

Linwood Teaching School Alliance (LTSA) in partnership with the University of Winchester

School Direct PGCE General Primary with SEN

Modules 5 & 6

School Experience



Summary of the Module

This LTSA School Direct PGCE programme has been established to give trainees an exceptional opportunity for concurrent school experience in mainstream and special school settings.

School based experience begins with a series of visits to our partner schools. This is followed in the second half of the Autumn Term (November / December) 2017 with formative placements in a special school setting. These will include Linwood, Springwood, Montacute, and Winchelsea special schools with additional opportunities to visit Langside and Victoria schools.

In the first half of the Spring Term (January/ February 2018) trainees will be placed in Key Stage 1, and in Key Stage 2 from March to June.

In addition, trainees will have opportunities to observe quality first teaching in schools across the Alliance throughout the year. In this way, trainees will gain experience of teaching in a Primary school and a special school as part of an integrated timetable and they will be expected to develop their teaching skills towards being outstanding in both settings by the end of the year.

In each setting, trainees will be expected to observe outstanding teaching and identify key aspects of effective class teams. Trainees will be supported, as part of a shared team teaching ethos, towards taking increasing responsibility for planning and delivering parts of lessons, so that they are then enabled to teach whole lessons. During the year school staff, school based mentors and University tutors will support and challenge trainees to develop their teaching skills so that they are well prepared to become successful teachers of all Primary phase children, and especially those with SEN, across the timetable.



Trainees will be encouraged to develop their emerging professionalism in line with the University of Winchester's vision of a successful PGCE trainee :

- ✓ Reflective practitioners who acknowledge the complexity of their role
- ✓ Confident and creative thinkers who are at the forefront of innovative practice
- ✓ Open-minded, curious and willing to engage with different perspectives
- ✓ Motivated, enthusiastic and responsive to the needs of children
- ✓ Knowledgeable professionals equipped with skills to make informed decisions
- ✓ Lifelong learners who work flexibly within professional communities.

Learning outcomes Module 5 (at Level 6)

1. Demonstrate evidence of progression towards the current requirements for Qualified Teacher Status
2. Understand the professional expectations of teachers in relation to relevant professional legal frameworks
3. Develop practical and theoretical understanding of how to establish a purposeful learning environment
4. Know how to personalise learning for individuals and groups of learners
5. Reflect on their own professional practice, set targets and draw up action plans for their professional development
6. *Know why equality of opportunity in the learning environment is key to Quality First Teaching and be able to display a knowledge of practical strategies*
7. *Understand the practical implications of assessing attainment and planning for progress (link to school based policies)*

Learning outcomes Module 6 (at Level 6)

1. Demonstrate an understanding of all aspects professional role of the teacher in particular, the legal responsibilities such as those relating to health and safety and child protection
2. Plan, deliver, evaluate and assess pupil progress in whole class lessons and sequences of lessons across a range of curriculum subjects
3. Keep accurate and effective records and work alongside other adults students to maximise the educational outcomes of their pupils and promote the notion of life learning
4. Achieve evidence of satisfactory progress against the standards for Qualified Teacher Status
5. Evaluate their own practice, set targets and draw up action plans for their induction into the teaching profession

In addition, at Level 7

6. Achieve evidence of good or outstanding progress against the standards for newly qualified teachers
7. Reflect critically on their own practice and determine a rationale for establishing clear targets for on-going professional development
8. Demonstrate a critical insight into their own professional role as teachers by synthesising theory and practice

Assessment

Trainees will be supported by class based mentors who will guide and challenge. Trainees will be expected to work towards weekly targets agreed with their mentors. Trainees will have assessed lesson observations in each placement (formative assessments in the Autumn Term).

Trainees will need to have passed their school based assessed placements as well as their assignments to be awarded their PGCE.

Suggested Readings

Alongside reading packs and readings in sessions, the following should act as a guide for wider reading for these modules:

- Arthur J, Grainger T and Wray D [Eds] [2010] Learning to Teach in the Primary School Abingdon: Routledge
- Black, P., Harrison, C., Lee, C., Marshall, B. and Wiliam, D. (2003) Assessment for Learning - Putting it into practice. Maidenhead: Open University Press
- Cohen, L., Manion, L., Morrison, K and Wyse, D. (2010) A Guide to Teaching Practice. 5th edition. Abingdon: Routledge
- Hastings N and Chantrey Wood K (2002) Reorganising Primary Classroom Learning Buckingham: Open University Press
- Hobart C and Frankel J [2004] Child Observation and Assessment Cheltenham: Nelson Thornes
- Medwell, J. (2007) 2nd edition. Successful Teaching Placement - Primary and Early Years. Exeter: Learning Matters
- Preece, G. (2001) Observation, in A. Cockburn (ed.), Teaching Children 3 to 11, a Student's Guide, London: Paul Chapman
- Riddall-Leech S [2005] How to Observe Children Oxford: Heinemann
- Walker, L. (2008) The Essential Guide to Lesson Planning. London: Pearson