

**Primary Schools Partnership  
March Newsletter**



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## A message from our Deputy Director

Dear partners,

During these uncertain times we are working hard to maintain our teacher training courses and do as much as we can to prepare our students for the workplace in the next academic year. We understand that the employment landscape may be quite different with some recruitment on hold. However, if you do wish to advertise jobs with us then please do send adverts to [primarypartnerships@roehampton.ac.uk](mailto:primarypartnerships@roehampton.ac.uk) and we will post these onto our online jobs board. The files need to be either Word or PDF. We are continuing with online recruitment to our courses, to keep the supply of new teachers as strong as possible.

The NQT year may look quite different in some respects for those teachers starting new jobs. Some will have had less experience in front of a class due to the disruption caused by the current situation. We want to support employing schools as much as we can by providing ongoing support in the NQT year. We have offered trainees who are less confident in starting an NQT role the opportunity to continue with their course next year.

Finally, our subject teams have put together a list of resources to support teachers and parents/carers with home learning opportunities. The list can be found at the following link, and is evolving as our subject teams continue to add to it: [Home Learning Resources](#)

Please do let me know of any thoughts, issues or opportunities.

Matt Sossick

Deputy Director and Head of Initial Teacher Education

[matthew.sossick@roehampton.ac.uk](mailto:matthew.sossick@roehampton.ac.uk)

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## In this issue

This month we focus on subject networks in **Computing** – Lynda Chinaka, Senior Lecturer in Computing, discusses organisations which can support on page 4. Alastair Grieg, Principal Lecturer in **Music Education**, explores the elements of timbre, pitch, texture and duration when listening and composing on page 6. On page 11 Nikki Treby, Principal Lecturer in Science Education, considers steps schools might take towards a developing and maintaining high quality **science** provision within their settings. And the Roehampton Student Union's **Growhampton** project discuss the opportunities for primary education students and practitioners to integrate sustainability into their learning and teaching methodology on page 8.

All this, plus **Roehampton alumnus Stephen Quiney** reflects on his journey since graduating from Roehampton on page 12; updated information around our planned **Curriculum Conversation** sessions can be found on page 13; and **Jo Nugent**, Senior Lecturer in Professional Studies, writes April's Staff Profile on page 14.

## Reflections from one of our BA3 Student Teachers

We always love hearing about the experiences of our Student Teachers, and their plans for the future – and we were delighted to get such a lovely message from Chloe Darriba, one of our BA3 Student Teachers this year:



*I am currently on placement and I have really been enjoying my time there. It's my first experience of KS1 and I've really surprised myself in how much I've enjoyed it and really thrived. The school have also enjoyed having me there and today the headteacher offered me a position for September. The school is also very passionate about my specialism, Art, and improving its provision in the school, which they would like me to have a key role in – this is amazing, since that's everything I've trained for and more.*

*I am really excited about this opportunity and just wanted to take the time to let you all know and say thank you for your support. When I'm on placement I really realise and appreciate how much you all pass on at University, and how well prepared we are before entering school. I'm sure it's nice for you all to know that your students are successfully seeking and obtaining employment too.*

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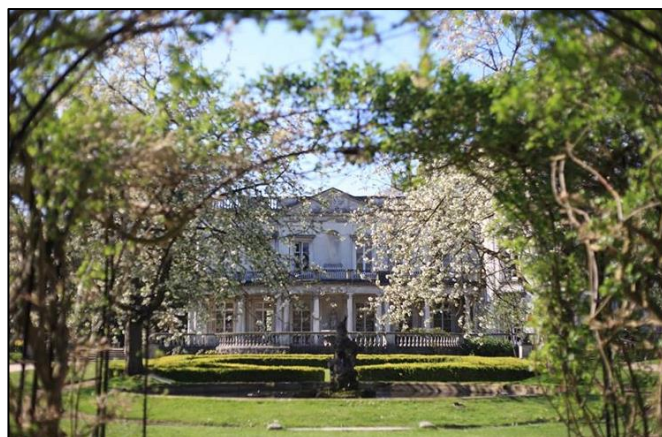
## MA in Educational Practice

Our MA programme in Educational Practice is a part-time course for teachers seeking to further develop their pedagogical skills and knowledge. The programme is taught via evening lectures plus occasional Saturdays. Students gain an in-depth understanding of teaching and learning within the context of today's schools and other educational establishments.

On the course you will explore education theories and cutting-edge research, and discuss how these can influence your teaching and the learning of your pupils. You will also develop your own research interests and expertise, building a strong foundation for your future career prospects.

This is a flexible course, so depending on where you are in your career, the modules that you take will reflect that. This course is suitable for those who are qualified professional practitioners in education, who have significant experience of working in educational practice contexts.

For more information, please see the course pages here: <https://www.roehampton.ac.uk/postgraduate-courses/educational-practice/> or contact Nikki Treby: [nicola.treby@roehampton.ac.uk](mailto:nicola.treby@roehampton.ac.uk)



## Focus on Subject Networks: Computing

### Lynda Chinaka (Senior Lecturer in Computing Education)

Several inspections have been completed under the new Ofsted Inspection Framework and schools are keen to embrace a broader and more balanced curriculum. This in turn has prompted a renewed interest in computing and a rise in the number of enquiries I have received about the subject from former students, colleagues and NQTs. People want to know more about computer science, integrating computing into the primary curriculum and creativity. In particular, I am being asked to guide practitioners towards networks that can offer further support. I recommend that you start by exploring the National Centre for Computing Education (NCCE) website:

<https://teachcomputing.org/>



### National Centre for Computing Education

The NCCE is a government funded initiative set up in 2016. It is organised around a network of school-based Computing Hubs, geographically distributed across England. These Hubs ensure that the programmes are school led and reflect the needs of teachers on the ground.

The **NCCE** offers an expansive range of resources, information and support for teachers at every stage of their profession. If you are an NQT wanting to further develop your subject knowledge for the classroom or a newly appointed Subject Leader, planning next term's scheme of work, there are many benefits to be gained from this resource.

Colleagues are focusing on the challenge of teaching pupils whilst schools are shut and learning how to do this remotely. This resource is invaluable in this respect; specifically, it offers online activities for children and resources for families. The link for the resource repository can be found here:

<https://teachcomputing.org/resources>

You can keep up-to-date with the computing world by listening to the site's [podcast](#), hearing from experts, teachers and educators on their approaches to key teaching issues. An extensive [online CPD programme](#) is also offered which includes the possibility of gaining accreditation.

If you are busy teacher looking to keep abreast of current pedagogical approaches that may be adopted in the classroom, you can do this by going to: [Quick Reads here](#). For example, this section has an excellent article on Cognitive Load theory as it relates to computing and is written in an easy to access form: [download here](#).

**Computing at school** (<https://www.computingatschool.org.uk/>) began as a grassroots organisation made up of teachers passionate about delivering world class computing education. It achieves this through its network of resources, events and discussion forum open to all teachers. Support is always available in a variety of forms and will very likely meet your specific need. Members of this forum are equally keen to hear from you and I would urge you to join this community of practice. All resources are free and easy to access. Because there are so many resources, I would strongly suggest that you set aside enough time for this. Scheduled community meetings are organised to support teachers as well as annual conferences that bring together best practice from across the globe.



Computing at School





You will find that The British Computer Society's purpose is to promote and advance the education and practice of computing for the benefit of the public. This site: <https://www.bcs.org/> is very useful if you are looking for further qualifications and offers certification for professionals.

BUSY Things [www.busythings.co.uk](http://www.busythings.co.uk) focuses on childhood development in the Early Years. In recent years it has developed resources for other year groups in the primary phase but it has never strayed far from its origins. You will find out through its blog and other resources that Busy Things aims to help teachers and parents connect with the digital generation by offering high quality of curriculum-linked content:



<https://www.busythings.co.uk/schools/curriculum/coding> You will need to subscribe to join. However, if you are an EYFS practitioner working in a setting that subscribes to the London Grid for Learning, you will be able to gain access to it from there.



Schools that are able to show good practice in their Online Safety policy and procedures can apply for the Online Safety Mark. The site: <https://360safe.org.uk/> will help you and your school to implement this.

In these unusual times, it is clear to see how truly connected we are to each other around the globe. CSTA is a US based network: <https://csteachers.org/>. The Computer Science Teachers Association (CSTA) understands that teaching computer science is hard and supports teachers in developing their skills to do this through: Classroom resources, events, forums, CPD, video resources and much more. It supports educators of all Key Stages (K-12). Membership is required.



STEM Learning is working hard in rising to the challenge presented by school closures during this Covid-19 pandemic: <https://www.stem.org.uk/home-learning> Subject experts have put together a selection of resources - all of which are completely free for everyone to access. As a teacher subscriber, you benefit from an enormous archived collection of resources. This site can be difficult to navigate but do persevere as it has a marvellous cache of resources. Education and career support in STEM (Science, Technology, Engineering and Maths) is offered too.



TPEA is a long-established organisation offering online conversation, meetings, collaborative tools and an annual conference. It's especially useful if you have a particular interest in Ed Tech and or research: <https://tpea.ac.uk/>.

For current and up to the minute discussion within the computing community social media is vital. Joining a social media forum is highly recommended. Follow and be followed! [#caschat](#) [#csedresearchbookclub](#) [#Microbit](#)



**With a renewed focus on computing, now is an ideal time to see how the organisations above can help you to enrich the computing education of the children that you teach!**

## Listening and Composing

### Dr Alastair Grieg (Principal Lecturer in Music)

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This article is an interactive piece, and will not make sense if you don't listen to the examples (more than once would be preferable); as some of you may well have a little more time on your hands than usual, this seems an appropriate approach to take. Understanding a little of how music works and the ability to create practical outlets derived from this are important tools for the primary practitioner. If we break down music into its constituent parts, elements, and find links to existing music, we can bring another world of experience into our classrooms and fulfil the requirements of the National Curriculum.

#### Listening to the elements

##### 1. Timbre

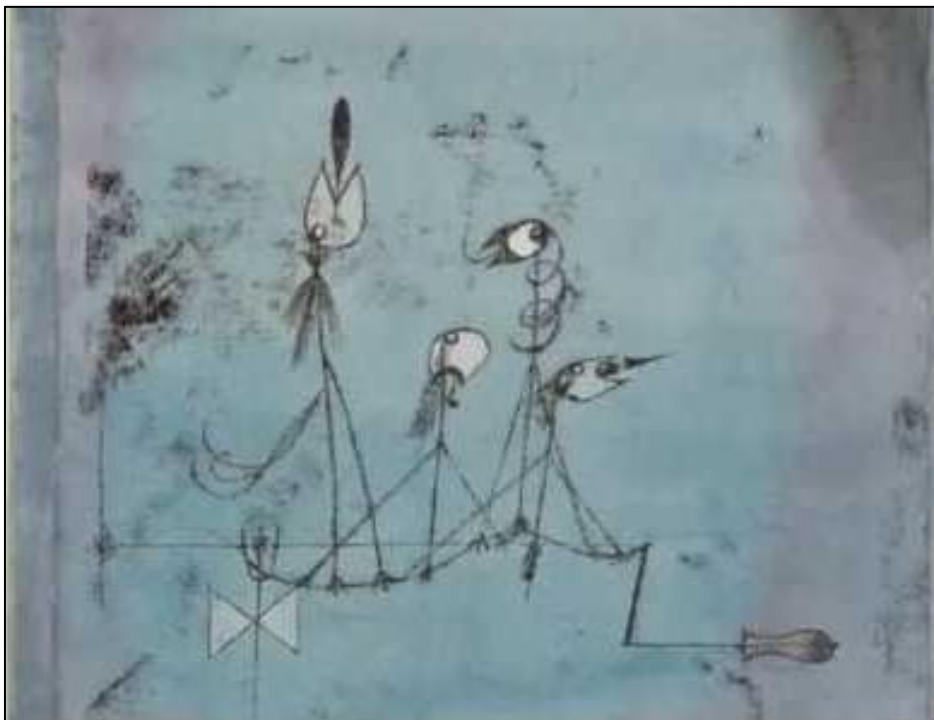
Have a listen to this example:

[John Cage Sonatas and Interludes \(No.5\)](#)

It's not quite what it seems, is it. Cage created the *prepared piano* over 70 years ago, placing all kinds of objects inside the piano to extend the range of sonic possibilities and to disarm the listener. Don't worry, I am not advocating that you let your class loose on the school piano with nuts and bolts but the implication is that allowing children time to experiment and play with instruments in unusual ways is perfectly legitimate and needs to be encouraged. Listen again to the piece and you'll hear lots of repetitive patterns and one begins to get used to the sound world, only then do you begin to actually listen.

Here's a simple idea of how you could link Cage's experiments, or your pupil's discovery of new sounds through exploratory play.

What would this painting, Klee's *The Twittering Machine*, sound like?



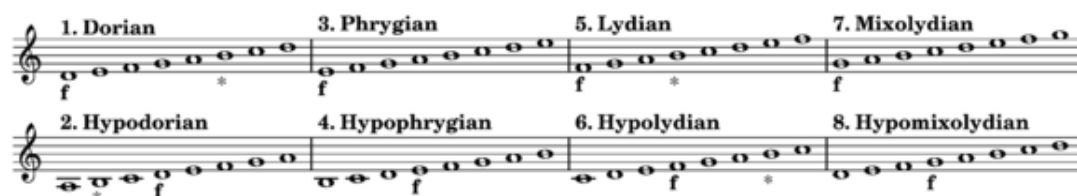
## 2. Pitch

Please have a listen to these two examples, two minutes of each should suffice (but more than once) or just let the music wash over you:

[Miles Davis All Blues](#)

[Perotin Beata Viscera](#)

Separated by over 800 years there would seem to be little that these have in common but that's not the case. They both use modes, medieval sets of notes that would eventually evolve into the system of major and minor scales that we still use today. Digging a little deeper reveals these connections and they are easy to explore with pitched percussion such as xylophones and glockenspiels as the modes are diatonic. By that I mean, for example, the Dorian mode starts on D and uses all the white notes of a piano up to the next highest or lowest D. Therefore, you can use them on these instruments.



\* Under certain conditions, the B is flatted in modes 1, 2, 5, and 6.

The “f” under some of the notes means “final” not the note name.

Ask your children to create simple melodic patterns using three or four notes from the mode. Ask them to remember the pattern and repeat it and make sure that all the children use the same mode and all will sound unified.

I could elaborate much more but I hope that you get the idea. The end result may have something in common with this: [Steve Reich Music for Mallet Instruments, Voices and Organ](#). This piece uses modes and is all about patterns repeating and changing slowly over time or:

## 3. Texture

Reich plays with simple melodic patterns, repeating them and weaving them into a constantly changing texture. Each pattern is important as the next, there's no hierarchy, it's very democratic and links to British Values. More significantly, this kind of sound world can be explored in your own classroom.

## 4. Duration

Here's a piece that seems devoid of pulse, just one continuous but ever-changing wave of sound:

[Gorgy Ligeti Lontano](#)

Use the idea of the longest, but quietest, sound you can produce on any instrument and begin playing with that idea and then combine them all in a class orchestra performance. Use the children as conductors, create a graphic representation of the sounds....so many things you could do even if you just had a set of cymbals and triangles with this idea. The result might not be pleasant on your ears but that's not the point. Music has always been about exploring the new but at the start of the 20<sup>th</sup> Century composers went too far from their audiences and they have never caught up. We can change that a little by exposing children to a wider variety of music than they usually hear by using similar examples. I could go on and on but I think that's enough for now but, and I really recommend this website to you, if you'd like to start a sonic journey of your own start with the free trial of [Minute of Listening](#).



# Taking the Classroom Outdoors

written by Growhampton (RSU)



In February, Year 2 BA Primary Education students, Eliza Scott and Negin Vafadar (pictured left) undertook a one-week placement with Growhampton. Below we talk about the highlights and opportunities for primary education students and practitioners to integrate sustainability into their learning and teaching methodology.

## Thinking outside ... the box

Through the University of Roehampton, Growhampton is fortunate to be able to offer several spaces and facilities for students to explore activities and concepts based around food-growing, sustainability and wellbeing. These include a chicken coop, a polytunnel, an orchard and allotments, not to mention the many pockets of woodland throughout the university grounds. The University is ahead of the curve, as we continue to see more schools and colleges, particularly in urban areas, introduce similar spaces.

## Pollinating new ideas

Over the five days that Eliza and Negin spent with Growhampton, we focused on practical tasks that can be replicated easily elsewhere, notably those that require few resources and can engage a broad spectrum of learners.

A key aim of food-growing and sustainability is to build awareness and knowledge around pollinators and biodiversity. In recent years greater attention has centred on the decline of bees and the responsibility that citizens, consumers and public institutions have in creating an environment where they (pollinators) can thrive. The garden is an obvious space, but so are everyday landscapes such as urban parks, along the pavements and, especially, in schools. We spent one of our morning sessions sowing a wildflower strip next to the polytunnel, which also borders an unattractive car park. Sowing a wildflower strip is a low-risk activity and can be undertaken easily in a school setting and with students of different age groups and learning needs. Wildflower seeds are easy to obtain through schemes such as Grow Wild, which is run by Kew Gardens.



## Planting the seed

Seed sowing is another activity enjoyed by so many, especially young people. When it is done to enrich damaged soils and support pollinators at the same time, it becomes an activity that can connect valuable knowledge to new skills. This is an approach we encourage, to demonstrate the holistic and interconnected nature of food-growing, wellbeing and biodiversity.



Eliza and Negin helped to sow a bed of 'green manure' for one of our practical sessions. Green manure is used to describe fast-growing plants that help to cover the soil and prevent soil erosion. Soil ecology is seldom mentioned in the press, but it is gaining recognition as conversations on intensive farming, crop rotation and food miles make their way into public consciousness. We spent an enjoyable morning planting a bed of blue lupin which is an excellent early nectar for bees, butterflies, hoverflies and moths. It is also highly attractive and pleasing to the eye. Great for those wandering the allotments during their lunch break.

For young people, learning about the unusual organisms, creatures and minerals that make up the soil is a wonderful topic and can speak to their curiosity and inquisitiveness. Moreover, the simple action of planting is immensely rewarding.



### Woodland and wellbeing

Connecting to woodland in the form of tree care, crafts and mindfulness, is becoming a well-trodden path to engage young people and support their mental health. There are several peaceful and nurturing areas of woodland on campus that Growhampton use to support the wellbeing of students, including The Old Orchard and Forest Theatre. These multi-use spaces provide a sense of calm and peace, and offer a range of shapes, colours, textures and sensory experiences that students can connect with.



The potential of woodland for experiential learning and skills development is considerable. Eliza and Negin spent one of their sessions drawing on their design and planning skills to consider what resources and activities could be used in an orchard or forest garden by education practitioners in a multi-functional and inclusive way. Some of the ideas proposed included biodiversity surveys, foraging trails, tree identification, fruit and berry harvesting, outdoor performances, camp fires, and storytelling.

### Nurturing welfare and leadership

Meeting the Growhampton chickens is always a rewarding and popular experience for students and staff. The opportunity to feed the hens with fresh produce from the garden, collect organic eggs, clean out the coop, and learn the basics of chicken care and their needs, equips volunteers with empathy, responsibility and leadership. Animal welfare is at the heart of everything that Growhampton does, from rescuing battery hens to providing our chickens and students with a positive interaction of interdependence and equality.

For Eliza and Negin, the insight and skills they developed in animal care is one they can take to any school environment in the future. Many schools in London are now raising chickens. It is a low-cost investment, highly meaningful and allows young people to better understand where eggs come



from and the importance of choosing organic and free range for reducing food miles and supporting a healthier planet.

### **Abundance not Scarcity**

The many different crops and large volume of eggs that Growhampton is able to produce in a relatively small urban green space demonstrates abundance and the power of possibility. We believe it is important for young people to embrace this principle. A key activity that we use to showcase the wide variety of produce we can grow in London, in addition to key group working skills and conversations on nutrition, is our weekly Harvest Morning session.

Eliza and Negin participated in picking various salad and vegetables from the garden, weighing and packing what we harvested, and then delivering produce to the Hive Cafe. This provided an opportunity to discuss food miles and track the 300-metre field-to-fork journey. Likewise, they both got to take home some nutritious, fresh salad. Some of the conversations that came up in our Harvest Morning included whether schools should be growing more food on site for their canteen: a move that could ease financial difficulties for schools; boost nutrition among students; and reduce pollution and food miles. Likewise, we explored the potential for schools to grow for their communities, even becoming mini-farms to provide employment opportunities in the local community. So many enterprising ideas.



### **Is outdoor learning the future?**

In a time of the unfolding covid-19 pandemic, when many of us are housebound and working from home, it might be ironic to ask whether outdoor, rather than remote learning, is the future? By exploring how different themes of sustainability can be applied to an education setting, however, there is a strong case for taking the classroom outdoors and building a greener curriculum. Eliza and Negin have laid an important foundation from their placement with Growhampton, and we hope they have the confidence and opportunity to develop this holistic approach further for the benefit of young people.

### **Final reflections from Eliza**

"I really enjoyed discovering the polytunnel, the Old Orchard and Forest Theatre which I didn't know existed at our University. It was useful to see how these places offer opportunities for learning for children and students. I also enjoyed finding out about the impact Growhampton has on students through events such as cooking classes, Harvest Morning and being able to volunteer to care for the chickens.

The placement has given me an insight to what I can get involved with alongside my course as well as ideas I can apply with children in school. I was really inspired by Growhampton's wormery and would love to create one at school with the children. This would be an engaging project focusing on a wormery's impact on recycling and sustainability. The wormery could be used widely around a school from kitchen staff adding food scraps to children and staff adding used paper."



## Subject Specific Support: Primary Science

### Nicola Treby, Principal Lecturer in Science Education

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The new Ofsted framework, with an emphasis on a broad and balanced curriculum, has led to a renewed emphasis on science within the primary school. As a science educator, I wholly endorse the raised profile of science within the curriculum. However, I am aware that the sudden change in emphasis can be challenging to respond to.

Many of the on-line blogs note specific aspects of practice that an Ofsted deep dive may examine. For example, curriculum coverage, book scrutiny, cross curriculum links, science vocabulary and the mapping of working scientifically skills. Whilst all of these may well form part of an inspection, the emphasis will be on the quality of science provision, and these are just the means by which it might be examined. Therefore, it is important that all schools focus on the quality of their provision in relation to intent, implementation and impact.

#### What steps might you take towards a developing/maintaining high quality science provision within your setting?

1) **CPD** - Staff training will be essential. However, there are organisations that can offer support:

<https://www.stem.org.uk/cpd>

<https://www.ase.org.uk/events> - The ASE offer a range of CPD from TeachMeets to National Conferences.

<https://pstt.org.uk/what-we-do/cluster-programme> - You can join a primary science cluster to share expertise with other science teachers/leaders.

2) **Accreditation** - For structured support in developing science provision within the primary school you can work towards a primary science quality mark: <http://www.psqm.org.uk/what-is-psqm>. This is a yearlong CPD programme that supports subject leaders to improve their science provision. The programme helps teachers:

- Develop and articulate the INTENT of their science curriculum
- IMPLEMENT a science curriculum based on research informed practice
- Ensure a strong and positive IMPACT

3) Follow the steps outlined by **STEM Learning**: <https://www.stem.org.uk/news-and-views/opinions/ten-ways-drive-science-primary-schools>

- AUDIT – make a clear audit of science provision in school at present
- GOVERNERS – discuss science provision with governors and senior leaders to ensure that it has a school wide profile
- STAFF training – ensure that staff are supported
- EQUIPMENT – make sure you have a clear inventory of the school science supplies.
- RESOURCES – see these links:

<https://www.stem.org.uk/primary-science>

<https://www.ase.org.uk/resources>

<https://pstt.org.uk/resources>

- PRIMARY SCIENCE INITIATIVES – get involved in national competitions
- RECOGNITION – The primary science quality mark is a nationally recognised award which ratifies the quality of provision within your school

4) If you need support for **assessment** in science please see the ASE PLAN resources: <https://www.ase.org.uk/plan>

There is a lot of support available for science provision. Hopefully the links above will be helpful to you.

## Roehampton Alumnus Stephen Quiney reflects

### **Why did you apply to Roehampton?**

Roehampton was the first university on my list when applying for teaching courses. I instantly fell in love with the campus with its green spaces, listed buildings and modern facilities. The course seemed engaging and the lecturers were very passionate!

### **What was the highlight of the Undergraduate course?**

Alongside the placement modules, having a subject specialism which allowed taught content to be directly applied in a school during term time was invaluable. It provided a fantastic insight into theoretical side of the course in regards to particular pedagogical techniques.

### **What do you wish you'd been told before you started studying?**

Overall, I felt very prepared when starting the Primary Education course. I wish I hadn't worried about ensuring that I buy all of the relevant textbooks. I didn't realise just how extensive the library resources were!

### **Describe the role of a teacher:**

To me, the role of the teacher is someone who can create and maintain a learning environment where every child is willing to put forward ideas without the fear of being penalised for being wrong. A teacher should not only demonstrate excellent academic teaching ability but also be able to offer pastoral care to develop children's social ability.

### **How did University help you in what you have now started doing?**

Since university I decided to not go straight into the classroom as I wanted to gain experience in other lines of work. I was supported through this process of working out what I wanted to do after university instead by my personal tutor. I was drawn to recruitment over the summer and now work as a primary teacher recruiter for Hays Education. This offers me a rewarding profession that still allows me to utilise my degree in a different way. I currently recruit for primary teachers across the West and Central London boroughs.

### **What are your career aspirations now?**

Currently I am very happy where I am in this role, I'm excited to continue building more business relationships with schools and teachers alike. This role allows me to stay connected to the education world and track its development.

### **What's been your highlight of the past year?**

The past year has been busy but really good! After graduating in the summer, I'm still based in London earning, with a group of my graduate friends. Adjusting to 'adult life' has been a fun challenge and I'm looking forward to the coming months.

### **Recommended children's book?**

Whilst I'm not teaching currently, I do hold a soft spot for the Paddington Bear book series. I remember using them in my literacy teaching during my placement block. Myself and the class absolutely loved working from those books.



### Most rewarding thing about your new role?

My current role allows me to still utilise my degree in education. I'm able to meet and work with head teachers across schools in Westminster, Camden, Islington and Hackney as well as working with teachers from all 'walks of life'. Being able to engage with teachers and get them placed in roles in schools that match their requirements is incredibly rewarding.

### Best thing that has happened since graduating?

Since graduating, I am part of a project involving taking an original jukebox musical to the Edinburgh fringe in August 2020. The show was performed last year at Roehampton and we are now working with the university to raise funds for the project. Rehearsals and fundraisers are now in full swing and we are all very excited!

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## Curriculum Conversation sessions

Following the success of our two 'Curriculum Conversation' sessions earlier this year, we will be hosting a further session on 5<sup>th</sup> June, which will be online if we are unable to hold this on campus. The sessions will support teachers in teaching and learning about the core and wider curriculum subjects in our Partner schools.



The conversations will focus on implementation of the curriculum – how do teachers successfully implement the EYFS, NC and RE curricula in their context. What support can our specialists give? We will share resources, discuss subject associations and help resource any curriculum plans that you bring along to discuss with us. We are looking forward to meeting you!

Please sign up at the following link for more details and to register your interest: <https://forms.gle/d1z6PkcV3xcCQ859>

If you have any questions in the meantime, please find a list of subject colleagues' emails below, who will be happy to support:

Subject	Subject Lead	Email
Art and Design	Susan Ogier	<a href="mailto:S.Ogier@roehampton.ac.uk">S.Ogier@roehampton.ac.uk</a>
Computing	Miles Berry Lynda Chinaka	<a href="mailto:M.Berry@roehampton.ac.uk">M.Berry@roehampton.ac.uk</a> <a href="mailto:Lynda.Chinaka@roehampton.ac.uk">Lynda.Chinaka@roehampton.ac.uk</a>
Design Technology	Sue Miles-Pearson	<a href="mailto:S.Miles-Pearson@roehampton.ac.uk">S.Miles-Pearson@roehampton.ac.uk</a>
English	Dr Alastair Daniel	<a href="mailto:Alastair.Daniel@roehampton.ac.uk">Alastair.Daniel@roehampton.ac.uk</a>
Geography	Anthony Barlow	<a href="mailto:Anthony.Barlow@roehampton.ac.uk">Anthony.Barlow@roehampton.ac.uk</a>
History	Karin Doull	<a href="mailto:K.Doull@roehampton.ac.uk">K.Doull@roehampton.ac.uk</a>
Mathematics	Lorraine Hartley	<a href="mailto:Lorraine.Hartley@roehampton.ac.uk">Lorraine.Hartley@roehampton.ac.uk</a>
Music	Dr Alastair Greig	<a href="mailto:A.Greig@roehampton.ac.uk">A.Greig@roehampton.ac.uk</a>
Physical Education	Sarah Adams	<a href="mailto:Sarah.Adams@roehampton.ac.uk">Sarah.Adams@roehampton.ac.uk</a>
Professional Studies	Dr Sarah Leonard	<a href="mailto:Sarah.Leonard@roehampton.ac.uk">Sarah.Leonard@roehampton.ac.uk</a>
Religious Education	Lesley Prior Rev. Andrew Williams	<a href="mailto:Lesley.Prior@roehampton.ac.uk">Lesley.Prior@roehampton.ac.uk</a> <a href="mailto:Andrew.Williams@roehampton.ac.uk">Andrew.Williams@roehampton.ac.uk</a>
Science	Nikki Treby	<a href="mailto:Nicola.Treby@roehampton.ac.uk">Nicola.Treby@roehampton.ac.uk</a>

## Pen Portrait: Jo Nugent

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**Role:** Senior Lecturer in Professional Studies. PGCE Group Tutor. Module convenor for BA year 3 Professional Studies (UPPP3). Part of the SBM/CT Training team.

**Length of time at Roehampton:** 5 years full-time.

**Your teaching background:** Prior to joining UoR as a part-time visiting lecturer, I taught in Primary Schools for 19 years. Alongside teaching across all key phases, I have been a Teacher Governor, Member of the Senior Management Team and at some point, subject lead for all curriculum areas except for English.

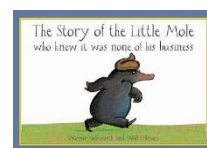
**What was your first teaching experience?** Apart from 'teaching' my little sister, and setting up a school in my bedroom cupboard, my first real experience was working with children in Tamil Nadu, India to support them with lessons after school. However, my first actual paid role, was with a lively year 6 class and the introduction of SATs happened that year too.

**Key teaching experiences:** I have worked in such a variety of settings and have some very special memories. From a rural school in the Oxfordshire countryside, to inner city schools with rooftop playgrounds and security police on the gate at home time. I have also spent time working with charities and teaching in different parts of the world, including India, Nepal, Zimbabwe and most recently Kenya, working with a Charity called Lunchbowl Network, supporting schools in Kibera.



**Key professional writing:** My MA in Art Education, exploring children's perceptions of their experiences in drawing. Additionally, an Action Research Project investigating Pupil Led learning and implementation in schools.

**Favourite children's book:** *The Story of the Little Mole who knew it was none of his business* by Werner Holzwarth



**Most useful website:** Education Endowment Foundation- great for up-to-date information to support essay writing, as well as analysis of current practice in schools. <https://educationendowmentfoundation.org.uk>

**What are your key messages for student teachers?** My advice is to always say yes to opportunities offered in life, especially when you do not feel either qualified, or have the experience. Take the risk! If someone has asked you, then they have confidence in you and realise your potential. It opens up opportunities you may never have dreamt you could achieve.

**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: [schools.partnership@roehampton.ac.uk](mailto:schools.partnership@roehampton.ac.uk)

**Head of Primary Initial Teacher Education:** Sarah Leonard

email: [sarah.leonard@roehampton.ac.uk](mailto:sarah.leonard@roehampton.ac.uk)

**Head of Primary Partnerships:** Lorraine McCormack

email: [lorraine.mccormack@roehampton.ac.uk](mailto:lorraine.mccormack@roehampton.ac.uk)

**Head of ITE Partnerships and CPD / Mentor & Class Teacher Training Lead:** Natalie Rankin

email: [natalie.rankin@roehampton.ac.uk](mailto:natalie.rankin@roehampton.ac.uk)

**BA (Under-graduate) Programme Convener Primary Education:** Anthony Barlow

email: [anthony.barlow@roehampton.ac.uk](mailto:anthony.barlow@roehampton.ac.uk)

**PGCE (Post-graduate) Programme Convener Primary Education:** Steph Laird

email: [s.laird@roehampton.ac.uk](mailto:s.laird@roehampton.ac.uk)