor to support their work and monitor the trainees’ progress. The liaison tutors will also offer guidance and support to the Professional Mentor on programme organisation and evaluation, and will provide mentor training during the year as required.

Our model of liaison tutor support has helped schools to develop strong links with the LJMU Partnership and to improve the quality of school based training and mentoring. The University liaison tutor will work across all mentors in the school, focusing on supporting them in meeting the requirements of quality school provision.

Our Undergraduate BA (Hons) Primary Education (with QTS) programme

We carefully select around 60 students each year to train on our three year undergraduate degree, equipping them to teach the 5-11 age range. A cohort of this size enables us to get to know each student individually and to work closely with our partner schools to develop the student’s deep understanding of children, appropriate pedagogy and subject knowledge. Students also benefit from enhanced experiences of global and outdoor learning (through use of the innovative Forest School on our IM Marsh campus) and a focus on diminishing the differences in children’s educational achievements as a consequence of educational disadvantage or SEND.

Placement dates have been carefully designed in collaboration with schools in response to feedback and follow the pattern below:

| University student (Year of Programme) | Age-range required in school (base class) | Dates: Start - End |
|--|---|--|
| First year (Phase 1) | Key Stage 1 | Spring break – mid June (7 weeks) Paired placement |
| Second year (Phase 2) | Key Stage 2 | February half term - Spring break (8 weeks) |
| Third year (Phase 3) | Key Stage 1 or Key Stage 2 | October half term – February half term (12 weeks) |

Monday Placements for First Year Undergraduates

First Year students spend every Monday in groups volunteering in a school. We are very grateful to the schools who have generously offered this experience, some hosting up to 20 students each Monday. The schools involved have commented on the positive impact this experience has also had on their staff, and most importantly, their pupils.

“Monday placement has given me the opportunity to fully prepare myself for my block placement. I have friends doing Primary Education in different universities who would have loved this opportunity and always comment on how lucky I am.”

First year undergraduate student, 2017 cohort

If you would like your school to be involved next year, please contact us.

“When I began my degree at LJMU I arrived as a student, expecting to feel like a teacher upon completion of my first year. However, by taking advantage of a weekly work placement at a school I feel like a fledgling teacher from the outset. This opportunity has offered me a real, practical understanding of the daily demands of a teacher and the support I have been offered has been of great value.”

Mentor Training and Support

LJMU organises a comprehensive programme of mentor training and development events. A series of twilight meetings develop key skills in coaching and mentoring and can lead to certificated recognition. These include specific induction training for mentors new to our Partnership. In addition to core training, bespoke sessions address the specific requirements of each subject or develop a curriculum focus, such as supporting subject knowledge development.

Increasingly we are responding to schools' requests for in-house mentor training; this can normally be negotiated on an individual basis, to meet the needs of schools.

The LJMU Mentor Recognition programme has been designed to recognise and support the professional practice and effectiveness of teachers who are involved in mentoring ITT trainees on placements. Mentors who choose to do so can convert their Mentor Recognition into 20 Masters Level credits through RPEL [Recognition of Prior (Experiential) Learning].



Support for Struggling Students

LJMU has clearly defined policies and procedures to support schools on the rare occasions when students do not make the anticipated progress. Additional Support Framework procedures have been designed in discussion with schools and ensure that all those involved in training can support and monitor the trainee.

For further information visit:
www.itt-placement.com/section-a/poor-progress-and-at-risk.php

Support for Newly Qualified Teachers

At LJMU we recognise that our responsibility does not end at graduation. We offer support for trainees in their first year as an NQT. We provide our own Career Entry Profile for all of our graduates, to inform their development during induction.

We also offer the following support for NQTs:

- a programme of professional development events
- observation and consultation visits for NQTs who are struggling in their first post
- a programme leading to the completion of a Masters degree, the MA in Education Practice

We aim to extend our work to support NQTs over the coming years and hope that schools will work with us to make this a benefit for all. This remains a key goal of the ITT Partnership.

If you would like to discuss such opportunities further, please contact our Head of ITE, Jan Rowe: J.E.Rowe@ljmu.ac.uk



I feel privileged to be training for a career that not only fulfils me, but gives me the opportunity to help young people achieve their dreams.



Expectations of School-Based Mentors while Trainees are on Placement

- Hold a weekly meeting with each individual trainee to discuss progress, set and review targets and support the trainee in working towards targets.
- Help the trainee to evaluate evidence collated against the standards; support their planning, assessment and subject knowledge development and monitor the trainee's file on a regular basis.
- As appropriate to each placement, assess the trainee against the standards and ensure that the assessment is informed and supported by evidence.
- Support arrangements for the trainee's timetable, the training programme and monitoring/assessment procedures.
- Arrange opportunities for the trainee to observe and discuss good practice.
- Provide informal feedback on a regular basis from informal observations of the trainee.

- Carry out two formal lesson observations each week and provide written feedback using the LJMU lesson analysis pro-forma.
- Discuss trainee progress and give clear advice to the trainee about what they need to do in order to improve.
- In discussion with the trainee, complete the interim and final review forms, using evidence presented by the trainee.

Our dedicated ITT website contains all necessary guidance and documentation to support mentors in their role and our Work-Based Learning Team are on hand to provide further support and guidance. Profiles of individual trainees are sent to schools in advance of any placement.

For further information visit:
www.itt-placement.com



CPD and Masters Programmes



School Direct

School Direct is a route into teaching which is led by schools, working in close collaboration with Initial Teacher Education providers, such as LJMU. LJMU works with a number of Lead Schools across Merseyside as part of the School Direct initiative, and has established highly effective partnerships.

ljmu.ac.uk/schooldirectpartnerships

If your school is interested in exploring School Direct places please contact Jan Rowe, Head of ITE: J.E.Rowe@ljmu.ac.uk

Creating a Vibrant Partnership for ITT

Working in partnership enriches us all. At LJMU we are fully committed to working together to ensure the supply of a well-qualified, committed and socially engaged workforce able to take on the challenge of ensuring that all learners succeed. We take our responsibility of listening to schools seriously; involve our school partners strategically in all that we do, from recruitment and course design and development to the award of QTS.

We are delighted that OFSTED recognised our Primary Partnership provision as Outstanding in all areas and look forward to continuing from strength to strength, in collaboration with our wonderful school partners.

LJMU provides a range of CPD and masters level qualifications for school-based staff. These include:

- EdD Doctor of Education
- MA Education*
- MA Education Practice
- MA Inclusion, Special Educational Needs and Disability
- MA Leadership in Education
- SENCO Special Educational Needs Coordinator
- MQTVI Teaching Learners with a Visual Impairment
- Postgraduate Certificate in Mentoring and Coaching*

For further information visit:
www.ljmu.ac.uk/postgraduate

*Subject to validation

LJMU staff are keen to work with school-based colleague as this brings mutual benefits to all parties. This could be via supporting classroom-based enquiries and curriculum development or drawing on school expertise to enhance and enrich our provision by, for example, school colleagues contributing to University-based taught sessions.

If you would like to discuss CPD opportunities further, please contact Jane Rowe, Head of ITE:
J.E.Rowe@ljmu.ac.uk

LJMU Alumni Discount

LJMU Alumni may be eligible for a **20% fee reduction** on Masters degrees. Visit www.ljmu.ac.uk/alumni for the latest information and details.



CONTACT FOR FURTHER INFORMATION:

Karen Davies, Partnership Manager

T: +44(0) 151 231 5320

E: K.Davies@ljmu.ac.uk

W: ljmu.ac.uk/teach

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