

Who are we?



Emma Thraves-Ferguson – Secondary Programme Lead

e.thraves-ferguson@yorks.ac.uk

Keith Parker – Associate Head : Education, School of Education, Language and Psychology.

k.parker@yorks.ac.uk

School of education administration office

School.DptITE@yorks.ac.uk

Our Alliances

- Chris Aitkin – Campus Stockton
- Dr Brian Rock - EborHope
- Jo Jones – White Rose
- Amy Tumelty– Middlesbrough STA
- Steve Sandwell – All Saints

University Subject Tutors

PGCE Drama – Beth Pellymounter

PGCE English – Jane Collins

PGCE Geography – Helen Banks & Rob Cloughton

PGCE History – Gary Craggs

PGCE Mathematics – Manjinder Jagdev

PGCE MFL – Alison Organ

PGCE Music – TBC

PGCE PE – Ruth Matthewson

PGCE RE – Emma Thraves-Ferguson

PGCE Science (Biology, Chemistry, Physics) – Katy Bloom

Who are you?



Please write me a brief email introducing yourself. It will be lovely to know a little bit about you before we meet.

e.thraves-ferguson@yorks.j.ac.uk

Expectations

- Professionalism:

This is paramount on a professional programme. What do you see as professionalism? What does that look like on a PGCE Programme?

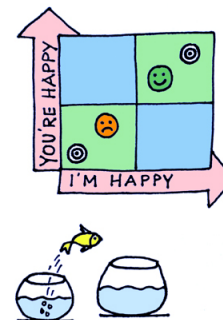
- Excellent communication:

Communication means that we are all in the loop and therefore we can offer support where it's needed. You will get weekly 'Keeping in Touch' emails from me when the programme begins and we ask for feedback throughout.

Who will you communicate with if you can't attend a session for example?

- Respect:

This is in university, in the classroom, in the staffroom, online – everywhere!



nobody
rises
to
low
expectations

Our Vision



The PGCE secondary programme is underpinned by a strong vision for teacher education and values that reflect those of both the University and School of Education, Language and Psychology, as follows:

- Engendering a culture of solidarity and trust
- Supporting intellectual curiosity and intellectual generosity
- Respecting difference and diversity and challenging prejudice
- Working with integrity towards equality, inclusion and social justice
- Fostering communities of human flourishing and personal improvement
- Developing vibrant partnerships build on mutual respect, care and collegiality
- Enabling autonomy and independence of thought in contexts of change and uncertainty.

Programme Aims

- To develop high academic and professional standards for new teachers entering the profession underpinned by the development of 'principle-based' values.
- To provide a high quality experience of Initial Teacher Education within the partnership that fosters retention and a commitment to on-going professional development.
- To integrate theory and practice throughout the programme to support professional learning, subject knowledge and pedagogy.
- To promote the intellectual and professional development of student teachers through engagement with current research and policy in teaching and wider education.
- To develop student teachers as independent researchers who are able to critically engage and influence their professional community.
- To enable student teachers to become skilled, creative, reflective and transformative professionals equipped to take responsibility for the progress of all children and young people.
- To provide an enriched curriculum that enables students to meet the statutory requirements of the Teachers' Standards whilst providing opportunities to set these within a wider educational context.

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What makes a great teacher?

- What does it look like?
- What does excellent practice mean?
- More than that....what is behind it?



Personal and professional values

As individuals:

- ▶ Consider what your own personal values are – try and write down up to 6 of your values
- ▶ Next, consider how these personal values might influence your professional values

Task for September:

- ▶ Consider your values in relation to the Part Two of the Teachers' Standards (Personal and Professional conduct)
- ▶ Prepare a statement of 500 words on your personal values to bring with you in September

Structure of the course

- Professional Studies and Subject studies modules
- Phases of training:
Introduction/Development/Consolidation/
Enrichment and Transition
- University/school work includes academic modules (1 Professional module and 1 subject module)
- Tutor contact time, independent study and reading
- School Experience and enrichment opportunities

School Placements/experience (SE)

- ▶ Primary experience – This will take place in liaison with your alliance in the first half term.
- ▶ Secondary school experience x 2 settings
- ▶ Diversity SE and 6th form experience
- ▶ Involves structured observations and an increasing responsibility for lessons
- ▶ Two mentors in school - Professional and Subject
- ▶ Training is integrated through academic input and school experience
- ▶ The student teacher has professional responsibility at all times.

Support

- Subject and professional mentor
 - Regular mentor meetings
 - Alliance input and training
 - Link tutor – quality assurance
 - University support and facilities
-
- What can support look like?



Attendance

- ▶ Legal requirement to complete 180 days
- ▶ Attendance Record – full attendance expected
- ▶ Importance of communication

Pre-course preparation

Check the website regularly

<https://blog.yorks.ac.uk/ite/pgce-secondary-education/>

Twitter @YSJSecondary