

WELCOME



PGCE in Primary Teaching (QTS) at Liverpool Hope University

Welcome Letter to Incoming 2015 PGCE Primary Teacher Trainees

September 2015

Dear Trainee Teacher,

Congratulations - You've made it!

As Head of Primary ITE, I am delighted to welcome you to postgraduate study at Liverpool Hope University. Congratulations on achieving the excellent results which have given you entry to this programme. The Liverpool Hope PGCE Primary Teaching course (QTS) has a rigorous selection procedure. Having successfully gained your place we now have the highest expectations for you as a trainee teacher. I am very confident of your ability to progress and thrive at Liverpool Hope and to become an outstanding Hope Teacher.

Your own Philosophy of Teaching

The PGCE Primary Teaching programme is a demanding but extremely rewarding course of professional education and training. In this letter I want to share with you the nature of the programme, especially, in respect of its focus and underlying philosophy. Having an understanding of this will help you to appreciate our expectations of you as learners, and, most importantly, your expectations of us as tutors!

The overarching aim of PGCE Primary Teaching is to support you in your identification and development of an informed (through experience and reading etc.) **Philosophy of Teaching**. A clearly articulated philosophy will empower you to make good choices, skilfully solve problems and to learn powerfully, in the multiple and ever changing contexts in which you will be teaching. As such, the postgraduate QTS programme aspires to develop you into a 'critical being' with the confidence to question the political/educational ideologies underpinning a given curriculum, including that which you will be engaging with as a trainee teacher.

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Positive Learning Dispositions

In preparation for a lifetime of change, the programme will help you to understand yourself as a learner and how to learn better. More specifically, you will be supported in developing a range of positive learning dispositions towards becoming a successful lifelong learner. The table below expands on these positive learning dispositions, giving insight into the type of trainee teacher we are striving to promote on our postgraduate programme.

Positive Learning Dispositions			
Resilient	Resourceful	Reflective	Reciprocal
Curious (proactive)	Questioning (How come?)	Clear thinking (logical)	Collaborative (team member)
Adventurous (up for a challenge)	Open-minded	Thoughtful (“Where else could I use this?”)	Independent (can work alone)
Determined (persistent)	Playful (“Let’s try”)	Self-knowing (awareness of own habits, strengths and weaknesses)	Open to feedback
Flexible (trying other ways)	Imaginative (could be...)	Methodical (strategic)	Attentive (to others)
Observant (of details and patterns)	Integrating (making links)	Opportunistic (serendipity)	Empathetic (other people’s shoes)
Focused	Intuitive	Self-evaluative	Imitative (contagious)

Throughout your learning you will be actively encouraged to take responsibility for maintaining a profile of professional development, and to use this document as a tool for identifying and addressing personalised targets. Indeed, the PGCE Primary Teaching (QTS) has been designed specifically to address the notion of personalised learning for you as trainee teachers. Throughout the postgraduate programme, you are required to regularly reflect upon your pedagogical, curriculum, and subject knowledge, alongside your development in professional practice, and, personal and academic skills.

Hitting the ground running!

This letter includes details of subject specific tasks that we expect all new trainees to complete prior to starting the course at Liverpool Hope. We have high expectations for all trainees from day one of the course. These tasks will enable us to identify early on the areas you need to develop and improve. Please make sure they are completed in good time.

I am conscious that what I have shared with you might seem daunting but, as the term unfolds, I am confident that you will feel more at ease with the model of learning being presented. The development of your thinking and level of understanding will be fully supported by our excellent team of tutors. I very much look forward to meeting you during the first week at which point you can question me (and other tutors) further on any of the above.

Very best wishes,

Michelle Pearson
Head of Primary ITE

The PGCE Primary Teaching (QTS)

Hello - I'm Jeni Ward-Harrop, PGCE Lead for the Primary Teaching postgraduate programme. I would like to welcome you to the PGCE programme in Primary Teaching with Qualified Teacher Status (QTS). The first term of this course is your 'key' introduction both to teaching and your own personal and professional development at postgraduate level.

The principal focus of your first term on the PGCE (QTS) course is for you to develop your understanding of how children learn, the National Curriculum and school practices. The course has been designed to encourage you to develop a secure foundation in your knowledge of the factors which affect learning, in order to build and develop your professional skills and knowledge throughout the rest of the postgraduate programme. Initially, emphasis is placed upon you being introduced to key theories of learning and child development. This will include, for example, theories from developmental psychology (Piaget, Vygotsky, Bruner, Kohlberg) and theories of intelligence (Gardner). You will also be introduced to themes and concepts in the sociology of education such as race, social class, gender, and their influence on the achievement of individual pupils and groups. Later in the year the scope of your initial professional development is broadened to embrace essential pedagogical themes required for a prolonged period of classroom experience and teaching.

Throughout your PGCE year, emphasis is placed upon helping you to 'know yourself' in terms of the professional skills and knowledge that you will be developing. You will be actively encouraged to take responsibility for maintaining a profile of your personal and professional development, and to use this document as a tool for identifying and addressing personalised targets.

During this first term of the PGCE Primary Teaching course, you will be introduced to the core National Curriculum subjects of Mathematics, English, Science and Computing. These sessions have been designed to provide you with sufficient curriculum knowledge in order to orientate you during your school block placements. Further, during the year, you will experience sessions in the foundation subjects of Art, Music, Geography, History, PE and RE. During these core and foundation curriculum sessions you will be introduced to the key concepts and principles of each subject and will explore specific subject knowledge and key skills in each area.

Of course, an essential element of the course provides you with opportunities to work with children in contrasting primary classroom settings. The placement blocks will develop your expertise in planning, teaching and assessing children. You will be required to undertake school based tasks and teaching in Core and Foundation subjects (including placements in an EYFS and SEN context).

This course has been designed to encourage you to shape your values and attitudes in order to develop you as an effective primary practitioner. In essence the course is attempting to nurture future teachers with a social conscience. I'm really looking forward to meeting you, getting to know you, and helping you to take the first steps on your career pathway. If you have any concerns or queries, please do not hesitate to get in touch. What I want, most of all, is for each of you to have a rich, positive learning experience.

Jeni Ward-Harrop
PGCE Lead for Primary Teaching

Introduction to some of the key people on the PGCE (QTS) team

Michelle Pearson (Head of Primary ITE)

Michelle has taught as a primary school teacher for over ten years with senior management responsibility and curriculum leadership expertise in Literacy, in a wide variety of schools across the northwest. She has experienced working in EYFS through to year 6.

Before working at LHU she was appointed as a Literacy Consultant for two authorities working in partnership with schools to raise standards in literacy.

She has also been an independent consultant working in international schools researching and developing literacy teaching. She is passionate about the teaching of Early Reading and is currently conducting research in Phonics.

Jeni Ward-Harrop (PGCE Primary Lead and Primary Science and English Tutor)

Jeni has taught as a primary school teacher for sixteen years and has senior leadership experience with responsibility for coordinating KS1 and Inclusion. She also has curriculum leadership expertise in Literacy and PE, and has been involved in Performing Arts/Dance events throughout the North West. Jeni has taught in both the mainstream and independent sectors, including faith schools - and is a very creative teacher.

More recently, Jeni has worked at LHU as a Professional Tutor in Primary Education and is a member of the Primary English and Science teams. She is interested in educational management and leadership.

Elizabeth Parr (School Direct Lead and Primary English Tutor)

Elizabeth Parr is the School Direct Lead and coordinates the academic training programme for our School Direct partners. Elizabeth is a recent primary school teacher joining the team in April 2013 after teaching in a variety of schools in Liverpool, Manchester and Europe across key stages. Elizabeth is an eminent researcher engaged in research around professional perceptions towards community-oriented schools. Elizabeth supports the development and delivery of the English curriculum and PGCE modules.

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Useful Information

Buildings:

EDEN – Education and Enterprise Building	Education Deanery Office, teaching rooms, tutor offices, Powys lecture theatre, Upstairs – Café, main ICT teaching suites. Newest building on campus.
FML - Frances Mary Lescher	Registry, Refectory, Café, chapel, bank,
HCA - Hilda Constance Allen	Teaching rooms, Senior Common room, Senate Room.
LTC - Lecture Theatre Complex	Followed by A (Akure-Ilorin) B (Bucharest) and L (Ladakh) – the three main lecture theatres are named after some of our key international links.
GWB - Gateway Building	Main student centre for finance, accommodation, services etc.
SWL - Sheppard Warlock Library	Library, Media Services, bookshop, photocopiers, computer suites, coffee/snacks machines
AJB - Alexander Jones Building	Teaching rooms

GLB – Green Lane Building. **GLA** – Green Lane Annexe. **SPA** – Stand Park Annexe. **'COR'** (Cornerstone) is based at Hope at Everton.

If the room number you want in a building starts with '0' it is on the ground floor; '1' is on first floor, '2' on second floor etc.

e.g. FML 233 is on the second floor of the Frances Mary Lescher building.

PGCE Key Personnel:

Michelle Pearson	Head of Primary ITE & English Coordinator	pearsom@hope.ac.uk
Jeni Ward-Harrop	PGCE Lead Science & English Tutor	wardhaj@hope.ac.uk
Bernie Hughes	PGCE Professional Placement Learning Lead (PPL)	hughesb@hope.ac.uk

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Essential Texts

There are an excellent range of books to help you through the course in the Learning Matters series, available through SAGE publications (www.sagepub.com).

Cremin, T. & Arthur, J.	2014	<i>Learning to Teach in the Primary School 3rd ed .</i>	Routledge	London
Denby, N.	2011	<i>Training to Teach: A Guide For Students</i>	Open University	Milton Keynes
Jacques, K. & Hyland, R.	2010	<i>Professional Studies: Primary and Early Years (Achieving QTS Series)</i>	SAGE Publications	London
Mcgregor, D. & Cartwright, L.	2011	<i>Developing Reflective Practice: A Guide for Beginning Teachers</i>	SAGE Publications	London

Recommended Books

While parents, grandparents, aunts, uncles, partners, pets etc. are so pleased that you have gained your place at Hope University, persuade them how useful it would be to buy you a present.....!

It is expected that you will own at least two of the following books to use as a core text for your PGCE course.

Bearne, E.	1996	<i>Differentiation and Diversity in the Primary School</i>	Routledge	London
Cohen, L. & Manion, L.	2004	<i>A Guide to Teaching Practice</i>	Routledge	London
Deane, J	2008	<i>Organising Learning in the Primary Classroom</i>	Routledge Falmer	London
Fontana, D.	1995	<i>Psychology for Teachers</i>	Macmillan in association with BPS Books	Basingstoke
Hughes, P	2008	<i>Principles of Primary Education</i>	Routledge	London
Jacques, K & Hyland, R.	2007	<i>Professional Studies Primary Phase</i>	Learning Matters	Exeter
Kyriacou, C.	1997	<i>Effective Teaching In Schools: Theory and Practice</i>	Blackwell	Oxford

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Kyriacou, C.	2007	<i>Essential Teaching Skills</i>	Blackwell	Oxford
Lindon, J.	2010	<i>Understanding Child Development: Linking Theory To Practice</i>	Hodder Arnold	London
Moyles, J	2007	<i>Beginning Teaching Beginning Learning</i>	Open University	Milton Keynes
Pollard, A. & Bourne, J.	2004	<i>Teaching and Learning in the Primary School</i>	Open University	Milton Keynes
Pollard A.	2008	<i>Reflective teaching : evidence-informed professional practice</i>	Continuum	London
Shaw, S. & Hawes,T.	1998	<i>Effective Teaching and Learning in the Classroom : A practical guide to brain compatible learning</i>	Trevor Hawes Educational Services Ltd	Leicester
Sharp, J., Ward, S. and Hankin, L.	2009	<i>Education Studies: an Issues-based Approach</i> ISBN. 1-8444-5047-3.	Learning Matters	Exeter
Ward, S. (ed.)	2008	<i>Education Studies: A Student's Guide</i> ISBN. 0-4153-2119-0.	Routledge Falmer.	London
Wilson, D. (ed)	2009	<i>Creativity in Primary Education</i>	Learning Matters	Exeter
Wood, D.J.	1997	<i>How children think and learn : the social contexts of cognitive development</i>	Blackwell	Oxford
Wragg, E.C.	1993	<i>Primary Teaching Skills</i>	Routledge	London

A wider bibliography will be available in your Course Handbook.

Provisional Timetable

You will need to check times and venues for the following:

Induction Day is Tuesday 1st September
9.00 – 10.00am/ 1.00pm – 2.00pm/ 4.00pm – 5.00pm ID Card drop in times (Gateway Building)
10.00 a.m. – 11.00 a.m. Introductory Lecture
11.00 a.m. – 1.00 p.m. Workshop 1
2.00 p.m. – 4.00 p.m. Workshop 2
Wednesday 2nd September
10.00 a.m. – 11.00 a.m. Lecture
11.00 a.m. – 1.00 p.m. Workshop 1
2.00 p.m. – 4.00 p.m. Workshop 2
Thursday 3rd September
10.00 a.m. – 11.00 a.m. Lecture
11.00 a.m. – 1.00 p.m. Workshop 1
2.00 p.m. – 4.00 p.m. Workshop 2
4.00p.m. – 5.00p.m. Commencement Ceremony Hope Chapel
Friday 4th September Core Day
Monday 7th September – Friday 11th September EYFS Placement Week
Monday 14th September – Friday 18th September Centre-based Learning at LHU
Monday 21st September – Friday 25th September School Placement /Centre-based Learning at LHU
Monday 28th September – Friday 2nd October School Placement/Centre-based Learning at LHU
Monday 5th October - Friday 9th October School Placement/Centre-based Learning at LHU
Monday 12th October – Friday 16th October School Placement/Centre-based Learning at LHU
Monday 19th October - Friday 23rd October School Placement/Centre-based Learning at LHU
Monday 26th October – Friday 30th October TBC
Monday 2nd November - Friday 6th November Leading Partner Schools Week
Monday 9th November – Friday 18th December School Placement
Monday 21st December - Friday 1st January Christmas Break

***For the week beginning 1st September and from then onwards you will be given a full timetable at the Introductory Lecture.**

It is essential that you participate in all the events!

Please note that the programme outlined above, is merely an indicative timetable in order to help those students that need to arrange childcare. Whilst the days and times of the sessions are now accurate (they will only be subject to minor changes), the programme content is still being fine-tuned. Please ensure that you do not book any holidays during term time and be aware that you can expect to be attending taught sessions at the university between the hours of 9.00 am and 6.00 pm on week days.

IMPORTANT PLACEMENT INFORMATION REQUIRED URGENTLY.

Please follow the link and complete as soon as possible as requested in the e-mail you received:

<https://www.surveymonkey.com/r/TPH6C53>

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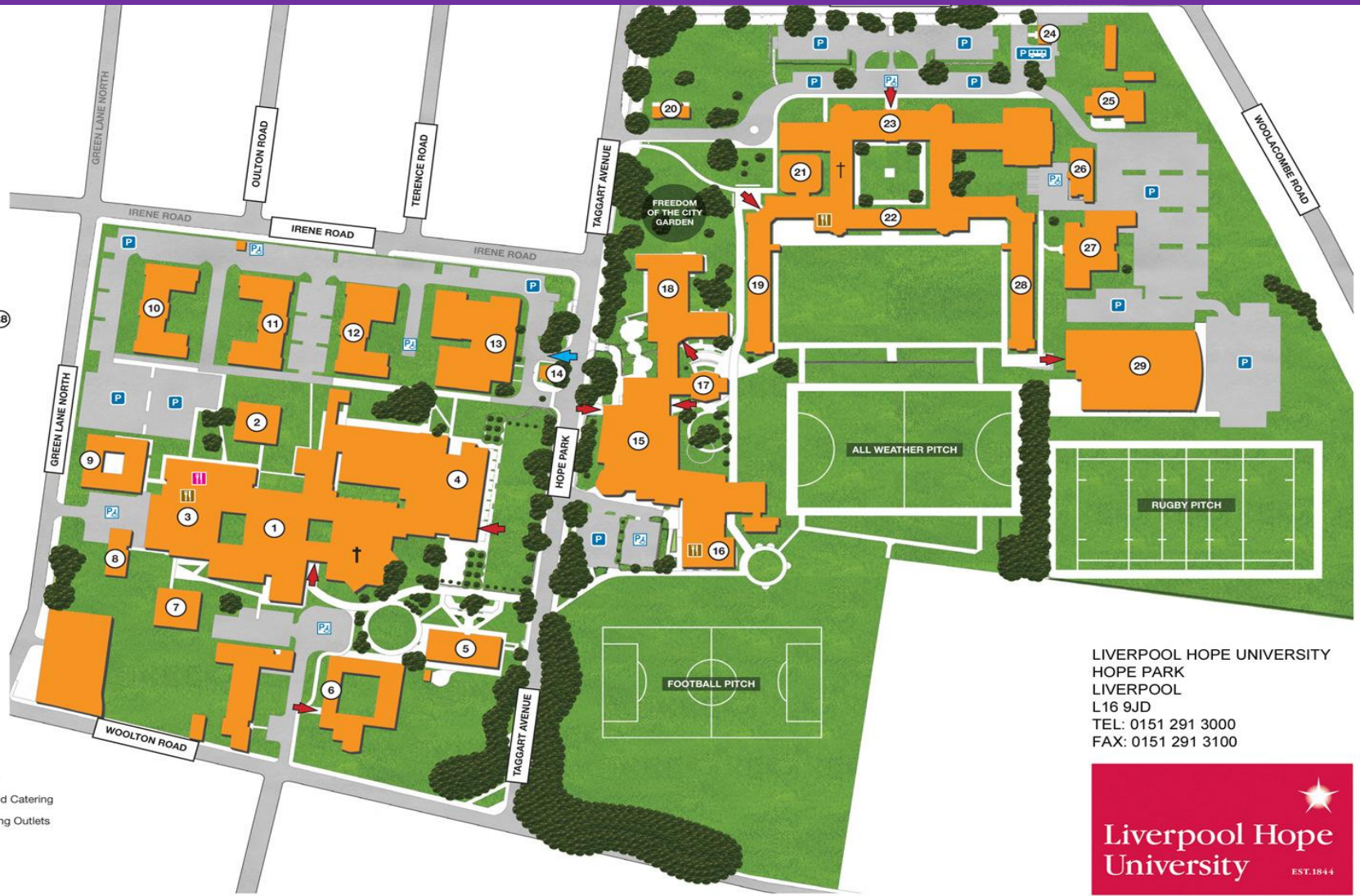


Hope Park Campus Map

- Alexander Jones Research and Postgraduate Centre
- Angela Hall
- Austin Hall
- Chapel, Hope
- Chaplaincy
- Conference Centre
- Derwent House
- EDEN (Education and Enterprise) Building
- Frances Mary Lescher Building
- Fresh Hope Food Court
- Gateway Building, The
- Green Lane Annexe
- Green Lane Building
- Hilda Constance Allen Building
- Lecture Theatre Complex
- Main Lodge
- Markland, The
- Newman Hall
- Senate Room (and Trinity Chapel)
- Sheppard-Worlock Library, The
- Sports Hall
- St Agnes Hall
- St Elphin Hall
- St Etheldreda Hall
- St Margaret Hall
- Stand Park Annexe
- Stand Park Building
- Stand Park Lodge
- Teresa Hall
- Taggart Lodge
- Workshops
- Wesley Hall

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- Car Park Entrance
- Building Entrance
- General Parking
- Disabled Parking
- Coach Park
- Refectory and Catering
- Other Catering Outlets



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To help you prepare for the course

Ensure you have passed your QTS Skills Tests in English and Mathematics prior to starting the course.

ENGLISH TASK

In order to become an effective teacher of literacy, you will need to develop a good knowledge base of children's literature – fiction, non-fiction and poetry. Fulfilling this particular requirement will be very enjoyable - there is a wealth of wonderful books to be read. This task has been set as a pre course activity to enable you to embark on your literacy journey at an early stage. It is intended to enable you to develop your knowledge of children's literature which you will be expected to continue throughout your course and professional career. During the year you will add to your anthology as you become familiar with children's books in University based training sessions and on school placements.

Learning Outcomes: Teaching Standard 3

1. To become familiar with good quality children's literature as a basis for effective teaching of Literacy
2. To begin to compile an anthology of children's books. 3.



Task:

1. Select and read six (or more) children's texts. The selection should include fiction, non-fiction and poetry and cover the Foundation Stage and KS1.
2. Give full details of author, illustrator, title, publisher and date of publication for each text. Write a short critical review in which you provide a rationale for including each one in your anthology and specify the Key stage for which it is most appropriate.
3. Identify one text and suggest ways in which you might introduce it to children during an English lesson. (Be prepared to present this during one of your first English workshops).

References:

Gamble, N. & Yates, S. (2008) 2nd Edition. Exploring Children's Literature: Teaching Language and Reading of Fiction; London: Paul Chapman

Graham, J (1997) Cracking Good Books, KS2; Sheffield: National Association for Teachers of English; Leicestershire: NATE

Graham, J (2004) Cracking Good Picture Books; Sheffield, National Association for Teachers of English Leicestershire: NATE

Sara, A. (2009), The literacy toolkit: improving students' speaking, listening, reading and writing skills; Bancyfelin: Crown House

Waugh, D. & Neaum, S. & Waugh, R (2013) Children's Literature in Primary Schools; London: Learning Matters

A suggested list of high quality children's authors you might like to consider: (This is by no means exclusive)

Janet & Allan Ahlberg	Eva Ibbotson	Michael Foreman	Raymond Briggs
Dick King Smith	Anne Fine	Tony Ross	Michael Rosen
Pat Hutchins	Terry Deary	Babette Cole	Eric Carle
Maurice Sendak	Benjamin Zephaniah	Jacqueline Wilson	Martin Waddell
Philip Pullman	Jenny Nimmo	David McKee	Michael Morpurgo
Eoin Colfer	Nick Butterworth	John Burningham	Anthony Browne
Ted Hughes	Shirley Hughes	Anthony Horowitz	Mary Hoffman

Click on the web link below in order to find out your particular strengths and weaknesses in your English subject knowledge.

<https://www.surveymonkey.com/s/FSTZYG3>

Please bring your English Subject Knowledge Audit feedback sheet to your first primary English workshop session.

PGCE Primary Science Pre-course Tasks

Task 1 - Science Knowledge Audit

To support the development of your background science knowledge you will complete an audit both at the start and at the end of the course. Having secure science background knowledge is important for both Foundation Stage and Primary practitioners as you are better able to develop teaching strategies which support children's learning in science. Ofsted notes that teachers who have secure subject knowledge are better able to adapt to the needs of the children in their class.

The science audits are not differentiated for Foundation Stage and Primary practitioners, as to simplify science explanations, it is important that your background knowledge is secure.

The Science audits can be accessed **ONLY when you have completed your registration and received a Hope student number and password**. Click on the link below to access the audits, in order to find out your particular strengths and weaknesses:

<http://moodle.hope.ac.uk/moodlequiz/>

Please bring your science background knowledge audit feedback sheet to your first primary science workshop session.

Task 2 – Elicitation of Children’s Ideas

This task will support your first assignment and must be completed before the start of the course. It does not need to be carried out during lesson time. It could be done in a break time or lunch time.

Elicit 3 children’s ideas about living things.

Collect pictures from magazines or the internet of: a carrot, a daisy, a tree, a whale, a spider, a worm, a boy or a girl, a cow, a car, and a bonfire.

Is it living? (Record each child’s answers on a separate sheet)

Show each child in turn the picture of the car, bonfire, and the cow. Ask them *‘Is it living?’* then follow this question with a further question *‘Can you tell me why you think...?’*

Is it an animal? (Record each child’s answers on a separate sheet)

Show each child in turn the picture of the spider, the worm, the girl or boy and the whale. Ask them *‘Is it an animal?’* then follow this question with a further question *‘Can you tell me why you think...?’*

Is it a plant? (Record each child’s answers on a separate sheet)

Show each child in turn the picture of the carrot, the daisy, the tree. Ask them *‘Is it a plant?’* then follow this question with a further question *‘Can you tell me why you think...?’*

Please bring these sheets of children’s answers (you should have a Living, Animal, and Plant sheet for each child) to your first primary science workshop session.

Living Things Record Sheet

Please circle: **Is it living?** / **Is it a plant?** / **Is it an animal?**

Child's Age (Years and Months) _____

Boy/ Girl

Picture shown _____

Question you asked

Child's answer

Follow up question

Child's answer.

Picture shown _____

Question you asked

Child's answer

Follow up question

Child's answer.

Picture shown _____

Question you asked

Child's answer

Follow up question

Child's answer.

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MATHEMATICS TASKS

TASK 1- Experiences of Mathematics

Consider your experiences of the learning and teaching of mathematics from birth to secondary and beyond; how have your experiences of mathematics impacted on your personal views and attitudes towards maths? Write down your thoughts and any interesting stories and feelings you may remember about your mathematics education. Conclude with a short paragraph about the type of primary mathematics teacher you hope to be. (This should be a side of A4 in total). Bring this to the first mathematics lecture and workshop session where tutors will encourage you to share your views.

TASK 2- Mathematics Knowledge Audit

As in the case of science, in order to support the development of your mathematical subject knowledge, you will need to complete a mathematics subject knowledge audit prior to starting the course.

The Mathematics audit can be accessed **ONLY when you have completed your registration and received a Hope student number and password**. Click on the link below to access the audit:

<http://moodle.hope.ac.uk/moodlequiz/>

- Please attempt all questions.
- You may not use a calculator but you should have a pen and paper available to complete any calculations required.
- Your results will be discussed with you at Hope and will form the base line for future development of your mathematics subject knowledge

COMPUTING TASK – Safe and responsible use

New technologies are integral to the lives of all children, young people and their parents. They inspire children to be creative, communicate and learn. It is essential that children and young people tap into the potential of the digital world if they are to enjoy their childhood and succeed in life. In educating children and young people we should empower them to learn how to use digital technology responsibly, not simply block what they can access. We must give the information and skills they need to be digitally literate and savvy users. This enables them to take advantage of the opportunities that new technologies can offer, as well as being able to deal with any risks that arise, Byrom (2008). School, teachers, parents and children all need to work together to ensure children can safely make the most of the opportunities offered by these new technologies.

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ACTIVITY

Explore the websites below and consider how they may help you as a teacher to:

1. Keep your professional reputation.

To protect your professional reputation, ensure that you understand the privacy settings you use for any online content you upload or any online communities you participate in. Consider fully what information you include in any online profiles, professional or personal. (Turvey et al 2014)

Visit the *Know IT ALL for Trainee Teachers* [website](#) and use the checklists to audit your own knowledge and understanding.

To check your privacy settings on Facebook- [use this list](#)

The South West Grid for Learning has designed some useful materials for students to consider their online behaviour and its consequences. [Click here to read more ...](#)

2. Develop your own knowledge, skills and understanding of new technologies and e-safety issues:
3. Deliver e-safety messages whilst on school placement.

Read through and familiarise yourself with the various areas of risk and make a list of them. Bring this in electronic format to your first computing workshop.

www.thinkuknow.co.uk Visit the teacher/trainer area

www.kidsmart.org.uk Visit the teachers section

www.quickstartcomputing.org - watch the video and read the booklet on the 'Safe and responsible use'.



Personal information sheet

Please complete the following information and return it to your seminar tutor at the first seminar meeting.

Surname:

Forenames:

Email address:

(fill in when you have Hope address)

Affix photo here

D.o.B:

Term Address:

Term Phone No.:

Post code:

Home Address:
(if different)

Home Phone No.:

Postcode:

Interests:

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