# PGCE Subject Information

| Introductory | Length of Placement  Dates  Teaching Commitment | 40 days  10/10/2022 - 09/12/2022  Approx. 4-5 hours p/w\* |
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| Developmental | Length of Placement  Dates  Teaching Commitment | 30 days  16/01/2023 - 03/03/2023  Approx. 7-10 hours p/w\* |
| Consolidation | Length of Placement  Dates  Teaching Commitment | 45 days  20/03/2023 - 09/06/2023  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). In some subjects it may be suitable for trainees to have experience outside of their subject specialist area. For example, Science (Biology) trainees are encouraged to have experience of teaching across all three sciences and those training to teach History, Geography and RE are encouraged to contribute to teaching across all three subjects.

## 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. Trainees are required to undertake an initial period of focussed observation (approx. first 2 weeks) observing expert colleagues both in and outside of their subject so they experience a range of high-quality T&L experiences. Teaching on this placement may start as the trainee taking part of a lesson (e.g. starter) and incrementally building to 4-5 hours per week. This may include team teaching or supporting small groups of pupils alongside their solo teaching. To support trainee workload and to allow for the purposeful integration facilitation of university teaching during placement, settings are asked to not allocate trainees any teaching on a Thursday afternoon.

Developmental: Building on the 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). Teaching increases to approx. 7-10 hours per week and whilst there still may be periods of team teaching or supporting intervention groups, this is predominantly solo teaching as appropriate to their status as novice teachers. To support trainee workload and to allow for the purposeful integration facilitation of university teaching during placement, settings are asked to not allocate trainees any teaching on a Thursday afternoon.

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 ECT (Early Career Teacher). Teaching may include aspects of team teaching (especially at the outset or as a supportive measure) but primarily this is solo teaching for approx. 12-15 hours per week. It is at this stage that some trainees may start to undertake teaching outside of their subject area. For example, those training to teach RE, Geography or History can be expected (if appropriate) to undertake teaching across the humanities. To support trainee workload and to allow for the purposeful integration facilitation of university teaching during placement, settings are asked to not allocate trainees any teaching on a Thursday afternoon.

Computing and ICTWe are looking to place trainees in schools where they will gain experience of Computing 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 Computing department. 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 in 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. If you have any queries please contact the Course Leader, Carl Simmons: [Simmonc@edgehill.ac.uk](mailto:Simmonc@edgehill.ac.uk)

EnglishWorking 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. In order 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. For further information, please contact the Course Leader, Natalie Reynolds: [Reynoldn@edgehill.ac.uk](mailto:Reynoldn@edgehill.ac.uk)

GeographyWe 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). 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 11-18 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.

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. 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.

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

MathematicsPlacements are designed to support the development of trainee teaching styles that enable pupils to gain effective knowledge, skills and understanding of the Mathematics curriculum. 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. If you have any further enquiries please contact the Course Leader, Martin Pickett: [Pickettm@edgehill.ac.uk](mailto:Pickettm@edgehill.ac.uk)

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