

## Course preparation for Secondary Initial Teacher Education Programmes 2023/24

Congratulations on your offer of a place to study on our secondary Initial Teacher Education programme. ITE team in the School of Education has put together some pre-course activities designed to get you thinking about secondary education and your professional learning and development journey towards Early Career Teacher (formerly NQT) status.

Pre-course activities have been divided into four areas:

<b>Professional behaviours</b>	<b>interview feedback and the role of the teacher</b>
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<b>Behaviour management</b>	<b>a toolkit of first steps</b>
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<b>Pedagogy</b>	<b>SEND and educational matters in the secondary sector</b>
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<b>Curriculum</b>	<b>developing subject and curriculum knowledge</b>
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There is no pressure to complete everything. Do as much as you are motivated and able to do between now and the start of your programme. We'll look at these in the first weeks of the programme. The readings and websites we've referenced will be explored in detail at various points in the programme, but it's useful to have time to familiarise yourself with these in advance.

### **Professional behaviours**

#### **Interview feedback**

Reflecting on your experience of the interview process, aim to review and take steps to address any feedback that you received.

- You may find that the following activities will provide you with a structured way to address some aspects of feedback.

#### **The role of the teacher**

**Course reader:** Capel, Leask and Younie (2019) *Learning to Teach in the Secondary School: A Companion to School Experience*, 8<sup>th</sup> edition. London: Routledge.

- When you are registered as a student of the University, you will be able to access the course reader as an eBook via your online library and so don't feel you have to purchase a copy. That said, for those who prefer to own their own hard copy of the text, the reference is listed above. Although page numbers may differ etc..., you may be able to pick up a less expensive past edition and that's fine.

Read the following chapters and make a note of the key issues that emerge for you as a student teacher. Aim to identify activities that you could undertake in your school or discussions that you could have with expert colleagues in your school to support your professional learning and development in relation to the issues that you have identified.

Chp. 1.1 What do teachers do?

Chp. 1.2 Student teachers' roles and responsibilities

Chp. 1.3 Developing your resilience: managing stress, workload and time

Chp. 2.1 Reading classrooms: how to maximise learning from classroom observation

Chp. 3.1 Communicating with pupils

Chp. 3.2 Motivating pupils

Chp. 3.3 Managing classroom behaviour: adopting a positive approach

Chp. 5.4 Improving your teaching: an introduction to practitioner research, reflective practice and evidence-informed practice

### **Responsible and aware social media use**

Student teachers will want to ensure that their social media/online footprint does not show conduct unbecoming. Be mindful of:

- what is shared on social media and what pupils may see if they were to 'google' their teacher
- what is said on social media/online platforms
- what privacy settings need to be applied to social media accounts

Teaching unions provide useful information for teachers' online media use. Please read the following guidance from the National Education Union (NEU):

- <https://neu.org.uk/advice/social-media-and-online-safety>

### **Behaviour management**

#### **Behaviour management**

Have a read through of the following key areas. You may find it useful to make your own notes about what you are reading and thinking as it emerges.

[Bennett, T \(2019\) The trainee teacher behavioural toolkit: a summary. DfE](#)

[Skipp, A and Hopwood, V \(2017\) Case studies of behaviour management practices in schools rated Outstanding: research report. DfE](#)

### **Pedagogy**

Have a read through of the following key areas. You may find it useful to make your own notes about what you are reading and thinking as it emerges.

### Special Educational Needs and Disabilities in mainstream schools

[EEF \(2019\) Special Educational Needs in mainstream schools](#)

[EEF Summary of recommendations poster](#)

[EEF Four common SEND misconceptions](#)

Register for free access to [NASEN](#) (national association for special education needs) and download the [SEND Code of Practice Mini Guide](#) and read Background, Chp 1: Principles and Chp 6: Schools

### Traditional and Progressive Approaches to Teaching

<https://teacherhead.com/2014/03/15/the-progressive-traditional-pedagogy-tree/>

### Safeguarding

[Keeping children safe in education: information for all school and college staff \(publishing.service.gov.uk\)](#)

[Ofsted \(2021\) Review of sexual abuse in schools and colleges](#)

### Tackling social disadvantage and injustice

[Reay, D \(2012\) What would a socially just education system look like? Centre for labour and social studies](#)

## Curriculum

### Developing subject and curriculum knowledge

A key aspect of being an effective teacher is having excellent subject knowledge for teaching (SKfT) and being prepared to work on areas of subject knowledge which may be less secure. The model below outlines four dimensions which comprise effective SKfT:



Subject knowledge is the student teacher's own subject knowledge per se. This is influenced by one's own education, skills, and experience. Many student teachers have

subject specialist degrees or, in the case of secondary ITE, may have accessed a Subject Knowledge Enhancement (SKE) course to develop areas of subject specialism. It is useful to reflect on the student teacher's starting point.

Curriculum knowledge is what the subject looks like in education and how it is experienced by learners in the context of what we mean by curriculum: the national curriculum; the school's enactment of the national curriculum through its subject curriculum across the key stage; and formal examination specifications and assessment objectives. It is useful to identify one's subject knowledge strengths and areas for development in relation to how the subject as it is framed within education.

Pedagogical knowledge: is about ways of teaching the subject as appropriate to the topic content, knowledge, understanding, skills, and concepts. It is the strategies and teaching methods a subject specialist may choose to employ to support pupils to learn the subject area. Overarching approaches and theories of learning may underpin pedagogical choices, but there will be approaches that best suit the subject and context in which it is being taught.

Knowledge of learners and how children learn is about how student teachers acquire an understanding of the needs of the pupils they work with over time and how they plan high-quality teaching to enable all pupils to participate, learn, enjoy and make progress.

### **Activity 1: auditing your subject knowledge in the secondary curriculum**

A sensible starting point is to review and audit your subject knowledge as it appears in the curriculum. A useful way of auditing your knowledge is to review the substantive knowledge of your subject as it appears in the national curriculum for KS3 and KS4 and/or one of the four examining GCSE specifications (and an A Level specification, if you are training within the 14-19 age range). This will enable you to identify your strengths and areas for development that you may begin to address prior to starting your programme.

#### **The National Curriculum**

Familiarise yourself with the curriculum content of your subject at KS3 and KS4. Identify any areas of subject knowledge that you will need to address and undertake actions to develop these aspects of subject prior to the start of your course.

##### **GCSE and/or A Level**

Use a GCSE and A Level exam specification to audit your qualifications and prior experience in your subject specialism. Identify areas where your prior knowledge is insufficient to underpin your teaching of this area and work on this before the programme begins. In the case of School Direct student teachers, it's a good idea to use the specification that is being taught in the department at your training school.

You may find it helpful to record this as a table so that you may discuss this with your UH Subject Tutor:

Curriculum/topic area	Initial confidence and competence rating Scale: 1 to 5 1 = poor 5 = excellent	Planned actions to address curriculum areas where you feel your current knowledge is insufficient

**Activity 2: demonstrating competency in fundamental English and maths**

All student teachers must demonstrate that they are competent in English and maths prior to being recommended for Qualified Teacher Status (QTS). All candidates have met the required standard of GCSE in English and maths to be accepted onto the programme. Each candidate has undertaken a written assessment in English as part of the interview and selection process. To support you to identify your own competency in maths, we strongly advise you to complete the free [national numeracy challenge](#) It gives you the opportunity to use and apply mathematical knowledge in real life contexts and you receive a grade and a certificate of completion.

**Activity 3: engage with your subject association and subject course reader to develop your pedagogical knowledge.**

The subject course readers will be accessible as eBooks via the online library when you formally register as a student, but if you want your own hard-copy in advance they are listed below.

Subject associations are a great way of keeping abreast of subject specific developments, pedagogy and educational matters. Have a look at your subject association’s website and consider membership.

**Art and Design**

Subject Association: The National Subject Association for the Teaching of Art and Design <http://www.nsead.org>

Book: Addison, N. & Burgess, L. 2007, *Learning to teach art & design in the secondary school: a companion to school experience*, 2nd edn, Routledge, London.

**Business and economics**

Subject Association: Economic, Business Education Association for Teachers [www.ebea.org.uk](http://www.ebea.org.uk)

Book: Jephcote, M., Abbott, I. & Economics and Business Education Association 2005, *Teaching business education 14-19*, David Fulton, London

**Computing / Computer Science**

Subject Association: Computing at School (CAS) [www.computingatschool.org.uk](http://www.computingatschool.org.uk)

Book: Lau, W. 2017. *Teaching Computing in Secondary Schools: A Practical Handbook*.  
Routledge

Journals: *Mathematics & Computer Education & Computers in the Schools*

### **Design and Technology**

Subject Association: The Design and Technology Association [www.data.org.uk](http://www.data.org.uk)

Books: Benson, C. & Lawson, S. 2017, *Teaching Design and Technology Creatively*, Taylor and Francis, London.

Owen-Jackson, G. 2013, *Debates in Design and Technology Education*, Routledge Ltd, London.

### **Drama**

Subject Association: The National Association for the Teaching of Drama [www.natd.eu](http://www.natd.eu)

Books: van de Water, M., Hunt, K. & McAvoy, M. 2015, *Drama and Education: Performance Methodologies for Teaching and Learning*, Taylor and Francis, Hoboken.

West, K. 2011, *Inspired Drama Teaching: A Practical Guide for Teachers*, Continuum International Publishing, London.

### **English**

Subject Association: The National Association for the Teaching of English [www.nate.org.uk](http://www.nate.org.uk)

Books: Daly, C. & Davison, J. 2014, *Learning to Teach English in the Secondary School: A companion to school experience*, Fourth edn, Routledge Ltd, London.

### **Geography**

Geographical Association [www.geography.org.uk](http://www.geography.org.uk)

Book: Biddulph, M., Lambert, D. & Balderstone, D. 2015, *Learning to Teach Geography in the Secondary School*, Taylor and Francis.

### **History**

Subject Association: Historical Association [www.history.org.uk](http://www.history.org.uk)

Books: Husbands, C. 1996 *What is History Teaching?* Open University Press. Buckingham.

Journals: *Teaching History*

### **Maths**

Subject Associations: Association of Teachers of Mathematics [www.atm.org.uk](http://www.atm.org.uk) & National Council of Teachers of Mathematics [www.nctm.org](http://www.nctm.org)

Books: Boaler, J. 2009, *The Elephant in the Classroom: Helping Children Learn and Love Maths*, Souvenir Press, London.

Johnston-Wilder, S., Lee, C. & Pimm, D. 2016, *Learning to Teach Mathematics in the Secondary School: A Companion to School Experience*, 4th; Fourth; edn, Routledge, London.

### **MFL**

Subject Association: Association for Language Learning [www.all-languages.org.uk](http://www.all-languages.org.uk)

Books: Pachler, N., Evans, M., Redondo, A. & Fisher, L. 2014;, *Learning to Teach Foreign Languages in the Secondary School: A companion to school experience*, 4th edn, Taylor and Francis, Florence.

Long, R. and Bolton, P. (2016) *House of Commons Briefing Paper: Language Teaching in Schools*, 07388 <http://researchbriefings.files.parliament.uk/documents/CBP-7388/CBP-7388.pdf>

### **Music**

Subject Associations: National Association of Music Teaching Professionals <https://www.musicteachers.org/> & Independent Society of Musicians [www.ism.org](http://www.ism.org)

Books: Cooke, C., Evans, K., Philpott, C. & Spruce, G. 2016, *Learning to Teach Music in the Secondary School: A Companion to School Experience*, 3rd; Third; edn, Taylor and Francis, Florence.

### **PE**

Subject Association: Association for Physical Education [www.afpe.org.uk](http://www.afpe.org.uk)

Books: Capel, S. & Whitehead, M. 2010, *Learning to Teach Physical Education in the Secondary School: A Companion to School Experience*, 3rd edn, Taylor and Francis, Hoboken.

### **Psychology**

Society for the Teaching of Psychology [www.teachpsych.org](http://www.teachpsych.org)

### **RE**

National Association of Teachers of Religious Education [www.natre.org.uk](http://www.natre.org.uk)

Barnes, L (2017) *Learning to Teach Religious Education in the Secondary School: A Companion to School Experience*, Taylor Francis: London

### **Science**

Subject Associations: Association for Science Education [www.ase.org.uk](http://www.ase.org.uk)

The Institute of Physics [www.iop.org](http://www.iop.org); The Society of Biology [www.societyofbiology.org](http://www.societyofbiology.org); The Royal Society of Chemistry [www.rsc.org](http://www.rsc.org)

Books: Toplis, R. 2015, *Learning to Teach Science in the Secondary School: A companion to school experience*, 4<sup>th</sup> edition; Taylor and Francis: London.

## Sociology

British Sociological Association [www.britsoc.co.uk](http://www.britsoc.co.uk)

Discover Sociology for Teachers [www.discoversociology.co.uk](http://www.discoversociology.co.uk)

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### Assessment

#### *Information for PGCE (SD unsalaried and UL PGCE) students only: advanced notice of formative assignment title*

All student teachers undertaking the PGCE qualification (SD unsalaried and UL PGCE students) work towards 60 masters level credits. In the early stages of the course, we begin to work with you to support your academic writing. All PGCE students undertake a formative assignment to be submitted mid-October. This does not 'count' towards your master's level credits; it helps you and your tutors identify strengths and areas for development, prior to formal assignment submissions. The formative assignment invites you to draw on your reading, experience, discussions and observations of practice to begin to formulate beliefs about best practice in the teaching and learning of your subject specialism. The formative assignment also helps you to familiarise yourself with the stylistic conventions of writing a masters level in the School of Education and aims to prepare you for summative assignment submissions that are part of your programme.

The title is given below so that you can begin thinking about it. There is no expectation that this is completed prior to the start of the course. You may have opportunity to observe practice and engage with some reading to inform your thinking, prior to the start of your programme. When you register as a student of UH in September, you will have full access to the online library and be able to access subject-specific reading.

**Title: consider what you have observed, discussed, read and experienced about teaching and learning to date. What, in your view, constitutes best practice in the teaching of your subject?**

**(1500 words)**

As a useful starting point, you may find it useful to:

- research and read the latest Ofsted reports in your subject discipline
- read current articles/books relating to your subject specialism (subject specific reading list below. There is no expectation that you purchase these. You will be able to access these texts via the online UH Learning Resource Centre when you register as a student)
- engage with your subject association to consider current teaching and learning in your subject

- review Harvard referencing conventions: Pears, R. & Shields, G.J. 2016, Cite them right: the essential referencing guide, Tenth revision and expand edn, Palgrave, London.
- where possible, arrange some observations of teaching in your subject area and talk to expert colleagues about their views of best practice

**Deadline: mid-October 2023**