

## PGCE Secondary 2021/22 Partnership Curriculum Overview

You will engage in a range of learning opportunities during your time on the programme. This will include direct teaching from expert colleagues. Attendance to all workshops, sessions and training is compulsory but this is only part of how you will learn to become a teacher. There will be focussed readings, tasks to carry out in school when you aren't teaching, independent writing and reflections on your experiences. These will help you build upon your learning and consolidate your understanding. You will then be expected to demonstrate how you are applying this theory to your practice in the classroom and the wider school. To support this, additional follow-up activities have been identified

The schedule below is the overview of the taught curriculum so you can note what will be included each week. Additional sessions may be added/adapted as necessity arises so that your programme is as current as possible and reflects the changing landscape of secondary education. Your alliance will provide you with details about their curriculum.

Some sessions are likely to change because your programme needs to be flexible enough to respond to educational initiatives

### Induction Week: WB 6<sup>th</sup> September 2021

Date	Staff	Focus for Session	Student teachers will <b>learn that...</b>	Links to CCF and YSJ curriculum	Theoretical Perspective Reading, Preparation & SOL	Student teachers will <b>learn how to...</b> How you can learn from sessions and work with expert colleagues to apply in the classroom
Mon 6/9 10-12 RW006	ETF KP RM	Welcome and team building	Be introduced to the university and the support available and learn who to contact. Working with others is a crucial part of their teaching journey.	Being a professional  Relationships and partnership	Read through your subject handbook. Which curriculum design model/s do you think influenced it? <a href="https://tophat.com/blog/curriculum-development-models-design/">https://tophat.com/blog/curriculum-development-models-design/</a>	When you are reading the subject handbook, take time to identify links and reflect on both academic learning and school practice.
6/9 1-4  RW006	ETF (KP)   BR (2-3)  ETF (3-4)	Who's who Introduction to Moodle, modules and assessments.   The role of the mentee  Introduction to flipped learning.	Understand the aims and expectations of the programme. To understand the principles of the modules in the programme and the assessments involved. Be introduced to the CCF and understand its significance in relation to the PGCE programme.  To develop an understanding of the role of the mentee	Being a professional  Relationships and partnership	Read through the programme handbooks: Subject handbook Student teacher/mentor handbook Assessment Handbook   Spend 20 minutes looking at this website and make notes on what Self Determination Theory is ( <a href="http://selfdeterminationtheory.org/">http://selfdeterminationtheory.org/</a> ) and how you can apply it to the context of education.	Read and make notes on the assignments. Develop your thinking as we progress through the programme. Consider having an assignment notebook where you can note down ideas from seminars. This will support you to plan your assignment and include key evidence.  Your weekly mentor meetings will give you opportunities to develop your skills as a mentee. Developing professional relationships with colleagues in school is a key aspect of the programme.

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Tue 7/9 9.30-10.30  Subject focus	CMcD	Library	Know how to access the library website and use databases and search engines.  Know where to go for subject specific resources	Being a professional  Research engaged	<a href="https://www.yorks.ac.uk/students/library/">https://www.yorks.ac.uk/students/library/</a>  Take a look at the library website and familiarise yourself with key areas.	Know how to log on to library web pages and to search data bases. Know how to locate resources on Moodle. Access the library guidance on referencing: <a href="https://www.yorks.ac.uk/students/referencing/">https://www.yorks.ac.uk/students/referencing/</a>  Identify key resources that will support you. Access your subject reading lists: <a href="https://yorks.rl.talis.com/index.html">https://yorks.rl.talis.com/index.html</a> Module code PGC7007
11-12	ETF/RM	Values	Personal values impact on your educational rationale The CCF is integral to your practice	Being a professional  Personal teaching philosophy	Values statement which you were asked to do as part of induction – if you did not complete this then please write 500 words about how your personal values link to the professional values of being a teacher. <i>(links with educational rationale session tomorrow)</i> <a href="#">Brooks, V, Abbott, I, &amp; Huddleston, P 2012, Preparing To Teach In Secondary Schools : A Student Teacher's Guide To Professional Issues In Secondary Education, McGraw-Hill Education, Maidenhead.</a>	<ul style="list-style-type: none"> <li>- Take opportunities to identify how elements of the CCF are practiced in the classroom during observations.</li> <li>- Some policies in school may not synthesise with your personal values, how do you address this in a professional manner?</li> </ul>
1-3          3-4	KP	Behaviour management and the learning environment 1       Educational rationale and pedagogical practice	To compare different research models relating to behaviour management To begin to explore your own philosophy of managing behaviour and consider how this will impact on teaching and learning To explore how an educational rationale affects the role of the teacher   To begin to explore your own educational rationale in regard to pedagogical practice	Managing behaviour  Classroom practice  Personal teaching philosophy  Research engaged  Creative, critical reflection	Read 3.1, 3.2 and 3.3: <a href="#">Capel, S. A., Leask, M. and Younie, S. (2016) Learning to Teach in the Secondary School : A Companion to School Experience. London: Routledge</a>	Have you seen any of these theories in practice at school? Take note of how experienced teachers implement and adapt these models. Take time to collect a bank of strategies from different experienced teachers during your observations and try different approaches once you are teaching.

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Wed 8/9 9-11	KP (ETF)	Introduction to becoming a teaching professional and writing at M level.	To critically explore professional expectations as part of the school community and how to meet these  To self-assess your critical writing against Masters level criteria	Professional behaviours  Subject and curriculum  Creative, critical reflection	Read through the critical reading and critical writing workshops, making sure you have completed all the tasks.  Bring your piece of critical writing ( <u>from the PowerPoint workshop over summer</u> ) to this session. It will need to be uploaded to Moodle this week by 28 <sup>th</sup> September	Ask your mentor what the professional expectations are of school staff Make notes on how you can meet these expectations. Will you have to develop any areas? E.g. Being on time, professional communication, organisation skills and professional dress. Know how to construct a critical discussion. Finalise a 500 word critical written response to the article and <b>submit by 28<sup>th</sup> September</b>
11.30-12.30 Hope Sentamu LT students	Digital Team	Introduction to online systems – E.g. Moodle, Pebblepad, mentimeter, padlet	To begin to become familiar with key documentation, the online portfolio and how to keep accurate records to provide evidence towards engagement with the formative framework.	Being a professional	Read about the key reflective practice theorists: <a href="http://edshare.soton.ac.uk/11124/1/index.htm">http://edshare.soton.ac.uk/11124/1/index.htm</a>	Know how to access and record evidence on Pebblepad and why it is part of being a reflective practitioner  Speak to your mentor about expectations relating to your records of progress and mentor expectations for your weekly progress meeting
12.30-1.30 Remainder of the cohort						
1.30-3.30		Independent Study  (HSLT at alliance for induction)		Creative, critical reflection	Read this journal article and consider how it links with the documentation on Pebblepad. Why is reflection central to the PGCE?  <a href="https://apiar.org.au/wp-content/uploads/2017/02/13_APJCECT_Feb_BRR798_EDU-126-131.pdf">https://apiar.org.au/wp-content/uploads/2017/02/13_APJCECT_Feb_BRR798_EDU-126-131.pdf</a>	
4-5	ETF	<b>Online</b> Managing workload - this will be online with a panel of ECT's and mentors.	Managing workload is an important skill to learn both with the academic and school workload.  It is important to protect time for rest and recovery and be aware of the sources of support available to support good mental wellbeing.	Professional behaviours  Relationships and partnership	Gibson, S., Oliver, L. and Dennison, M. (2015) <i>Workload Challenge: Analysis of teacher consultation responses</i> . Department for Education. Accessible from: <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/485075/DFE-RR456A_-_Workload_Challenge_Analysis_of_teacher_consultation_responses_sixth_form_colleges.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/485075/DFE-RR456A - Workload Challenge Analysis of teacher consultation responses sixth form colleges.pdf</a> .	Observing how expert colleagues use and personalise systems and routines to support efficient time and task management and deconstructing this approach. Discussing and analysing with expert colleagues the importance of the right to support (e.g. to deal with misbehaviour) Collaborating with colleagues to share the load of planning and preparation and making use of shared resources.

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Thur 9/9		School based	TBC		TBC	TBC
Fri 10/9 10-1	ST	<b>Online</b> Understanding the importance of safeguarding within schools	To consider your roles and responsibilities with regard to safeguarding and child protection. To consider a range of scenarios related to child protection issues and responses to these	Professional Behaviours  Relationships and partnership	Complete the introduction to basic awareness training on safeguarding (details on Moodle) You will also have safeguarding training in school. Both elements are mandatory. How do they link? What questions has it raised for you? Read the 2018 DfE document <a href="#">‘Keeping Children Safe in Education’</a> Access ‘Preventing and Tackling Bullying’ at <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/368340/preventing_and_tackling_bullying_october14.pdf">https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/368340/preventing_and_tackling_bullying_october14.pdf</a>	Know what procedures to follow when raising safeguarding concerns.  Read school policy relating to safeguarding and wellbeing. Speak to the Designated Safeguarding Person in school.
2-4	ST	<b>Online</b> Children’s mental health awareness	To become familiar with strategies that can build resilience and promote wellbeing within your professional role to ensure pupils are motivated to learn and feel valued. To understand that building effective relationships is easier when pupils believe that their feelings will be considered and understood.	Professional behaviours  Adaptive teaching	Access guide to CAMHS and understand how this service supports pupils, parents and carers. <a href="https://youngminds.org.uk/find-help/your-guide-to-support/guide-to-camhs/">https://youngminds.org.uk/find-help/your-guide-to-support/guide-to-camhs/</a>	Know what procedures to follow when raising concerns and begin to understand the importance of supporting children’s mental health. Review wellbeing services offered by York St John and understand how these services can support your own mental health. <a href="https://www.yorks.ac.uk/student-services/health-and-wellbeing/">https://www.yorks.ac.uk/student-services/health-and-wellbeing/</a>

**WB 13<sup>th</sup> September 2021**

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Mon 13/9 9-10	Teaching unions	The role of the teachers' union	Learn the role of the teachers' union and how support can be provided during the PGCE.	Being a professional	<a href="https://neu.org.uk">https://neu.org.uk</a> <a href="https://www.nasuwt.org.uk">https://www.nasuwt.org.uk</a>	Research union services following input and talk to expert colleagues in school about being a member of a teaching union.
10-12 Subject focus	HL	Phonics	Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.	Subject and curriculum  Adaptive teaching	<a href="http://www.schoolslinks.co.uk/LettersAndSounds.pdf">http://www.schoolslinks.co.uk/LettersAndSounds.pdf</a>	Teaching unfamiliar vocabulary explicitly and planning for pupils to be repeatedly exposed to high-utility and high-frequency vocabulary in what is taught.
1-3	KP/ETF	An introduction to learning and teaching pedagogy	To know key ideas about how children learn from major theorists in this field To begin to develop an understanding of how cognitive development relates to learning To consider what is effective learning and teaching	How children learn Classroom practice Creative, critical reflection Research engaged Personal teaching philosophy	Brooks et al chapter 2.4 Capel et al chapter 5.1 Ellis chapter 4 Hoult chapter 2 Pollard chapter 7  Deans for Impact (2015) The Science of Learning [Online] Accessible from: <a href="https://deansforimpact.org/resources/the-science-of-learning/">https://deansforimpact.org/resources/the-science-of-learning/</a>	Extend subject and pedagogic knowledge as part of the lesson preparation process.  Engage critically with research and use evidence to critique practice
3.30-5 Subject focus	ETF/RM	An introduction to planning and assessment Session 1	To understand the key aspects of short, medium and long term planning and the progression between these levels of planning	Classroom Practice  Assessment  Adaptive Teaching  How pupils learn  High expectations  Managing behaviour	Read ch 10 <a href="#">Pollard, A, Black-Hawkins, K, Cliff, HG, Dudley, P, James, M, Linklater, H, Swaffield, S, Swann, M, Turner, F, &amp; Warwick, P 2014, Reflective Teaching in Schools, Bloomsbury Publishing, New York.</a>  Watch the video on Moodle from a previous student about how to approach lesson planning as a student teacher. Read through the lesson plans on Moodle. Make notes on a blank plan, identifying what you understand by each heading.	Ask to see long and medium term plans in your department to further your understanding. Discuss these with your mentor During observations, write a retrospective lesson plan to support your understanding of the planning cycle. Take opportunities to practice the planning cycle as soon as you can. Begin to know how to plan a lesson that is based upon clear objectives that move learning forward. YSJ lesson plans have to be used in school so you get grounded in the different aspects that need to be included.

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Tue 14/9	Subject staff	SK Day 1	TBC for individual subjects	Subject and curriculum	TBC for individual subjects	TBC for individual subjects
All day	JC	SKA's		Assessment		
Subject focus		The aim of the subject/ curriculum.		Classroom Practice		
4-5 (independent)		Misconceptions				
		Modelling abstract concepts.				
		Planning				

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Wed 15/9 9-12 Subject focus	In alliances  School staff	Behaviour management and the learning environment e.g different groupings and transitions.	TBC for individual subjects	Subject and curriculum  Assessment  Classroom Practice	TBC for individual subjects	TBC for individual subjects
2-5	ETF (KP)	Online Introduction to Assignment 1 (2-3)  Introduction to adaptive teaching (3-4)  SE1 briefing (4-5)	<ul style="list-style-type: none"> <li>What the expectations are of SE1</li> <li>How the school experience is structured</li> <li>Key advice for your first few weeks in school</li> <li>Different strategies can be used to support pupils in a variety of attainment groups</li> </ul>	Professional behaviours  Research engaged  Adaptive teaching	<p>Think about key questions for our guest speaker about SE1</p> <p>Look at examples of reflective learning journals on Moodle for both teachers and pupils. Watch the video clip from a previous YSJ student about reflective journals. Read: <a href="#">Denton, D. and David Denton (2011) 'Reflection and learning: characteristics, obstacles, and implications', Educational Philosophy &amp; Theory, 43(8), pp. 838–852</a></p>	<p>Discuss SE1 expectations with your mentor in school.</p> <p>Be pro-active and write down ideas about how you can engage with the continuum. Consider creating a physical journal or using the online reflective space on Pebblepad.</p> <p>Discuss assignment 1 with your mentor – this is subject focussed so discuss relevant research which you will be able to use.</p>

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Thur 16/9		School based	TBC		TBC	TBC
Fri 17/9 10-12	KP and Alliance leads (ETF)	Self-efficacy	Resilience models are helpful when there are multiple and competing demands on time. Organising and planning for workload is crucial to a successful experience and influences well-being.	Professional behaviours	<a href="#">Watch this Ted Talk</a> on self-efficacy.	To develop strategies to support resilience and self-efficacy
1-2	KP (ETF)	Introduction to research project and how to write the proposal	To consider a focus for the research project and preliminary reading needed	Creative, critical reflection  Research engaged	Read P62-65: <a href="#">Bryan, H, Carpenter, C, &amp; Hoult, S 2010, Learning and Teaching at M-Level : A Guide for Student Teachers, SAGE Publications, London.</a>  and <a href="#">YSJ study skills factsheet on critical thinking</a>	Discuss your ideas for your research with your mentor. What is realistic in your placement?
2-4	ETF	Planning and assessment practice. Session 2	To consider key aspects of effective planning, including assessment, evaluation and critical reflection	See planning session on 13/9	Access the example lesson plans on Moodle to support your understanding.	To practice using the lesson plan framework and to consider how resources can be used to support progress for all ranges of attainment



