# Secondary Undergraduate Subject Information

| Introductory | Length of Placement Dates Teaching Commitment | 34 days01/05/2023 - 23/06/2023Approx. 4-5 hours p/w\*  |
| --- | --- | --- |
| Developmental | Length of Placement Dates Teaching Commitment | 39 days01/05/2023 - 30/06/2023Approx. 7-10 hours p/w\*  |
| Consolidation | Length of Placement Dates Teaching Commitment | 50 days16/01/2023 - 31/03/2023Approx. 12-15 hours p/w\*  |

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 placementbuilds 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.

**Mathematics** We are looking to place trainees in schools where they would gain experience of teaching Mathematics at Key Stages 3, 4 and 5, if available. Opportunities for trainees to contribute to PSHE and Citizenship as appropriate, would also be required. It would be useful for trainees to observe and gain feedback from a range of teachers in the Mathematics Department. In year 1, trainees undertake their *Initial placement*, where they are expected to observe, join in teaching parts of a lesson and gradually work towards teaching full mathematics lessons by the end of the placement. In year 2, trainees undertake their *Developmental placement* where they get involved in planning, teaching and assessing pupils. In year 3, trainees undertake their *Consolidation placemen*t where they are expected to demonstrate greater autonomy and independence in teaching, assessing work produced by their classes and providing good quality feedback to all pupils. School based mentors are supported through regular visits by experienced tutors from Edge Hill University, who will provide additional support and training where necessary. If you have any queries please contact the Course Leader, Dr Ghada Nakhla: Nakhlag@edgehill.ac.uk

**English** Year 1 trainees will be expected to observe, help out in classes and gradually work towards teaching individual, full English lessons at Key Stage 3 or Key Stage 4 by the end of the placement. A Level observational experience (if available) would be desirable, but not essential. Trainees are working towards their subject degree in English with Qualified Teacher Status. Their Year 1 subject study modules cover an Introduction English Language Study, Literary Theory, The Western Canon. In Year 2, all trainees should develop their teaching practice during the developmental placement. It would be useful for trainees to observe and gain feedback from a range of teachers in the English department. Trainees are expected to be involved in assessing work produced by their classes and producing good quality feedback. Opportunities for trainees to contribute to Literacy projects, PSHE and Citizenship as appropriate would be advantageous. Demonstrating greater autonomy and independence during the consolidation placement, it is expected that all Year 3 trainees will hone their craft in teaching and assessing pupils’ work in order to provide effective feedback. School-based mentors are supported through visits by experienced tutors from Edge Hill University, who will provide additional support where necessary. If you have any queries please contact the Course Leader, Michaela Smith: Smithm@edgehill.ac.uk

**Religious Education** We are looking to place trainees in departments that can provide experience of RE at both KS3 and KS4 (including GCSE) and where available A Level Religious Studies. We also value opportunities for trainees to understand the pastoral roles within school, by working with a Form Tutor. They should also gain experience of PSHE, and other humanities subjects as appropriate. We prepare our RE trainees through a programme based on the principles of exploratory, pluralistic and non-confessional multi-faith RE. Leading up to the introductory placement, students have completed modules introducing them to the study of religion, and all of the six major world faiths. These courses include visits to places of worship. They should understand the principles of planning and pedagogy, knowledge rich and enquiry approaches and multi-disciplinary RE. In Year 2, Students will have studied modules including Judaism, Philosophy and the Bible in the Modern World. Students will be working on planning coherent Schemes of Work in RE. By Year 3 – in the consolidation placement, trainees are focussed on assessment and progression, carrying out their school improvement study and should have the subject knowledge to teach any of the major world faiths. Our trainees attend sessions delivered by lead national RE practitioners. As a member of our partnership we are able to offer you the opportunity to attend these sessions as part of our professional subject network. School-based mentor colleagues are supported through regular visits by experienced tutors. The tutor team work very closely with school-based mentors and will provide additional support where necessary. If you have any queries please contact the Course Leader, Paul Smalley: Smalleyp@edgehill.ac.uk