

**Primary Schools Partnership
May Newsletter**



20
26

A message from our Deputy Dean

Dear colleagues,

I hope you are all well and coping with the demands that the summer term brings. As ever we thank you for the difference you make in helping the students realise their ambition of becoming teachers.

There is an interesting article from Clare Routledge in Schools Week ('Fixing the teacher pipeline means looking at the joints, not just the flow', 7/5/26). The article looks at why approximately a quarter of people who qualify as teachers don't go on to take up a post in a state school.

The research, funded by the Gatsby Foundation, rejects the idea that new teachers are attracted to teaching by primarily altruistic motives and instead says that people thinking about teaching careers are driven by pay and hours. It also rejects the idea that people are put off by the 'reality shock' of teaching, when their expectations come up against what classrooms are actually like. Instead, it says that the reasons people don't teach in state schools are idiosyncratic e.g., illness, family issues, visa issues. The article concludes by saying that 'the gap between qualifying and entering may have less to do with teaching itself and more to do with the messy realities of life during the transition [into teaching].'

At Roehampton, we have looked at why students do not complete the course. When we examine case studies, the reasons are often many and varied and defy easy categorisation. Our mentors and wider support services are excellent at supporting students with the 'messy realities of life'. There is a limit to the support that we can realistically offer but the support that is available does help many students to overcome challenges and manage the transitions required to become teachers.

The article is helpful in considering the issue of teachers' reasons for entering the profession. It seems to ignore how many people enter teaching in independent schools and/or teach abroad.

Best Wishes,

Matthew Sossick

Introduction

This month we celebrate the continued collaboration, creativity, and commitment across our partnership community. Inside, you will find updates on research, professional development opportunities, literacy initiatives, sustainability projects, and subject-specific resources designed to support both teachers and pupils.



A reminder, that if you have something you would like to share, or would like more information on what to share, please email Emily Rotchell e.rotchell@roehampton.ac.uk

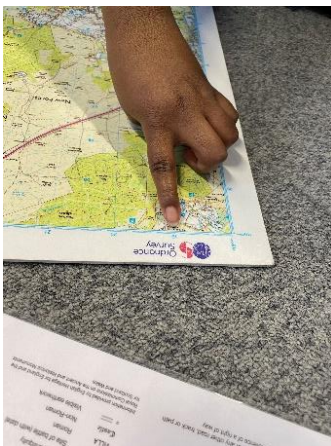
Digimap for Schools training offer

If your school subscribes to Digimap for Schools, did you know you can get free training for your staff?

Digimap for Schools gives learners a fantastic opportunity to explore global digital mapping and enhance the teaching of geography. Our training sessions provide expert guidance on getting the best from the service, with hands-on participation for attendees of how Digimap can be used across the Key Stages.

Sessions can be delivered in person or online and work well as a twilight CPD slot:

- Approx. 90 minutes
- Hands-on participation and classroom-ready ideas
- Examples and suggestions for use in geography and cross curricula ideas
- Ideal for a staff meeting or twilight CPD session



If you are a subscriber and can gather around 15 teachers, or you'd simply like more information, please get in touch to arrange a session. Darren Bailey, Education Manager Ordnance Survey–

darren.bailey@os.uk



Sustainability in Primary Education

Curriculum CPD Online



Hear insights into what our students think



See what we are doing at Roehampton



Learn what you can do in your schools to develop



**Wednesday 8th July
4–5:15pm**



For schools, teachers and Lead Mentors
The first in a series of CPD and discussion sessions in 2026-7 supporting a focus on the future of our city, our landscapes and the planet

[**Sign-up here**](#)

Educational Doctoral Research Conference

On Saturday 25th April Roehampton University hosted its seventh annual doctoral research conference: Educational Research in Troubled Times, bringing together a vibrant community of emerging scholars, experienced academics, and—most importantly PhD students shaping the future of education. This year’s event showcased the work of a diverse group of PhD students, each tackling challenging issues. These included projects related to transnational mentoring, children’s moral agency and ways to increase the number of young people with SEND gaining employment through ‘pre-supported internships.’ Their presentations offered not only insight but inspiration, reminding us that research is not an abstract exercise; it is a powerful tool for change.



For teachers attending the conference, the message was clear: educational research needs your voice. In times marked by rapid policy shifts, rising pressures on schools, and widening social challenges, the profession benefits enormously from practitioners who are willing to step back, investigate, and contribute new knowledge. A PhD is not simply an academic credential; it is a structured opportunity to explore the questions that matter most to you and your students.

Research thrives in communities. The conference created a space where ideas were shared, explained, justified and challenged. Roehampton's research culture is built on collaboration, critical reflection, and a shared belief that education can—and must—respond thoughtfully to the complexities of our times.

If you have ever found yourself wondering *why* something works the way it does in your classroom, questioning a policy that doesn't quite fit your context, or imagining a better way forward, you may have the starting point for a fascinating study. A PhD gives you the tools to pursue your area of interest with the support of a supervisory team. The challenges facing education today are real, but so is the potential for transformation. Further details about the PhD (Prof) can be found [here](#). If you would like an informal conversation about the course, please contact: nicola.treby@roehampton.ac.uk

Thank you to Dr Nicola Treby and Dr Lorella Terzi for organising the conference

Library Spotlight on: National Year of Reading – Stevie Russell

The Library's [Spotlight post for May](#) featured events and resources in support of 2026 being designated [National Year of Reading](#) (NYR).



This sculpture by Brian Alabaster of his son Sam, who has Down syndrome, enjoying a book with his grandfather, can be seen outside Queen Mary's Hospital, Roehampton.

We took this opportunity to promote the various sources of leisure reading (and viewing) provided for Roehampton University members, such as the [Libby](#) app for eBooks and audiobooks. For non-Roehampton staff, Libby is also available via your local public library - as is [Kanopy](#), our film streaming platform.

If you are a teacher supporting our students, you can join the university library and use the physical collections (but not, unfortunately, our online resources). This includes access to our Leisure reading collection, [School Experience Collection](#) of children's books, and much more!

The library also has some wonderful displays featuring library staff picks for leisure reading, and statements from various university colleagues about their favourite books and what reading means to them. Come and have a look if you can!



We were delighted to host some of the #GetRoeReading events organised by staff in the School of Education and The School of Arts, Humanities, and Social Sciences (AHSS). On 15th May, author Sabine Little enthralled a gaggle of Year 2 school children with a multilingual storytelling workshop in the cosy surroundings of our School Experience Collection (SEC). Sabine wrote a new story exclusively for this event, with themes of multilingualism and welcome at its heart. The children then worked together to make their very own Quilt of Welcome, featuring welcoming words in each of their family's languages. As it happens, the SEC also features multilingual books for children – see [here for a list of these](#).

[these](#).



Sabine Little enthralling the children with her storytelling



Children's greetings in Romanian and Amharic

Other #GetRoeReading events included a special webinar with Darren Shan, author of the Cirque du Freak series (and a Creative Writing alumnus of Roehampton), and a Q&A and panel session with author Sabine Durrant and current Roehampton creative writing students.

The lovely Hive café on campus is running a “mystery book nook” fundraiser, where for £3 you can choose a hidden book from a brief description on the wrapper. Who knows what literary treasure you might discover – and the coffee is great!

We also had a chat with Dr Ian Kinane, who teaches English Literature and Creative Writing at the university and organised some of the above events. We hope that his thoughtful insight inspires you to read for fun this year and beyond.

Question: What inspired you to work on National Year of Reading?

Answer: Our Head of School drew it to my attention and asked if I'd lead on it, which I was happy to. I love planning and organising events and working with colleagues to make things happen. Reading is/has always been important to me, but I notice that fewer people seem to be doing it for pleasure. There are all sorts of reasons for this - from changes to the GCSE curriculum at government level to the fierce competition for our attention posed by social media.

The #GetRoeReading campaign, which we have organised as part of the National Year of Reading 2026, puts reading for pleasure front and centre within our university community. We have a mixture of events, including special guests such as the author Darren Shan (an ex-Roehampton student); a Q&A with Royal Literary Fellow Sabine Durrant and both current and former Roehampton writers; a mystery book + coffee date in The Hive; as well as a book talk takeover of the Roey Grad Podcast. It all takes place during the week of 11-15 May. Watch out for details which will be posted around campus soon.

Q: What do you look for in a book?

A: It depends on what I'm in the mood for. If I'm looking for something atmospheric, I might read [Emma Stonex's The Lamplighters](#). If I'm in need of beguilement, I allow myself to be ensnared again and again by [John Fowles' The Magus](#). If I'm feeling mysterious, I seek out [Susannah Clarke's Piranesi](#) or [Eleanor Catton's The Luminaries](#). If I'm feeling either sentimental or existential, I reach for [Philip Pullman's His Dark Materials](#). If I want to be taken away on an epic journey, I'll stop over with [Tolkien](#). And if I'm looking for something short and perfect, I'll flick through [Adolfo Bioy Casares' The Invention of Morel](#).

Q: Is there a collection or area in the library that is your favourite?

A: Sometimes it's nice to get out of the office and hunker down in the Library. If I'm working, I always prefer the silent study room on the third floor, with those brilliant views of greater London. If I'm reading for pleasure, then I much prefer the Library café with its comfortable couches and high windows. That, or those high-backed chairs that are dotted around the place. Perfect for hiding away with a book!

Q: If you could be any genre what would you be and why?

A: Something hybrid, so I wouldn't feel constrained. So, perhaps, [speculative fiction](#). Is "lapsed Catholic" a genre? If so, then probably that.

Welcome to the Roost



We are excited to share the arrival of our brand new chicken coop. A big thank you to the maintenance team who have created an improved, large, safe and comfortable abode for our chickens to enjoy. This project would not have been possible without the support and hard work of everyone who contributed their time, ideas, and effort. We would like to thank all those who helped make the new coop a reality.

Growhampton always is keen for new chicken volunteers to join the flock. You can volunteer 365 days a year through a flexible online sign-up system. Training takes one hour and a volunteer group chat and Growhampton staff member are always there to support. Plus, there's a free egg or Hive refreshment. Contact growhampton@roehampton.ac.uk to sign up. You can also sign up as a group leader if you would like to bring pupils along to help out too, please email the address above to discuss this option further. Families are also welcome to volunteer.



Before and After images of the chicken coop.

Thanks to Hillary Nevyjel and Grace Ward for the photographs. Thank you to the fantastic maintenance team for building our new chicken coop.

Emotionally Healthy Schools Pledge

An exciting new initiative has been launched by a coalition of education and health professionals, politicians, and young people in association with the Therapy and Social Change Network. The campaign calls on the UK government to make urgent changes to address punitive behavioural policies in schools and genuinely embed an education system that is compassionate, equitable, and designed to meet the diverse needs of all children and young people. To find out more about the campaign and to pledge your commitment to Emotionally Healthy Schools, visit the website: <https://emotionally-healthy-schools.org/>.

The campaign website includes essential information, latest developments, and details of upcoming activities and events. We intend to keep the content informed by all the key stakeholder groups. On that note, we are inviting thoughts and comments about what to include on the 'teacher section' of the website to make this an effective channel for teacher voice. If you would like to share your views, please email: michelle.jayman@roehampton.ac.uk

The National Festival of Fieldwork: June 2026

The National Festival of Fieldwork was established by the Geographical Association to encourage schools to take geography learning outside the classroom and promote the value of fieldwork. The festival began in 2022 as a week-long celebration of fieldwork and has since grown into a month-long national event held each June.

The Geographical Association's National Festival of Fieldwork encourages schools to take learning outdoors and take part in geographical fieldwork activities during June. Open to all schools and free to join, the festival highlights the importance of fieldwork in helping children develop geographical knowledge, practical skills and a deeper understanding of the world around them.

Schools can take part in a variety of activities in school grounds, local areas or further afield, with resources and ideas available for primary and beyond. Activities include investigating habitats, exploring local landscapes, studying traffic issues and observing environmental features.

The festival also provides schools with access to free resources, activity ideas and certificates of participation to celebrate pupils' involvement.

See <https://geography.org.uk/national-fieldwork/> for more information

Would you like to trial some Music Lesson Plans? (KS2 Years 3-4 or Years 5-6). Suitable for non-music specialists.

Who is organising and funding the research?

Spaces for teaching

Some lessons are intended to be taught in an outdoor space though most could take place indoors and have different listening outcomes. The best teaching space for each session will be highlighted by an image in the top corner of each lesson.



Classroom



Outside space

Amanda Bayley (Lead Researcher and Prof of Music): <https://www.bathspa.ac.uk/our-people/amanda-bayley/> received funding from a Bath Spa University Knowledge Exchange Innovation fund to develop Key Stage 2 Music lesson plans between February and July 2026. Amanda is working in consultation with Joanna Gill (a primary music teacher in Oxfordshire), and a third-year BA Music student are writing the lesson plans. Jo previously trialled UCL primary music modules and was on their Advisory Board for [Teaching for Sustainable Futures](#) as part of the [UCL Centre for Climate Change and Sustainability Education](#).

KS2 music lesson plans based on listening to nature, have been devised for primary school class teachers. They have been derived from the resources produced in the [Hear Water](#) project Amanda led in 2023-24, funded by an Arts and Humanities Research Council Impact Accelerator Award, in collaboration with Kathy

Hinde, Matthew Olden, Jill Parsons, and Ian Thornhill.

There are:

- Six weeks of lessons for year 3/4 classes focusing on developing listening skills, listening in nature, describing sounds using musical vocabulary and representing sounds with symbols.
- Six weeks of lessons for year 5/6 classes focused on water. Activities will include listening to and recording water sounds in nature (either 'live' or via recordings), using music technology to compose with these recorded sounds, and creating graphic scores.

What is the aim of the research?

To produce high quality music lesson plans, that will be used nationally and hosted by the National Education Nature Park from August/September 2026. Lesson plans are in line with the national curriculum for music and are suitable for classroom teachers who are not music specialists. An additional aim is to discover what can be achieved by integrating science, art and music disciplines to produce a suite of listening-focused lesson plans with an approach to climate change education that transcends traditional subject boundaries. The KS2 music lesson plans respond to the recognition of the importance of climate change and sustainability education in the final report of the Curriculum and Assessment Review (CAR) (<https://www.gov.uk/government/publications/curriculum-and-assessment-review-final-report>, 5 November 2025).

We are seeking teachers' anonymous feedback on KS2 music lesson plans through a short online survey. We are interested in what they learnt, what they (and their students) liked or

disliked, and how it might help teachers to develop further environmental and music compositional or creative activities.

Data collected will be used for the purpose of capturing feedback on the activities in order to improve the quality and accessibility of the final lesson plans that will be submitted to the National Education Nature Park to undergo their quality assurance processes.

If you are interested in taking part, please email Amanda for a consent form and lesson plans a.bayley@bathspa.ac.uk

How many people can say they have stood inside the House of Commons?

This Monday (18th May) BA1 and BA2 Primary Education with QTS students had the wonderful and extremely insightful opportunity to visit the Palace of Westminster for a guided tour and professional training on how teachers can use visits to Parliament to enrich children's learning. Our tour guides, Dave and Ciya, made the experience both engaging and informative as they shared the history of Parliament and explained how the UK parliamentary system works today.



The visit highlighted the importance of children experiencing Parliament first-hand. Seeing where laws are debated and decisions are made helps bring learning to life in a way that cannot always be achieved in the classroom alone. Visits such as these can inspire children to develop stronger questioning and critical thinking skills, while also deepening their understanding of British values such as democracy, mutual respect, and individual liberty. Children can even explore and debate the structure of Parliament itself, encouraging them to think critically about society and how change can happen.

As a trainee teacher, I am passionate about children gaining a more holistic education that enables them to become active, vocal, and engaged citizens in the future. This passion has inspired me to become involved in campaigns such as Lost Lessons, which focuses on decolonising the curriculum, and YoungMinds' Missing the Mark campaign, which advocates for changes to the exam system to relieve pressure on students.

Through both campaigns, I had the privilege of attending and chairing events in Parliament.

Visiting Parliament again as a trainee teacher gave me a deeper understanding of the technicalities behind how Parliament operates, while also reinforcing how beneficial these experiences can be for children. It was an inspiring day that reminded us of the power education has in shaping informed and confident future citizens.

Dinah Owiredu *BA Primary Education QTS – Year 2*

Froebel Travelling Tutor

Amanda Burton-Smith

In my role as a Froebel Travelling Tutor, I attend events that connect me with other Froebelian thinkers for mutual, shared learning and the development of professional links. Friedrich Froebel based his pedagogy on a principle described by the Froebel Trust as 'Unity and Connectedness'. The idea that every living thing is made of parts and forms part of a broader entity, with the universe as the broadest parameter, underpins much of the Froebelian approach to education, teaching and learning at any age.

The theme of the 10th gathering of the Froebel Network was 'Connecting Through Nature'. The event was held at the University of Roehampton, which was fitting, not purely in linking for me as a Lead Mentor working with the Primary Partnership team, but more significantly as the home of the Froebel College where the Froebel Educational Institute moved to from Colet Gardens in 1922.

The event was attended by Professor Tina Bruce who trained as a teacher with the Froebel Institute and went on to lead the Froebel Nursery Research School at Froebel College. She has written many texts about early childhood care and education, with an emphasis on play, inspiring many generations of early years educators, which continues today.

A fascinating array of authors and speakers shared their knowledge and ideas of how connecting through nature can positively impact people and the planet when humans accept themselves as part of nature.

On our nature walk along the bank of Froebel Lake, we looked for shapes, patterns and colours in nature around the campus, taking time to notice and to wonder why nature sets it forms the way it does. We created characters from nature to play roles in our stories, as parakeets screeched in the green trees against a blue sky, while the parents of the Egyptian goslings kept a watchful eye.

Through the day, we learned about how education is inspired through nature, hearing how Rosalie Lulham led the students in nature study at Roehampton. Representatives of Froebel Networks from Wales and Scotland who attended in person shared news of how their networks have been developing and sharing information relating to the Froebel approach. It was interesting to hear the approach has relevance alongside existing education frameworks in Scotland and Wales. Froebel tutors from New Zealand and South Africa enlightened us about the connections between ancestry, culture, environment and wildlife in their homelands.

It was good to spend a day learning, reflecting and evolving as a group of interested educators, embracing nature as the provider of so much life, knowledge and beauty evident on campus at the University of Roehampton.

On 19th May I was delighted to attend the Enriching the Curriculum Conference at Froebel College in University of Roehampton. Hearing from Darla-Jane Gilroy about the ground-breaking achievements of her mother Beryl Gilroy, author of the book, *Black Teacher* was inspirational to the point of emotional. Beryl was a woman of determination and courage to become a teacher and the first black Headteacher in London, facing discrimination that would be contested and illegal today. Images of the love and nurture she showed children brought to

life just how much the role mattered to Beryl who went on to inspire generations of children and their teachers.

From a wide menu of options, I attended two workshops, which were both informative and interesting, understanding how the environment can enable children to thrive and how 'flow' can be enabled or disabled according to the attitude and perceptions we bring to our judgments as educators. It was fascinating to learn from the lived experience and research of others.

Over lunch, I spoke to presenters from ZSL London Zoo Learning Team about their work with teachers, of which I had been previously unaware. The range of other presenters spanned a breadth of curricular and career pathways. Overall, the day inspired a diverse and inclusive approach to educating future generations to respect each other and the universe they share with the rest of the living world, of which Froebelian would remind us, we are just a tiny, but important part.

Latest Article from The Froebel Archives – [Link Newsletter 1928](#), pp. 56-57 (we will be sharing articles from the archive newsletter bi-monthly from September). Good Foundations?

Warning! *This article contains historical language and descriptions related to poverty, illness, disability, and social conditions that may be distressing or offensive to some readers. It includes outdated and ableist terminology reflective of the period in which it was written and does not reflect our current values or language standards.*

The Link 1928, pp. 56-57.

GOOD FOUNDATIONS?

It is the business of intelligent members of society to reconsider from time to time the foundations on which their society is built, at least from the angle at which they happen to stand. As education students, we should be more especially fitted to look critically at the foundations of education, and, as specialists, to influence public opinion in such a way as to change the existing systems, if need be, to fit changing conditions.

On what foundations are we teachers expected to build? Some of us are fortunate enough to be building on foundations of sound health, clean heredity, happiness and pre-school culture, but we are sadly in the minority. I venture to affirm that the far greater number of teachers in London, to speak as I know, are building on the shakiest of foundations.

Miss MacMillan, with her wide experience and large view of life gives her opinion that the primary foundation of education is good health, which is just what the masses of London children lack. This apparently sweeping statement can be justified. The reports of medical officers for 1927 is startling. In Deptford and Islington, the percentage of children under two who are suffering from rickets is 80 per cent. —four-fifths of the population crippled, stunted, weakened in body and will-power now and for their whole life! In Greenwich, 90 per cent, of the children under two years are in the same terrible plight. Rickets is one of the commonest but not the only scourge of the slums. Tuberculosis, rheumatism and skin diseases are rife, to name only bodily diseases. This is the foundation on which the greater number of our fellow-teachers have to build.

If we have imagination and have ever visited these wide-spread plague areas of our city with open eyes, we cannot help but be troubled. This is not enough. Unless feeling results in action, we are told, it is positively dangerous. It is certainly dangerous to the hope of social reconstruction. How can we act, what must we do? The solution, at the present moment,

to this problem of child health, seems to be the provision on a large scale of open-air nursery schools. At the Rachael MacMillan Nursery School, Deptford, children of two, suffering from rickets and attendant ailments, are cured completely sometimes in six weeks, but always by the end of a year. One-third of the families from which these children come live in one room in streets which any sensitive being must shrink even to see, and there is nowhere else for them to live even if they could afford the rent. That is the fundamental fact of the tragedy of the slums.

This is not a matter for philanthropy and private enterprise alone. London needs many Nursery Schools in many districts and needs them urgently. May I suggest a few ways in which all child lovers can help? They can first of all get to know the conditions of life in areas behind the main streets of the city. Then, although not yet enfranchised, they can appear at meetings for the election of councillors and can raise the question of providing Nursery Schools for any slum area in the district. They can make their voices heard, possibly, even at general election meetings, for until this matter of Nursery Schools enters the political areas it can never be dealt with on an adequate scale. Finally, the most retiring of us can do much to influence public opinion in our own circles. The essential thing is that we care, and so make others care. Education exists that men "might have life and have it more abundantly."

E. M. G. Thanks to Kornelia Cepok for providing us with articles from the archives

Don't forget our School of Education LinkedIn webpage.

<https://www.linkedin.com/showcase/roehampton-school-of-education>



The Roehampton School of Education LinkedIn showcase page highlights our strong commitment to supporting primary partnership schools through high-quality teacher training and ongoing professional development. It emphasises collaboration with a wide network of schools to provide practical, school-based experience for trainee teachers, while also contributing to improved pupil outcomes. The page showcases achievements, events, and research activity, reflecting a focus on building effective partnerships that benefit both educators and learners across the primary education sector.

Subject CPD for Mentors 2025/26 – Remaining Sessions

Please register your attendance here: <https://forms.office.com/e/uqZSNZit4p> Online meetings links to access the sessions are in the table below.

Subject	Subject Lead delivering the session	Date and time	Link for online meeting
English	Anna Harrison and Steph Laird anna.harrison@roehampton.ac.uk s.laird@roehampton.ac.uk	Wednesday 10 th June 2026 16:00-17:00	Join the meeting now Meeting ID: 329 200 520 838 7 Passcode: hv9Ne6du
Maths	Lorraine Hartley lorraine.hartley@roehampton.ac.uk	Wednesday 3 rd June 2026 4pm-5pm	Join the meeting now Meeting ID: 342 818 703 299 4 Passcode: zV7HQ27n

Reminder: The Young Geographer of the Year Competition is designed to get students thinking beyond the boundaries of the curriculum and creatively about how geographical themes and issues are connected.

This year's Young Geographer of the Year theme is ***From Source to Sea***.



Rivers are the lifeblood of our planet, carrying water, nutrients and energy across vast distances, sustaining communities and wildlife, and shaping the landscapes we depend on to live. From the smallest stream to the widest river, these flowing waters connect mountains to oceans and people to nature.

But rivers can also be a source of conflict: where water is a shared commodity 'water wars' can be common. When flood management or hydroelectric power produced by dams happens upstream, dire consequences can fall on countries located downstream. And who owns this water? Industry and the misuse of rivers can lead to pollution and the degradation of river ecosystems, threatening both wildlife and the communities that depend on rivers to live.

We are looking for eye-catching, creative and informative posters and StoryMaps (KS5 only) that explore the world's river systems and delve into topics such as energy production, conflict, ecosystems, sustainability, trade and more.

There are four categories: KS2 (pupils aged 7-11), KS3 (pupils aged 11-14), KS4 or GCSE equivalent (pupils aged 14-16), and KS5 or A Level equivalent (pupils aged 16-18).

All entries must adhere to the [entry criteria](#) for the relevant age category, and should be eye-catching, innovative, informative and accurate.

The deadline for entries for this year's competition is **Friday 2 October 2026** at 17:00 GMT.

Find out more and enter [here](#)

Upcoming ECT roles at your school

If you wish to advertise ECT jobs with us, then please send adverts (PDF or Word files) to baprimary@roehampton.ac.uk and pgprimary@roehampton.ac.uk, and we will share these with our current students and graduates from last academic year.

Our Primary Subject Leads



Subject: Geography

Subject Lead Name: Anthony Barlow

Email: anthony.barlow@roehampton.ac.uk

Telephone: 0208 392 3386

Key subject/research interests: Pupil understanding of their everyday geography and the locality.

Subject: Computing

Subject Lead Name: Lynda Chinaka

Email: Lynda.chinaka@roehampton.ac.uk

Key subject/research interests: Computing Education in Primary settings. Building confidence for the teaching of all elements of the computing curriculum: Computer Science, Information Technology and Digital Literacy. Ensuring practice and pedagogy that intersects with the identities and experiences of all learners. Computing and creativity for everyone!



Subject: English (BA)

Subject Lead Name: Dr Anna Harrison

Email: anna.harrison@roehampton.ac.uk

Telephone: 020 8392 3017

Key subject/research interests: Digital Literacies, Print and Digital Picture books, Reading, Siblings as Readers, Children's Literature, The Classics, Beatrix Potter.

Professional Links: Open University Reading for Pleasure, UKLA, IBBY (International Board of Books for Young People).

Subject: English (PG/SD)

Subject Lead Name: Steph Laird

Email: s.laird@roehampton.ac.uk

Telephone: 020 8392 3076

Key subject/research interests: The teaching of writing, children's responses to picture books, how children read film and the use of film as a stimulus for writing.

Professional Links: Member of the United Kingdom Literacy Association (UKLA)



Subject: History

Subject Lead Name: Susie Townsend

Email: susan.townsend@roehampton.ac.uk

Telephone: 020 8392 3369

Key subject / research interest: Relativity and History, experiential learning, historic fiction and diversity.

Professional links: Regular contributor to Primary History journal and to Historical Association conferences.

Subject: Maths

Subject Lead Name: Lorraine Hartley

Email: lorraine.hartley@roehampton.ac.uk

Telephone: 020 8392 3365

Key subject/research interests: Planning and teaching and assessing in primary mathematics; fractions across the primary age range.

Professional Links: ATM/MA; NCETM and consultancy in schools.



Subject: Art and Design

Subject Lead Name: Jo Nugent

Email: Jo.Nugent@roehampton.ac.uk

Telephone: 0208 392 3397

Key subject/research interests: Primary Art and Design education, inclusive practice with a focus on using art galleries and outdoor spaces to enhance learning experiences.

Professional Links: NSEAD

Subject: Design and Technology

Subject Lead Name: Sue Miles-Pearson

Email: s.miles-pearson@roehampton.ac.uk

Telephone: 0208 392 5781

Key subject/research interests: CAD CAM (Computer Aided Design and Computer Aided Manufacture); Food technology that is being taught in the English primary schools; I am also interested in pupils in the Early years learning the key design and technology skills that they will require for Key Stage one and beyond.



Subject: Science

Subject Lead Name: Dr Nicola Treby

Email: nicola.treby@roehampton.ac.uk

Telephone: 020 8392 3263

Key subject/research interests: Varied interests relating to primary science, including science enquiry and outdoor learning. I also have a research interest in pastoral care within the school context.

Subject: Physical Education

Subject Lead Name: Emerick Kaitell

Email:

Telephone:

Key subject/research interests: My teaching philosophy is centred around a commitment to social justice, ensuring every child has access to high-quality physical education.



Partnership Materials Page:

<https://external.moodle.roehampton.ac.uk/enrol/index.php?id=108>

(click "Log in as guest" & enter the password **RoehamptonTrainee**)

University of Roehampton Primary Partnership webpage:

<https://www.roehampton.ac.uk/education/primary-school-partnerships/>

School Partnerships Team

email: primarypartnerships@roehampton.ac.uk

Head of Primary Initial Teacher Education: Sarah Leonard

email: sarah.leonard@roehampton.ac.uk

Head of Partnerships / Mentor Training Lead: Natalie Rankin

email: natalie.rankin@roehampton.ac.uk

BA (Undergraduate) Programme Convener Primary Education: Anthony Barlow

email: anthony.barlow@roehampton.ac.uk

PGCE (Postgraduate) Programme Convener Primary Education: Steph Laird

email: s.laird@roehampton.ac.uk