Curriculum: PGDE Post-14 Compulsory Education

AY 21/22



**Course: PGDE in Post-14 Education**

**Course Leader/Author: Peter Cranie & Justine Smith**

The curriculum on the PGDE Post-14 compulsory education course is modelled on the idea of dual professionalism, with generic pedagogic expertise underpinned by the Core Content Framework (CCF) and developed into our own rich Edge Hill curriculum, and subject-specific expertise by the placement mentor. The PGDE is intended not just to develop committed teachers, with sufficient knowledge of the ETF Professional Standards (2014) and CCF, but also to equip them on a journey that will take their career forward to become future academic leaders in the sector.

Induction and the early experience of trainees is crucial. They will be introduced to key elements of professional expectation early in the course in respect of safeguarding, behaviour management, adaptive teaching and other fundamentals required for teaching in Secondary (Post-14) and Further Education settings.

The course introduces a rationale for the learning and teaching methods being selected and in-depth consideration of the ETF Professional Standards and CCF. The academic rigour of this approach is underpinned by the observational model of Lesson Study (Dudley, 2011; Allan et al. 2018; Allan 2020) as one of the academic foci within the module, and one that is central to the assessment. This academic background to observation is intended to support trainee progression into a mentoring role early on their career.

Trainees will learn how an effective curriculum for delivery in their subject specific area is developed. Using the experience gained in their placement setting, trainees can develop their own short curriculum within their subject area with a specific focus or outcome. Curriculum development will be considered as one Quality Process and there will be an introduction to the role of Quality Assurance and continuous improvement in post-14 (Gravells, 2014) and the role these play in post-14 teaching. This approach builds upon the fundamentals of teaching and learning that are introduced early in the course, as we revisit key areas and build upon them.

The completion of the course will enable students to move into their teaching careers with a clear understanding of the importance of research in practice and understanding a sustainable model of leadership in Further Education. Trainees will enhance their understanding of the quality processes in preparation for early career responsibilities such as module and course leadership in their subject specialism. Furthermore, the course will ensure that eligibility for a post-qualification route of QTLS (ETF, 2021) is explicitly met through the documents compiled in an online student portfolio (OneNote), thus enabling Post-14 graduates to work in the Secondary sector with a QTS equivalent qualification in their future career.

Finally, the course equips the trainee to go forward in their career as a teacher researcher within their subject specialism. With a focus on either quality processes or leadership and management, trainees will develop the skills needed to progress to MA level and beyond, and to offer future leadership in the sector.

**References**

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|  |  | Trainees should… | Prior to Professional Practice | Interim Point 1 (Week 5) Professional Practice | Interim Point 2 (Week 10) Professional Practice | Interim Point 3 (Week 15) Professional Practice | End of Course (Week 20) |
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| PILLAR 1 | Personal & Professional values, attitudes and beliefs | *Learn that:* | -All professionals within the educational setting have a legal duty to keep children, young people and adults safe.  -Uphold public trust in their professional conduct  Within the setting, specific personnel (SENCo, pastoral leads, other specialist colleagues) have expert practice and expertise to support students and teachers alike | -Trainees are aware of their own professional conduct and behaviour.  -A positive and work/life balance must be considered when training (input from teaching unions / Ofsted and the ITT provider) and understand its importance.  -Trainees understand that they are positive role models to students | -Teachers in setting must facilitate learning and educational knowledge  - Developing as professionals in the Post 14 sector is a continual process which will impact student outcomes  - the importance of educational research to inform planning | -Teachers within the Post 14 setting should contribute to the wider culture and ethos of the setting  -All teaching professionals within the Post 14 age stage be mindful of so therefore value and promote social and cultural diversity, equality of opportunity and inclusion | - There is an importance in continuing professional development and to engage in it thereby building positive and collaborative relationships with colleagues and learners  - Collaboration with settings to engage with the QTLS process and what that involves as a Post 14 Teacher |
| *Learn how to:* | -Identify safeguarding needs of students within the setting and know how to report them and who to – Designated Safeguarding Lead  -Conduct themselves as educational professionals | -During this stage they will learn the appropriateness of managing university and placement planning and workload  - Establish effective professional relationships and understand the teaching and professional role and their responsibilities | -Not be risk averse when designing new approaches of lesson planning and delivery -consider collaborative approach to lesson design (utilising taught aspects of Lesson Study) | - Communicate with Parents, Carers and guardians as well as other colleagues in order to motivate and inspire students to promote achievement and develop their skills to enable progression | - Develop appropriate target setting for progression onto QTLS or further study (MA, GTA)  - to continue to contribute to the professional working relationship within the Post 14 setting and their department |
| PILLAR 2  (Subject & Curriculum knowledge) | How learning occurs & progression | *Learn that:* | -Ensure that trainees have an understanding of how memory works in relation to cognitive overload and CLT (Sweller, 2015)  -Prior knowledge of students is checked using appropriate retrieval methods and how this is planned for in lesson. Trainees are creative and innovative in selecting and adapting strategies to help learners to learn.  - learning takes place when difficult concepts are broken down into smaller learning steps to avoid misunderstandings and therefore disengagement | -Students learn at different rates requiring differing levels of support and intervention.  -It is imperative that you know the student’s specific needs in order for you to plan and deliver appropriate learning | -Teaching a concept in a lesson by working backwards can be effective. It is the destination that gives the teaching backwards process its shape, direction, and structure  (Griffiths & Burns, 2014)  -The use of retrieval methods to ascertain level of prior knowledge using metacognitive methods (interleaving, spaced and feedback driven)  - they are to use working examples (EEF, 2018) to facilitate learning | - Students are aware of the success criteria and that trainee teachers can support and develop them as learners  -Students are aware of metacognitive strategies to enhance learning in an explicit manner  - students will learn new ideas by linking those ideas to existing knowledge, and trainees will organise this knowledge into increasingly complex mental models based on Schema (Piaget, 1952) | -Teaching of their students enables them to be able to carry out further study and enquiry -based learning. |
| *Learn how to:* | -trainees are introduced to the planning and delivery of lessons using an individual and collaborative approach (lesson study).  -using research to inform planning specifically at scaffolding, modelling and demonstration | -Use educational philosophies and taxonomies to plan and show progress building on prior learning based on their own subject specificity | -Trainees are able to plan a curriculum and a series of lessons as part educational practice and delivery  -Use of metacognitive strategies within the planning and delivery for instance scaffolding and modelling.  -withdraw scaffolding when appropriate and embed challenge within the learning | -Embed critical theory in their curriculum design and look at texts including Rosenshine (2012) and Willingham (2002) and evaluate how curriculum and evolved since Taba (1962) and Tyler (1949).  - understand the value of data and how it can be used to inform planning and implement interventions and support when required | - ensure that on completion of the course, they are aware of and can embed through discussion with expert colleagues, the rationale for  curriculum choices and planning, and how to implement the setting’s curriculum materials informing lesson preparation |
| Curriculum & subject knowledge | *Learn that:* | -Specifications are available for their respective subject specialism from their specific awarding bodies  -They can utilise and share their subject knowledge when carrying out peer teach delivery working in lesson study groups | -they will develop in-depth knowledge of their specification relevant to their professional practice  - their own subject has philosophies of education that are pertinent to their own practice  - Integrate their knowledge and understanding of lesson study into collaborative learning when on professional practice | - will have used curriculum specifications to inform the development of a short academic scheme of work document  - Introduction to curriculum planning and design in relation to quality assurance processes within the setting.  -they will be made aware of the procedures involved in planning design and QA. | - the teacher is a researcher and will further develop their subject specific pedagogy within the FE sector  -They will be encouraged to explore regulations, awarding bodies, and criteria for learning and assessment requirements  - self-directed study can improve a student’s outcome and be confident in asking for it. It should be relevant to  main class teaching is more important than the amount set | - working cross-curricular with other colleagues in the setting and across other settings collegiately to engage and share effective practice thereby contributing to organisational development and quality improvement through collaboration with others |
| *Learn how to:* | -Access their respective subject specific specifications to identify strengths and areas of required development before commencement of PP thereby auditing their own SK. – recognise a range of T&L strategies including key contemporary issues in education such as identity, socio-economic factors impacting on learners' education, diversity and inclusion, strategies for behaviour management and assessment which are time sensitive and effective | - Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement  -Deliver updated subject knowledge and pedagogy to students and colleagues  -Adapt planning and teacher delivery to accommodate those students with SEN-D or other specific learning difficulties  -be mindful of assessment stages on practice to inform future planning | -utilise specifications to plan lessons and/or short sequences of work in their professional practice  - Build on subject knowledge from KS4 and Post 16 qualifications and specifications  -plan for questioning and be specific as to its purpose including to check students’ prior knowledge, find solutions to problems.  - plan for reflection and communication on assessments looking at feedback and feeding forward | - respond to peers where further subject and pedagogical development is needed and react positively  - adapt teaching to the emerging needs of students when appropriate  - engage frequently with assessment and marking both formatively and summatively to inspire, motivate and raise aspirations of learners through feedback, knowledge and enthusiasm | - be confident and competent in assessing Post 14 examination awards against the specific awarding body specifications.  - be party to cross moderation and standardisation within subject specific areas |
| PILLAR 3  (The craft of teaching & pedagogy) | Assessment | *Learn that:* | - students learn at different rates and so require different levels of input and support  from teachers to progress and succeed  - knowing the student’s differences, including their levels of prior knowledge and potential barriers to learning, can inform planning therefore  allowing for more informed teacher delivery.  - being creative and innovative in selecting and adapting strategies can help learners to learn | -There is a requirement for theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence  - Feedback and feedforward (Goldsmith, 2008) can be applied both verbally and written  - Students appreciate feedback in different ways and that trainees need to be mindful of that  - ensure formative assessment is appropriate for the group and individual and is used to inform progress | - knowing the students and reflecting on what works best in your teaching and learning can meet the diverse needs of learners.  - tasks are to be planned for and linked to the lesson’s learning objectives and outcomes.  - being confident in assessing the students against specific criteria | - learners be able to share responsibility for their own learning and assessment, setting goals that stretch and challenge when working towards Post 14 assessment  - to apply appropriate and fair methods of assessment and provide constructive and timely feedback will support progression and achievement | - working with colleagues collaboratively across settings and within departments to ensure effective moderation and standardisation |
| *Learn how to* | -Recognise that T&L should be formatively assessed and as a result of this be adapted.  - utilise different methods of formative assessment ensuring it is both effective and time efficient | -assess progress summatively  -manage assessment / marking to inform future planning  - develop questioning as part of formative assessment to monitor progress and learning  - using effective feedback and feedforward strategies ensuring student engagement with it and their progression | -teach students how to effectively use self and peer assessment to monitor their own progress  -ensure students use advice given to respond and reflect. | -That through assessment and progress checks that planning needs to be adapted to ensure student progression  -Apply theoretical understanding of effective practice in teaching, learning and assessment drawing on research and other evidence | -Assess accurately against national benchmarks with colleagues for a range of qualifications – GCSE, “A” Levels, BTEC |
| Adaptive Teaching | *Learn that:* | -Effective teachers adapt their teaching to respond to the needs of the class and individual pupils (OECD, 2015).  - Pupils with SEN-D or SpLD are likely to require additional or adapted support. | -As part of the SEND Code of Conduct (0-25) that trainees will work closely with colleagues, families and pupils to identify barriers to learning  - the use of data is integral when adapting T&L to support students  - too much scaffolding can hinder student progression | -Adapting teaching in a responsive way,  including by providing targeted, is likely to increase student success  - Whole class questioning can ascertain what students understand to inform responsive teaching | - Worked examples and careful grouping can support students to fill knowledge gaps or correct misconceptions.  - Teaching assistants can adapt teaching for assigned students, e.g. those with SEN-D or a SpLD.) | -carrying out continuous professional development during their QTLS and by observing expert colleagues, they will continue to adapt lessons, ensuring all students can meet and surpass expectations. |
| *Learn how to* | -be creative and innovative in selecting and adapting strategies to help learners to learn  -When pupils are introduced to new ideas, explicit guided teaching is more effective than pupils discovering new ideas without teacher support (Coe et al., 2014) | - Adapt teaching by identifying key adaptations and deploying them responsively to ensure student experience achieves a high success rate. | -With pre-lesson preparation support responsive teaching within the lesson, by ensuring the right balance of stretch and support and challenge | -Teachers can prepare adaptations in advance and deploy them responsively if assessment reveals students need them  - Utilise the skills of a TA and that they need to be prepared for the lesson by the teacher, and supplement not replace teacher support (EEF, 2018) | -Adapt lessons effectively, by preparing assessments based on key information using a sequence of questions and utilising whole class responses to detect misconceptions and so more precisely target their teaching (Christodoulou, 2017). |
| Behaviour | *Learn that:* | -Holding high expectations, creating an effective learning environment and managing behaviour effectively all positively impact on student learning outcomes.  -Teacher expectations play an important role in influencing student behaviour and learning. | -Creating an effective learning environment over time can also have benefits for classroom relationships, student attitudes to learning and student wellbeing  - | -Teachers can create effective learning environments through proactive, reactive and escalation strategies. Taking on board the setting’s behaviour strategy | -Communicating with parents/carers and guardians and other colleagues is important when managing student behaviour.  - | Students who think that their teachers are in control of the class and are inclusive of them in activities will feel more satisfied in life and have better outcomes (Rathmann et al., 2018 |
| *Learn how to:* | -Give effective instruction and have sound teacher subject knowledge to ensure effective BM  -ensure consistency and routines are crucial for high expectations | -Ensure students learn by building on what they already know, and clearly direct students towards what they need to know referred to as ‘explicit instruction’ | - Get students to think about and practise expected behaviours, by guiding them and reinforcing desirable behaviours, which can foster positive changes in students over time  - establish classroom expectations thereby maintaining effective student behaviour. | - Support students to self-regulate their emotions and know how this affects a student’s ability to learn. | -to take on a pastoral role for a student group and consider ways in managing their needs  - in addition to generating high academic outcomes for students, effective learning environments can also improve wider outcomes such as university entrance and graduation rates |
| SFE PRIORITIES AY 21/22 | EAL | *Learn that:* | * Jim Cummins framework is essential for learners with EAL esp. with a focus on context embedded, cognitively demanding * CALP and BIC skills are important for language acquisition and teachers need to plan for them * That it is important to include context embedded and cognitively demanding work for all learners but especially those with EAL | * That it is important to address misconceptions such as learners with EAL have an additional need not special need * EAL learners are not a homogenous group * How context embedded and cognitively demanding is simply good teaching and useful for all learners | * The Jim Cummins Iceberg model – that language 1 and language 2 are interdependent * That learners with EAL need extra support with colliquations, vocabulary depth and vocabulary breadth and so the teacher needs to consider this at the planning stage * There are stages of progression to language development and relate to Hilary Hester’s BEL stages * Group work and discussion is essential for language acquisition in all subject disciplines | * There are various approaches within all subject disciplines that support all learners with context embedded and cognitively demanding work * It is important to understand how to manage learner’s behaviour and recognise whether the behaviour is related to feelings of isolation and/or language barriers | * Learners with EAL may have additional barriers to their learning such as experiences of being a refugee or external pressures such as the need to be the translator for their family * It is important to use the BEL stages for assessment but that there are other models * The importance of avoiding cultural appropriation |
| *Learn how to* | * Adapt teaching to include dual language cards or text to support language acquisition in their subject discipline * Identify key vocabulary that will be needed in their subject discipline | * Ask the teacher questions about their practice. * To ask questions about the rationale for grouping children with EAL esp. if they observe a pupil with EAL in a lower competency group * Adapt their teaching and standard schemes of work so that they can offer context embedded and cognitively demanding activities that support language acquisition | * Use dual language books, flashcards, and visual aids to support reading comprehension * Evaluate resources and activities related to their discipline that may be suitable for pupils with EAL including visits to museums and outdoor learning spaces * Recognise the 4 BEL stages of development and identify some of the approaches that may be suitable for specific stages of language acquisition | * Use the BEL stages for assessment * How to celebrate culture, languages and difference in all classes and throughout a school * Be sympathetic to the needs of pupils with EAL and those who are refugees * Address ways of supporting families who have EAL | * Assess the stage of language development through assessment stages and consider support strategies * Evaluate (and if necessary, challenge) any poor EAL practices in school |
| Relationship & Sex Education (RSE) | *Learn that:* | * The goals/aims for RSE are very different to the aims or goals of other curriculum subjects and these should be recognised and foregrounded when teaching it * There are 4 core areas to the statutory secondary RSE curriculum: Identity, gender and sexuality, Consent and healthy relationships, Anatomy, sexual health and fertility, and RSE in a digital context * Ground rules in RSE teaching are important. | * In the RSE classroom, consciously ensuring pupil safety is paramount given the often-sensitive nature of the subject matter and the goals of the curriculum * Awareness and the use of language in RSE is important e.g., heteronormative, cis-normative etc. * The RSE classroom is not the place to debate their morality but to provide non-judgemental information about how to access services etc | * SRE should Provide information which is realistic and relevant, and which reinforces positive social norms * Lessons should start where students are: find out what they already know, understand, are able to do and are able to say | * Importance of avoiding making any assumptions about pupils, taking a measured, rather than value-laden approach * RSE dovetails with foundational knowledge for understanding other compulsory topics such as fertility, sexual health, FGM and menstruation (which is technically part of health education). | * RSE includes planning to teach explicit life skills (e.g., planning, decision-making skills), specific skills (e.g., communication, sexual negotiation skills) and promote resilience. * Distancing techniques which will enable learners to depersonalise the topic being discussed, should be incorporated |
| *Learn how to* | * Reflect what the new guidance means for their own teaching practice * Appreciate the role, purpose and value of RSE in the curriculum * Create a classroom environment which encourages explorative learning, questioning and development while ensuring safety | * Gently challenge misconceptions and misuse of language which emerge * Model acceptance and celebration of differences in sexual orientation, sex preference and decisions (while always championing consensual relationships) | * Ensure that any bi/homophobia, bullying, offensive language is challenged in the classroom, whatever the basis of the viewpoint   Take a positive approach which does not attempt to induce shock or guilt but focuses on what students can do to keep themselves and others healthy and safe and to have positive, healthy relationships | * Respond to challenges that they might encounter in the RSE classroom * Avoid pedagogy that may be misleading and contribute to shame and stigma * Apply a wide variety of approaches to teaching and learning, with an emphasis on interactive learning and the teacher as facilitator. | * Ensure that students are informed, empowered and safe as they develop and grow through secondary school and beyond * Develop strategies and resources for teaching RSE, relating specifically to Identity, gender and sexuality, Consent and healthy relationships, Anatomy, sexual health, and fertility, and RSE in a digital context |
| Safeguarding & digital wellbeing | *Learn that:* | * Safeguarding and Digital Wellbeing is an essential part of ITE and looking after pupils, colleagues and themselves. Inclusive of their conduct when learning and teaching online. * All professionals have a responsibility and duty of care for the pupils, colleagues and themselves in relation to the Recognise, Respond and Report (3R’s) * Keeping Children Safe in Education (2021) and Working together to safeguard children (2018) are of fundamental importance and a valuable source of guidance for all educational professionals. * Settings have their own Safeguarding Policies which must be followed by all in that setting. * Every setting should have a Designated Safeguarding Lead (DSL) who is the first point of contact for any safeguarding concerns. * Safeguarding pupils involves not promising confidentiality, sharing pertinent information and reassuring the pupil of their disclosure. | * Every setting has their own safeguarding policy and all professionals in that setting should uphold its content and ethos. * Pupils are not a homogenous group and therefore support for safeguarding needs to be individualised whilst also still following all safeguarding procedures * Peer on Peer abuse and sexual harassment are current priorities for all settings. * The following are requirements to know and implement as a teacher: * 1) they are essential part of the safeguarding system for children. * 2) To identify concerns early, provide help, promote welfare and prevent concerns from escalating. * 3) Providing a safe learning environment for all pupils and young adults. * 4) Be prepared to identify children / young adults who may benefit from early help * 5) Safeguard children’s and young people wellbeing and maintain public trust in the teaching profession as part of their professional duties | * Safeguarding relies on a wider network of support and intelligence sharing, such as across a school or LEA setting. * Bullying, including Cyberbulling is wrong and can take many forms. * Safeguarding involves promoting the welfare of children and colleagues within the school and wider community. | * The adverse experiences of pupils can have an affect upon learning and progress * The wider impact of safeguarding of pupils, vulnerable young people in relation is linked to Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE). * A high quality RSE curriculum can assist n safeguarding pupils by embedding knowledge and understanding and empowering teachers to provide/recognise safeguarding concerns. | * Safeguarding is everyone’s responsibility and that a child centred approach will ensure this is as essential. * Consistent awareness and professional development will ensure the protection and care in a proactive way for all pupils, colleague and themselves.   . |
| *Learn how to:* | * Undertake an Audit of safeguarding knowledge and understanding underpinned by KCSIE (2021) online resource to identify their readiness for professional practice. * Engage with further CPD development undertaken through Prevent training (Government link) * Identify the signs of possible abuse * Report disclosures to the necessary DSL including the DSL at Edge Hill * Keep themselves safe online and in settings by, for example, ensuring they do not promise confidentiality, only share information with key staff (e.g. DSL), and not prompting the learner during their disclosure. | * Confidently and competently report safeguarding concerns in their setting and at University. * Conduct themselves in a professional and safe manner in educational Setting. * Respond to a learner’s disclosure and act immediately adhering to the necessary steps.eg. recognising signs of abuse / knowing what County lines involves and the impact on the school / community. * Implement procedures and processes in line with an educational setting including reporting incidents/concerns to the DSL | * Identify how a safe and secure environment is established for pupils. * Identify the importance and essential approach to ensuring the welfare of pupils both in school and their community. * Seek advice and guidance for professional colleges on sensitive issues regarding welfare and safeguarding eg. Inclusive of FGM and Prevent and other essential areas of safeguarding. | * Identify symptoms and situations related to safeguarding within a school and wider context. Supporting and reinforcing focus from the RSE curriculum involving essential topics such ‘Sexual Harassment’ and ‘Peer on Peer Abuse in school’ * Recognise the impact of Adverse childhood experiences and different forms this can take upon their learning and education. | * Become a confident and competent advocate regarding safeguarding and digital wellbeing within a school and wider context. * Identity when to act upon situations and the professional manner this must uphold. * Undertake further professional awareness and understanding through continual updates provided by the DfE, Designated Safeguarding Lead (setting they are employed in), NSPCC updates and policy guidance aligned to DfE. |