PGCE Secondary School Direct Programme Calendar 2023/24

(all subjects/alliances)

\*Please note that individual alliances may have additional sessions – these are detailed on your alliance timetable\*

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| Key induction and introduction weeks | School experience Introduction phase | School experience Development phase | School experience Consolidation phase | Enrichment |
| Week | Date (wb) | Mon-Fri  | Teaching timetable  |
| 1 | 04 September 2023 | Induction Week (Wed – Alliance/SE1 school) |  |
| 2 | 11 September 2023 | Induction Week (Wed – Alliance/SE1 Fri ITAP begins)  |  |
| 3 | 18 September 2023 | SE1 begins with ITAP – Behaviour Management focus  | **Observations – behaviour focus**  |
| 4 | 25 September 2023 | School Experience (SE1)(nb: Wednesdays are for Alliance and academic sessions) | **Observation with some starters/****Plenaries/group tasks****Begin teaching from 9th October**  |
| 5 | 02 October 2023 |
| 6 | 09 October 2023 |
| 7 | 16 October 2023 |
| 8 | 23 October 2023 |
|  | 30 October 2023 | Half Term |
| 9 | 06 November 2023 | SE1 Continued (nb: Wednesdays are for alliance and academic sessions) | **Gradual build up to 40-45% (approx. 10 lessons per week** |
| 10 | 13 November 2023 |
| 11 | 20 November 2023 |
| 12 | 27 November 2023 |
| 13 | 04 December 2023 |
| 14 | 11 December 2023 |
| 15 | 18 December 2023 |
|  | 25 December 2023 | Christmas holidays |
|  | 01 January 2024 |
| 16 | 08 January 2024 | Diversity conference (university); diversity day (alliance) SE2 begins with ITAP – Inclusion through vocabulary instruction  | **Observations and teaching – inclusion focus**  |
| 17 | 15 January 2024 | School Experience 2 (SE2)(nb: Wednesdays are for alliance and academic sessions) | **Gradual build up to 40-45% (approx. 10 lessons per week) by week 2** |
| 18 | 22 January 2024 |
| 19 | 29 January 2024 |
| 20  | 05 February 2024 |
|  | 12 February  | Half Term/ Independent Study/ SE2 – dependent on area  |  |
| 21 | 19 February 2024 | **Gradual build up to 60% (approx. 13 lessons per week**) **from week 3** |
| 22 | 26 February 2024 | SE2 Continued (nb: Wednesdays are for alliance and academic sessions) |
| 23 | 04 March 2024 | School Experience 3(nb: Wednesdays are for alliance/academic sessions) | **Gradual build up to 60% by Easter break (approx. 13 lessons)** |
| 24 | 11 March 2024 |
| 25 | 18 March 2024 |
|  | 25 March 2024 | Easter Holidays/SE3 – dependent on area  |  |
|  | 01 April 2024 |  |
| 26 | 8 April 2024 | **Gradual build up to 75-80% (approx. 16 lessons)** |
|  | 15 April 2024 | School Experience 3- Consolidation17th April – Research Presentations (nb: Wednesdays are for academic sessions/study) |
|  | 22 April 2024 |
|  | 29 April 2024 |
|  | 06 May 2024 |
|  | 13 May 2024 |
|  | 20 May 2024 |
|  | 27 May 2024 | Half Term |
|  | 03 June 2024 | SE3 Consolidation Continued | **75-80% (approx. 16 lessons)** |
|  | 10 June 2024 |
|  | 17 June 2024 | School based enrichment |
|  | 24 June 2024 | University based enrichment |

Staged expectations for teaching – further detail

The PGCE programme is structured in phases (Introductory, Developmental, Consolidation) and within each phase, student teachers are expected to reflect upon their learning and make effective links with curriculum and pedagogy through relating theory to practice. There is also an enrichment/transition phase to further support development and transition to your first teaching post.

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| Term 1 of PGCE | PGCE Introduction and Development PhaseSE1 | **A steady increase in timetable to 40%\* by the end of Term 1**Refer to SE1 section on the School Experience Formative Assessment Continuum for the staged expectations for this period of the training |
| Term 2 of PGCE | Development PhaseSE2 | **A steady increase in timetable depending on student teacher progression.**Refer to SE2 section on the School Experience Formative Assessment Continuum for the staged expectations for this period of the training  |
| By the end of Term 3 of PGCE | Development and Consolidation PhaseSE3 | **A steady increase in timetable to reach 75-80% by the consolidation phase following the Easter break.**In the final few weeks of term three, student teachers will have consolidated their knowledge, understanding and skills and will move towards the transition phase. The central criterion for success at the end of term three will be that of competence at which point the student teacher will have acquired essential classroom skills, be able to cope with the normal pupil responses and have a conscious awareness of how specific units of learning contribute to the curriculum experience of pupils both at Key Stages 3 and 4 and for young people continuing their full-time education beyond the age of sixteenRefer to SE3/Beyond SE3 section on the School Experience Formative Assessment Continuum for the staged expectations for this period of the training |
| ECT (Early Career Teacher)Years 1 to 3 or 4 | Transition to full time teaching | **Early Career Framework**Continuing support and professional development for two years following qualification. |

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| **Date (wb)** | **Mon** | **Tues** | **Wed** | **Thurs** | **Fri** |  |
| 04 September 2023  | UC  | UC  | Alliance  | UC  | UC  | SE1 mentor training 7/9/23 |
| 11 September 2023  | UC  | UC  | SE1  | UC  | UC - ITTP  |  |
| 18 September 202  | SE1 – ITTP   | SE1 - ITTP  | UC - ITTP  | SE1 - ITTP  | SE1 - ITTP  | SBT - behaviour |
| 25 September 2023  | SE1  | SE1  | Alliance/UC  | SE1  | SE1  | SE1 link tutor check in |
| 02 October 2023  | SE1  | SE1  | UC – subject day  | SE1  | SE1  |  |
| 09 October 2023  | SE1  | SE1  | Alliance/UC  | SE1  | SE1  | SBT - Pedagogy |
| 16 October 2023  | SE1  | SE1  | Alliance/UC  | SE1  | SE1  |  |
| 23 October 2023  | SE1  | SE1  | Alliance/UC  | SE1  | SE1  |  |
| 30 October 2023  | IS  | IS  | IS  | IS  | IS  |  |
| 06 November 2023  | SE1  | SE1  | Alliance/UC  | SE1   | SE1   | SBT – Curriculum |
| 13 November 2023  | SE1   | SE1   | UC – subject day  | SE1  | SE1  | SE1 Link tutor appraisal QA |
| 20 November 2023  | SE1  | SE1  | Alliance/UC  | SE1  | SE1  | SBT- professional behaviours |
| 27 November 2023  | SE1  | SE1  | Alliance/UC  | SE1  | SE1  | Interim report due |
| 04 December 2023  | SE1  | SE1  | Alliance/UC  | SE1  | SE1  |  |
| 11 December 2023  | SE1  | SE1  | Alliance/UC  | SE1  | SE1  | SBT –Assessment |
| 18 December 2023  | SE1  | SE1/2  | Alliance/UC  | SE1  | SE1/2  | Final report due |
| 25 December 2023  | H  | H  | H  | H  | H  |  |
| 01 January 202  | H  | H  | IS  | IS  | IS  |  |
| 08 January 2024  | Diversity conference  | Diversity day Alliance  | UC - ITTP  | SE2 - ITTP  | SE2 - ITTP  | Assignment 1 due 5th JanuarySE2 mentor training 8/1/24 |
| 15 January 2024  | SE2 - ITTP  | SE2 - ITTP  | UC – subject day  | SE2  | SE2  | SE2 link tutor check inCheck research project |
| 22 January 2024  | SE2  | SE2  | Alliance/UC  | SE2  | SE2  | SBT - behaviour |
| 29 January 2024  | SE2  | SE2  | UC interview practice  | SE2  | SE2  | SBT – PedagogySE2 link tutor appraisal QAInterim report due |
| 05 February 2024  | SE2  | SE2  | Alliance/UC  | SE2  | SE2  | SBT – CurriculumCollect research data |
| 12 February 2024  | IS  | IS  | IS  | IS  | IS  |  |
| 19 February 2024  | SE2  | SE2  | Alliance/UC  | SE2  | SE2  | SBT – Professional behaviours |
| 26 February 2024  | SE2  | SE2  | Alliance/UC  | SE2  | SE2  | SBT – AssessmentFinal report due |
| 04 March 2024  | SE3  | SE3  | Alliance/UC  | SE3   | SE3  | SE3 mentor training 4/3/24 |
| 11 March 2024  | SE3   | SE3   | UC subject day  | SE3   | SE3   | SBT – behaviourSE3 link tutor check in  |
| 18 March 2024  | SE3   | SE3   | Alliance/UC  | SE3  | SE3  |  |
| 25 March 2024  | H  | H  | H  | H  | H  |  |
| 01 April 2024  | H  | H  | H  | H  | H  |  |
| 8 April 2024  | SE3  | SE3  | Alliance/UC  | SE3  | SE3  | SBT – Pedagogy |
| 15 April 2024  | SE3   | SE3   | Conference presentation  | SE3  | SE3  | Assignment 2 due 16th April/presentation 17th April |
| 22 April 2024  | SE3  | SE3  | UC Subject day  | SE3  | SE3  | SBT – CurriculumInterim report due |
| 29 April 2024  | SE3  | SE3  | Alliance/UC  | SE3  | SE3  | SE3 link tutor progress review |
| 06 May 2024  | BH  | SE3  | Alliance/UC  | SE3  | SE3  | SBT – Professional behaviours |
| 13 May 2024  | SE3  | SE3  | Alliance/UC  | SE3  | SE3  |  |
| 20 May 2024  | SE3  | SE3  | Alliance/UC  | SE3  | SE3  | SBT – Assessment  |
| 27 May 2024  | BH  | IS  | IS  | IS  | IS  |  |
| 03 June 2024  | SE3  | SE3  | Alliance/UC | SE3  | SE3  | Final report due |
| 10 June 2024  | School based enrichment  |  |
| 17 June 2024  | University based enrichment week  | CEDP complete |

\*40% of a full-time teacher’s timetable.

During the autumn and spring term student teachers will take on increasing responsibility for whole class teaching and by the consolidation phase of their training should be consistently teaching approx. 75-80% timetable.

The programme is designed to enable student teachers to progress from the structured observation stage into teaching relatively quickly. Opportunities for sustained work with individual pupils and small groups of pupils will be particularly valuable in increasing your awareness and understanding of how children learn. Teaching in such situations will also provide you with opportunities to practice questioning, diagnosis and explanation. These activities provide a good introduction to organising, motivating and managing pupils in anticipation for the subsequent stages of team teaching and eventual progression to taking on responsibility for teaching a whole class.

Course Calendar and Key Dates 2023/24

 Student Teacher and Mentor: roles and expectations at a glance

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| Weekly Input | Student Teacher  | Subject Mentor  |
| First Meetings  | Attend ready to be honest and open about hopes and concerns. Be prepared to discuss your motivation for doing a PGCE, your preferred ways of working, your strengths and areas for development and your subject knowledge.  | Help establish clear professional expectations for placement.Broker discussion about preferred ways of mentoring (e.g. WPM only or that and daily brief check-ins). Establish parameters of support. Establish purposeful, supportive relationship.  |
| Weekly Progression Meeting | Attend ready to reflect upon week’s teaching and learning.Bring feedback from other host teachers if appropriate. Consider progress against School Experience Formative Assessment Continuum.Discuss with mentor priorities targets that will enable progress against the descriptors. Be ready to discuss School Based and Subject Tasks that have been set.Be ready to articulate how university/alliance sessions and wider reading are informing and impacting practice.  | Attend ready to listen to student teacher’s reflection.Check in on wellbeing and welfare. Gather relevant information from host teachers if appropriate. Help guide student teacher’s understanding of progress against the key areas on the School Experience Formative Assessment Continuum.Help student teacher identify priorities that will enable progress against the descriptors. Encourage student teacher to make the link between learning and practice. Discuss how research translates to practice. |
| Weekly Appraisal  | Ensure lesson plan is given to appraiser in advance of lesson. After appraisal, complete evaluation and reflection. | Complete assessor’s field on PebblePad.Ensure feedback meeting is timely.Follow approach to feedback. As the student teacher develops, encourage them to suggest strategies for improvement themselves.  |
| PebblePad | Complete student teacher fields for Weekly Progression Meeting and Weekly Appraisal. | Complete assessor fields for Weekly Progression Meeting and Weekly Appraisal. |
| School Experience Formative Assessment Continuum. | Review progress against descriptors and identify priority areas for development.  | Quality-assure student teacher’s self-assessment against the descriptors and help identify areas for development and specific strategies to help.  |

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| School Experience Input | Student Teacher  | Mentor  |
| Link Tutor visits | Attend all link tutor meetings/visits | Attend all link tutor meetings/visits |
| Professional Development | Attend Professional Development sessions  | Professional Mentor - ensure programme of Professional Development is in place; be point of contact for student teacher  |
| Reports  | Read interim and final reports carefully and consider how you will endeavour to address areas for development  | Subject Mentor – complete interim and final reports on PebblePad; share with student teacher  |
| Subject Knowledge Audit |  Share your SKA tracker with Subject Mentor | Use SKA tracker to identify gaps and areas of development and discuss approaches and share expertise  |
| Timetable  | Liaise with mentor; approach host teachers to find out what you need to prepare and teach and what you need to know about the classes in front of you. | Subject Mentor - Arrange timetable for student teacher that includes gradual increase to stipulated teaching hours, PPA, Professional Programme and additional opportunities for observations/CPD. Share resources with student teacher and provide access to relevant data.  |
| Wider professional duties | Attend parents’ evenings, open evenings, CPD and extracurricular activities as directed by your mentor and school  | Broker opportunities for student teacher to attend  |