

## GOVERNOR

Pat Beckley

I was thrilled to become a governor at Molescroft Primary School in 2006, after hearing so many positive celebrations of the outstanding work taking place there. My role particularly concerns Early Years provision and R.E., incorporating meeting parents during the initial visiting days, liaising with the Early Years team and learning about their leading work in this area, while sharing practice with staff responsible for providing the wealth of initiatives in R.E.

My career has always been connected to education, starting as a primary teacher in 1973 in Lincolnshire and moving back to my Yorkshire roots to become Key Stage 2 co-ordinator. I became interested in early years practice when my children were small, developing the organisation and management of an Early Years unit, supporting colleagues as an Advanced Skills Teacher and as an executive member of the Humberside Early Years Association. I joined Higher Education as an academic at Bishop Grosseteste University, Lincoln, leading the Primary team at BGU with particular focus on Initial Teacher Training for three-seven year olds. I have recently been fortunate to have become involved in research activities at the university, including early years projects focused on Young Parents Leaving Care, a European study about transitions with colleagues in Norway, Spain and the Netherlands, collaboration in Uganda, Smart Cities involvement in India, delivering CPD at Spanish universities, disseminating papers at national and international conferences and publishing books relating to early years issues. Practice at Molescroft is a benchmark for activities observed throughout the world.

I have been married to Tim, an aboriculturalist, for 42 years and we have a daughter and son. Our children grew up in Beverley, left to attend university and have established their own lives and careers. At Beverley Minster I was involved with the music group, All-Age planning and Sunday Club. My husband has fostered my interest in outdoor learning and my doctoral work was based on a comparison of literacy approaches in England and Norway, leading to numerous visits with students to observe Norwegian outdoor learning philosophy or 'friluftsliv'. A warm welcome for my Norwegian colleagues when they visited Molescroft Primary led them to eagerly consider their pedagogy and share reflections about philosophy and practice.

The activities, particularly concerts and assemblies at Molescroft, are a delight to observe. As a governor I feel it is a privilege to play a part in this outstanding school.

