  

 

Student Handbook

PGCE Primary School Direct

2021 - 2022

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Welcome

Welcome to the Post Graduate Certificate in Education (PGCE) primary School Direct programme. Your programme will offer a stimulating school-based environment in which you will complete a bespoke teacher education programme and study a range of modules. This is Part 1 of your two-part introduction to a career as a primary teacher (Part 2 is your Induction/Early Career Teacher period where you can consolidate your skills and competencies by spending longer time in one classroom).

**Aims of the Programme**

The key aim of the PGCE programme is to enable you to demonstrate the competencies for gaining Qualified Teacher Status (QTS) according to Teachers’ Standards. You will meet these standards by attending all teaching sessions, as well as through meeting the outcomes of modules through a range of assessments and your school placements. You will meet the Teachers’ Standards on many occasions because you need to demonstrate sustained and full competence against these, even though this is only the start of your career. Once you have passed all your assessments and school placements, YSJU will recommend you for QTS.

We believe you can do this by experiencing a range of learning and teaching styles and strategies. You will be immersed in a school setting from the start of your programme and will learn a lot from working alongside and observing experienced teachers. Underpinning these experiences will be a range of learning opportunities including lectures, seminars, workshops and tutorials. These will be led and managed by alliance mentors and tutors from YSJU. You will prefer some learning strategies over others but as you continue to engage in your programme, you will develop your own critique and philosophy for what is important to you as a learner and a teacher. This philosophy will be shaped by your own values and prior experiences, both within and outside the field of education. We would hope that you would always have an open-minded approach to learning, continually reflecting and evaluating in order to become the most effective primary teacher you can be.

It is our expectation that you will complete your programme with a grade of good or outstanding, as evidenced in your final school placement.

**Level 6 and Masters Level**

You will enrol on the PGCE from the start of the programme. You will study modules at Masters Level. Sometimes students find it difficult to meet Masters Level. You can still gain QTS and an award comprising of Level 6 credits only: this is the Professional Graduate Certificate in Education (ProfGCE). It will not affect your career as a primary teacher and it will not disadvantage you as you apply for jobs. The majority of headteachers want to know how competent you are in the classroom, not at which level your academic skills are.

**Professionalism**

As you are now part of the teaching profession simply by enrolling on the PGCE, it is expected that you will maintain and uphold regard for the teaching profession through your behaviour and communication with all whom you will work alongside. This includes the first impression you give when encountering schools and professionals, the way you write emails and the way you conduct yourself at all times. This is something that is pretty straightforward for most PGCE students and is something that will be written about you on your teaching reference. Key expectations once you have enrolled on the programme are:

* to use your YSJ email address at all times when contacting all staff
* to ensure full attendance to all teaching sessions
* to clearly communicate with staff as soon as possible if you encounter difficulties
* to disclose any disability that might affect your progress
* to be willing to engage throughout with a positive and open mind.

**Support**

You will inevitably be inundated with a range of information and advice in the first few weeks of your programme. This handbook presents you with an opportunity to absorb basic information in a form that is clear and straightforward. It supplements the more detailed information that is available on Moodle, the Virtual Learning Environment (VLE), as well as your alliance and university websites. Moodle & Microsoft Teams are the main formats of communication at YSJU.

One of the strengths of your programme is the support available for you in such a demanding year. OfSTED (2017:9) commented on the appropriate and effective support for students and stated that ‘trainees, in particular, always receive the extra support and encouragement they need when faced with unexpected challenges or difficult times in their lives’.

If you ever have any anxieties about your time on the programme, then please contact your alliance mentor, YSJU academic tutor and/or the central Student Services team for advice. They will always be willing to help.

The PGCE team look forward to working alongside you this year and seeing you achieve your goals.

Introduction to the School of Education

The School of Education is one of nine academic schools within York St John. The School is responsible for the delivery of undergraduate and postgraduate programmes in initial teacher education, non-QTS education studies and foundation degrees and postgraduate programmes in education.

Key Staff at YSJ

Associate Head - ITE: Keither Parker

PGCE Primary School Direct Programme Lead: David Scott

Cohort Tutors: Richard Day, David Scott, Andy Atkins, Jen Huntsley

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**PGCE/** **ProfGCE Rationale and Aims**

(PGCE: Postgraduate Certificate in Education, ProfGCE: Professional Graduate Certificate in Education)

**Rationale**

The programme has been written to reflect the attributes, skills and knowledge needed to be an effective teacher in today’s schools and learning environments. All PGCE programmes take into account current national priorities (including behaviour management, promoting pupil progress, meeting diverse needs, inclusion, curriculum review and phonics and early reading) and the changing nature of ITE and routes to Qualified Teacher Status (QTS).

All programmes retain sufficient flexibility in terms of structure and organisation so that demands by the government can be addressed to ensure compliance whilst still maintaining enhancement and enrichment experiences to enable student teachers to develop into transformative professionals.

All students will be registered for the PGCE, with the expectation that they will achieve that award. The Professional Graduate Certificate in Education will recognise the achievements of students who have been unable to demonstrate the Level M learning outcomes but have met those specified for Level 6 and achieved the Teachers’ Standards for QTS. Both programmes will lead to the award of QTS once all modules are completed successfully.

**Programme Aims**

The key aim of the PGCE Primary programme is to deliver a high quality current and relevant programme of training that equips you with the professional knowledge, understanding, skills and attributes that you need to become outstanding teachers and leaders in our local and national primary schools.

Working in partnership with schools, the programme aims to:

* Develop high academic and professional standards for new teachers entering the profession underpinned by the development of ‘principle-based’ values
* Provide a high-quality experience of Initial Teacher Education within the partnership that fosters retention and a commitment to on-going professional development
* Integrate theory and practice throughout the programme to support professional learning, subject knowledge and pedagogy
* Promote the intellectual and professional development of student teachers through engagement with current research and policy in teaching and wider education
* Develop student teachers as independent researchers who are able to critically engage and influence their professional community
* Enable student teachers to become skilled, creative, reflective and transformative professionals equipped to take responsibility for the progress of all children and young people
* 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

**Programme Learning Outcomes**

The Postgraduate Certificate in Education (PGCE) programme is a Masters level programme, made up of two Level 7 modules and 3 school experience modules. If you fail to meet the learning outcomes for Level 7 you are able to be reassessed at Level 6 to achieve a Professional Graduate Certificate in Education (ProfGCE).

The learning opportunities provided during the programme will enable students to achieve the following learning outcomes:

At Level 6:

* Demonstrate critical awareness of their own values and educational philosophy and identify influences which may impact on effective learning and teaching
* Analyse theory and practice in relation to children’s and young people’s development and learning
* Select with justification appropriate research processes and methodologies of educational enquiry to investigate an issue drawn from professional practice
* Design a piece of independent research that informs professional learning and future practice
* Compare and apply knowledge and understanding of pedagogy to plan, assess and evaluate learning and teaching in order to meet the needs of children/young people
* Demonstrate the standards and competencies required for QTS consistently over a sustained period, showing evidence of having responded effectively to support provided by partnership settings and the university including fulfilling documentation requirements

At Level M:

* Investigate and demonstrate critical awareness of their own values and educational philosophy and identify influences which may impact on effective learning and teaching
* Reflect on the synthesis of theory and practice to create learning opportunities which enhance children and young people’s learning
* Evaluate and select appropriate research processes and methodologies of educational enquiry to investigate an issue drawn from professional practice
* Design a piece of independent research that explores an educational issue, generating and critically analysing data to create new understanding that informs professional learning and future practice
* Interpret, compare and apply knowledge and understanding of pedagogy to plan, assess and critically evaluate learning and teaching in order to meet the needs of children/young people

**Roles and Responsibilities**

The majority of your programme will be spent in two of the alliance schools. Key people to support you are listed below.

YSJU staff

|  |  |  |  |
| --- | --- | --- | --- |
| Person | Contact | Role | Responsible for: |
| Richard Day  Andy Atkins  David Scott  Jen Huntsley | [r.day@yorksj.ac.uk](mailto:r.day@yorksj.ac.uk)  [a.atkins@yorksj.ac.uk](mailto:a.atkins@yorksj.ac.uk)  [d.scott2@yorksj.ac.uk](mailto:d.scott2@yorksj.ac.uk)  j.huntsley&yorksj.ac.uk | Cohort Tutor | Consults with your alliance lead mentor when appropriate, teaches YSJU sessions, acts as your academic tutor to support and advise you with pastoral issues as well as academic work, will conduct shared appraisals with mentors across the alliance, writes your academic reference if required. |
| Liz Newson | [admin.teachereducation@yorksj.ac.uk](mailto:admin.teachereducation@yorksj.ac.uk) | Programme Administrator | General information and advice, logs module results, amends teaching registers, arranges for resit information to be sent to students, arranges hand-in and hand-back of assessed work. |
| Various |  | Research supervisor | Advice, support and discussion of suitable topics for focus or research project. |
| David Scott | [d.scott2@yorksj.ac.uk](mailto:d.scott2@yorksj.ac.uk) | PGCE Primary School Direct Programme Lead | Leadership of the curriculum and cohort leads, organises timetable and delivery of sessions, quality assurance of the programme in line with university and NCTL regulations. |
| Keither Parker | [K.Parker@yorksj.ac.uk](mailto:K.Parker@yorksj.ac.uk) | Associate Head of ITE | Strategic leadership of all PGCE programmes. |
| Clare McCluskey-Dean | [c.mccluskey-dean@yorksj.ac.uk](mailto:c.mccluskey-dean@yorksj.ac.uk) | Academic Librarian for Education | Advice on using references, library, databases and key educational resources. |

Alliance staff

|  |  |  |  |
| --- | --- | --- | --- |
| Person | Contact | Role | Responsible for: |
| Jane Thackstone & Mags Colley | [jane.thackstone@greenlanemiddlesbrough.co.uk](mailto:jane.thackstone@greenlanemiddlesbrough.co.uk)  [magscol20@icloud.com](mailto:magscol20@icloud.com) | Alliance Leads | Middlesbrough Schools Teaching Alliance |
| Helen Weldon | [jfhweldon@junctionfarm.org.uk](mailto:jfhweldon@junctionfarm.org.uk) | Alliance Lead | Campus Stockton Teaching Alliance |
| Liz Orland | [headteacher@egton.n-yorks.sch.uk](mailto:headteacher@egton.n-yorks.sch.uk) | Alliance Lead | Esk Valley Alliance |
| Rachel Williamson | [r.williamson@ebor.academy](mailto:r.williamson@ebor.academy) | Alliance Lead | EborHope Teaching Alliance |
| Jo Wheldon | [jwheldon@smm.smccat.org.uk](mailto:jwheldon@smm.smccat.org.uk) | Alliance Lead | Polaris Teaching School Alliance |

**Programme Dates**

The table below outlines the agreed dates for your programme, including university teaching sessions delivered by cohort tutors. There are three assessed placements where you will be formally observed by mentors and you will gather evidence towards meeting the Teachers’ Standards. At all other times, you will be expected to be in your two alliance schools helping out, working with children, attending enhanced training as arranged by your alliance and other professional duties that your alliance has arranged. The school-centred (School Direct) programme is designed to immerse you in the school setting and therefore you should ensure you make the most of the time available to you.

Your programme starts on WB 6th September 2021 and ends on 24th June 2022.

Your alliance will advise you of other dates for alliance curriculum events as well as days when you will be in school.

**PGCE Primary School Direct Programme**

**Ebor Hope, Esk Valley, Polaris**

**2021-22 Course Calendar**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Date (wb) | Mon | Tues | Wed | Thurs | Fri |
| 06 September 2021 | SE1 | SE1 | SE1 | UC | UC |
| 13 September 2021 | SE1 | SE1 | SE1 | UC | UC |
| 20 September 2021 | UC | SE1 | SE1 | SE1 | UC |
| 27 September 2021 | UC | UC | SE1 | SE1 | SE1 |
| 04 October 2021 | SE1 | SE1 | SE1 | SE1 | SE1 |
| 11 October 2021 | SE1 | SE1 | SE1 | UC | UC |
| 18 October 2021 | SE1 | SE1 | SE1 | SE1 | SE1 |
| 25 October 2021 | IS | IS | IS | IS | IS |
| 01 November 2021 | SE1 | SE1 | SE1 | SE1 | SE1 |
| 08 November 2021 | SE1 | SE1 | SE1 | SE1 | SE1 |
| 15 November 2021 | SE1 | SE1 | SE1 | SE1 | SE1 |
| 22 November 2021 | SE1 | SE1 | SE1 | SE1 | SE1 |
| 29 November 2021 | SE1 | SE1 | SE1 | SE1 | SE1 |
| 06 December 2021 | UC | SE1 | SE1 | SE1 | SE1 |
| 13 December 2021 | FA | SE1 | SE1 | SE1 | SE1 |
| 20 December 2021 | H | H | H | H | H |
| 27 December 2021 | H | H | H | H | H |
| 03 January 2022 | H | SE2 | SE2 | SE2 | UC |
| 10 January 2022 | SE2 | SE2 | UC | SE2 | SE2 |
| 17 January 2022 | SE2 | SE2 | SE2 | SE2 | SE2 |
| 24 January 2022 | SE2 | SE2 | SE2 | SE2 | SE2 |
| 31 January 2022 | SE2 | SE2 | SE2 | SE2 | SE2 |
| 07 February 2022 | SE2 | SE2 | SE2 | SE2 | SE2 |
| 14 February 2022 | SE2 | SE2 | SE2 | SE2 | SE2 |
| 21 February 2022 | IS | IS | IS | IS | IS |
| 28 February 2022 | SE2 | SE2 | SE2 | SE2 | SE2 |
| 07 March 2022 | SE2 | SE2 | SE2 | SE2 | UC |
| 14 March 2022 | UC | SE3 | SE3 | SE3 | SE3 |
| 21 March 2022 | SE3 | SE3 | SE3 | SE3 | SE3 |
| 28 March 2022 | SE3 | SE3 | SE3 | SE3 | SE3 |
| 04 April 2022 | SE3 | SE3 | UC | UC | UC |
| 11 April 2022 | H | H | H | H | H |
| 18 April 2022 | H | H | H | H | H |
| 25 April 2022 | SE3 | SE3 | SE3 | SE3 | SE3 |
| 02 May 2022 | BH | SE3 | SE3 | SE3 | SE3 |
| 19 May 2022 | SE3 | SE3 | SE3 | SE3 | SE3 |
| 16 May 2022 | SE3 | SE3 | SE3 | SE3 | SE3 |
| 23 May 2022 | SE3 | SE3 | SE3 | SE3 | SE3 |
| 30 May 20212 | BH | IS | IS | BH | BH |
| 06 June 2022 | SE3 | SE3 | SE3 | SE3 | SE3 |
| 13 June 2022 | SE3 | SE3 | SE3 | SE3 | SE3 |
| 20 June 2022 | SE3 | SE3 | SE3 | SE3 | UC |

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| --- | --- |
| UC | University training in York |
| FA | Half day Football Association training |
| SE1 | Formal lesson appraisals |
| SE2 | Formal lesson appraisals |
| SE3 | Formal lesson appraisals |
| IS | Independent study time |
| H/BH | Holiday/Bank Holiday |

**PGCE Primary School Direct Programme**

**Middlesbrough & Campus Stockton**

**2021-22 Course Calendar**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Date (wb) | Mon | Tues | Wed | Thurs | Fri |
| 06 September 2021 | SE1 | SE1 | SE1 | UC | UC |
| 13 September 2021 | SE1 | SE1 | SE1 | UC | UC |
| 20 September 2021 | UC | SE1 | SE1 | SE1 | UC |
| 27 September 2021 | UC | UC | SE1 | SE1 | SE1 |
| 04 October 2021 | SE1 | SE1 | SE1 | SE1 | SE1 |
| 11 October 2021 | SE1 | SE1 | SE1 | UC | UC |
| 18 October 2021 | SE1 | SE1 | SE1 | SE1 | SE1 |
| 25 October 2021 | IS | IS | IS | IS | IS |
| 01 November 2021 | SE1 | SE1 | SE1 | SE1 | SE1 |
| 08 November 2021 | SE1 | SE1 | SE1 | SE1 | SE1 |
| 15 November 2021 | SE1 | SE1 | SE1 | SE1 | SE1 |
| 22 November 2021 | SE1 | SE1 | SE1 | SE1 | SE1 |
| 29 November 2021 | SE1 | SE1 | SE1 | SE1 | SE1 |
| 06 December 2021 | UC | SE1 | SE1 | SE1 | SE1 |
| 13 December 2021 | SE1 | FA | SE1 | SE1 | SE1 |
| 20 December 2021 | H | H | H | H | H |
| 27 December 2021 | H | H | H | H | H |
| 03 January 2022 | H | SE2 | SE2 | SE2 | UC |
| 10 January 2022 | SE2 | SE2 | UC | SE2 | SE2 |
| 17 January 2022 | SE2 | SE2 | SE2 | SE2 | SE2 |
| 24 January 2022 | SE2 | SE2 | SE2 | SE2 | SE2 |
| 31 January 2022 | SE2 | SE2 | SE2 | SE2 | SE2 |
| 07 February 2022 | SE2 | SE2 | SE2 | SE2 | SE2 |
| 14 February 2022 | SE2 | SE2 | SE2 | SE2 | SE2 |
| 21 February 2022 | IS | IS | IS | IS | IS |
| 28 February 2022 | SE2 | SE2 | SE2 | SE2 | SE2 |
| 07 March 2022 | SE2 | SE2 | SE2 | SE2 | UC |
| 14 March 2022 | UC | SE3 | SE3 | SE3 | SE3 |
| 21 March 2022 | SE3 | SE3 | SE3 | SE3 | SE3 |
| 28 March 2022 | SE3 | SE3 | SE3 | SE3 | SE3 |
| 04 April 2022 | SE3 | SE3 | UC | UC | UC |
| 11 April 2022 | H | H | H | H | H |
| 18 April 2022 | H | H | H | H | H |
| 25 April 2022 | SE3 | SE3 | SE3 | SE3 | SE3 |
| 02 May 2022 | BH | SE3 | SE3 | SE3 | SE3 |
| 19 May 2022 | SE3 | SE3 | SE3 | SE3 | SE3 |
| 16 May 2022 | SE3 | SE3 | SE3 | SE3 | SE3 |
| 23 May 2022 | SE3 | SE3 | SE3 | SE3 | SE3 |
| 30 May 20212 | IS | IS | IS | BH | BH |
| 06 June 2022 | SE3 | SE3 | SE3 | SE3 | SE3 |
| 13 June 2022 | SE3 | SE3 | SE3 | SE3 | SE3 |
| 20 June 2022 | SE3 | SE3 | SE3 | SE3 | UC |

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| --- | --- |
| UC | University training in York |
| UC | University training in your alliance |
| FA | Half day Football Association Training in your alliance |
| SE1 | Formal lesson appraisals |
| SE2 | Formal lesson appraisals |
| SE3 | Formal lesson appraisals |
| IS | Independent study time |
| H/BH | Holiday/ Bank Holiday |

Teachers’ Standards

This handy reference guide outlines the standards that you will be expected to demonstrate and provide evidence for in all your professional development activities.

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| **PART ONE: TEACHING** |
| **TS1 A teacher must set high expectations which inspire, motivate and challenge pupils** |
| TS1 (a) Establish a safe and stimulating environment for pupils, rooted in mutual respect |
| TS1 (b) Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions |
| TS1 (c) Demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. |
| **TS2 Promote good progress and outcomes by pupils** |
| TS2 (a) Be accountable for pupils’ attainment, progress and outcomes |
| TS2 (b) Plan teaching to build on pupils' capabilities and prior knowledge |
| TS2 (c) Guide pupils to reflect on the progress they have made and their emerging needs |
| TS2 (d) Demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching |
| TS2 (e) Encourage pupils to take a responsible and conscientious attitude to their own work and study. |
| **TS3 Demonstrate good subject and curriculum knowledge** |
| TS3 (a) Have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils’ interest in the subject, and address misunderstandings |
| TS3 (b) Demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship |
| TS3 (c) Demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher’s specialist subject |
| TS (d) If teaching early reading, demonstrate a clear understanding of systematic synthetic phonics |
| TS (e) If teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. |
| **TS4 Plan and teach well-structured lessons** |
| TS4 (a) Impart knowledge and develop understanding through effective use of lesson time |
| TS4 (b) Promote a love of learning and children’s intellectual curiosity |
| TS4 (c) Set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired |
| TS4 (d) Reflect systematically on the effectiveness of lessons and approaches to teaching |
| TS4 (e) Contribute to the design and provision of an engaging curriculum within the relevant subject area(s). |
| **TS5 Adapt teaching to respond to the strengths and needs of all pupils** |
| TS5 (a) Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively |
| TS5 (b) Have a secure understanding of how a range of factors can inhibit pupils’ ability to learn, and how best to overcome these |
| TS5 (c) Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils’ education at different stages of development |
| TS5 (d) have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. |
| **TS6 Make accurate and productive use of assessment** |
| TS6 (a) Know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements |
| TS6 (b) Make use of formative and summative assessment to secure pupils’ progress |
| TS6 (c) Use relevant data to monitor progress, set targets, and plan subsequent lessons |
| TS6 (d) give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. |
| **TS7 Manage behaviour effectively to ensure a good and safe learning environment** |
| TS7 (a) Have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school’s behaviour policy |
| TS7 (b) Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly |
| TS7 (c) Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them |
| TS7 (d) Maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. |
| **TS8 Fulfil wider professional responsibilities** |
| TS8 (a) Make a positive contribution to the wider life and ethos of the school |
| TS8 (b) Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support |
| TS8 (c) Deploy support staff effectively |
| TS8 (d) Take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues |
| TS8 (e) Communicate effectively with parents with regard to pupils’ achievements and well-being. |

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| **PART TWO: PERSONAL AND**  **PROFESSIONAL CONDUCT** |
| **A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher’s career.** |
| 1. **Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:** |
| A (1) Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position |
| A (2) Having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions |
| A (3) Showing tolerance of and respect for the rights of others |
| A (4) Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs |
| A (5) Ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law. |
| 1. **Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.** |
| 1. **Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.** |

**Module Information**

The PGCE programme consists of two academic modules and three school experience modules.

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| --- | --- |
| **Module Title** | **Credits** |
| Learning and Teaching in the Primary Curriculum | 30 |
| The Developing Professional | 30 |
| School Experience 1 | 0 |
| School Experience 2 | 0 |
| School Experience 3 | 0 |

**Learning and Teaching in the Primary Curriculum**

Module Director: David Scott

The module aims to provide opportunities for student teachers to:

* explore and critically appraise literature relating to pedagogical theories, learning and teaching approaches;
* apply theories, methods and strategies to their own practice during school experience and demonstrate the ability to critically evaluate outcomes;
* develop knowledge and skills in learning, teaching and assessment within the Early Years Foundation Stage and the primary curriculum;
* apply subject specific pedagogies within school-based training;
* audit, reflect upon and develop secure subject knowledge;
* make appropriate links between subjects and themes;
* broaden experience through enrichment placements, for example in those schools with a high proportion of pupils with diverse needs.

**The Developing Professional**

Module Director: Andy Atkins

The module aims to provide opportunities for student teachers to:

* explore and critically appraise literature relating to key learning theories, child development, learning and teaching approaches;
* build upon existing pedagogical skills, knowledge and understanding in order to provide consistent and effective learning and teaching opportunities within primary settings;
* reflect on and critically evaluate their learning, in the context of their developing professional practice;
* work with increasing professional autonomy during school experience;
* develop a critical understanding of schools as organisations within the context of local and national policy;
* explore, implement and evaluate different approaches to, and a range of methods for, gathering data and information as part of the research process;
* develop their professional ability to reflect on a specific research issue related to an educational setting.

**School Experience Modules**

The three school experience modules provide progressive opportunities to meet the following aims:

* demonstrate engagement with and meet the current standards for teachers;
* consolidate and refine their professional skills/ attributes and fulfil wider professional responsibilities;
* engage critically with their own continuing professional development as teachers and learners;
* apply theories, methods and strategies to their own practice during school experience and demonstrate the ability to critically evaluate outcomes;
* consolidate knowledge and skills in learning, teaching and assessment within appropriate curriculum;
* work with professional autonomy;
* further apply subject specific pedagogies to practice.

**General progress on the programme**

Should anyone have cause for concern about your progress, they will speak with you. Ongoing concerns will result in mentors or tutors consulting with the cohort tutor. A Case Consultation meeting may be convened if there is sufficient evidence that you are not meeting the expectations of the programme or not demonstrating professional conduct. In most instances, the outcome of the meeting will be to establish the most appropriate support needed for you to be able to succeed on the programme.

In a minor number of instances, the outcome of the Case Consultation is a formal warning. If this warning remains unheeded, a Standards Review meeting will be called at YSJU which may result in termination of your programme. A member of Registry is present at a Standards Review meeting to ensure all procedures and options are outlined in accordance with university policy. Students have the right of appeal in the case of programme termination.

Please see the Student website for details of all procedures.

**Timescale for completing the programme**

This programme may be termed as a ‘fast-track’ programme to gain QTS. There is so much to learn in a short space of time and there is limited opportunity to ‘catch up’ on any missed days in school or academic work. Some students may need to extend their programme due to mitigating circumstances or failed placements. Your alliance will arrange resit placements in negotiation with YSJU. If you are unable to complete the programme within a reasonable time from enrolment, the programme may be terminated. This may be because you have been unable to continue to demonstrate the skills, understanding and knowledge required of a primary teacher.

**School Placements**

Documentation for all school placements sets out key requirements related to roles and responsibilities, planning, teaching, assessment, evaluation, reporting and accountability and is included in this folder.

The Alliance Lead Mentor organises and manages your assessed placements.

**Experiential Placements**

These are designed to provide you with experience in settings with learners from 0 to 13 years of age, as well as settings with EAL, BME and SEND learners. You will be expected to complete tasks and research activities to provide you with a wider understanding of how children learn and how teachers teach. These tasks are not formally assessed but information gathered will be helpful to inform your academic work. These days will be planned to fit within your programme.

**SE1 Placement**

This is your first opportunity to start teaching and experience the feeling of being a teacher in a class. You will be expected to plan and teach or manage a whole group or class lessons and activities, under the supervision of the class teacher. You will start planning by using the teacher plans but add in your own ideas. You will be involved in teaching across the whole curriculum where appropriate. You will practise planning and teaching lessons, giving instructions and explanations, developing a positive and professional manner within school, and using your voice and body language effectively. You will contribute to the wider life of the school by attending staff meetings (where appropriate), helping with extra-curricular activities after school and school visits (where appropriate). You will be appraised in lessons. You will receive feedback from experienced mentors and agree targets to take into your next placement. Your teaching responsibility will be between 30-50% throughout this placement.

**SE2 Placement**

You will be in a different school and possibly a different year group or Key Stage for this placement. You will have preparation time during the first two weeks but will quickly move to teaching for 50%-70% of the time. You will be expected to work alongside the class teacher and also independently throughout the whole of the block. There will be formal appraisals which will record your strengths and areas for development. Again regular meeting with your mentor will support target setting and development.

**SE3 Placement**

You return to your base school either in the same class or a different year group for this placement. This placement will involve you planning and teaching for up to 80% of the time with the whole class and prepare you for taking on full responsibility in school in your NQT year. You will be expected to be working independently as soon as possible and further develop a full range of teaching skills. There will be formal appraisals and you will be expected to achieve a grade of good or outstanding by the end of the placement.

Expectations and Progress during Placements

All placements will be graded as pass/fail and you will be formatively assessed against a criteria that sets out ley expectations as you progress from SE1, into SE2 and finally complete SE3. These expectations ensure that you meet the Teachers’ Standards and are prepared to meet the challenges of your ECT period.

As you progress into your second placement, you will build upon your evidence in a different setting. Learning to be a teacher is not linear and there will be times when you may seem to be going backwards. This is where additional support will be put in place in the form of an action plan. Your mentor will use the appraisals and weekly meetings with you to identify when you may need this additional support. A pro forma will be completed with a set date by which you should be able to demonstrate that you have made sufficient progress to be on track to successfully complete and pass your placement. Further details are found in the Additional Support Procedures handbook.

School Placement Files & Documentation

From the start of your programme, you will be expected to set up and maintain two files and an electronic portfolio to support your development during your assessed placements.

* Teaching File
* Planning Archive File
* Online Portfolio

**Logging of Numbers of Placement Days**

Qualified Teacher Status cannot be recommended for any student who has not completed the required number of days of assessed school placements. If you have a sustained period of absence or have several short absences, you will be required to compensate for this by undertaking placements which may be outside of the normal placement periods. You will keep a careful log of your placements which will be checked by your alliance lead mentor. Please note that, in any request for references by schools when you are applying for their first teaching posts, comments about your health and attendance will be required. It is vitally important that you demonstrate you are in good health and that you have a very good record of attendance.

**Professionalism and Part 2 of the Teachers’ Standards**

You are expected to be good role model for children. In particular, you should conform to the dress and appearance codes for staff in operation in your placement schools. You will be warmly welcomed into schools and treated as a valued colleague by staff. You should have the courtesy to clarify arrangements for refreshments. You are expected to use the school's resources with care and following negotiation with relevant staff. You will be expected to use Standard English in your oral and written communications with children, parents and all staff on your programme. Regional accents are perfectly acceptable (provided they can be understood by the listener!) but non-standard English will be unacceptable.

Should there be any concerns about your ability to demonstrate a high and consistent level of meeting the Teachers’ Standards, a Case Consultation may be called. Becoming a teacher is a highly regarded profession and you will be expected to demonstrate professional behaviours accordingly. This includes use of email and professional language, attendance to all aspects of the programme, punctuality and appropriate dress. Professional colleagues often share concerns and information about students: make sure you provide a good impression from the start!

**Health & Safety in Placement Schools**

Whilst in schools, you must conform to the policies in place in those schools. If in any doubt about these issues, you should seek advice from the headteacher or school mentor.

**Resit or Deferred Placements**

A deferred placement is when there is an unexpected halt to your placement but you were making the expected progress. This may be because:

* you have become ill and are unable to meet the demands of the school experience for the rest of the block
* there has been a change in your personal circumstances which means you are unable to focus on your placement at the present time
* in a small minority of cases, there has been an issue with the support provided by the school.

The list of actions below will explain to you what you can expect to happen following a deferred placement.

A Case Consultation meeting will be arranged with any of the following people: you, alliance mentor, YSJU representative if appropriate, minute-taker. This is to determine the nature of the unexpected delay or end of your placement and to discuss the evidence. Evidence will be drawn from the school placement report and further relevant information from your mentor. It is helpful for you to provide your own action plan to present at this meeting. A usual outcome of the Case Consultation meeting is an agreed plan of support and actions so you can continue with your programme.

It may be possible that you can return to your current school at a later date in order to compete the rest of your placement. This will be negotiated with you, the alliance lead mentor and the cohort tutor. If this is not practical, a different placement will need to be organised.

If a new placement is required, you will negotiate with alliance lead mentor to decide which schools to approach and who is best placed to do this.

**Failed Placements**

Reasons for a failed placement could be:

* an inability to meet the Teachers' Standards
* an inability to reflect upon your practice, listen to and act upon advice provided from experienced professionals
* you have withdrawn from your placement without any consultation with alliance and university staff
* a serious professional issue of misconduct, such as the health and safety of children has been compromised
* the placement setting or school has withdrawn the placement.

A resit placement is sometimes granted after a failed school experience. All resit placements will incur a fee.

In the event of a professional misconduct issue or a school terminating the placement, a Standards Review meeting will be held. This is because of the serious nature of the issue and attendance will include all of the people identified in a Case Consultation and also a member of staff from Registry. Registry ensures that all policies and procedures are adhered to regarding the progression of your programme. There are two outcomes of a Standards Review meeting: you may be granted an opportunity to continue on the programme providing certain conditions are met; the programme will be terminated. If a programme is terminated, you have the right of appeal. Please see the guidance on the Student Services area of the website.

Use of social media

You must be mindful that using social media to discuss any work or training you complete in schools and settings must be avoided completely.

Criminal convictions and formal cautions

If you are unfortunate enough to receive a formal caution or a criminal conviction whilst studying on your programme, you must immediately inform your alliance lead mentor, the designated officer in the Faculty.  The designated officer for ITE programmes is the Deputy Head of the School. This may affect your continuation on the programme and will be subject to investigation under the policy entitled Policy and Procedure for Dealing with Student Health and Conduct in Respect of programmes Leading to Professional Registration and Practice with the Public.

**Feedback about the programme and NQT Survey**

Your programme must be evaluated at the end of each year and included in a Programme Evaluative Report written by the Director of Postgraduate. This report is reviewed by the School, your alliance and the university senior leadership team. Strengths and areas for development are identified in order to provide the best possible experience for students on the programme. You will therefore be required to complete evaluations at the end of the programme. However, there may be occasions where feedback is requested during your programme. This is so that any issues can be dealt with immediately as required.

Group and Programme Representatives

It is expected that your alliance will have one student representative as part of the Student Union requirements for communicating with all students on YSJU programmes. The student representative will be responsible for communicating with your alliance and the university on your behalf. They will work with staff to resolve issues so that you have the best possible experience during your time on the programme. Student representatives will be required to attend meetings at YSJU.

NQT Survey

Every year, the DfE sends an electronic survey to ECTs in their spring term. The purpose of this survey is to analyse how good initial teacher education training is. The data is used by the DfE to trigger Ofsted inspections for programmes providing initial teacher education. As part of YSJU’s monitoring of programmes, you will be required to complete the same questions as in the ECT survey during your programme. This is so that programme teams can make improvements to your programme whilst you are studying and ensure you are prepared for your ECT period as best as you can be.

You should take a look at the questions below so that you are familiar with them. You should use this to make comments against each question to help provide feedback to your group representative. This will also enable the programme team to monitor the effectiveness of their modules and workshops.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Very good** | **Good** | **Satisfactory** | **Poor** | **Comments** |
| What is the overall quality of your training? |  |  |  |  |  |
| How good was your training in preparing you to: | | | | | |
| be aware of pupils' capabilities and prior knowledge? |  |  |  |  |  |
| guide pupils to reflect on the progress they have made and their emerging needs? |  |  |  |  |  |
| integrate the theoretical elements of your programme with your practical experiences? |  |  |  |  |  |
| understand the National Curriculum? |  |  |  |  |  |
| teach in the primary education age range? |  |  |  |  |  |
| use new technology more effectively to support learning? |  |  |  |  |  |
| use data to support learning? |  |  |  |  |  |
| plan your teaching to achieve progression for pupils? |  |  |  |  |  |
| teach across a range of abilities? |  |  |  |  |  |
| use a range of teaching methods that promote pupils' learning? |  |  |  |  |  |
| teach pupils from minority ethnic backgrounds? |  |  |  |  |  |
| establish and maintain a good standard of behaviour in the classroom? |  |  |  |  |  |
| understand how to assess pupils' progress? |  |  |  |  |  |
| understand how to record and report pupils' progress? |  |  |  |  |  |
| teach pupils with special educational needs in your classes, using appropriate support? |  |  |  |  |  |
| teach pupils with English as an additional language? |  |  |  |  |  |
| work with teaching colleagues as part of a team? |  |  |  |  |  |
| work with teaching assistants (including other support staff) to achieve learning objectives? |  |  |  |  |  |
| communicate with parents and carers? |  |  |  |  |  |
| identify and address your own professional development needs on an on-going basis? |  |  |  |  |  |
| with reference to the training you received from YSJ, understand subject knowledge? |  |  |  |  |  |
| with reference to the training you received from YSJ, understand pedagogy? |  |  |  |  |  |
| integrate the theoretical elements of your programme with the practical placements? |  |  |  |  |  |
| teach reading, including phonics and comprehension? |  |  |  |  |  |
| specifically to teach systematic synthetic phonics? |  |  |  |  |  |
| specifically to teach language comprehension? |  |  |  |  |  |
| teach writing? |  |  |  |  |  |
| teach primary mathematics? |  |  |  |  |  |
| access educational research in your teaching practice? |  |  |  |  |  |
| assess the robustness of your educational research? |  |  |  |  |  |
| understand and apply the findings from your educational research? |  |  |  |  |  |
| How good was your training in preparing you for your teachers' responsibility for the safeguarding of pupils? |  |  |  |  |  |

**Programme Support**

You will find there is a great deal of support for you on your programme and this will mainly come from your alliance lead mentor and school-based colleagues. However, you are expected to be responsible for your own management of time and tasks.

School-based Link Mentor

Your school-based link mentor will visit you during your school placements, observe you teaching, check your files and provide individual support as required. S/he usually coordinates the mentors for all students. Alternative arrangements for visits may be necessary given the current Covid-19 public health issues.

Alliance Director/Coordinator

The person who will arrange your programme across the year and collaborate with the schools in the partnership.

Mentor

A teacher who has been trained to make observations of you as part of the formal assessed placements. They will meet you every week and expect you to demonstrate how you are meeting the Teachers’ Standards.

**Cohort Tutor**

Your cohort tutor will be a YSJU tutor who will teach your university sessions during the programme. S/he will also act as an academic tutor who can discuss your progress and advise on pastoral or academic issues. S/he will also ensure that you have met the requirements to be recommended for QTS.

**Research supervisor/tutor**

S/he will help you establish a suitable title for your research project. S/he will arrange tutorials across the year or communicate with you via email. You may be expected to meet during half terms as necessary.

Supervisors have overall responsibility for any ethical issues that may arise from your research project. If they have significant concerns, they will refer to the research to the University Research Ethics Committee for approval. In most cases, this is not necessary. Supervisors will require you to complete a Research Ethical Consideration form at the start of your programme. You will not be able to proceed with data collection until this form is signed and approved by your supervisor. If the research is to be published, it will need to be referred to the University Research Ethics Committee. Supervisors are required to save a copy of the approved form on the YSJU s-drive in case of any issues. You are required to save a copy and attach it in the appendices of your submitted work.

It is evident from past experience that students who do not make the effort to meet their research supervisor on a regular basis fail their research project submissions. It is strongly advised that you attend each meeting or arrange an individual tutorial as requested by your research supervisor. Remember: your research supervisor is experienced in the outcomes for this module. They are there to help you and are very familiar with the expectations for this Masters level work. They are contactable via email and are only too happy to provide support vi email and telephone/Teams tutorials.

**General University Support**

For further information, please refer to the appropriate sections of the web-based Student Homepage: <https://www.yorksj.ac.uk/students/>

**Wellbeing Team**

This is a University-wide facility which is well publicised. Trained counsellors can assist you with problems which you may not feel able to cope with alone or with help from friends, tutors, or, indeed, family. This is a confidential service available to you at all times. <https://www.yorksj.ac.uk/student-services/>

**Chaplaincy**

The University Chaplain performs many roles: vicar, counsellor, tutor and, particularly, friend to the whole of the University community. This unique office is part of the University’s pastoral support. You can make arrangements to see the Chaplain or the assistant at any time to discuss any issue.

**Library (Fountains Learning Centre)**

The Learning Centre, housed in the Fountains Building, is a University-wide facility. As a student new to the University, you will be introduced to its service. A proportion of your programme work will involve research and academic writing. You can use the library freely to support this dimension of your studies.

**IT Services**

IT Services manages the ICT provision at the University, including networks of PC workstations in teaching and open-access rooms. You will register with IT Services when you enrol on-line in August and then can begin to use the facilities, including e-mail and Moodle.

**Learning Support**

This is provided by tutors to help you to improve your written and verbal communication skills. If you have any problems tackling text-based assignments and would like some assistance to improve your skills, then you are advised to contact this group for help. This also includes support for dyslexic students and students with other needs.

**University Careers Service**

The University Careers Service exists to help students to research the various fields of careers and work and to help students structure, objectively, a plan to make applications to potential employers. The service offers particular support to teacher training students in finding a first teaching post.

**YSJU Equal Opportunities Policy**

York St John University is committed to the principles of equal opportunities in all aspects of university life and activity. The aim of these principles is that no person is to be treated less favourably than another on grounds of social class, sex, race, colour, nationality, ethnic or racial origin, family commitments, sexual orientation, disability, age, religious or political belief or trade union activity, or is to be disadvantaged by conditions or requirements which cannot be shown to be justified. Our policy is underpinned by the Equality Act 2010 and additional government guidance can be found [here.](https://www.gov.uk/guidance/equality-act-2010-guidance)

For its part, the University will keep under review all policies, procedures and practices to fulfil the principles of equal treatment. In the event of any conflict, the Equal Opportunities and Race Equality Policy will prevail. Please see below guidance in the event of any complaint.

* Student teacher approaches an alliance mentor or tutor. They encourage student teacher to discuss the issue, or
* Student teacher approaches Student Advice Team, or
* Student teacher approaches Student Union

The mentor who is approached should ascertain the seriousness of the complaint. If the complaint is a sensitive issue that the student teacher does not want to be taken any further/disclosed, the issue needs to be raised as a general issue. The mentor will need to alert the cohort lead to the issue so this can be logged. Any issue raised will be logged by the university. This will include: race, gender, disability and sexuality. The incident will be investigated by the Head of School.

All members of the University and its agents, together with all those involved in University activities, whether academic, administrative or commercial, are required to conduct themselves in accordance with this Equal Opportunities Policy and to have personal responsibility for their own actions.

Please also refer to the University’s Equal Opportunity Policy.

**Discrimination**

Discrimination/abuse on the grounds of race, religion, gender, disability, age or socio/economic status will not be tolerated in relation to you as a student or in relation to the way you behave towards others, especially the children.

Where you are the victim of such discrimination you should, report the incident to your alliance lead mentor or programme lead. If you prefer not to involve staff in the first instance you should approach the Student Union. The incident will be investigated and appropriate action will be taken.

Where you are the perpetrator of such discrimination the incident will be investigated and appropriate action will be taken. Such action is considered a serious professional breach, especially when it involves the children you teach.

Where you witness discrimination/abuse you should report the incident to your alliance lead mentor, cohort lead or Student Union immediately.

**Health and Safety at YSJU**

All students shall:

* make themselves familiar with the University Health and Safety Policy and that of their School and be fully familiar with those areas of the policies which directly affect their particular activities
* at all times, make full and appropriate use of any protective equipment, clothing or devices provided
* report to management or supervisory staff any accidents or incidents, whether an injury has been sustained or not, and any unsafe practices, systems of work or working conditions which they consider put themselves or others at risk
* accept individual responsibility to take all reasonable care for the health and safety of themselves and of any other person who may be affected by their acts or omissions
* co-operate with the University so far as is necessary to enable it to comply with the law
* have any personal items of portable electrical equipment fully tested by a competent person prior to using them onto site
* not intentionally or recklessly interfere with or misuse anything provided by the University in the interests of the health, safety and welfare
* at all times whilst on University premises or using its facilities or taking part in activities, follow the Health and Safety policy and comply with any specific health and safety instructions given to them by University staff
* not, without the consent of the member of staff in charge of the area or activity, interfere with any equipment, alter any fixed installations, alter, cover or remove any health and safety notices, signs or equipment or otherwise take any action which may create hazards for other people at the University.

**Health & Safety in Alliance Schools**

You will be provided with information about this in your alliance induction sessions.

**Absence and Illness**

As this is a professional programme, you are required at all times to conduct yourselves in the manner expected of all professional teachers and in line with the Teachers’ Standards Part 2: Personal and Professional Conduct. You will be provisionally registered with the main teaching unions as part of your student programme. Students are expected to attend all components of a module: placements, lectures, seminars, tutorials and other visits. Education is not just listening: it includes participating and being responsible, in partnership with others, for the success of the module. Attendance will be checked and you will be warned in cases where it is poor. Should your absence come under question, you will be called to a Case Consultation with your alliance lead mentor to discuss your suitability for the profession of teaching.

It is likely, however, at some time in your programme, some minor illness will conflict with your studies. If you are suffering from a contagious illness, like flu, it is best not to return to school and you should follow the school policy. For most minor ailments lasting less than seven days, you should ‘self-certificate’ yourself, but please be aware that Boards of Examiners will lend little credence to these when deciding whether marks should be adjusted. If you miss a week, you will be expected to catch up. However, while workshop and lecture notes may be retrieved, missed practical work cannot easily be recovered. If domestic or family problems require your specific attention, you need to make judgements about the impact of these on your studies. You are the only person who has first-hand information about your various responsibilities. Earlier in this folder, you were informed that you should assume that ALL teaching sessions contribute towards the accumulation of evidence that you have satisfied the requirements for a recommendation for the award of QTS.

As we emerge from the constraints of the recent pandemic, we still need to be mindful of the impact this has had on education. As national policy and school policy is likely to change over the year, we must all be aware of these changes and follow recommendations. Further information relating to current student advice can be found [here.](https://www.yorksj.ac.uk/coronavirus-advice/coronavirus-covid-19-advice-for-current-students/)  You should also consult with your alliance and school to ensure you are aware of local policy in your area.

There is an implicit expectation that if you have accepted a place to study for the PGCE you have made proper provision in respect to your personal and domestic arrangements in order to attend all aspects of your programme. However, we are aware that very occasionally unexpected circumstances may arise which cannot be covered by your normal arrangements. If you do need to be away, for whatever reasons, you will need to complete a Leave of Absence Form to be sent to the alliance lead mentor and programme administrator. This must be done in advance of the time you are intending to be absent. You will be notified by email as to whether leave of absence has been granted. You will be expected to ensure that you have left details of any teaching that needs to be covered or any notes or handouts from missed teaching sessions. Leave of Absence forms are available from the Education Office.

Absences greater than seven days should be subject to usual medical certification, which should be sent as soon as possible to the alliance lead mentor/SLE and programme lead.

Self-certification will not be acceptable in the following instances:

* presentations (whether group or individual)
* exhibitions of work scheduled for specific dates involving the presence of external examiners
* school practice assessments or other examined placements involving external examiners or assessors
* unseen written (i.e. “traditional”) examinations
* theatre performances and screenings of video productions involving the presence of external examiners or assessors.

Justifiable absences must be supported by medical evidence from a medical practitioner or equivalent documentation which should be provided as early as possible and without prompting.

**Who should I ask?** **Frequently Asked Questions**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Topic | Alliance Lead Mentor/SLE | Cohort Tutor | Module Director | Mentor | Education Office | Other |
| Notification of absence from placement | ✓ |  |  | ✓ |  |  |
| Notification of absence from university-based day |  | ✓ |  |  | ✓ |  |
| Questions about required or missing course documents | ✓ | ✓ | ✓ |  | ✓ |  |
| Questions about required or missing Moodle modules |  | ✓ | ✓ |  |  | 01904 876987 |
| Questions about required or missing school placement documents | ✓ |  |  | ✓ |  |  |
| Submission and collection of assignments |  | ✓ | ✓ |  | ✓ |  |
| Questions about the requirements of an assignment |  | ✓ | ✓ |  |  |  |
| Questions about coursework | ✓ | ✓ | ✓ | ✓ |  |  |
| Questions about audit results and re-sits |  | ✓ | ✓ |  |  |  |
| Request for mitigating circumstances | ✓ | ✓ |  |  |  |  |
| Arrangement of school placements | ✓ |  |  |  |  |  |
| Difficulties or issues with placement | ✓ | ✓ |  | ✓ |  |  |
| Discussion of personal issues or problems | ✓ | ✓ |  | ✓ |  | Student Advice  01904 876400 |
| Requests to take time out | ✓ | ✓ |  |  |  |  |
| IT problems (e.g. problem with accessing university email or Moodle) |  |  |  |  |  | IT Helpdesk  01904 876696 |
| Financial issues (e.g. with loans or bursaries) |  |  |  |  |  | Student Funding  01904 876939 |
| Change of name or address | ✓ | ✓ |  | ✓ | ✓ | Registry  01904 876676 |
| Support, financial support, disability assistance, counselling | ✓ |  |  |  |  | Student Advice  01904 876400 |
| Education Office  Liz Newson  [admin.teachereducation@yorksj.ac.uk](mailto:admin.teachereducation@yorksj.ac.uk) | YSJ Cohort Tutors  Richard Day/Andy Atkins /David Scott/Jen Huntsley  [r.day@yorksj.ac.uk](mailto:r.day@yorksj.ac.uk)  [d.scott2@yorksj.ac.uk](mailto:d.scott2@yorksj.ac.uk)  [a.atkins@yorksj.ac.uk](mailto:a.atkins@yorksj.ac.uk)  [j.huntsley@yorksj.ac.uk](mailto:j.huntsley@yorksj.ac.uk) | | | | | |
| PGCE Primary School Programme Lead  David Scott  01904 876227  [d.scott2@yorksj.ac.uk](mailto:d.scott2@yorksj.ac.uk) | Associate Head  Keither Parker  [K.Parker@yorksj.ac.uk](mailto:K.Parker@yorksj.ac.uk) | | | | | |

**Core texts to buy or download**

**Professional Issues**

Denby, N et al (2008). Master’s Level Study in Education. OUP: McGrawHill.

DfE 2012 Statutory Framework for the Early Years Foundation Stage

Setting the standards for learning, development and care for children from birth to five. Available at: <https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

DfE (2013) The National Curriculum in England – key stage 1 and 2 framework document available from: <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf>

DfE (2011) Teachers’ Standards Effective from 1 September 2012. Available at:<http://www.education.gov.uk/schools/leadership/deployingstaff/a00205581/teachers-standards1-sep-2012->

Glazzard, J, Chadwick, D, Webster, A & Percival, J. (2010) Assessment for Learning in the Early Years Foundation Stage. London: SAGE

Jolliffe, W. & Waugh, D (2017) NQT: The Beginning Teacher's Guide to Outstanding Practice. London: SAGE Available at: <https://books.google.co.uk/books?hl=en&lr=&id=6DTCDgAAQBAJ&oi=fnd&pg=PA66&dq=primary+school+positive+behaviour&ots=sKe6G3S-dr&sig=2nXllv8AnlOhfyiABxctVcYhoDc#v=onepage&q=primary%20school%20positive%20behaviour&f=false>

Pollard, A. (2014) Reflective Teaching: Evidence-Informed Professional Practice 4th Ed. London: Continuum

Smith, P. K, Cowie, H. & Blades, M. (2015) Understanding Children’s Development6th Ed. West Sussex: John Wiley & Sons Ltd

**Subject Knowledge**

Allen, J, Potter, J, Sharp, J, Turvey, K. (2014)Primary ICT: Knowledge, Understanding and Practice6th Ed. Exeter: Learning Matters

Harlen, W. and Qualter, A. (2014) The Teaching of Science in Primary School 6th Ed. London: Routledge

Haylock, D. (2019) Mathematics Explained for Primary Teachers6th Ed. London: SAGE

Medwell, J et al. (2017) Primary English: Teaching Theory and Practice *8*th Ed. Exeter: Learning Matters.

Medwell, J et al. (2017) Primary English: Knowledge and Understanding8th Ed. Exeter: Learning Matters.