

Kearney L., Student 2015,
**"There's no place to learn
to teach, like a classroom."**

Mentor, 2016, **"We quickly
absorb the student teacher
as a member of staff and
this supports their ability to
learn."**

Post Graduate
Certificate in
Primary
Education
(PGCE) with
Qualified
Teacher Status
(QTS).

Student and Mentor Booklet 2017-18.

CSD Carlisle School Direct



Learning Teaching Together In Our Schools.

This handbook is written as a concise guide to the programme for students and mentors.
It should be read in conjunction with the full programme handbook which is accessible on Blackboard.

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Carlisle School Direct: Primary

The School Direct Course is designed to support student teachers to gain **Qualified Teacher Status (QTS)** alongside their **Postgraduate Certificate in Education (PgCE) Primary**. By placing students in a host school, they can be immersed in school life from the very beginning of their training. As a result, the student teacher quickly secures their teacher identity. Our programme provides a range of learning opportunities in a variety of school settings and cohort training settings. Student teachers are supported by the core programme team, trained mentors and experienced teaching professionals within our wide range of school settings.

The Programme Team:

Name	School/ Room	Telephone	Position of Responsibility
Jacqui Percival jpschooldirect@stanwix.cumbria.sch.uk	Carlisle School Direct	07815493067	Partnership Programme Lead (PPL)
Alison Irving a.irving@stanwix.cumbria.sch.uk	Stanwix School Carlisle	01228 596069	Stanwix School Office.
Sheila Johnston slt@trinity.cumbria.sch.uk	Trinity School Carlisle	01228 516051	Lead School Partner: Trinity School Headteacher
Deborah Seward deborah.seward@cumbria.ac.uk	UoC	01228 616234	University Programme Leader (UPL)
Michelle Thorpe michelle.thorpe@cumbria.ac.uk		01228 616175	Temporary UPL Autumn Term
Mike Toyn mike.toyn@cumbria.ac.uk	UoC	01524 384327	Primary School Direct PgCE Programme Leader
PAdCarlisle padfusehill@cumbria.ac.uk	UoC	01228 616205/ 616358	All the Information you need about academic life.

Site for Whole Cohort Training: Trinity School Carlisle, Strand Road, Carlisle, Cumbria. CA1 1JB

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	UoC weeks																								
	Wk 1: 28/8/17	Wk 2: 4/9/17	Wk3: 11/9/17	Wk4: 18/9/17	Wk5: 25/9/17	Wk 6: 2/10/17	Wk7: 9/10/17	Wk8: 16/10/17	Wk9: 23/10/17	Wk10: 30/10/17	Wk11: 6/11/17	Wk12: 13/11/17	Wk13: 20/11/17	Wk14: 27/11/17	Wk15: 4/12/17	Wk16: 11/12/17	Wk 17: 18/12/17	Wk18: 25/12/17	Wk19: 01/1/18	Wk20: 08/1/18	Wk21: 15/1/18	Wk22: 22/1/18	Wk23: 29/1/18		
Mon			HS	HS	HS	HS	AS	AS						HS	HS	HS									
Tues			HS	HS	HS	HS	AS	AS	B placement in AS					HS	HS	HS				D placement in HS					
Wed		HS	HS	HS	HS	HS	AS	AS						HS	HS	HS									
Thurs	?HS	HS																							
Fri	?HS	HS																							
								FA RAC											SA RAC						
	Wk24: 5/2/18	Wk25: 12/2/18	Wk26: 19/2/18	Wk27: 26/2/18	Wk28: 5/3/18	Wk29: 12/3/18	Wk30: 19/3/18	Wk31: 26/3/18	Wk32: 2/4/18	Wk33: 9/4/18	Wk34: 16/4/18	Wk35: 23/4/18	Wk36: 30/4/18	Wk37: 7/5/18	Wk38: 14/5/18	Wk39: 21/5/18	Wk40: 28/5/18	Wk41: 4/6/18	Wk42: 11/6/18	Wk43: 18/6/18	Wk44: 25/6/18	Wk45: 2/7/18	Wk 46 and 47: 9/7/18 and 16/7/18		
Mon			HS	A360	HS	HS	Enrichment Week	HS			HS	HS													
Tues			HS		HS	HS		HS	HS			HS	HS	Extending Placement											
Wed			HS		HS	HS		HS	HS			HS	HS												
Thurs																									
Fri																									
						FA HOLT					SA HOLT														

Key:

	Cohort Training
	School Holiday
	Bank Holiday
	Assessed Placements (B, D, E).
	Cohort Reflect and Review (Half Day – Fri pm only).
HS	Host School
AS	Alternative School

Carlisle School Direct: Primary

My School Details:	Mentors Name and Contact Details:	Class and Key Stage:
Host School Name:		
Alternative School Name:		

These placements will take place within partnership schools linked to the lead schools. The Lead schools and the Primary Partnership have been through an institutional approval process. In addition the University has provided Development Days where each Lead School has been represented to learn about the programme, ethos and philosophy in order to shape their delivery of it. The School Direct placement experience will map that of the campus based core PgCE placement pattern. All approved schools have entered into the partnership agreement with University of Cumbria. Every Lead school has a trained mentor trainer and each school in the alliance has trained mentors (Associate Tutors) in the school/setting. If an institution does not have a trained mentor, the Lead school train somebody and agree to ensure they fulfil the role for that setting. The Partner Programme Leader (PPL) and University Programme Leader (UPL) monitor quality assurance and the process of keeping Associate Tutors up to date with change.

School Allocation: Students will be allocated to a **HOST school, following interview**. At Induction students will be informed of their school placements for their training year. In some circumstances, it may be necessary to change either a school or a student. In these circumstances the PPL (Jacqui Percival) will be responsible for supporting both school and student. A three way meeting will be held, in order to resolve the issue where possible in order to reach a suitable outcome for all parties.

Students must have at least one assessed placement in Key Stage One and one in Key Stage Two.

Carlisle School Direct: Primary

Suggested School Induction Checklist:

	Date completed / read:	Any implications / Questions:
Host school Induction:		
School Prospectus / website		
Latest School Ofsted report		
Staff Handbook		
Safeguarding Children policy		
Health and Safety policy Including e-safety, Behaviour Policy		
Teaching and Learning, marking and feedback policy		
Alternative school Induction:		
School Prospectus / website		
Latest School Ofsted report		
Staff Handbook		
Safeguarding Children policy		
Health and Safety policy Including e-safety, Behaviour Policy		
Teaching and Learning, marking and feedback policy		

Carlisle School Direct: Primary

Quality Assurance:

- Our programme relies on the quality of student placements and mentors. **At no point should student teachers be required to act as supply cover for classes.**
- The quality of placements is monitored by the PPL through student evaluations, QA visits and mentor development meetings. The UPL supports QA by working termly with the PPL to conduct a selection of student observations / mentor meetings.
- The quality of the programme is monitored by the Carlisle School Direct primary steering group.
- See alliance structure (p.14) for an overview of schools involved in this alliance.

Placements:

- **All University Primary Partnership paperwork can be found using this address:**
<http://www.cumbria.ac.uk/about/partnerships/education/information-primary/>
- Students and mentors should use the Generic Placement Handbook and the Placement Supplements (B, D, E) to support **assessed placement** expectations.
- Student teachers complete the student placement assessment record (SPAR) document and the Cumbria Teacher of Reading (CToR) booklet whilst on placement.
- A Transition Meeting should be arranged between the mentor in the host school and the alternative school. This should support progression of the student teacher's experiences between schools in the first term.
- Student teachers can perform differently, depending upon context and there are a wide range of potential reasons for this. Where, in the judgement of the school mentor, a student makes either very rapid progression or regresses to a very significant degree, this should be communicated to the PPL at the very earliest opportunity.

Carlisle School Direct: Primary

Mentor Meeting:	Date:	Agreed strengths and areas of development (linked to standards)			Signed: (mentors and student).
Transition from HOST school to Alternative school.	w/b	Strengths:	Areas of development:	Target linked to standard:	1. 2. 3.

Developing Professional Learning Conversations (PLC)

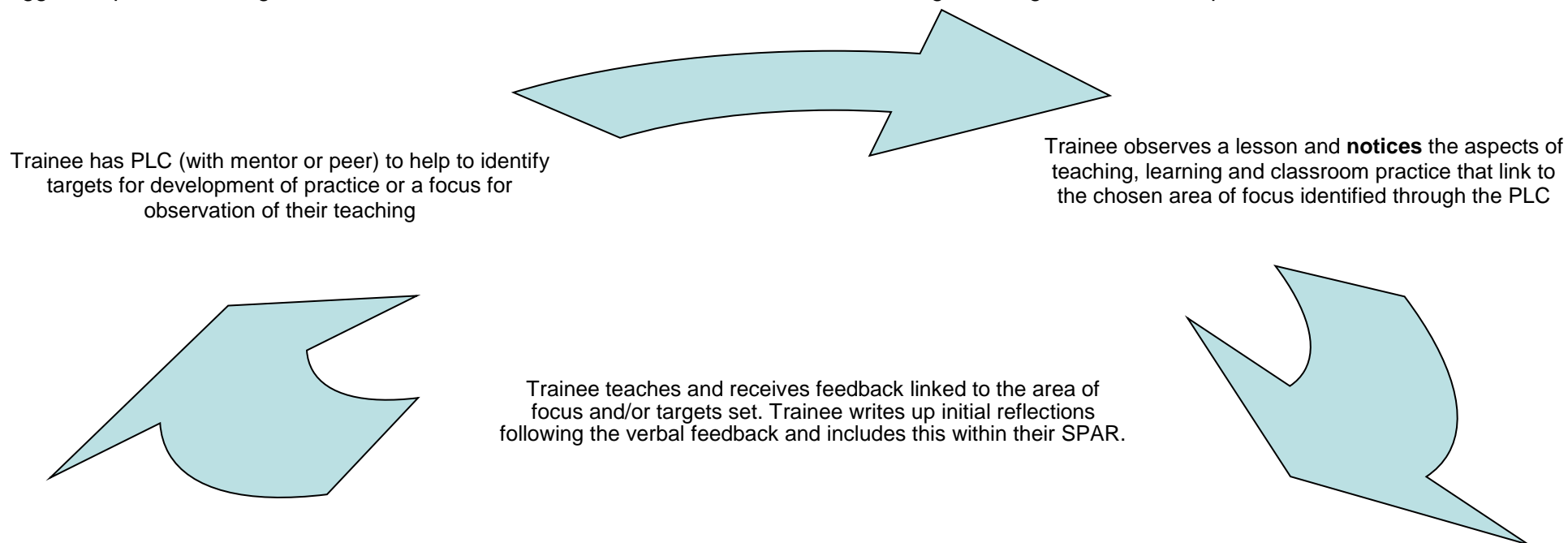
The student teacher's journey towards gaining Qualified Teacher Status and becoming a good teacher can be a rewarding and also stressful experience. An effective **professional learning conversation** is therefore a supportive and formalised process to help a trainee teacher to reflect on and discuss teaching and learning and classroom practice and to support trainee teachers to meet the Professional Standards for Teachers.

- The primary focus of the PLC is on two professional colleagues having a learning conversation about classroom practice or a related topic in order to facilitate professional development. The aim is to enable the use of effective and appropriate learning conversations which will help trainees to be aware of what they do, to identify their own needs and to analyse their own practice.
- The content and context of the PLC should be about teaching and learning and predominantly about classroom practice to formalise the process of reflection through learning conversations to add value to the trainees' experience on placement
- All PLC are non-judgemental developmental conversations. PLC do not have to be based upon or the consequence of observations, but may well be.

Procedure

Trainee teachers will be introduced to the PLC during the early stages of the PGCE programme to enable them to understand the continuum of the professional learning conversation from 'needing to be told what to do' through 'mentoring' to 'coaching'. Trainees will then be able to begin to use the PLC process to inform their reflection.

Suggested process linking PLC to lesson observation, feedback and reflection on teaching, learning and classroom practice:



Carlisle School Direct: Primary

Professional Learning Conversations: Phases of professional development from beginning ITE to NQT and beyond (based on work of Gregorc, 1973).

Phases	Characteristics	Training implications	Techniques for appropriate and effective PLC	Mentor's role	Phases of development
Fully functioning	<ul style="list-style-type: none"> I have developed my own internal criteria; I know I am doing a good job. I am always reassessing what I do I am always trying new things I am fully committed to the profession 	<ul style="list-style-type: none"> I need self-planned, self-directed and self-assessed activities in concert with collaborating peers. I will just keep changing and learning on my own and in collaboration with colleagues who work likewise 	Coaching	Facilitating	
Maturing PLCM	<ul style="list-style-type: none"> I do not need any expert support now I may seeking new personal meanings and values, I am changing my perspective on teaching and learning I experiment and improvise quite a lot I am strongly committed to teaching; I feel real job satisfaction 	<ul style="list-style-type: none"> I need to work co-operatively with colleagues, preferably on the job. I work best with peer support. I enjoy collaborative planning and group-based action research. I feel OK about exposing my weaknesses to others. 	Mentoring or coaching when situation is appropriate.	Supporting and challenging or Facilitating	
Growing PLCG	<ul style="list-style-type: none"> I am in danger of stagnating I need to expand and consolidate my skills and strategies I am beginning to create my own goals My commitment to teaching is growing; I will probably stick with it 	<ul style="list-style-type: none"> I need an external facilitator or observer who can help analyse my present practice. I like practical exercises in planning, teaching and evaluating. I need expert guidance and help in order to reflect. 	Mentoring	Supporting and challenging	
Becoming PLCB	<ul style="list-style-type: none"> I need to know from others that what I am doing is OK I have not developed my own goals I do not feel confident enough to experiment or improvise I am not sure of my commitment to teaching 	<ul style="list-style-type: none"> I need a lot of practical activities in all sorts of areas. Just tell me how to do it. I need a bag of tricks. I enjoy courses that give me lots of tips for teaching. 	Support instruction and advice	Sharing	

Carlisle School Direct: Primary

Student Planning: It is anticipated that in the Beginning placement students will complete individual plans using an individual learning plan template (see example below). **All plans should include the following key aspects:**

- Prior learning
- Learning intention
- Structure of teaching activities – focus groups, mini-plenaries, timings, TA support.
- Organisation of learning – differentiation, resources,
- Key questions and vocabulary for the teacher
- Performance indicators – what learning you are looking for and how it will be assessed
- An outline of activities or tasks to support learning
- Student targets linked to Teachers' Standards.

Following Teaching plans should be annotated making reference to:

- How the student feels they addressed their targets – evidence of progress
- General reflections on their teaching
- Pupil's learning – what was the impact of your teaching on pupil learning? Why did pupils make / not make progress?
- Next steps for student's learning
- Next steps for pupils' learning

Student teachers should be supported in their understanding of the planning process within all placements, this can be achieved through the following:

- Organising collaborative PPA where possible
- Sharing plans prior to teaching
- Adapting planning in the light of professional conversations with other adults.

Carlisle Primary School Direct: learning planning sheet

My personal target areas for this session: This links to Standards:			
Class Year:	Date/Time:	Context and Prior Learning Links:	
Subject / Focus:		Pupil Misconceptions:	
NC Links:			
No in class:	Additional Needs:	Pupil Premium:	Additional Staff:
Learning Intention:			
By the end of this lesson all pupils will be able to:		Most will be able to:	Some will be able to:
Structure of Learning and Teaching	Teaching and Learning Activities (include detail about your role as teacher: key vocabulary you will need, opportunities for modelling, key questions, assessment opportunities: what progress are you looking for? How will you know learning has occurred?)	Classroom organisation and differentiation. Focused support for groups and individuals (How will you ensure all children are engaged in the lesson?).	Resources including TAs
Additional notes (organisation or personalisation for students)			
Evaluation: Student's Learning and Pupils' learning			

Carlisle School Direct: Primary Term 1	English/ Literacy	Phonics	Guided Reading	SPAG	Maths	Science	Computing	PE	D&T	Geography	History	MFL	Music	PSHE	Art	RE
Observed teacher's model lesson in HOST or Alternative School																
Participated in a lesson planned by someone else																
Planned and taught own lesson																
Mentor Lesson Observed your lesson																
Term 2	English/ Literacy	Phonics	Guided Reading	SPAG	Maths	Science	Computing	PE	D&T	Geography	History	MFL	Music	PSHCE	Art	RE
Observed teacher in Host school																
Participated																
Planned and taught a lesson																
Created MTP and taught unit																
Mentor Lesson Observation Form Completed																
Term 3	English/ Literacy	Phonics	Guided Reading	SPAG	Maths	Science	Computing	PE	D&T	Geography	History	MFL	Music	PSHCE	Art	RE
Observed teacher in Host school																
Participated																
Planned and taught a lesson																
Created MTP and taught unit																
Mentor Lesson Observation Form Completed																

Carlisle School Direct: Primary

Carlisle School Direct Formal Placement Agreement (Primary):

Host School Placement

This agreement outlines the minimum entitlements and expectations for a student on placement. This document should be signed by all three parties at the commencement of each school experience.

Trainee teacher agrees:

- To behave in a professional and collegial manner at all times when in school.
- To act on targets set in a timely, reflective and constructive manner.
- To be organised and efficient in preparation for lessons, providing plans in advance.
- To proactively seek out additional advice and guidance when needed.
- To be determined, honest and resilient in response to challenges faced.

The school mentor agrees:

- To ensure school induction, including reference to school safeguarding policy is completed on arrival.
- To attend mentor meetings, as arranged, to support mentor development, student progression and target setting (see calendar).
- To personally observe the student, during the assessed placements, providing detailed oral and written feedback. (As a minimum Developing – 3, Extending – 4)
- To conduct a mentor meeting with the student each week, discussing progress and setting targets and addressing emerging needs. (SPAR document to be used for assessed placements).
- To provide the trainee with access to all relevant data and policies for the class taught within the school.
- To devise a balanced and appropriate timetable which follows the requirements set and which is neither excessive in demand nor insufficiently challenging – using placement digests as a guide.
- To provide ongoing opportunities for the trainee to observe good practice in the school.
- To allow the student time to attend training weekly throughout course as timetabled.
- To release the student from assessed placement requirements on Friday afternoons, as indicated on timetable, to attend cohort support and reflection.

The PPL agrees:

- To conduct joint observations with the school mentor (a minimum of one per placement).
- To supervise the training delivered by staff, supporting as appropriate.
- To monitor file engagement and weekly support for student's target setting.
- To moderate grading and reporting arrangements across schools, in order to enhance quality assurance.
- To support with CFC processes and 'moving to good or better' action plans as required.

Signed:

Trainee.....

School Mentor.....

PPL

Carlisle School Direct: Primary

Carlisle School Direct Formal Placement Agreement (Primary):

Alternative School Placement

This agreement outlines the minimum entitlements and expectations for a student on placement. This document should be signed by all three parties at the commencement of each school experience.

The Trainee teacher agrees:

- To behave in a professional and collegial manner at all times when in school.
- To act on targets set in a timely, reflective and constructive manner.
- To be organised and efficient in preparation for lessons, providing plans in advance.
- To proactively seek out additional advice and guidance when needed.
- To be determined, honest and resilient in response to challenges faced.

• The school mentor agrees:

- To ensure school induction, including reference to school safeguarding policy is completed on arrival.
- To attend mentor meetings, as arranged, to support mentor development, student progression and target setting (see calendar).
- To personally observe the student, during the assessed placements, providing detailed oral and written feedback. (Beginning – 2,)
- To conduct a formal mentor meeting with the student each week, discussing progress and setting targets and addressing emerging needs. (SPAR document).
- To provide the trainee with access to all relevant data and policies for the class taught within the school.
- To devise a balanced and appropriate timetable which follows the requirements set and which is neither excessive in demand nor insufficiently challenging – using placement digests as a guide.
- To provide ongoing opportunities for the trainee to observe good practice in the school.
- To allow the student time to attend training weekly throughout course as timetabled
- To release the student from assessed placement requirements on Friday afternoons, as indicated on timetable, to attend cohort support and reflection.

The PPL agrees:

- To conduct joint observations with the school mentor (a minimum of one per placement).
- To supervise the training delivered by staff, supporting as appropriate.
- To monitor file engagement and weekly support for student's target setting.
- To moderate grading and reporting arrangements across schools, in order to enhance quality assurance.
- To support with CFC processes and 'moving to good or better' action plans as required.

Signed:

Trainee.....

School Mentor.....

PPL



University Of Cumbria Partner
Provider
University of
Cumbria

Carlisle School Direct: Primary Alliance Structure

Steering Group Membership:

Lead school Head Teacher: Sheila Johnston
Lead Primary Head Teacher: Kuldip McMullan
Head Teacher: Mark Ashton
PPL: Jacqui Percival
UPL: Deborah Seward
Mentor: Vicky Jenner
 1 x mentor: tbc –rotation

Lead School: Trinity



Sheila Johnston

University Programme Lead (UPL)
Deborah Seward

Partner Programme Lead (PPL)
Jacqui Percival

Lead Primary School: Stanwix Primary



Kuldip McMullan

Mentor Working Party:

- Vicky Jenner (Stanwix)
- Jon Stewart (Houghton)
- Mal White (Kingmoor Jnr)
- Space available
- Space available

Alliance Schools: Belle Vue Primary, **Brampton Primary School & Nursery**, **Castle Carrock**, Caldew Lea Primary, **Crosby-On-Eden**, **Cummersdale Primary**, Gilsland, Cumwhinton Primary, Great Orton Primary, **Hayton Primary**, High Hesket, **Houghton Primary**, **Ivegill Primary**, James Rennie School, **Kingmoor Nursery and Infant School**, **Kingmoor Junior School**, Kirkbampton CE Primary School, **Newlathes Infants**, Newlathes Juniors, Newtown Primary, **Robert Ferguson Primary**, **St Michael's CE Primary School**, Stanwix, **Warwick Bridge Primary**, Wigton Infant School, **Wreay Primary**,

Red= HOST Schools 2017-18 Blue= ALTERNATIVE Placement only 2017-18

Carlisle School Direct: Primary

Carlisle School Direct Primary: Process for raising concerns.

The Alliance understands that sometimes, you may have concerns about your training, the delivery of your course or a university service. We encourage you to raise your concerns **informally** using the following support systems:

- Mentor in current school
- Senior Leader in current school
- Personal Tutor / Partnership Programme Lead (PPL) – Jacqui Percival
- Course evaluations
- Student Representatives who can raise concerns at Staff/Student Forums,

The intention would be to resolve all concerns early through professional conversations. However, you may feel your concern needs to be raised at a higher level, if this is the case you can contact:

- University programme Lead (UPL) – Deborah Seward
- School Direct Programme Leader – Mike Toyn
- Alliance Lead School – Sheila Johnston
- University Library and Student Services Comments and Suggestions Scheme.
- University Student Union

Please note email contacts for all the above identified leads can be found in your student handbook.

If you feel that the informal concerns process is not supporting you sufficiently, you may wish to make a formal complaint, please see University procedures:<http://www.cumbria.ac.uk/StudentLife/Support/PuttingThingsRight/ComplaintsProcedure.aspx>

Reading List

***core texts.**

- Ewens, T. (2014) *Reflective Primary Teaching, Northwich: Critical Publishing Ltd.**
- Scholastic (2013) *The National Curriculum in England – Handbook for Primary Teachers, Scholastic**
- Paige, R, Lambert, S and Geeson, R. (2017) *Building Skills for Effective Primary Teaching. London: Learning Matters**

Pedagogy and Practice (PGPC9060).

- Arthur, J. and Cremin, T. (2014). *Learning to teach in the primary school*. Hoboken. Taylor and Francis. E-book available at capitadiscovery.co.uk
- Clarke, S. (2014) *Outstanding Teaching*.
- Cooper, H ed. (2014) *Professional Studies in Primary Education (2nd Ed)* London: Sage
- Cowley, S. (2014) *getting The Buggars To Behave (5th Ed)* London: Continuum
- Hansen, A. ed. (2012). *Primary Professional Studies. (2nd edition)* Exeter. Learning Matters
- Hansen, A. ed. (2012). *Reflective Learning and Teaching in primary schools*. London. Sage
- Hattie, J. (2012) *Visible learning for Teachers: maximising impact on learning*. London. Routledge. E-book.
- Hayes, D. (2012). *Foundations of Primary Teaching (5th edition)*. London. David Fulton. E-book available at capitadiscovery.co.uk
- Robinson, C. Bingle, B. Howard, C. (2013). *Primary School Placements: A Critical guide to Outstanding Teaching*. Northwich. Critical publishing. E-book available at capitadiscovery.co.uk
- Rogers, B. (2012) *You know The Fair Rule; Effective Behaviour Management In Schools*. Pearson. E Book.

Raising The Achievement of Children (MAPP7044)

- Adams, K. (2009). *Behaviour For Learning in the Primary School*. Exeter. Learning Matters. E-book available at capitadiscovery.co.uk

Carlisle School Direct: Primary

- Briggs, M. Martin, C. Swatton, P. Woodfield, A. (2008). *Assessment for Learning and Teaching in Primary Schools*. Exeter. Learning Matters. E-book available at capitadiscovery.co.uk
- Elton-Chalcraft, S. Hansen, A. Twiselton, S. (2008). *Doing Classroom Research: A step by step guide for student teachers*. Maidenhead. McGraw Hill. E-book available at capitadiscovery.co.uk
- Goepel, J. Childerhouse, H. Sharpe, S. (2014). *Inclusive Primary Teaching: A Critical approach to Equality and Special Educational Needs*. Northwich. Critical publishing. E-book available at capitadiscovery.co.uk
- Punch, K. and Oancea, A. (2014). *Introduction to Research Methods in Education*. London. Sage

High Quality Learning and Teaching (MAPP7102).

- Coe, R., Aloisi, C., Higgins, S. and Major, L.E. (2014). What makes great teaching? Review of the underpinning research.
- Desailly, J. (2012). *Creativity in the Primary Classroom*. London Sage. E-book available at capitadiscovery.co.uk
- Hattie, J. (2008) *Visible learning: A synthesis of over 800 meta-analyses relating to achievement*. Routledge.
- Hayes, D. (2012). *Developing advanced primary teaching skills*. London. Routledge. Book available at capitadiscovery.co.uk
- MacGregor, R.R. (2007) *The essential practices of high quality teaching and learning*. Centre for Educational Effectiveness, Inc.
- Porter, J. Lauder, H. Daniels, H. (2009). *Educational theories, cultures and learning: a critical perspective*. London. Routledge. E-book available at capitadiscovery.co.uk
- Pritchard, A. (2008). *Ways of learning: learning theories and learning styles in the classroom*. London. David Fulton. -book available at capitadiscovery.co.uk
- Sharp, J. (2009) *Success with your education research project* Exeter: Learning Matter

Leading and Managing Change in the Primary School (PGPC9120)

- Burton, N. (2005). *Leading the curriculum in the primary school*. London. Sage. E-book available at capitadiscovery.co.uk
- De Bono, E. *Six Thinking Hats* (2009)
- Fullan M (2007) *The New Meaning of Educational Change* . London: Falmer press
- Hoppe, Michael H *Active listening* [\[UoC electronic resource\] : improve your ability to listen and lead](#) (2006)
- Jones J (2005) *Management skills in schools: a resource for school leaders*. E-book available at capitadiscovery.co.uk

Carlisle School Direct: Primary

- Sanders, E. (2011). Leading a creative school: initiating and sustaining school change. London. Routledge. E-book available at capitadiscovery.co.uk

The Cumbria Teacher of Reading (CtOR) (PGPC 9070).

- Glazzard, J. and Stokoe, J. (2013) Teaching Systematic Synthetic Phonics and Early English. Northwich: Critical Publishing.
- Jolliffe, W, Waugh, D. Carrs, A. (2012) Teaching Systematic Synthetic Phonics In primary Schools. London: Sage /Learning Matters.
- Perkins, M. (2015) Becoming A Teacher of Reading. London: Sage.
- Tennent, W (2015) Understanding Reading Comprehension: processes and practices. London: Sage.