

# PGCE Subject Information

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| Introductory  | Length of Placement<br>Dates<br>Teaching Commitment | 40 days<br>09/10/2023 - 08/12/2023<br>Approx. 6-7 hours p/w*   |
| Developmental | Length of Placement<br>Dates<br>Teaching Commitment | 35 days<br>15/01/2024 - 08/03/2024<br>Approx. 8-10 hours p/w*  |
| Consolidation | Length of Placement<br>Dates<br>Teaching Commitment | 40 days<br>25/03/2024 - 11/06/2024<br>Approx. 12-15 hours p/w* |

\* Teaching should be predominantly solo teaching in the subject the trainee is training to teach in, however can also include aspects of peer teaching and support/teaching small intervention groups (such as GCSE intervention)

## Overview of placements

**Introductory:** The introductory placement has a focus on introducing trainees to the expectations of the profession including ways to manage workload and professional behaviours. As part of their induction to the setting, trainees should be given opportunity to undertake an initial period of focussed observation (approx. first 2 weeks) with opportunities to observe expert colleagues both in and outside of their subject so they experience a range of high-quality Teaching & Learning strategies. A subject specific ITE curriculum will be provided for trainees to follow each week throughout their duration of their placement.

*Teaching expectations:* Teaching on this placement will begin as taking part of a lesson (e.g., starter, explanation) and/or undertaking team teaching before the trainee incrementally takes on solo responsibility for a class. Teaching timetables should incrementally build up to approximately 5-7 hours per week across Key Stage 3 and 4 however the focus is on the trainee having opportunity to make progress through their ITE curriculum, rather than teaching a set number of hours. Teaching in this phase may include team teaching or supporting small groups of pupils alongside their solo teaching (and as part of the approx. 5-7 hours per week). To support trainee workload and to allow for the purposeful integration facilitation of university teaching during placement, trainees will need to be available for online teaching delivered by the university on a Thursday afternoon (between 13:00-15:00). They will need to be able to have access to somewhere quiet with internet access (such as a computer in a staffroom or library).

*Additional responsibilities:* Teaching at this phase should take place wholly within the subject in which the trainee is training to teach. The exception to this is PGCE Science trainees who can be expected to contribute to teaching across all 3 disciplines at Key Stage 3. Trainees can be expected to engage in the full life of the school such as undertaking duties, supporting with extra-curricular activities, attending meetings, and supporting with pastoral/form periods. These should be done with support and supervision as appropriate to their status as novice teachers.

**Developmental:** Building on their introductory placement, the developmental phase requires trainees to continue with periods of observing expert colleagues, but alongside this there is an increase in their teaching load and the related responsibilities which come with this (such as marking). Trainees should be given an induction to their new setting and be provided with opportunity to

observe and/or support classes prior to taking on responsibility for them. A subject specific ITE curriculum will be provided for trainees to follow each week throughout their duration of their placement.

*Teaching expectations:* Teaching on this placement may include some periods of support and/or team teaching however this should be predominantly solo teaching. Teaching timetables should incrementally build up to approximately 8-10 hours per week across Key Stage 3 and 4 however the focus is on the trainee having opportunity to make progress through their ITE curriculum, rather than teaching a set number of hours. These hours should predominantly be solo teaching. To support trainee workload and to allow for the purposeful integration facilitation of university teaching during placement, trainees will need to be available for online teaching delivered by the university on a Thursday afternoon (between 13:00-15:00). They will need to be able to have access to somewhere quiet with internet access (such as a computer in a staffroom or library).

*Additional responsibilities:* Teaching at this phase should take place predominantly within the subject in which the trainee is training to teach however where suitable, trainees can be expected to contribute to PSHE and RSE. PGCE Science trainees can be expected to contribute to teaching across all 3 disciplines at Key Stage 3 (and if appropriate some KS4) and trainees training to teach in History, Geography and RE may be able to undertake some KS3 teaching across the humanities subjects. Trainees can be expected to engage in the full life of the school such as undertaking duties, supporting with extra-curricular activities, attending meetings, and supporting with pastoral/form periods. These should be done with support and supervision as appropriate to their status as novice teachers.

**Consolidation:** The consolidation placement builds on the two previous placements and has an emphasis on an increased level of responsibility for whole class-teaching, an increased teaching load and a focus on building on targets from the developmental phase with a view to preparing trainees for their next stage as an Early Career Teacher. At the end of this phase, trainees should be ready to transition into the Early Career Framework with the support this brings. A subject specific ITE curriculum will be provided for trainees to follow each week throughout their duration of their placement.

*Teaching expectations:* There is the expectation that teaching at this phase is largely solo teaching with only some aspects of support and/or team teaching (as a supportive measure). Teaching timetables should incrementally build to approx. 12-15 hours per week across Key Stage 3 and 4 however the focus is on the trainee having opportunity to make progress through their ITE curriculum, rather than teaching a set number of hours. These hours should predominantly be solo teaching and in the subject in which the trainee is training to teach. To support trainee workload and to allow for the purposeful integration facilitation of university teaching during placement, trainees will need to be available for online teaching delivered by the university on a Thursday afternoon (between 13:00-15:00). They will need to be able to have access to somewhere quiet with internet access (such as a computer in a staffroom or library).

*Additional responsibilities:* Teaching at this phase should take place predominantly within the subject in which the trainee is training to teach however where suitable, trainees can be expected to contribute to PSHE and RSE. PGCE Science trainees can be expected to contribute to teaching across all 3 disciplines at Key Stage 3 (and if appropriate some KS4) and trainees training to teach in History, Geography and RE can be expected to undertake some KS3 teaching across the humanities subjects (if appropriate). Where available and the trainee has the requisite subject knowledge, it may be suitable for teaching to include some aspects of A level support/teaching. Trainees can be expected to engage in the full life of the school such as undertaking duties, supporting with extra-curricular activities, attending meetings, and supporting with pastoral/form periods. These should be done with support and supervision as appropriate to their status as novice teachers.

## Secondary PGCE Course specific information

**Computing and ICT:** We are looking to place trainees in schools where they will gain experience of Computing at Key Stages 3 and 4 and where possible, Key Stage 5 teaching and learning through individual and team-teaching opportunities. To develop our trainees to the highest standards, it is important that our schools can offer support with classroom management, the use of data and how metacognitive strategies are embedded into daily teaching. By the end of their course, we aim for trainees to be able to recognise that effective Computing teaching encompasses the three key areas of computer science, digital literacy, and information technology. Computing equips pupils to be effective digital citizens who can understand how technology shapes our world and the opportunities this provides to them, the economy and society. Through a practically and intellectually challenging course, trainees reflect and engage with their own experiences and philosophies about the nature and purpose of Computing, develop a deeper understanding of how pupils approach the subject and how they can meet their individual needs. By the end of their time on placement, trainees are expected to be able to plan and deliver lessons that offer challenge and pace for learners that is underpinned by latest research in Computing pedagogy. Trainees should be able to mark and use assessment information to inform future planning and learner progress. School based mentor colleagues are supported through regular visits by experienced subject-specific tutors, providing additional support and research insights. To support trainee workload and to allow for the purposeful integration facilitation of university teaching during placement, trainees will need to be available for online teaching delivered by the university on a Thursday afternoon (between 13:00-15:00).

If you have any queries please contact the Course Leader, Carl Simmons: [Simmonc@edgehill.ac.uk](mailto:Simmonc@edgehill.ac.uk)

**English:** Working in close partnership with our schools, we endeavour to provide our trainees with an experience of Key Stage 3, GCSE and, where possible, Key Stage 5 teaching and learning through individual and team-teaching opportunities. To develop our trainees to the highest standards, it is important that our schools can offer support with classroom management, the use of data and how metacognitive strategies are embedded into daily teaching. It would be helpful to offer a range of observation within your department and to allow trainees access to teaching and learning with different groups of learners. By the end of their time on placement, we would expect trainees to be able to plan and deliver lessons that offer challenge and pace for learners. In addition, trainees should be able to mark and use assessment information to inform future planning and learner progress. To support trainee workload and to allow for the purposeful integration facilitation of university teaching during placement, trainees will need to be available for online teaching delivered by the university on a Thursday afternoon (between 13:00-15:00).

If you have any queries please contact the Course Leader, Natalie Reynolds: [Reynoldn@edgehill.ac.uk](mailto:Reynoldn@edgehill.ac.uk)

**Geography:** We are looking to place trainees in departments that can provide experience at both Key Stage 3 and Key Stage 4 and where available Key Stage 5. Ideally, they should also be provided with opportunities to experience fieldwork and use GIS (Geographic Information Systems). To develop our trainees to the highest standards, it is important that our schools can offer support with classroom management, the use of data and how metacognitive strategies are embedded into daily teaching. The course highlights the latest developments within the academic discipline and encourages trainees to innovate in their geography teaching. Specifically, the subject course aims to help trainee teachers to:

- Explore, clarify and define the philosophies, principles and purposes of Geography education
- Understand the evolution of the 11-16 Geography curriculum in England
- Develop an extensive range of teaching methods, using a wide variety of resources

- Acquire a conceptual framework for the monitoring and assessment of pupils' achievements and progress, and learn to apply that framework to a range of variety of contexts
- Develop a self-critical, analytic approach to professional attainment

By the end of their time on placement, trainees are expected to be able to plan and deliver lessons that offer challenge and pace for learners that in underpinned by latest research in geography education. In addition, trainees can teach either History and Religious Education as trainees undertake a bespoke Humanities Enhancement Course alongside their Geography PGCE to equip them with the knowledge and skills to teach Humanities subjects other than Geography. To support trainee workload and to allow for the purposeful integration facilitation of university teaching during placement, trainees will need to be available for online teaching delivered by the university on a Thursday afternoon (between 13:00-15:00). If you have any queries please contact the Course Leader, Andy Watkins: [Watkinsa@edgehill.ac.uk](mailto:Watkinsa@edgehill.ac.uk)

**History:** We are looking to place trainees in schools where they will gain experience of History at Key Stages 3 and 4, plus Key Stage 5 if available. It will be useful for trainees to observe and gain feedback from a range of teachers in the History department. To develop our trainees to the highest standards, it is important that our schools can offer support with classroom management, the use of data and how metacognitive strategies are embedded into daily teaching. By the end of their course, we aim for trainees to be able to recognise that effective history teaching is about enabling minds and our central aim is to develop committed, resilient, thoughtful and creative history teachers who will encourage pupils to think for themselves about the past. History teaches pupils important knowledge (substantive and disciplinary) and ways of analysis which can play an important role in developing them as critical citizens who can empathise with others and put the present into a wider perspective. Through a course which is both practically and intellectually challenging it is hoped that trainees will reflect and engage with their own particular views and philosophies about the nature and purpose of history, develop a deeper understanding of how pupils approach the subject and how they can meet their individual needs. By the end of their time on placement, trainees are expected to be able to plan and deliver lessons that offer challenge and pace for learners that in underpinned by latest research in history education. In addition, trainees can teach either Geography and Religious Education as trainees undertake a bespoke Humanities Enhancement Course alongside their History PGCE to equip them with the knowledge and skills to teach Humanities subjects other than History. Trainees should be able to mark and use assessment information to inform future planning and learner progress. School based mentor colleagues are supported through regular visits by experienced subject-specific tutors, providing additional support where necessary and offering opportunities to contribute to the Secondary History PGCE course and develop the partnership with History Education Subject Hubs which focuses on key issues in history education, for example Decolonisation and History and Climate Change. To support trainee workload and to allow for the purposeful integration facilitation of university teaching during placement, trainees will need to be available for online teaching delivered by the university on a Thursday afternoon (between 13:00-15:00).

If you have any queries please contact the Course Leader, Rhonwen Bruce-Roberts: [Rhonwen.Bruce-Roberts@edgehill.ac.uk](mailto:Rhonwen.Bruce-Roberts@edgehill.ac.uk)

**Religious Education:** We are looking to place trainees in departments who can give experience of Key Stage 3 and Key Stage 4 RE/RS. Opportunity for trainees to teach GCSE and/or Key Stage 5 Religious Studies (or Philosophy and Ethics) is also very beneficial both in terms of their subject and curriculum knowledge, and future employability. Additionally, we value opportunities for trainees to contribute to PSHE, SMSC and/or Citizenship as appropriate. To develop our trainees to the highest standards, it is important that our schools can offer support with classroom management, the use of data and how metacognitive strategies are embedded into daily teaching. We prepare our trainees through a programme based on the principles of exploratory, pluralistic and non-confessional multi-faith RE. The majority of our trainees hold a first degree in a Theology/Religious Studies (TRS) related subject, however where this hasn't been possible, trainees will have attended an 8-week subject knowledge enhancement course to build on their A level qualification. In order to develop our trainees to the highest standards, it would be helpful to offer a range of observation within your department and to allow trainees access to

teaching and learning with different groups of learners. In addition, trainees can teach either Geography and History as trainees undertake a bespoke Humanities Enhancement Course alongside their RE PGCE to equip them with the knowledge and skills to teach Humanities subjects other than RE. By the end of their time on placement, we would expect trainees to be able to plan and deliver lessons that offer challenge and pace for learners. In addition, trainees should be able to mark and use assessment information to inform future planning and learner progress. School based mentor colleagues are supported through regular visits by experienced subject-specific tutors, providing additional support where necessary and offering opportunities to contribute to the Secondary RE PGCE course and develop the partnership. To support trainee workload and to allow for the purposeful integration facilitation of university teaching during placement, trainees will need to be available for online teaching delivered by the university on a Thursday afternoon (between 13:00-15:00).

If you have any queries please contact the Course Leader, Heather Marshall: [Marshallh@edgehill.ac.uk](mailto:Marshallh@edgehill.ac.uk)

**Mathematics** Placements are designed to support the development of trainee teaching styles that enable pupils to gain effective knowledge, skills and understanding of the mathematics curriculum. To develop our trainees to the highest standards, it is important that our schools can offer support with classroom management, the use of data and how metacognitive strategies are embedded into daily teaching. Trainees will need to be supported to develop their mathematical approaches to pedagogy, classroom management techniques and their effective use of Information Technology in teaching Mathematics while also exploring different approaches to assessing pupils' progress. Trainees are expected to teach Mathematics at Key Stage 3 and Key Stage 4 but some experience of teaching at Key Stage 5 would be desirable for confident and competent trainees. Generally, half of the cohort hold a mathematics degree but those from other academic backgrounds are likely to have engaged in a subject knowledge enhancement course. To support trainee workload and to allow for the purposeful integration facilitation of university teaching during placement, trainees will need to be available for online teaching delivered by the university on a Thursday afternoon (between 13:00-15:00).

If you have any further enquiries please contact the Course Leader, Martin Pickett: [Pickettm@edgehill.ac.uk](mailto:Pickettm@edgehill.ac.uk)

**Physical Education** We are looking to place trainees in schools where they will gain experience of Physical Education at Key Stages 3 and 4, plus Key Stage 5 if available. It will be useful for trainees to observe and gain feedback from a range of teachers in the Physical Education Department. To develop our trainees to the highest standards, it is important that our schools can offer support with classroom management, the use of data and how metacognitive strategies are embedded into daily teaching. We would expect that trainees, by the end of their training to have developed a competence in helping pupils become accomplished in their practical and analytical skills to encompass a healthy active lifestyle. This will be explored and experienced through a range of competitive sports and activities across the PE curriculum inclusive of Athletics, Aesthetics (gymnastics / dance) Games, Net/Wall games, Striking and fielding and examination PE (GCSE/Vocational qualifications/A Level). Trainees would also be expected to be involved in assessing work produced by their classes and producing good quality feedback. The opportunity to be involved in extracurricular provision is essential in their development as a teacher in collaboration with the wider provision of school. To support trainee workload and to allow for the purposeful integration facilitation of university teaching during placement, trainees will need to be available for online teaching delivered by the university on a Thursday afternoon (between 13:00-15:00).

If you have any queries please contact the Course Leaders, Leon Fraser: [Fraserl@edgehill.ac.uk](mailto:Fraserl@edgehill.ac.uk)

## **Science (Biology)**

Trainees will complete directed and independent scientific study across Key Stages 3 and 4 in Science and be identified as a specialist in Biology. To develop our trainees to the highest standards, it is important that our schools can offer support with classroom management, the use of data and how metacognitive strategies are embedded into daily teaching. Placements will prepare trainees to teach across the National Curriculum for Science at Key Stage 3 (including Physics, Chemistry and Biology content). They will also be able to teach their subject specialism (Biology) at Key Stage 4 and contribute to other science disciplines at Key Stage 4. Some experience of teaching or observing Biology at Key Stage 5 (if available) would be desirable for confident and competent

trainees. To support trainee workload and to allow for the purposeful integration facilitation of university teaching during placement, trainees will need to be available for online teaching delivered by the university on a Thursday afternoon (between 13:00-15:00).

If you have any queries please contact the Course Leader, Ben Porter: [Porterb@edgehill.ac.uk](mailto:Porterb@edgehill.ac.uk)

### **Science (Chemistry)**

Trainees will complete directed and independent scientific study across Key Stages 3 and 4 in Science and be identified as a specialist in Chemistry.

Placements will prepare trainees to teach across the National Curriculum for Science at Key Stage 3 (including Physics, Chemistry and Biology content).

They will also be able to teach their subject specialism (Chemistry) at Key Stage 4 and contribute to other science disciplines at Key Stage 4. Some experience of teaching or observing Chemistry at Key Stage 5 (if available) would be desirable for confident and competent trainees. To support trainee workload and to allow for the purposeful integration facilitation of university teaching during placement, trainees will need to be available for online teaching delivered by the university on a Thursday afternoon (between 13:00-15:00). To develop our trainees to the highest standards, it is important that our schools can offer support with classroom management, the use of data and how metacognitive strategies are embedded into daily teaching.

If you have any queries please contact the Course Leader, Ben Porter: [Porterb@edgehill.ac.uk](mailto:Porterb@edgehill.ac.uk)

### **Science (Physics)**

Trainees will complete directed and independent scientific study across Key Stages 3 and 4 in Science and be identified as a specialist in Physics.

Placements will prepare trainees to teach across the National Curriculum for Science at Key Stage 3 (including Physics, Chemistry and Biology content).

They will also be able to teach their subject specialism (Physics) at Key Stage 4 and contribute to other science disciplines at Key Stage 4. Some experience of teaching or observing Physics at Key Stage 5 (if available) would be desirable for confident and competent trainees. To support trainee workload and to allow for the purposeful integration facilitation of university teaching during placement, trainees will need to be available for online teaching delivered by the university on a Thursday afternoon (between 13:00-15:00). To develop our trainees to the highest standards, it is important that our schools can offer support with classroom management, the use of data and how metacognitive strategies are embedded into daily teaching.

If you have any queries please contact the Course Leader, Ben Porter: [Porterb@edgehill.ac.uk](mailto:Porterb@edgehill.ac.uk)