

Dear Partner,

Welcome to our LASL update for Autumn term- November 2022

ITT news

Placements for SECONDARY student teachers

We are still on the lookout for placements in south Cumbria, Penrith and Carlisle for:

To start: SEP Phase (second placement)- Monday, 23rd January 2023 to Friday, 16th June 2023

If you are able to offer a placement to these students, please contact

Daniel.Dennis@cumbria.ac.uk

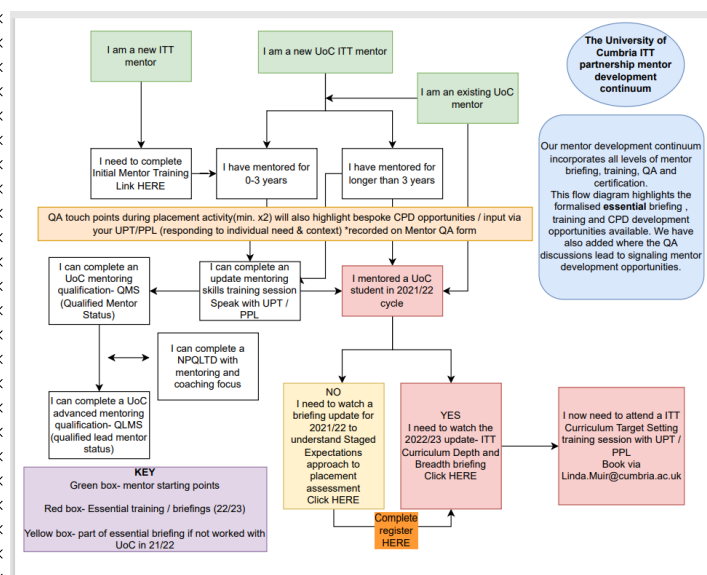
Target setting guidance

Update has been made to Primary & EYFS target setting guidance

This can now be accessed [HERE](#)

Mentor Training curriculum (Continuum) Primary:

[Our mentor development programme](#) forms a continuum, ranging from centrally run formalised training programmes, to bespoke 1:1 meetings between mentor and university staff, and covers mentors with a range of experience, from those at the earliest stages of their mentoring journey, to those who have a little experience (and who may have received some training with the University of Cumbria or another institution some time ago) through to highly experienced mentors who have a wealth of skills but who may need an update on changes to paperwork and processes. The flowchart here outlines the varying options that a mentor should take part in.



Click picture to take you to document

Mentor training curriculum (Secondary)

[Mentor Training Resource](#)

This training resource has been developed to provide guidance and support for all our mentors working across the partnership together to support our University of Cumbria Secondary PGCE trainees in their development as teachers and their progress towards QTS.

As an integral part of the partnership, you, as a mentor (either Professional or Subject) perform a key role in the progress and development of our trainees. Indeed Wright (2010, p1) states...

"Mentoring is a crucial process. The training of teachers drives the quality of the education service, and the mentor is at the heart of that training. While other components vary according to the training scheme, the centrality of the mentor is constant. (They) have a relationship with the trainee that no one else can equal and (their) influence is the major determiner of the success, nature and quality of the new teacher".





In order to perform this key role, it is important that mentors are furnished with what you require to be able to support our trainees.

This resource aims to provide mentors with everything they need as well as crucial information about how the Secondary PGCE programme functions and how we assess trainees against our curriculum formatively, using timely and appropriate target setting to ensure development and progress.

Purposefully Integrated Curriculum for ITT- Key terminology (Primary)- reminder...

- **Core Content Framework-** the core, minimum, entitlement of knowledge & skills for any ITT programme in England

- **ITT Curriculum breadth & depth-** The breadth of the curriculum can be seen in: Course overview & Staged Expectations ; The depth of the curriculum can be seen in: Knowledge Organisers; and Curriculum sequence steps can be accessed through university staff if required. (UPTs)

			
<p>Top level course documents- inc. Programme specification & module descriptor forms.</p> <p>We display this overview to you as a grid of the modules and sequence throughout the Programme- 'course overview'</p>	<p>The progression of the ITT Curriculum.</p> <p>We display this to you as the 'Staged Expectations'</p> <p>These give you a clarity of what modules broad content and subjects have occurred and how they relate to the staged expectation- the point at which most students will be at the end of the</p>	<p>We display these to you as 'Knowledge Organisers'</p> <p>New for 2022/23 You will be able to click through any module or subject link in the staged expectations to discover the depth of the curriculum learnt by the point in the training.</p>	<p>Session steps of knowledge & Sequence</p> <p>This can be accessed through your UPT where you feel it useful to have a session-by-session sequence of knowledge & skills build in a module or subject area. They contain a deeper explanation of the sequence between sessions and why we chose to teach these modules and subjects in the way we do.</p>

- **Ambitious Curriculum- 'Challenging Disadvantage together'.**- An embodiment of the high expectations of our ITE provision that goes above and beyond the Core Content Framework. Then encompasses a core domain of ITT learning at University of Cumbria, 'Challenging Disadvantage together'.

Definition- Ofsted's (2016, p.12) definition of disadvantage as pupils who are 'those vulnerable to lower educational achievement, poor health and well-being and a reduced chance of leading a successful and fulfilling life'.

All ITT students are asked to explore how disadvantage is challenged in each placement setting. Track PP children as part of pupil profiling and are taught how regional approaches to dismantling disadvantaged are covered.

- **Essential Knowledge-** The ITT curriculum laid out in: Composite (the journey/ build of knowledge) and Component (the pieces of knowledge). It explores the 'what the student's 'will have learnt' and 'will have learned how to'. Our placements ask them to work on developing their enactment of this essential knowledge / learning within the context they are placed.
- **Staged Expectation-** The University of Cumbria-Institute of Education have developed partnership assessment processes to ensure they build on student progress from phase to phase of placement experience (Staged Expectations).

Ongoing formative feedback & high-quality targets leads to progress.

Summative moments at end of Beginning & Developing placements allows assessment of progress that we expect most students to have achieved during the phase of placement. (Staged Expectation)

- ✓ Student teachers (trainees) are on a journey in their learning to become a teacher
- ✓ The staged expectations act as progress way markers towards the 'end point assessment'
- ✓ The staged expectations are derived from the ITT curriculums, i.e. the things they cover before each phase of placement.
- ✓ The breadth of the ITT curriculum is outlined at the top level in our assessment grids (the modules and subjects covered- with composite knowledge outlined)- Column 3.
- ✓ Student teachers have 2 types of learning- **(knowledge) 'learn that' & (skills) 'learn how to'**.
- ✓ Component information about ITT curriculum is seen in 'Knowledge organisers'- within assessment guidance.
- ✓ Progress on placement should be seen through high quality targets (built from the curriculum) and reflective weekly reviews.
- ✓ In order that our trainees remember more of what they have learnt and that you as expert colleagues (mentors)
- **End Point assessment-** It is only at the final (Extending placement) that students will be summatively assessed against the national Teachers' Standards; ITT curriculums in full can still be access and used to remember knowledge learnt & oversee progress. EPA also extends ITT trainees learning with 'exceeding' column derived from the Early Career Framework.
- **Inclusive & Adaptive planning / teaching-** "adapt teaching to respond to the strengths and needs of all pupils"
Learn that:
 - ✓ Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.
 - ✓ Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.
 - ✓ Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.
 Learn how to:
 - ✓ Develop an understanding of different pupil needs, including by identifying pupils who need new content further broken down, using formative assessment and working closely with other expert colleagues.
 - ✓ Provide opportunity for all pupils to experience success, including by maintaining high expectations for all and making effective use of other adults.
 - ✓ Meet individual needs without creating unnecessary workload,

- **Quality First Teaching-** Quality First Teaching is about what should be on offer for all children: the effective inclusion of all pupils in high-quality, every day, personalised teaching.
- **Declarative/procedural knowledge.**

Declarative knowledge	Knowing what – subject specific concepts and detailed content 'Learn that'
Procedural knowledge	Knowing how to do something, or how something is done 'Learn how to'

- **Substantive/ disciplinary knowledge**

Substantive knowledge	The core, essential knowledge that we want to teach within each subject discipline; informed by relevant evidence & research.
Disciplinary knowledge	How that knowledge was generated, chosen and sequenced. <ul style="list-style-type: none"> • Pedagogical & Subject knowledge. • Drawn from declarative & procedural knowledge base.

University Of Cumbria News:



SUPPORT FOR UNIVERSITY CAMPUS PROJECT

The vision of harnessing the power of education to transform lives in a recognised higher education (HE) 'cold spot' has taken a major step forward. Members of Barrow Borough Council's planning committee have agreed to support the principle of a multi-million pound higher education campus in the town, proposals driven by the University of Cumbria as part of the #BrilliantBarrow Town Deal.

Posted on Wednesday, October 5, 2022

Tagged [Research](#), [Strategic Developments](#)



PHOTOGRAPHY AND GREEN SPACE – CAN THEY POSITIVELY IMPACT MENTAL HEALTH?

Bradley Brook is a new outdoor photography exhibition by Institute of Arts academic Tristan Poyser, exploring our relationship with nature and the benefit to our mental health and wellbeing.

Posted on Thursday, September 29, 2022

Tagged [Carlisle](#), [Health and Wellbeing](#), [Media Arts](#), [Research](#)



The University of Cumbria is growing its academic provision; A new Institute of Engineering, Computing and Advanced Manufacturing will be based at the university's campus proposed for Barrow-in-Furness, an industrial location with strengths in manufacturing, sub-sea and renewable energy.

Academics and employers are co-creating programmes of study for the institute, aligning, initially, to advanced manufacturing and computing. In addition, the university's existing Institute of Business, Industry and Leadership is devising programmes in areas including supply chain and logistics, business and Project Management.

Two new senior appointments have been made to lead the Institute of Engineering, Computing and Advanced Manufacturing, including research and technology, and engage with industry, employers and stakeholders. Professor Jill Stewart takes up the role of Director of the Institute in February 2023 while Professor Paul Stewart is joining as Professor of Engineering and Advanced Manufacturing.

The Derbyshire-based Chartered Engineers are both Fellows of the Higher Education Academy and the Institution of Mechanical Engineers. The award-winning academics have a wealth of specialist engineering expertise in the areas of Electronic, Control and Digital Systems Engineering; as well as extensive experience in collaborative research partnerships including Siemens Energy, Airbus and Rolls-Royce.

Establishing the new academic institute builds upon the University of Cumbria's existing partnership with BAE Systems, which is focused on meeting its long-term skills needs in advanced manufacturing, digital and leadership, in addition to developing collaborative research programmes focusing on Digital Engineering.

Tackling needs arising from an ageing population in the region, as well as skills and productivity gaps, the university is also working with Lancaster University, Furness College and others to provide wider opportunities and progression into and through further and higher education.

The university campus plan is central to the [Barrow Learning Quarter](#) (BLQ) that is described as a once-in-a-generation opportunity to transform education in the area. The BLQ is one of seven transformative projects for Barrow receiving significant funding from the government's Town Deal.

University of Cumbria Open Days & Events:

Plenty of University of Cumbria events are now in the diary- see link below.

Your Cumbria experience isn't just about lectures and seminars, and it doesn't just start when you get here. Whether you're looking to get to know us better before you've even applied, or to enrich your student experience, we have university events to suit everyone.

From Open Days to Masterclasses, Careers Events and Exhibitions, our events calendar is stacked full of opportunities for you to benefit from and enjoy.

Take tours of our campuses and accommodation, meet potential future employers and industry experts, or take virtual and in-person classes in new and exciting trending topics; whatever event you're looking for, we aim to provide it



[FUSEHILL STREET CAMPUS TOUR](#) [22 NOV-01 DEC 2022 | 1:00 PM-2:00 PM](#) [CAMPUS TOURS | CARLISLE FUSEHILL](#)

Explore our unique facilities and meet students currently studying at our Fusehill Street campus in Carlisle.

[Learn More](#)



[PGCE ONLINE \(NON-QTS\) VIRTUAL OPEN](#) [EVENT \(29TH NOVEMBER\)](#) [29 NOV 2022 | 5:30 PM-6:30 PM](#) [OPEN DAYS | ONLINE](#)

Do you work in an educational setting based anywhere in the world? Would you like to find out more about our fully online PGCE non-QTS? Then attend one of our open sessions in order to find out more.

[Learn More](#)



[MAKING A DIFFERENCE TO YOUNG PEOPLE'S MENTAL HEALTH AND WELLBEING](#)

[23 NOV 2022 | 4:00 PM-5:00 PM](#)
[MASTERCLASSES | ONLINE](#)

The mental health crisis in the UK and globally is ever increasing, with increased stress on young people, a more prevalent awareness of global events, and the long-lasting effects of having lived through a global pandemic.

[Learn More](#)



[TACKLING INEQUALITIES IN HEALTH AND WELL-BEING IN OUR COMMUNITIES](#)

[07 DEC 2022 | 1:00 PM-3:00 PM](#)
[MASTERCLASSES | LANCASTER](#)

This masterclass will be beneficial to provide an insight into developing university level critical thinking skills, and to consider your role in tackling health and well-being inequalities in society.

[Learn More](#)



[CHARLOTTE MASON'S DESIGN FOR](#) [EDUCATION: AN ENDURING LEGACY FOR](#) [TODAY?](#)

[19-21 JUL 2023 | 3:00 PM-9:00 PM](#)
[CONFERENCES | AMBLESIDE](#)

Join with elementary, secondary, and post-secondary school, homeschool, and university educators, researchers, and other academics and practitioners as together we uncover the relevance of Mason's design for education today.

CPD:

Opportunities for Continued Professional Development, with accreditation, in the IoE -
<https://www.cumbria.ac.uk/study/courses/cpd-and-short-courses/education/>

- MAEPP - fully online master's provision- Upgrade your teaching with an MA in Education Professional Practice. Investigate a wide range of educational issues and become an expert in your field, at a flexible pace through the ease of online learning. Develop your professional skills by applying current experience to deeper theoretical learning. What's more, with a menu of focused modules you can customise the programme to your own practice and interests. [Apply Now](#)
- PGCE (Non QTS) -fully online provision
<https://www.cumbria.ac.uk/pgce-online/>
- QTS Direct AO route into teaching
<https://www.cumbria.ac.uk/study/academic-departments/institute-of-education/qts-direct-assessment-only-route/>

Research opportunities:



WHAT A RESEARCH DEGREE MEANS FOR YOU

Be a part of The Graduate School at the University of Cumbria as a PhD Research student. Join a focussed and friendly group who will guide and support you through every step of your PhD journey.

By choosing to study a PhD, you will be making world changing discoveries within your subject area and working with experts to achieve your goals. As you come to an end of your studies, our PhD supervisors will help prepare you for your future whether you delve deeper into your subject or explore a career outside of academia.

Our planning resources and tools below will help you to enhance your experience at Cumbria.

Please don't hesitate to contact us with any questions by emailing our team via graduateschool@cumbria.ac.uk.

As ever a huge thanks for your ongoing support of The University of Cumbria.

We trust you will all have a merry and safe Christmas and new year as the term ends.

Patrick Freeman

Placement Liaison Manager- Institute of Education - Patrick.Freeman@cumbria.ac.uk

University of Cumbria, Institute of Education Leadership Team

Thank you for working in partnership with the University of Cumbria once again.

On this page you can access our online ITT placements offers pack for the academic year 2022/23

Please click **here** to make and submit your offers for the academic year.

Should you have any queries please do not hesitate to discuss these with your University Partnership Tutor (UPT) or by contacting your local Placement Unit on the details below.

Primary: [Primary Placement Calendar](#)

STAY FOCUSED. GO FAR. WE'VE GOT YOU.

You don't have to go further to go far.
It only takes a few hours to change your life.