

**Primary Schools Partnership
November Newsletter**



20
24

A message from our Deputy Dean

Dear colleagues,

We wish you all the best as we enter the winter period.

You may be aware that the DfE announced last week that they are removing the requirement for mentors to have 20 hours of training.

You may be aware that yesterday the DfE announced that they are removing the requirement for 20 hours of mentor training. This is a welcome development because of the pressures that mentors are under to complete the training, and that schools are under to offer places.

It is important to note that the announcement also stated that:

While there is no longer a minimum training time requirement, accredited ITT providers should ensure that all mentors receive sufficient high-quality training to ensure they can effectively support a trainee teacher to obtain the knowledge and skills they need to successfully complete their ITT school placement. Mentor training (and relevant prior learning) should provide mentors with the knowledge and skills they need to undertake the role, including knowledge and understanding of the ITT core content framework and its underpinning evidence, and of the ITT curriculum which the trainee will be following.

This means that mentors will still need to undertake training. We are therefore liaising with the Pan-London ITE Network (PLITEN) to ensure we have a common approach to mentor training moving forwards. We will need to retain a core of compulsory mentor training, along with optional additional training, to allow for flexibility in the system; we are working to agree this as a priority with the PLITEN group.

We will get back to you, our school partners and mentors, as soon as possible to clarify the revised training requirements for placements this year.

Please note that schools will still be able to claim up to 20 hours of funding per mentor for this academic year. We are waiting to hear from the DfE how this money can be claimed.

You may have heard that the DfE has announced a 3.1% increase in tuition fees. This means that the maximum tuition fee that Universities can charge will rise from £9,250 to £9,535. This is the first increase since fees were frozen in 2017/2018. Maintenance loans will also increase by 3.1%. Increases are in line with inflation. As a Dad of 2 University students the increases are not very welcome. On the other hand, Universities have been struggling to be financially viable with fixed incomes per students for many years. We will have to see if these increases have any impact on teacher training recruitment. It is already very expensive to train for a profession that cannot meet DfE recruitment targets.

Best Wishes,
Matt Sossick (matthew.sossick@roehampton.ac.uk)

Head of Initial Teacher Education (email: matthew.sossick@roehampton.ac.uk).

In this issue

This month we have the sad news to share with you that PJ Devlin has sadly died. Many of you will remember PJ as he worked at Roehampton from 1974-2010. Roehampton Staff Alumni, Salliann Coleman has kindly written a lovely piece in remembrance of PJ, and our thanks goes to Salliann and her team of contributor's in putting this together for us.



There is news from our partners at Leiths Education, looking for schools to take part in a pilot study. Chrissy Goodban introduces our new speech and language therapy programme. Anthony Barlow shares a wonderful collaboration focusing on real life enquiry in the local area with one of our primary partnership schools. Anna Harrison updates us on the Year 3 BA Primary Undergraduate Poetry competition and has initiated the book recommendation section from our subject teams – starting with Lynda Chinaka and books to help with teaching Computing. For those working in Early years, there is news of a guest lecture that took place for our Early Childhood students as well as several CPD opportunities – all of which can be found below.

PJ Devlin.

PJ Devlin was unique; there will never be another like him, and I think that anyone who knew him would agree....

So, between us (his close colleagues at Roehampton University)

We have joined together to try to give a reflective insight of this amazing man.



The first thing to say is that anyone who knew him professionally referred to him as 'PJ' or sometimes on rare occasions 'PJ Devlin'. And we never questioned what the 'PJ' stood for. We didn't need to- everyone at Roehampton University (staff and students alike) just knew he was PJ – and there could only ever be one!

Since PJ died, we have found out a little bit more about the man we all came to admire... So, prior to teaching at Roehampton, from the age of 20, PJ worked as a teacher. In 1974, aged 30, he became a lecturer at Digby Stuart College Roehampton and then went on to complete an MA in Philosophy of Education and an MA in Philosophy of Science. In addition to this he was also a Governor of both a senior and junior school and a member of the Great Britain Society for Philosophy of Education.

But our focus is really on the amazing pioneer he was within Roehampton University. He was such an integral part of the structure that led to Roehampton being respected as one of the best teaching training institutions in the country.

PJ was actively involved in all aspects of teacher education, incorporating the undergraduate and PGCE programmes and extended this to a Master's degree. His heart was always in ensuring that Roehampton students really understood the philosophy of teaching and learning and would therefore venture out into their careers with confidence and competence. To support them in this he developed the 'Profile of Professional Development', which encouraged the students to reflect on their own practice; a skill that would stay with them throughout their teaching career.

The subject that PJ introduced and led was 'Teaching and Learning', which then developed into 'Professional Studies'; and this concept continues within the current programmes. This is indicative of how forward thinking he was in recognizing the importance of underpinning the teacher training programmes with the philosophy of teaching and learning and he remained loyal to this throughout his career; highlighting the need to really understand the wide range of factors that affect children's ability to learn and to accommodate these as an integral part of teaching.

His commitment was infectious and as a result, he built an incredibly strong teaching team of lecturers who were also committed to fulfilling the trainee students' various needs to become competent, enquiring, well informed and outstanding teachers. Below are some personal comments from members of his team.....

For me he was my colleague at Roehampton. He was also my mentor, friend and my boss - a wonderful person to work alongside. I first started working with him, in 1993. He was highly intelligent, hardworking, articulate and very thorough. He was also funny, kind, empathetic and just a good person. I always felt he was an enabler. He appointed people where he could see a strength, and this often meant that he spent a long time chatting to interviewees (staff and students) until he knew he had really understood where they were coming from. Then he supported and challenged them. He was a problem solver and clearly this came to the fore in his daily work at Roehampton and in his DIY at home!

Above all else PJ adored home and his family. When I last spoke to him, he was really enjoying a well-deserved retirement that enabled him to be at home with everyone.

As a new and rather intimidated lecturer on the PGCE course, straight from school in 1988, PJ was incredibly supportive and I have always appreciated that. For the 25 years that I was there, he was a valued colleague. He had the most brilliant, thoughtful mind complemented by his care for the students and for those colleagues he approved of! I was very happy to be in that group. He took a principled stand against pomposity and power-seeking and I always respected his forthrightness in standing up for what



he believed in: education and the students. He was always keen to 'move with the times'; I remember him dictating the PGCE booklet onto a Dictaphone which a secretary transcribed. And then came computers

PJ was a much-loved and respected member of the Froebel community. He inspired both students and colleagues to give of their best and created a scholarly community where both students and academics shared and created knowledge within the Teaching and Learning Department that he led. PJ had a deep and amazing understanding of all aspects of education and loved nothing better than a philosophical discourse

about educational theories whether they belonged to Socrates, Dewey or Vygotsky! His outgoing personality, wonderful sense of humour and warmth were all exceptional. His care and support for both students and colleagues was renowned- everyone was valued and he led a very inclusive team. PJ was dependable, loyal, and a cherished friend. He will be remembered most fondly and vividly with both a smile and a tear in the eyes.....

PJ was passionate about enabling students to understand the theory about how children learn. He engaged students to develop their own knowledge and understanding to be the best teachers they could be. He also enjoyed having an in depth intellectual conversation about education and the world as a whole and this was often carried out over a glass of red wine!.....

PJ was a wonderful colleague and friend and I was fortunate to meet him at different stages of my life; this included him being my tutor when I was a trainee teacher, a governor at a school where I taught and finally a colleague within the Teaching and Learning team. In all of these he was very principled and would always be prepared to speak openly, including against any injustices or unfairness and he was hugely respected for this. He was incredibly supportive of the teams that he led and was always available to discuss any issues that might arise. He was also very deep thinking and would often, during a meeting, refer everyone back to a previous item to encourage the members to explore the topic in more detail and from a different

perspective and this often had interesting results! In addition to this he had an amazing stock of stories drawing on his life experiences and he was an amazing raconteur; many a story he told still brings a smile to my face and I can see him laughing with that twinkle in his eye; there was nothing he loved more than interacting with people of all ages and stages of life. He loved his family and was incredibly proud of his children and the various paths they decided to follow in life, and they are a credit to him. I feel honoured to have met PJ and I will be forever grateful for the guidance he gave me.

Postscript: PJ stands for Patrick John!

Written by Salliann Coleman and some members of the team who worked with PJ (thank you from all of us at Roehampton)

Cookery and food education - free resources and pilot

Leiths Education, famous for their world-class cookery education, is launching a [primary school pilot](#) to give teachers the opportunity to try out their teaching and learning primary resources for KS1 and KS2. It's free of charge to participate and the pilot runs during the Spring and Summer terms of 2025.

Leiths Education is already working with the University of Roehampton to offer CPD and a PGCE in food education, so we were keen to ensure our partner schools were aware of this opportunity.



Participating schools have access to cookery lesson plans, recipes, and teaching resources, and will also receive free CPD sessions about teaching practical cookery, certificates of completion for your children, and chance to win an exclusive assembly cooking experience.

For more information and what's involved, and to register your interest visit: <https://leiths.com/explore/partner-schools/leiths-education-primary-pilot/>

LEITHS EDUCATION

New Speech and Language Therapy Programme

By Chrissy Goodban



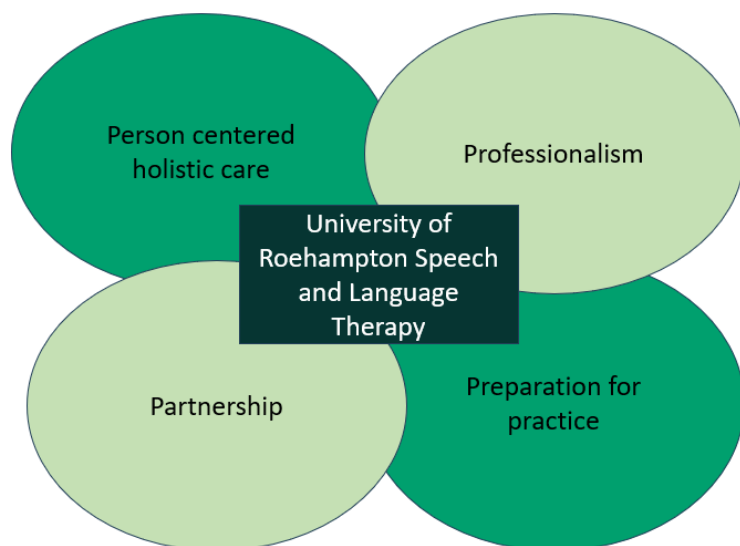
We are pleased to be launching a new BSc (Hons) Speech and Language Therapy Programme at University of Roehampton, starting September 2025. I am a Speech and Language Therapist with over 20 years of clinical practice and am leading the new academic team at the University.

I have been pleased to have been welcomed into many practice settings including mainstream schools, special schools, hospital departments and community teams to discuss priorities, workforce pressures and potential collaboration with practice placements. The practice discussions have been instrumental in the curriculum design which has now been completed.

We were delighted to have had a very positive accreditation event with the Royal College of Speech and Language Therapists (RCSLT) who have granted accreditation for 4 years. The curriculum design stage also involved co-design with service users and carers. They were able to share their views and experiences which is so important as people with communication difficulties and their carers often do not have an opportunity to participate in such planning and are 'rarely heard voices'.

Core to the curriculum design is person centred holistic care with key principles of professional practice, working in partnership and preparation for practice through the three year programme which takes a lifespan approach. We have some fantastic simulation facilities within the University





Curriculum Design

which will support students as they develop their clinical and practice skills in a safe and supportive environment.

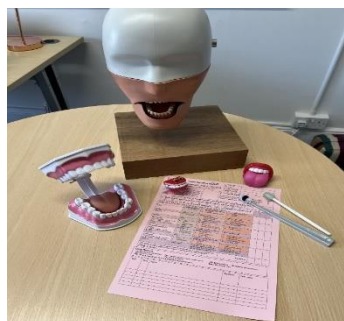
Students will have a variety of clinical practice throughout their programme with 600 hours of supervised placement. All

placements are planned with a peer model with students placed into settings in pairs or small groups.



We have had very positive interest in the new programme with a strong turn out at University Open Day at the Roehampton Campus. Applications are now open through UCAS and there more information on the Roehampton website [BSc Speech and Therapy | University of Roehampton, London](https://www.roehampton.ac.uk/bachelor-of-science-in-speech-and-language-therapy). Most students will be

eligible for a £5000 a year bursary from the NHS and employability for graduate Speech and Language Therapists is strong.



Potential collaboration between practice and Speech and Language Therapy programme:

- We are looking for practice placements from especially observation placements of 1 day a week for 4 weeks anticipated to be in November/December 2025/January 2026. These will be as the students get settled into the course

and start to explore settings where Speech and Language Therapists work, experiencing a range of communication and eating and drinking conditions. Schools would be ideal for students to get this experience and build connections.

- We will be looking for longer placements later in the academic year 2025-26 and these will need to be supported by a registered Speech and Language Therapist in the setting.
- We are open to new and innovative ideas around collaboration including University based clinics which will support communication and swallowing needs in the local community.

If you would like to hear more about the programme, or if you have any ideas for potential collaboration please contact me and I would be very pleased to meet you.

Chrissy Goodban, Associate Professor, Head of Speech and Language Therapy, University of Roehampton.

Christine.Goodban@roehampton.ac.uk

Geography: Curriculum Collaboration with local schools

By Anthony Barlow

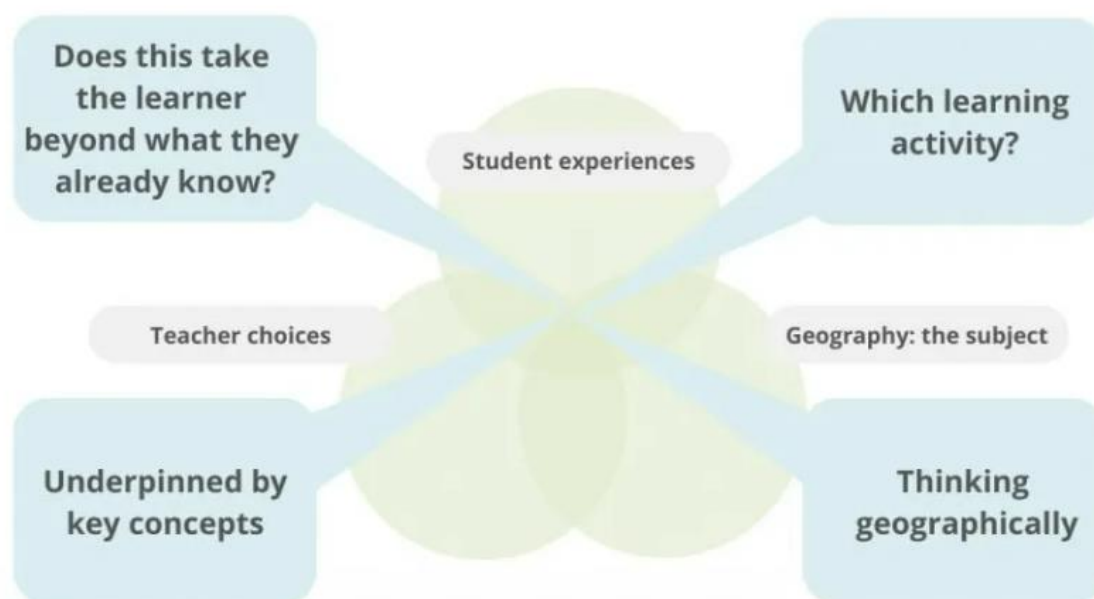
Theme: Making a difference in your local area *How can pupils be a friend of their park?*



Undergraduate student teachers worked with Darell Primary School to support their work on being a good citizen in their local green space with a consideration of all users.

The importance of curriculum making ([Geographical Association](#), 2017) is an aspect of our practice we aim to exemplify with student teachers.

The best way to do this is through working with school partners and we do this in a number of ways through our courses. Most recently, we have been using the **Intensive Placements (ITAPs)** to see, support and deconstruct great practice, ensuring student teachers can start to see how curriculum decisions are made and “the creative act” of interpreting the national curriculum “and turning it into a coherent, challenging and engaging sequence of teaching and learning.” (GA, *ibid*).



Curriculum Making explained, ([Geographical Association](#)). See <https://geography.org.uk/curriculum-support/support-guidance-curriculum-planning/curriculum-making/>

Our taught curriculum in modules such as Wider Curriculum 4 on the undergraduate programme, and undergraduate primary specialism students, in particular, allow us to scaffold opportunities and try new things alongside student teachers and groups of children.

One recent opportunity was with **Darell Primary in Richmond**. Here our aim was to bring the idea of geography being about humans interacting together (connections) and it being all our responsibilities to care for where we live. Local spaces are for the benefit of all. So, while ‘knowing about and remembering’ is important it is also about ‘doing’ geography – surveying, exploring, hypothesising about space. It is about

knowing about features, but also about the users through a day or week and how any local landscape might be developed for the future. So see what we did to brighten up pupil views of the North Sheen Rec!

Before and After – We spotted an opportunity to work with the local ‘Friends’ group and contacted them to speak with the children. Their noticeboard will be transformed over the next six months with the pupils’ posters celebrating the park.



Links to our Subject Specific Guidance

This approach is guided by our approach to teaching and learning in the subject specific guidance.

Subject specific pedagogy
Learning through real-world, engaging and purposeful case studies and contexts, rooted in the school context where appropriate. Teachers make links to their own and children's personal geographies.
Fieldwork: opportunities for learning beyond the classroom, e.g., school grounds, locally, through visits and virtually through e.g., DigiMaps, Google etc.
Spatial cognition and graphicacy: developing pupils' local, regional, national, European/global locations through maps, photographs, plans and globes at a range of scales.
Adaptive and creative pedagogies: innovative, experiential, playful means to nurture the children as geographical explorers, global learners and place makers: imaginative use of ICT, fiction, drama, music and artefacts. Approaches and learning is expressed in an age-appropriate way, especially with 3-7 year-olds.
Thinking skills: promote higher-order questions, discussions and enquiry.
Vocabulary: Focus on pupils' understanding when questioning, listening and observing

Teaching and organisation
Are connections made between any other knowledge/ topics being taught and other aspects of the curriculum and the 'real world'?
Are there examples, resources, tasks and sufficient time given for children to discuss their ideas so they develop conceptual understanding?
Are resources, models and tasks appropriate to the learning intention and with a sense of the basic core knowledge that needs to be learned from this (vocabulary)?
Are concepts understood, explained and modelled clearly and appropriately?
Are all pupils given sufficient opportunity to engage with concepts and not just recall them?

What pedagogical choices did we make and approaches did we use?

Surveying the site – Making decisions is a geographical idea at the heart of fieldwork. <i>How do I rate this landscape? Who agrees?</i>			Thinking in anothers' shoes – Asking about different stakeholders' views is an important part of an enquiry approach. <i>How might an older, younger, disabled person view this space?</i>										
<table border="1"> <thead> <tr> <th></th> <th>Why, rate it 1-5</th> <th>What's there, questions you have</th> </tr> </thead> <tbody> <tr> <td>*1</td> <td></td> <td></td> </tr> <tr> <td>*2</td> <td></td> <td></td> </tr> </tbody> </table>		Why, rate it 1-5	What's there, questions you have	*1			*2						
	Why, rate it 1-5	What's there, questions you have											
*1													
*2													
Users and times – Use of space is a very important geographical idea. <i>Who uses it? When and why?</i>													
<ul style="list-style-type: none"> • Sport and football and basketball • children and parents in the play area • using the paddling pool • people exercising such as joggers. • dog walkers • people alone, sitting and enjoying the space. • people in groups e.g. having a picnic • using the pavilion weekly drop-in the cafe, if people need to chat or are lonely • young parents with children • parties in the cafe <p>How is the space different at different times: e.g. weekdays, weekends, evenings. <i>Should the gates be locked or left open at all times?</i></p>													

Winners for The Year 3 Poetry Competition – By Anna Harrison

One of the central strands of the English teaching on the BA Primary Education QTS degree programme is encouraging students to know about poetry - in terms of different poetic forms and how to use these creatively to motivate children as readers and writers. In Year 3, we focus on ballads, narrative poems, blank verse and riddles. In response to a poetry competitions, these two students submitted outstanding ideas for poems to inspire children.



Caitlin McFadyen

Caitlin chose the poem "According to My Mood" by Benjamin Zephaniah, which she found in the collection 'Poems to Freak Out Your Teachers!'. This poem immediately caught my attention due to its unconventional use of typography and grammar.

Zephaniah employs varying fonts, sizes, and intentional grammatical errors, which creates a unique visual and linguistic experience. Caitlin found this stylistic choice particularly enjoyable, as it highlights the freedom and creativity inherent in poetry and hopes to use this poem in the classroom to demonstrate how poetry can break traditional rules, allowing students to express their thoughts in a way that reflects their own creative thinking and writing style.

<https://clpe.org.uk/videos/video/according-my-mood-benjamin-zephaniah>

Mo Lomas

Mo chose the 'Animal Riddle' by Pie Corbett as an example of a riddle poem for the 'Just one poem' competition. Mo particularly enjoyed how this poem made use of the line positioning to create an acrostic of the answer through different words in each line. Mo also liked the personification of the badger which creates a real sense of personality through its description.

Mo used Pie Corbett's Animal Riddle poem on page 235 of 'The Works: Every Kind of Poem You Will Ever Need at School' (compiled by Paul Cookson, 2010)

Find some more examples of Pie Corbett's animal poems here

https://www.teachprimary.com/learning_resources/view/pie-corbetts-animal-poems

Hey! Are you **based in the UK** and:

- * A current student teacher on any route?
- * An Early Career teacher?
- * A mentor to student teachers?

Kindly funded by:



Would you like to take part in a research project, focused on YOUR experiences, with an aim of helping teacher education providers to better support their students? We are looking for participants to take part in a 1 hour online focus group with other student teachers, ECTs and mentors.

Focus group dates:

20th November, 5.30 – 6.30pm

21st November, 6.30 – 7.30pm

25th November, 6 – 7pm

2nd December, 5.30-6.30pm

To find out more and sign up for a focus group click here: <https://forms.office.com/e/RyaBnXyN89>

Participants selected for focus groups will receive a £10 book token as a thank you for their time.

Get in touch for further information: Aimee Quickfall a.Quickfall@leedstrinity.ac.uk

The Well-being of Student
Teachers Focus Groups



Developing Understanding of Early Childhood with a Guest Lecture

Dr Fengling Tang (Senior Lecturer in Early Childhood Studies) told us of Rachna Joshi's guest lecture visit to the University. Rachna shared her experience working with young children in different contexts since 2014 and talked about how she has developed strong connections with Early Education and the Froebel Trust. Rachna's Guest Lecture in employability week session inspired the final year Early Childhood students to consider various pathways for future careers and continued studies. The students enjoyed her session and we are deeply grateful for Rachna's great support with the students on top of her busy schedules.

Rachna Joshi is an early childhood education consultant with strong connections with Early Education and Froebel Trust. Rachna enjoys sharing her work through writing, webinars and presentations and engaging in professional dialogue to empower practitioners, cause thinking and reflection about routine practices. Her webpage: <https://www.rachnajoshi.com/>

Computing Books Recommendations from the Roehampton Primary Team

	<p>Senior Lecturer in Computing, ITE Lynda Chinaka recommends these books to help inspire children about computing.</p>		
 <p>Follow Clicker as he learns how to balance screen time with outside play. Suitable for KS1</p>	<p>One night Chick hops onto the farmer's house and has a browse on his computer - CLICK - soon she's shopping online for the whole farm.</p> <p>Suitable for EYFS</p> 	 <p>Ruby is a little girl with a huge imagination. In Ruby's world, anything is possible if you set your mind to it. The basic concepts of coding are introduced through storytelling. EYFS</p>	
 <p>Blip spends all day plugged into her computer, playing games and having fun. But when there's a power cut, Blip goes down the stairs and out the front door...KS1</p>	 <p>The girl has a wonderful idea. She is going to make the most MAGNIFICENT thing! She knows just how it will look. She knows just how it will work. All she has to do is make it. Suitable for KS2</p>	 <p>The Digital Adventures of Ava and Chip. Suitable for KS2</p>	
 <p>The girl has a wonderful idea. She is going to make the most MAGNIFICENT thing! She knows just how it will look. She knows just how it will work. All she must do is make it. Suitable for KS2</p>	<p>A digital footprint story.</p>  <p>Suitable for KS1/2</p>	 <p>The true story of four Black women and the work they did as human computers at NASA the space agency. KS2</p>	

Shaping Tomorrow's Educators: Teacher Apprenticeship Autumn Webinars, 2025 Intake - Unlock Your School's Teaching Potential with Roehampton University

Are you looking to nurture teaching talent within your school? The University of Roehampton, with its prestigious 180-year legacy in teacher training, invites you to explore our innovative Postgraduate Teacher Level 7 Apprenticeship programme.

Why Choose Roehampton's Teacher Apprenticeship?

- **Ofsted "Outstanding" rating** for primary age courses
- **Flexible specializations:** Primary (ages 3-11) or Secondary (ages 11-16/18)
- **Earn while you learn:** Combine on-the-job training with academic study
- **Future-proof qualifications:** Gain Qualified Teacher Status (QTS) and a PGCE
- **Fast-track to Masters:** Earn 60 credits towards a master's qualification
- **Real-world readiness:** Benefit from hands-on teaching placements
- **Expert guidance:** Receive support from experienced tutors and mentors

Discover More: Autumn Webinar Series

Join our School of Education for concise, informative 1-hour webinars tailored to busy professionals like you:

- Monday, December 2nd | 4:00 PM

These sessions will cover:

- Programme structure
- Application process
- Funding arrangements
- Benefits for apprentices and schools

Ready to Take the Next Step?

Register your interest today:

1. Email apprenticeships@roehampton.ac.uk
2. Include reference: TA2025
3. Receive your personalized webinar link

Don't miss this opportunity to partner with one of the UK's leading teacher training institutions. Together, we can shape the future of education

Join the Movement: Transform Physical Education in Your School!

Thursday, 27 February 2025 Salford Community Stadium, 1 Stadium Way, Eccles, Salford, M30 7EY

Davies Sports proudly presents the Primary Physical Leaders Conference, an exclusive event tailored for PE leads and coordinators in primary schools.

Why Attend? Be Inspired: Gain insights from the UK's leading PE experts.
Transformative Strategies: Learn how to make your school a hub for movement, socialisation, and thriving students. **Connect and Collaborate:** Network with fellow educators passionate about shaping the future of physical education. **Heavily Subsidised:** Thanks to Davies Sports, this unique event is highly affordable, ensuring accessibility for all primary PE leaders.

Is Your School Ready for a New Movement? This immersive conference will equip you with practical tools and innovative approaches to elevate physical education, enhancing the well-being and development of every child.

Register Now Spaces are limited—don't miss your chance to lead the way in creating a healthier, more active school environment. **Book Your Spot Today!** PE Leaders | Davies Sports

Book Your Spot Today! [PE Leaders | Davies Sports](#)

Subject Advisory Panels: Dates for your Diary 2025 Reminders

In Spring 2025, we are continuing our *FREE* Subject Advisory Panels for each subject, open to all teachers in our partner schools. The focus of these sessions will be to give subject updates, keeping school colleagues abreast of current research in your subject, guiding them to resources and your Subject Association. Please register your attendance here: <https://forms.office.com/e/2JFQCWqr6x>. Online meetings links to access the sessions are in the table below. All meeting are 4-5pm unless otherwise stated.

Subject	Date and time	Online Meeting link
Art and Design	Tuesday 29 th April 2025	Join the meeting now Meeting ID: 353 070 315 078 Passcode: m2kQLq

Computing	Thursday 27 th March 2025	Join the meeting now Meeting ID: 329 615 880 050 Passcode: CJTq7U
Design and Technology	Wednesday 26 th March 2025	Join the meeting now Meeting ID: 375 879 764 175 Passcode: fC5vTv
English	Wednesday 12 th March 2025	Join the meeting now Meeting ID: 326 433 401 035 Passcode: wLEaYm
Geography	Wednesday 26 th March 2025	Join the meeting now Meeting ID: 388 688 757 065 Passcode: pFVp7g
History	Tuesday 4 th February 2025	Join the meeting now Meeting ID: 321 877 891 285 Passcode: b7nTyx
Mathematics	Wednesday 5 th February 2025	Join the meeting now Meeting ID: 382 214 324 162 Passcode: AqCQqT
Physical Education	Wednesday 5 th March 2025	Join the meeting now Meeting ID: 311 912 718 803 Passcode: sMm2fC
PSHE	Wednesday 23 rd April 2025	Join the meeting now Meeting ID: 325 504 329 285 Passcode: jMBWjs
Science	Wednesday 5 th March 2025 16.00-17.00	Join the meeting now Meeting ID: 388 787 607 761 Passcode: zdzxB4

Subject CPD for Mentors 2024/25

You are warmly invited to our subject CPD sessions, run by our Subject Leads at Roehampton. The focus will be best practice in mentoring and observing in the subject across all primary phases, and current research/developments within the subject area. Sessions will be for 1 hour, online.

Please register your attendance here: <https://forms.office.com/e/u4C0Bh5Gj4>. Online meeting links to access the sessions are in the table below.

Subject	Subject Lead delivering the session	Date and time	Link for online meeting
Art & Design	Susan Ogier s.ogier@roehampton.ac.uk	Tuesday 28 th January 2025 16.00-17.00	Join the meeting now Meeting ID: 378 810 477 758 Passcode: sdS29M
Computing	Lynda Chinaka Lynda.chinaka@roehampton.ac.uk	Thursday 30 th January 2025 16.00-17.00	Join the meeting now Meeting ID: 375 137 387 288 Passcode: Jrzudp
Design & Technology	Sue Miles-Pearson s.miles-pearson@roehampton.ac.uk	Wednesday 5 th February 2025 16.00-17.00	Join the meeting now Meeting ID: 357 601 810 363 Passcode: CkJz6s
English	Anna Harrison, Kerenza Ghosh and Steph Laird anna.harrison@roehampton.ac.uk K.Ghosh@roehampton.ac.uk s.laird@roehampton.ac.uk	Wednesday 11 th June 2025 16.00-17.00	Join the meeting now Meeting ID: 354 374 323 228 Passcode: 8eK5dB
Geography	Anthony Barlow anthony.barlow@roehampton.ac.uk	Wednesday 5 th February 2025	Join the meeting now Meeting ID: 387 859 714

	pton.ac.uk	16.00-17.00	890 Passcode: S9yvP7
History	Susie Townsend susan.townsend@roehampton.ac.uk	Tuesday 4 th March 2025 16.00-17.00	Join the meeting now Meeting ID: 371 433 859 020 Passcode: ZTkL9W
Maths	Lorraine Hartley lorraine.hartley@roehampton.ac.uk	Tuesday 11th March 2025 16.00-17.00	Join the meeting now Meeting ID: 371 433 859 020 Passcode: ZTkL9W
PE	Emerick Kaitell e.kaitell@roehampton.ac.uk	Wednesday 26th March 2025 16.00-17.00	Join the meeting now Meeting ID: 349 293 511 188 Passcode: gwUQms
PHSE	Sarah Leonard sarah.leonard@roehampton.ac.uk	Wednesday 26th February 2025 16.00-17.00	Join the meeting now Meeting ID: 363 019 734 330 Passcode: 8cPmoF
Science	Nicola Treby nicola.treby@roehampton.ac.uk	Wednesday 26th February 2025 16.00-17.00	Join the meeting now Meeting ID: 347 792 634 162 Passcode: WG5wnv

Children's Literature Research News

Guest Lecture: 16th January 2025, 7:30pm UK time (Online)

"'The Mark Antony of Miss Hopkinson was beyond reproach': Victorian Schoolgirls Acting Shakespeare".

Catherine Archer-Richards (University of Roehampton). Catherine is a third-year children's literature PhD student at Roehampton and a graduate of the MA. She researches girls' encounters with Shakespeare in the nineteenth century. Her field of study includes: Shakespeare texts prepared for girls to read at home; school books and examinations; and the production of girls' culture at school [Join here](#).

65 +	mock	45+	schools
	interviews		involved
<p>Thank you to everyone supporting us this year in our mock interview process.</p> <p>For further programme-related school opportunities and to connect with our graduates, do email: anthony.barlow@roehampton.ac.uk</p>			

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

Telephone:

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: Anna Harrison

Email: anna.harrison@roehampton.ac.uk

Telephone: 020 8392 3017

Key subject/research interests: Digital Literacies, Print and Digital Picturebooks, 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: Susan Ogier

Email: s.ogier@roehampton.ac.uk

Telephone: 0208 392 3086

Key subject/research interests: Primary Art and Design education; holistic education; broad and balanced curriculum.

Professional Links: NSEAD; NAPTEC; NASBTT (Associate Consultant for Primary Art and Design)

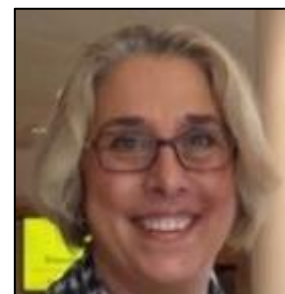
Subject: Design and Technology

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