

Edge Hill University

Early Years Professional Practice



PGCE Professional Practice – Phase 1a

2019-2020

Edge Hill University Contact Numbers

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Programme Overview

Pre-Course Experience

Postgraduate trainees from Edge Hill University come from a wide variety of academic backgrounds. All spend time in schools and/or early years settings before beginning their programme. Some have a considerable amount of voluntary or paid experience in schools and/or early years settings, others have less.

Professional Practice 1a

All trainees will spend 20 days in an Early Years Foundation Stage setting, focusing on provision for under 4-year olds. This placement is not graded but is assessed at pass or fail. Trainees have a series of focused tasks to undertake during this part of their training. The experience gained from these placement days is invaluable in supporting their learning journey on the early years PGCE programme. The knowledge and skills gained will also contribute to their Teachers' Standards Portfolio (TSP), which is a requirement for them to develop over the year in order to be recommended for Qualified Teachers Status (QTS) at the end of their programme.

Professional Practices 1b and 2

All trainees will have graded Professional Practices in both Key Stage 1 and Early Years Foundation Stage during the programme.

University Based Modules

Alongside the above professional practices trainees study a range of modules that cover: Teaching, Learning and Curriculum Development; Early Years Personal and Professional Development, Early Years Research and Early Years Specialism designed to enhance their professional practice.

Key Professional Practice requirements

Phase 1a	Key Requirement and suggested progression:	Whole Class Teaching	Group Work, Training Tasks, Team Teaching and Observations	Planning, Preparation and Assessment
	To build up to teaching and planning for 25% of the class timetable as appropriate. To be based in one class, with opportunities if appropriate to visit other classes. 2 or more trainees in each class.			
Weeks 1-2	To observe the class at work and to work with groups of children under the direction of the class teacher, across all timetabled lessons. Ensure some non-contact time is allocated to give the trainee opportunities to explore resources, school policies, etc.	80%	20%	
Weeks 3-4	To begin to plan for groups of learners and short whole class inputs (including adult led and child led activities and activities within the continuous provision plus outdoors).	25%	50%	25%

During Phase 1a trainees will be encouraged to develop their skills of reflective teaching.

What is reflective teaching?

Reflective teaching means looking at what you do in the classroom, thinking about why you do it, and thinking about if it works - a process of self-observation and self-evaluation. It is really important for trainee teachers to reflect upon their own performance, in order to progress in their teaching.

After you have completed the focused tasks it is really important that you consider the following:

- What went well?
- Why did this activity or technique work?
- What would I take from the lesson?
- What should I try to successfully use again?

Focused Tasks for weeks 1- 2	
1	How does the 'key person' system work in the setting? What could be improved?
2	Think about the continuous provision environment – indoors and outdoors How is play encouraged and supported? What is the balance of play and teaching?
3	Observe the children engaged in play. What do you notice about how the environment is used by the children? What enhancements could you suggest? Why? Do boys use different areas to girls? Are all areas used effectively? How?
4	Who is responsible for planning in the setting? How does this work? How is this information shared with other professionals/parents/carers?
5	What assessment tool is used in the setting? Find out about how this informs planning and next steps?
6	Find out about the 'transitions' policy and practice in the setting for moving from nursery to reception.
7	How is early reading and phonics taught in the setting? Is there an early reading policy in place? Does there need to be? Gather some good quality examples of how early years practitioners teach early reading and phonics across all age ranges.
8	How is positive behaviour supported and enhanced in the setting? Gather some examples to discuss and reflect upon. Find out about the role of the SENCo in the setting. How is early intervention approached and monitored?
Focused Tasks for weeks 3-4	
a	Plan and deliver a series of 3 small group or whole class inputs using the Edge Hill planning template. Evaluate both the children's learning and your teaching.
b	Using information gathered from task 2, plan for an area of continuous provision. Monitor the effectiveness of your chosen provision.

Professional Practice 1a Attendance Record

Trainee's Name:School/Setting:.....

- The Trainee Teacher must complete the attendance record on a daily basis. If you are absent you must inform the school/Setting and the Faculty of Education Reception (01695 584556). Details of certifying and reporting absence are found in the Programme Handbook. Trainee Teachers will follow the Professional Practice School/Setting holiday arrangements. This attendance record must be signed by your Mentor.

Week Commencing	Monday		Tuesday		Wednesday		Thursday		Friday		Mentor Signature
	AM	PM	AM	PM	AM	PM	AM	PM	AM	PM	
07.10.19											
14.10.19											
28/10/19											
04/11/19											

Total days present

Total days absent

Mentor Statement

(Please tick each statement)

- I agree that this is a true record of attendance and absence.
- I understand that government regulations require attendance i

Mentor Signature:

Date:

Teaching Standard Portfolio Evidence

It is really important that you use your phase 1a placement experience to collect some of the evidence you will need for your Teaching Standards Portfolio. Please see below for a list of relevant evidence that will contribute towards you meeting the Teachers' Standards.

Policies such as, Behaviour Management, Safeguarding, Health and Safety, Early Reading etc... You will need to annotate the policies to demonstrate your understanding.

Evidence of strategies used to support the children during the home to nursery transition.

Examples of planning and assessment that you have been involved with in your setting.

Examples of the work children have produced in your planned activities.

Observations of children's learning and development that you have carried out.

Evidence of team meetings you have attended.

Evidence of any additional training you have attended in your setting.

Evidence of individual planning to support children with additional needs.

Evidence of behaviour management strategies used in your setting.

Pictures of displays that you have produced.

Evidence of any contact you have with parent /carers.

Evidence of continuous provision that you have set up.

This is a suggested list and by no means exhaustive. You may use photographs to record and present your evidence, however you must not include children's faces.

Recommended Reading for Professional Practice 1a:

Atherton F. and Nutbrown C. (2013) *Understanding Schemas and Young Children: From Birth to Three*. London Sage.

Brodie, K. (2014) *Sustained Shared Thinking in the Early Years*. Oxon: Routledge.

Department for Education (2014) *Statutory framework for the early year's foundation stage. Setting the standards for learning, development and care for children from birth to five*. Department for Education.

Department for Education (2012) *Development Matters in the Early Years Foundation Stage (EYFS)*. London: Early Education.

MacBlain, S. (2014) *How Children Learn*. London: Sage.

Nutbrown, C. and Clough, P. (2014) *Early Childhood Education. History, Philosophy and Experience*. Second Edition. London: Sage.

Robinson, M. (2014) *The Feeling Child. Laying the Foundations of Confidence and Resilience*. Abingdon: Routledge

Siraj – Blatchford, I. Kingston, D. and Melhuish, E. (2015) *Assessing Quality in Early childhood Education and Care: Sustained and Shared Thinking and Emotional Well-being (SSTEWE)*. London. Trentham .

Whitebread, D. (2012) *The Importance of Play. A report on the value of children's play with a series of policy recommendations*. TIE.

Wood, E. (2013) *Play, Learning and the Early Childhood Curriculum (Third Ed)* London: Sage.

4Children (2015) *What to expect when? Guidance to your child's learning and development in the early years foundation stage*. www.4children.org Supported by the DfE
Available at
www.foundationyears.org.uk/files/2015/04/4Children_ParentsGuide_2015_FINAL_WEBv2.pdf