

Edge Hill University

Want to teach?

Includes information on
How to gain experience
Applying for your PGCE
PGCE interviews

CC 17

Careers Centre

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This guide provides you with key information and advice regarding PGCE (Professional Graduate Certificate in Education) applications, but also includes brief details of the Graduate Teacher Programme and Flexible options. It includes information on:

- How to gain classroom experience – how to approach schools, what to say, what you should be doing in school, collecting evidence etc
- Initiatives that may offer classroom experience – e.g. Student Associates, mentoring etc
- Research that you should undertake prior to application & key publications and websites for prospective teachers
- Selection criteria
- Edge Hill English, Maths & Science revision programme and tests
- Finance
- Flexible programmes
- Graduate Teacher Programme
- Teach First Programme
- Guidance on completing your GTTR (Graduate Teacher Training Registry) application form
- PGCE Interviews

There are a number of routes into teaching, although the PGCE is still the most common post graduation. **It is important that you keep up to date with the options open to you and you should visit the TDA (Training & Development Agency) website for the latest information about the variety of routes into teaching.** www.tda.gov.uk

A teaching qualification giving Qualified Teacher Status (QTS) is required by anyone wishing to teach in a state maintained school. All newly qualified teachers, having gained QTS, must successfully complete an assessed induction period in a school.

Apart from this guide, you should also visit the Teaching Zone of our website at <http://www.edgehill.ac.uk/careers/TeachingZone/TrainingTeach.htm> which will give you even more information about paths into teaching, how to apply and even examples of PGCE interview questions.

If anything is not clear and you need some help then book a careers interview with one of our careers advisers.

Jacqui Howe
January 2012

How To Gain Classroom Experience

If you want to apply for a PGCE programme it is necessary to obtain practical teaching experience in the classroom, relevant to your teaching application, by the END OF YOUR 2ND YEAR!

e.g. Edge Hill & Chester University both ask for **10 days experience** in the primary classroom as part of their selection criteria for their PGCE Primary programmes.

For further details of the Primary PGCE selection criteria click on:

<http://www.edgehill.ac.uk/study/courses/pgce>

As you should be applying early in the September of your final year, you would therefore need to acquire the relevant experience **by the end of your second year**. If you leave it too late it may prove difficult to organise in early September.

You could approach local schools directly, or schools/colleges that you attended prior to coming to Edge Hill, or schools near to your home.

This would be to arrange some experience of helping out in the classroom for a specific length of time. Beware however - as many local schools to Ormskirk already have large numbers of Edge Hill teacher training students and may not wish to have any other Edge Hill students in their school. Also some PGCE providers request that you do not undertake your school experience in your old school. As one Admissions Tutor at a local PGCE provider commented "*you need to step outside of your comfort zone*". You need to check this on PGCE selection criteria.

Some students will arrange placements for half or full days, and others will arrange placements for full week blocks either around Easter or from May/June onwards when exams are over. End of June/beginning of July can be a good time because teacher training students are usually no longer in schools and there may be outdoor activities, visits etc that you may be able to help with.

How do I contact the school and what should I say?

It is better to type a brief formal letter to the head teacher and send by post or email. Find out the name of the head teacher, introduce yourself i.e. year and subject, state your intention to apply for a PGCE, and the requirement to have some school experience before applying. Be clear about the days/times that you are available and what you would like experience of i.e. year groups, subject/national curriculum, age range etc. Also be clear about what you can offer the school – an extra pair of hands in the classroom, someone else to help motivate the pupils, and also to encourage them to aspire to higher education – a role model etc! Be polite and offer to call into the school at their convenience to introduce yourself. If you haven't heard from the school within 7 – 10 days, follow this up with a phone call to enquire after your letter i.e. check they have received it, would they be able to help etc.

What should I be doing when I am in school?

You should **NOT** be "a fly on the wall!" You need to get as involved as you can, for example helping the teacher and facilitating small groups. Suggest ways in which you may be able to help i.e. what your areas of expertise or knowledge may be such as subject/s or IT skills. At the end of the placement you want the teacher/s you have been working with to give you a good reference as to your suitability for teaching.

You need to record your experience of the placement, compile a diary logging the

time you spent in school and which activities you helped with, age of children, ability levels, how you made a difference! Collect examples of lesson plans, displays, projects, children's work and photos if possible etc. You must ask permission regarding photos and bear in mind that you may not be allowed to take photos of the children, although you may be able to take photos of displays or work you have contributed to. You need **to compile a portfolio of evidence to take along to a PGCE interview**. It should also include some reflection on what you have learnt from the experience, demonstrating that you have thought about the processes taking place in the classroom. You should have opinions about the teaching and learning that you have participated in!

Initiatives Offering Classroom Experience

TDA "School Experience Programme" (SEP)

If you would like to spend time in a school, you may be able to arrange a visit through the School Experience Programme (SEP) (available in England only). You could spend between 1-10 days of observation in a school dependent on eligibility and availability.

The SEP is open to those interested in teaching maths, physics, chemistry, design and technology (D&T) or information and communication technology (ICT) at secondary level.

The SEP will be available from 1 September 2011. Please call the Teaching Information Line on 0800 085 0962, bearing in mind that, owing to high demand for places, visits are subject to availability.

<http://www.tda.gov.uk/get-into-teaching/explore-teaching/sep.aspx?keywords=open+schools+programme>

Criminal Records Bureau

In some cases you will need to have a CRB (www.crb.gov.uk) check done before you can undertake work experience. Explore this at an early stage with the placement provider when setting up experience, as the processing time for a check can sometimes hold up start dates.

Research, Selection Criteria & Practical Experience

Or What We Advise You To Do By The End Of Your 2nd Year

Research

It is important to be up to date with what is happening in education and schools at the current time. Your starting point should always be the TDA website at www.tda.gov.uk. Information on the national curriculum can be found at www.nc.uk.net and also useful is www.education.gov.uk

Information PGCE candidates should be aware of

Applicants for initial teacher training need to keep up to date with current developments in education. The Coalition Government is undertaking a wide-ranging review of educational provision, so candidates should be advised to make themselves aware of the proposals contained in the documents such as:

- The white paper on “The Importance of Teaching”, which includes proposals for new school structures, changes to performance tables, funding and initial teacher training, and new ideas on behaviour management.
<http://www.education.gov.uk/b0068570/the-importance-of-teaching>
- The green paper outlining a new approach to special educational needs and disability “Support and Aspiration”
<http://www.education.gov.uk/childrenandyoungpeople/sen/a0075339/sengreenpaper>
- A matched funding scheme to help primary schools and teach systematic synthetic phonics – see press release
<http://www.education.gov.uk/inthenews.inthenews/a0076456>
- The Wolf Report on changes to vocational education
<http://www.education.gov.uk/16to19/qualificationsandlearning/a0074953/review-of-vocational-education-the-wolf-report>
- The further green paper on the review of Initial Teacher Training is now expected in July 2011.

GTTR (Graduate Teacher Training Registry) deals with most applications for places on PGCE courses. In researching where you might apply to for your PGCE programme, you should visit www.gttr.ac.uk and here you will find information on all of the PGCEs available including entry profiles on PGCE programmes at different institutions.

Selection Criteria

It is advisable to contact institutions that you are interested in and obtain the selection criteria for each specific PGCE programme. This **is very important** as selection criteria, above national minimum requirements, vary from institution to institution. In fact the selection criteria can vary across different PGCEs in the same institution. For example, Edge Hill requires Primary applicants to have Maths and English GCSE Grade C or equivalent **at the time of application** and Science by 31 August (just before they commence their course), however for Secondary applicants GCSE Maths and English are required by 31 August (ie. just before they start their course)

- All trainee teachers must have obtained Maths and English GCSE (grade C or above) or an equivalent qualification.
- Some PGCE programmes may ask specifically for English Language rather than English Literature.
- All primary or key stage 2/3 trainees must also have a Science qualification at GCSE (grade C or above) or equivalent.

- It is important to check the

GCSE Equivalency Programme

Candidates for Initial Teacher Training course must meet the following requirements:

- All Initial Teacher Training courses require at least Grade C GCSE (or equivalent) in Mathematics and English Language
- Primary and Key Stage 2/3 courses also require at least Grade C GCSE (or equivalent) in a Science

If you're applying to Edge Hill and don't possess the desired GCSEs required for your course, our equivalency programmes may be suitable for you.

We run 12 week equivalency courses in GCSE Maths, English and Science. Standalone tests in the same GCSE subjects are also available.

These courses are very popular and have a very good success rate. The modules meet the entry criteria for Edge Hill University courses and do not necessarily hold any currency with other institutions. We recommend that students contact other institutions directly before applying for one of our modules.

Further information on these courses is available on the website <http://www.edgehill.ac.uk/wideningparticipation/EquivalencyProgramme.htm> or by contacting the Access Programmes Team on 01695 584618 or Email: edgehilltests@edgehill.ac.uk

Selection Criteria continued....

- Also most Primary providers will expect you to have a range of **other GCSE National Curriculum subjects** e.g. *You will need a broad base to teach the wide range of NC subjects at Primary - usually 5-6*
- **Your Degree** - again you need to check if your degree is suitable for the primary programme you are applying for.

For example:

- *All subjects are acceptable*
- *Ideally looking for a degree with a national curriculum background*
- *Applications are invited from graduates with a good honours degree - minimum of 2:1 or first class*
- **Secondary** applicants need also to check if their degree is relevant to the PGCE that they are applying for. Some Secondary PGCE Programmes may for example require you to have 70% of your degree in the specific subject that you are hoping to teach. You need to check!

The above bullet points give you examples of why it is so important to obtain the individual selection criteria of each programme you are applying for. Do not waste your application.

Subject enhancement/extensions courses

Pre-initial teacher training enhancement and extension courses are intensive programmes for graduates who need to develop a greater depth of subject understanding prior to training for qualified teacher status.

Further information is available on the TDA web site.

Subject knowledge booster courses

Subject knowledge booster courses provide opportunities for you to ensure that you have the depth of knowledge you'll need to train to teach and give lessons in your chosen (subject(s)).

Intended for individuals who have already applied for, or started, postgraduate initial teacher training (ITT), these booster courses aim to identify your individual training needs and 'top-up' your subject knowledge in areas that would be difficult to address on your own – eg certain practical elements of design and technology.

For further information see the TDA web site.

Funding in England

Postgraduate Funding

The table below summarises the standard training bursaries available in 2012/13:

		ITT specialism		
		Physics, mathematics, chemistry, modern languages	Other priority secondary specialisms (1) and primary	General science and non-priority secondary specialisms (2)
Training bursary 2012/13	Trainee with first	£20,000 (3)	£9,000	
	2:1	£15,000 (3)	£5,000	£0
	2:2	£12,000	£0	

(1) Art and design, design and technology, economics, engineering, English, dance, drama, geography, history, information and communications technology (ICT), computer science, classics, music, biology, physical education, primary, and religious education mainstream post-graduate ITT courses attract £9,000 bursaries for trainees with a first and £5,000 for trainees with a 2:1.

(2) General science, business studies, citizenship, applied science, health and social care, leisure and tourism, media studies, psychology, social sciences (except economics) ITT courses attract no bursary.

(3) Physics trainees with a 2:1 or first are able to apply for an Institute of Physics scholarship. The scholarship is worth £20,000. Trainees who hold the scholarship will not also be eligible for the standard Department for Education (DfE) bursary. Physics

trainees who are not awarded the scholarship will continue in 2012/13 to be eligible for the standard £20,000 bursary for those with a first, and £15,000 bursary for those with a 2:1.

Other funding and grants

You may be eligible to receive other generic support in the form of relief from paying the full amount of your tuition fees; a higher education grant, and other sources of financial help such as childcare grants, disabled students allowances and access to learning funds. It is important that you clarify what is available from the University that you are applying to and keep up to date with the latest funding announcements from the Government via the TDA website.

Flexible Programmes

The flexible route into teaching offers all the benefits of a full time postgraduate course with a tailor made approach to training. If you are eligible for postgraduate training you can apply for a flexible route. It is a useful method of training if you are working, a mature applicant or have some experience but do not hold QTS.

Training is modular and programmes start and finish at different times during the year. Duration depends on you and the intensity of the programme you choose.

You can find flexible providers by visiting www.tda.gov.uk

Graduate Teacher Programme (GTP)

This is a popular and competitive route. It offers you the opportunity to qualify as a teacher while you work in a school. You will be employed as an unqualified teacher

In England training places are offered by Employment Based ITT providers.

For further information about the GTP or alternative routes into teaching, please contact the Teaching Information Line on 0800 389 2500 (0800 085 0971 for Welsh speakers).

Locally the North West and Lancashire GRTP Consortium provides an excellent website with lots of information at www.teachingin.lancashire.gov.uk

See also -

http://www.lancashire.gov.uk/education/teacher_recruitment_retention/recruitment/teacher_training/grtp/

In the north-west a useful contact for further information is Lisa Nield, Teacher Recruitment Retention Team, at the Lancashire Consortium. She can be contacted on Tel. 01772 531885.

Teach First

The Teach First programme is to be expanded to train over 1,000 teachers over the next 5 years. There will be secondary places in Newcastle and Durham and primary places in the East and West Midlands in addition to existing locations (eg. London, Manchester, Liverpool etc). Places for all subjects except Business Studies, ICT, Maths, Science and Music were already filled for September 2011 by early December 2010.

The Coalition Government plans to introduce “Teach Next” offering a fast-track route to leadership roles for professional from other careers and producing 200 new teachers by September 2013.

Teach First is a two-year teacher training programme based in challenging schools. It is aimed at graduates with a 2:1 or above and combines working towards QTS with a business internship and mentoring. The majority of the first year is spent in a school and QTS is conferred to those who successfully complete this year. Employer support, networking and mentoring (including an entrepreneurship and leadership course) continue alongside teaching experience throughout the second year.

If you want to continue a teaching career afterwards, you apply for teaching posts in the same way as other teachers. Further information at www.teachfirst.org.uk

Guidance On Completing Your GTTR Form

- It is advisable to navigate your way around the GTTR website so that you are ready to apply online at the beginning of September at www.gttr.ac.uk. If you need to contact the GTTR, the Customer Service Unit telephone number is : 0871 4680 469

You should complete and return your application as soon as possible – certainly by the end of September at the latest.

Ignore any deadlines given. It is true that some PGCE courses or providers may be less competitive, especially in shortage secondary subject areas. However the advice of most ITT providers is to apply as soon as possible - especially for primary where competition is fierce. Many institutions will begin to interview at the end of October. Therefore you want to apply as early as possible!

- Follow the instructions carefully which the GTTR give you - it is fairly straightforward, and you can ring the Customer Service Unit on 0871 4680 469
- You may name up to four institutions of your choice for secondary and just two for primary applications. These should be placed in priority order.
- Your application form will be on line via the GTTR website and you need to make a good first impression - accurate spelling and grammar! Do not rely on computer (especially U.S.) spell checks!
- Again do not waste your application. Check that your 1st choice institution will accept your qualifications.
- For those applying for primary - you should be specific about your science qualifications - e.g. state combined science, dual award, biology, chemistry etc - do not just put science - state clearly what your science qualification is.
- Applicants will make their payment via debit/credit card – currently £19 for 2012 entry.

- The on line form should be completed as how you want it to be seen by your first choice institution.
- Applicants can opt to receive information by email or text.
- As soon as you complete your reference section, the principal referee will automatically receive an email from the GTTR asking him or her to provide a reference for you.
- **Your application cannot be progressed** until this principal referee has emailed your reference.
- Keep a copy of your Reference number.
- Put your most recent qualifications in first.
- Main subject of degree must be completed in % terms
- Print full form facility is available.

The part of the form which applicants have most difficulty with, and which is the most important, is the large blank space which usually says:

“Describe briefly your reasons for wanting to teach giving the relevance of your previous education and experience, including teaching, visits to schools and other work with young people.”

Why You Want To Teach – based on your practical experience in school, other experiences working with young people, your personal motivation, successes, enjoyment, enthusiasm.

Relevance Of Previous Education – range of GCSEs. A levels, degree course content and relevance to what you are applying for, and other qualifications.

Avoid - the *I love children/I believe teaching is a good thing approach* - they want to know what you enjoyed from your classroom experience, why you think you would make a good teacher, what you have learned from the experience, tell them about your evidence.

The **3** key things you need to get across on that blank space are:

- **Your personal enthusiasm and motivation to be a teacher**
- **The relevance of your past/current academic study to what you want to teach**

- **And your recent practical experience in school.**

Use the opportunity to market the skills you have in an appropriate way. For example, detail musical achievements – actual grades you have achieved, sporting awards and level of team participation, evidence of IT skills – name databases, graphics, spreadsheets etc.

Referees

You are required to nominate two referees; the principal referee supplies the written reference on your application form and the second one is another person that an institution might wish to contact. In most cases admissions tutors do not take up the second reference unless the candidate is deemed a borderline case. Your principal referee should be your personal tutor or another tutor from your subject area who knows you.

You should find out if the tutor will be in University when you need the reference i.e. at the end of August/beginning of September. As you will be applying on line - make sure the tutor knows that he/she will be receiving an email for a reference for you from the GTTR. When applicants register they will be asked for their referee's email address. GTTR will contact referees to ask if they will be willing to submit a reference. The form will not progress until GTTR have obtained the reference. This has been put into place to try to avoid delays caused by referees failing to provide references and the GTTR/the applicant having to chase them up delaying the progress of the application.

You must also give the tutor as much information as possible about why you want to teach, what you have undertaken so far i.e. school placement, student associates scheme, mentoring etc. You should also ask him/her to stress the relevance of the degree subject (for secondary) to the teaching course you are applying for. Ask the tutor to indicate the marks you are likely to get and draw attention to particular strengths you might have in National Curriculum subjects. Remember that lack of information given to the tutor, poor attendance at lectures, missing deadlines for assignments etc could produce adverse comments on your reference.

Visit the TDA website and see Application Tips and Application Form Assistant to see how to make a successful application.

<http://www.tda.gov.uk/Recruit/thetrainingprocess/makingyourapplication.aspx>

What to Include in an Application for PGCE

1. Who or what has influenced your choice to become a teacher?

This is your 'opener'. Perhaps there was a specific time when you decided to become a teacher. How did you come to this realisation? Examples of possible openers include:

- "What attracts me to teaching is..."
- "I am interested in teaching because..."
- "Teaching appeals to me as a career because..."

Mention your own experience and skills, and avoid clichés such as "I have always wanted to be a teacher" or "I believe that teaching is my vocation".

Examples:

"I helped train eight year-olds in rugby during the school holidays and really enjoyed seeing the children develop their coordination and game skills. This led me to train as a rugby coach and I developed a desire to take this further and train as a teacher."

"I taught English to children in France as part of my language degree and I found it challenging and stimulating to select appropriate resources for the age group. I wanted to develop my skills and so wish to train as a teacher

2. Why will you enjoy working with young people?

Match specific examples of qualities you have to that of teaching.

There are many qualities that can be attributed to good teachers. A good teacher may demonstrate:

- an ability to relate to young people, good interpersonal and listening skills
- the capacity to be alert, creative, imaginative, energetic and enthusiastic
- an ability to be adaptable and versatile
- a sense of responsibility and reliability
- good time management and organisational skills
- resilience, motivation and tenacity, and
- a desire for self-development.

You should focus on the attributes that match your own strengths and identify a specific time when you have demonstrated those qualities.

Examples:

"I have good verbal communication skills and worked in the reception class at a local primary school for two weeks. I learnt how to make information accessible to young children and how to hold their attention. I learnt the importance of making connections that children will remember, such as associating farm animals with letters of the alphabet. This can also expand the children's vocabulary. I found this fascinating."

"I am a good team worker and have particularly demonstrated this skill playing netball for my local team over the last six years. I was appointed team captain and have represented our local borough in a national competition. Through my connections with the club I trained as a children's netball coach. I am keen to grow as a team player and help young people to do the same."

3. Why will you enjoy teaching your subject?

Match your skills and experience in your specialist subject(s) to that of teaching.

Here, you should reflect on what subject knowledge you have, how you developed it and how it is relevant to the national curriculum.

Candidates for secondary school teacher training can look at the <http://curriculum.qcda.gov.uk/> website to see what topics are taught at key stages 3 and 4. Primary teacher training candidates should demonstrate knowledge across several curriculum subjects, particularly maths, science and English.

Examples:

"While working in IT support for the local authority (LA) I spent a lot of time in schools resolving IT problems and, in some cases, working alongside teachers and pupils. I realised that technology and effective learning were interlinked and that working with very young children and supporting colleagues was an excellent way to use my skills and fulfil my desire to work with, and support, children in a learning environment."

"I am interested in English as a subject but also in teaching English skills at all levels, helping to develop an awareness of how information needs to be adapted to different groups and purposes. Drama is also my passion as it helps develop a range of skills including communication on all levels, teamwork to achieve set goals, determination and understanding. All are relevant to the primary classroom."

4. What did you learn about teaching through your experience in schools or other educational environments?

This is your chance to reflect on your school experience. You should identify and comment on a **particular** aspect of your experience and **demonstrate** how it affected the teaching and learning process.

Some examples include:

- the layout of tables and chairs, different tasks and teaching methods
- the individual teacher's personality or behaviour management techniques
- the way the teacher assessed work and gave feedback to pupils, and
- how the teacher worked with other adults in the classroom.

Examples:

"When I work-shadowed a teacher in school, she read a book aloud to a group of children. The teacher used the children's names as a technique to engage their attention. I saw that positive reinforcement can really help the group to focus."

"Working as a volunteer teaching assistant at my son's school, I learnt that the teacher's approach to a task has a direct effect on the children. For example, some

children needed a lot of discussion before a topic to overcome the perception that it was difficult."

5. What can you offer apart from your own specialist subject?

Here, you should focus on other skills you have that would be of benefit to a school.

These could be:

- language skills, including community languages such as Urdu or Punjabi
- your interests, like photography, ICT, sport, drama or music, or
- a training experience or management skills you have gained in other employment

"As a native Punjabi speaker I can use my linguistic skills and cultural understanding with both pupils and parents."

"Part of my job involved me travelling extensively and I have many pictures from all over the world. I could use these to set up an image library which children could use."

I would also suggest that you use the Personal Statement Assistant in the Applying for Teacher Training Section of the TDA website www.tda.gov.uk

PGCE Interviews

PGCE programmes always interview but the format varies. Possibilities: One interview, several interviews, group interviews.

Other tasks may include:

- Writing an educational topic
- Participating in a discussion
- Tour of the institution
- Talk to PGCE students & staff
- Writing a lesson plan

Selection Tests

Many primary interview days will include a written exercise designed to assess your spelling, punctuation, syntax, and use of grammar. Maths tests are also used regardless of GCSE grade. Information on these should be available from the ITT provider.

Preparation

Have your portfolio of evidence to take to interview.

Go through your GTTR application and what information you have given to the provider - be prepared to be questioned on what you have written.

You need to develop your own ideas on:

- Why you want to teach
- What personal qualities make you suitable
- Why students should study your subject
- Your own school experiences - good and bad

- Your degree course and its relevance
- Your experience in schools with children
- Your interests relevant to teaching
- Your potential contribution to a school, outside teaching
- Your opinions on current educational issues - check what has been on the front pages of the latest TES (Times Educational Supplement)
- Think about questions you want to ask: placements, assessment, opportunities for special projects, teaching other subjects, employment prospects etc.

Visit the TDA website as part of your preparation

www.tda.gov.uk

see “Apply for teacher training”

- applying
- the interview
- The interactive interview
 - Interactive interview questions and tips
 - The interactive interview

Another useful website to help you prepare is:

<http://www.kent.ac.uk/careers/interviews/ivteaching.htm>

Group Discussions

You may be asked to take part in a group discussion. This could involve: planning a lesson for a particular topic and age group, discussing current educational issues, commenting on a video of a class at work, discussions about discipline and classroom management, discussions around your subject area and teaching and learning strategies etc.

Examples Of Interview Questions

When and how often did you go into school?

Which parts of the National Curriculum have you helped to deliver?

What experience have you had of teaching your degree subject in the classroom?

How does your degree subject relate to the National Curriculum?

What do you know about teaching?

What do you think is challenging?

How have you coped in the classroom?

What have you learnt about your teaching experience?

What did you like best?

What was the most difficult aspect of teaching for you?

How were the children learning?

What experience of good practice did you observe?

What have you noticed about the ability levels of children in the classroom?

How is the classroom managed?

How would you motivate uninterested pupils?

How would you cope with a disruptive child?

How would you deal with an aggressive parent?

What makes a good teacher?

Why this particular PGCE?

What are your strengths & weaknesses in the classroom?
How do you think children should be taught?
Examine this e.g. rock - how would you develop lessons around it?
Read this story - then suggest ways it could be used to teach the national curriculum.
How important is IT in schools today?
What do you think of the national league tables?
If you walked into a classroom and two boys were fighting what would you do?
What educational issues have interested you in the news recently, and why?
What are the most important issues facing schools at the moment?
What do you think about placing children with Special Educational Needs in mainstream schools?
What is 'Every Child Matters'?
What do you know about Academies
Who is your favourite children's author and why? (PGCE English)
What Shakespeare play would you choose to teach to a mixed ability class of 14 year olds and why did you feel it was a good play to choose? (PGCE English)
What is the role of the Teaching Assistant in the classroom?
How would you make History interesting?(PGCE History)
How do you feel about a skills-based vs factual approach to teaching History? (PGCE History)
What particular practitioners or drama theories do you like and why? (PGCE Drama)
What would you say to someone (such as perhaps a parent, co-worker) who thinks drama is not important (PGCE Drama)

CUSTOMER VIEWS

Your views are important to us and help us to continually improve the quality of our services.

We would appreciate it if you could complete this form and tell us what you thought of the information we've given you.

Publication title :

Will this publication help you?

YES / NO

Did you find the information easy to understand?

YES / NO

Was the publication interesting?

YES / NO

Did you like the design of the publication?

YES / NO

Do you have any other comments about Edge Hill's Careers Centre of the information we've given?

Thank you for taking the time to complete this form.

Please return it to the Careers Centre or email to careers@edgehill.ac.uk

Inclusive Learning

It is Edge Hill's aim to make our services and provision accessible to all our users. If you need us to present our information in a different format (eg: electronic copy, large print), or need any other modifications to this publication, please contact The Careers Centre and we will do our best to accommodate your requirements.

Edge Hill Careers Centre
Contact Details: Tel: 01695 584866

Website; www.edgehill.ac.uk/careers

Opening hours:

Term-time: Monday – Thursday	9.00 am – 4.45 pm
Friday	9.00 am – 4.00 pm

Vacation periods: Mon – Fri 9.00 am – 4.00 pm
(closed for lunch 12.30 pm – 1.30 pm)