

**PGCE Secondary Programme 2018-19**

**Pre-Course Tasks Booklet**

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**PGCE Secondary Programme 2018-19**

**Introduction**

Welcome to the PGCE Secondary programme at Brunel University London.

During the programme you will engage with a variety of Professional Learning Activities (PLAs) which are designed to support your progress towards meeting the Teachers’ Standards. This booklet will provide you with some essential information about how you can prepare yourself for the programme, particularly in relation to exploring the primary phase and in terms of considering effective strategies for a developing and maintaining a positive learning environment. Also included are suggested readings, useful websites and resources and some related preparatory tasks.

We are very much looking forward to meeting you all again and working with you throughout the year.

Warm wishes,

The Secondary Team

**Reading List – English**

**Readings**:

* Capel, S., Leask, M. & Turner, T. (2013) *Learning to Teach in the Secondary School.* London: RoutledgeFalmer
* Daly, C., Davison, J. & Moss, J. (20) *Debates in English Teaching*. London: Routledge.
* Daly, C. & Davison, J. (2014) *Learning to Teach English in the Secondary School*. London: Routledge.
* Fleming, M. & Stevens, D. (2014) *English Teaching in the Secondary School*. London: David Fulton.
* Green, A, Snapper, G. & Atherton, C. (2013) *Teaching English Literature 16-19.* London: Routledge.
* Green, A. (ed.) (2012) *A Practical Guide to Teaching English in the Secondary School*. London: Routledge.
* Green, A. (ed.) (2011) *Becoming a Reflective English Teacher.* Maidenhead: Open University Press.
* Illingworth, M. & Hall, N. (2013) *Teaching English Language 16-19*. London: Routledge

**Useful internet sites**

* Department for Education

A ministerial department, responsible for Education and Children’s Services in England. Key policy documents, guidance and publications can be found here. <https://www.gov.uk/government/organisations/department-for-education>

* Ofsted

Information on the organisation, inspection process, complaints, announcements and events. [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

* The National College for Teaching and leadership (NCTL)

This gives all details about teacher training in this country. The website includes downloadable versions of the QTS standards and excellent details and examples about the skills tests. You can book your skills test from here.

<https://www.gov.uk/government/organisations/national-college-for-teaching-and-leadership>

* Times Educational Supplement

Search the electronic version of the TES for articles of your choice. Read about the latest educational initiatives, surveys and reports without having to make the trip to your newsagent. [www.tes.co.uk](http://www.tes.co.uk)

* NATE

The website of the National Association ofr Teachers of English provides a wealth of excellent information. Even more worthwhile if you subscribe. <https://www.nate.org.uk/>

* English and Media Centre

The website of the National Association ofr Teachers of English provides a wealth of excellent information. Even more worthwhile if you subscribe. <https://www.englishandmedia.co.uk/>

**Reading List – Mathematics**

**Readings**:

* Boaler, J., (2010) *The Elephant in the Classroom: Helping Children Learn and Love Maths.* London: Souvenir Press
* Capel, S., Leask, M. and Turner, T. (2013) *Learning to Teach in the Secondary School.* London: RoutledgeFalmer
* Foster C., (2013) *Essential Guide to Secondary Maths*. London Continuum
* Johnston-Wilder, S., Johnston-Wilder, P., Westwell, J.,Pimm, D. (2010) *Learning to Teach Mathematics in the Secondary School*. London: Routledge
* Leslie, D., Mendick, H., (Eds) (2014) *Debates in Mathematics Education.* London: Routledge
* Mason, J., Graham, A. and Johnston-Wilder, S. (2005) *Developing Thinking in Algebra* London: Paul Chapman
* Ryan and William (2008) Children’s Mathematics 4-15: Learning from Errors and Misconceptions
* Watson, A., Pratt, D., Jones, S., (2013) *Key ideas in teaching mathematics: research-based guidance for ages 9-19.* Oxford: OUP

**Useful internet sites**

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A ministerial department, responsible for Education and Children’s Services in England. Key policy documents, guidance and publications can be found here.

<https://www.gov.uk/government/organisations/department-for-education>

* Ofsted

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[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

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<https://www.gov.uk/government/organisations/national-college-for-teaching-and-leadership>

* Times Educational Supplement

Search the electronic version of the TES for articles of your choice. Read about the latest educational initiatives, surveys and reports without having to make the trip to your newsagent.

[www.tes.co.uk](http://www.tes.co.uk)

**Examination Boards**

* Assessment and Qualifications Alliance (AQA)

AQA Examination Board

Information about AQA’s qualifications and examination administration.

[www.aqa.org.uk](http://www.aqa.org.uk)

* Edexcel

An examination and awarding body who provide a wide range of qualifications.

[www.edexcel.org.uk](http://www.edexcel.org.uk)

* Oxford Cambridge and RSA Examinations (OCR)

Information on the range of qualifications provided by the OCR.

**Useful Mathematics Resource Sites**

There are huge numbers of resource sites out there on the web and it can be bewildering and time-consuming to search through them all. Here are a few to get you started:

* Association of Teachers of Mathematics

The second main professional association which serves all teachers of mathematics in secondary schools, primary schools, FE and beyond. This Web site gives full details of ATM’s publications, its activities, and its philosophy. It also provides information about the journals and about membership.

<http://www.atm.org.uk>

* Centre for Innovation in Mathematics Teaching

Based at Exeter University CIMT has a site full of lots of resources including games, puzzles and challenging investigations.

<http://www.cimt.plymouth.ac.uk/>

* National STEM Centre

A huge collection of mathematics resources and websites from over the years.

<http://www.nationalstemcentre.org.uk/elibrary/maths/>

* NRICH

The NRICH project aims to enrich the mathematical experiences of all learners. Here you will find a collection of rich mathematical problem solving activities, suitable for all key stages.

<http://nrich.maths.org/public/>

* NCETM

National Centre for excellence in the Teaching of Mathematics. Through the website, individual teachers, however experienced, can check and refine their subject knowledge and pedagogy, access a vast archive of classroom-based research, and exchange views and experience with colleagues around the country.

<https://www.ncetm.org.uk/ncetm/about>

I would like to recommend completion of a number of tasks:

* register for membership of the NCETM ([www.ncetm.org.uk](http://www.ncetm.org.uk)) and investigate the content of the site, in particular, the *Personal Learning* section
* ensure you are up to date with current issues in education
  + in the first instance, the *Times Educational Supplement* as well as the national presses will provide a good starting point
* familiarise yourself with some of the key texts for the course and on the reading list, i.e.
  + Capel, S., Leask, M. and Turner, T. (2013) Learning to Teach in the Secondary School. London: RoutledgeFalmer
  + Johnston-Wilder, S., Johnston-Wilder, P., Westwell, J.,Pimm, D. (2010) Learning to Teach Mathematics in the Secondary School. London: Routledge
* Familiarise yourself with the new curriculum in mathematics and the new National Curriculum <https://www.gov.uk/government/collections/national-curriculum> <https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study>

**Reading List – Physical Education**

**Background Reading:** We would like to suggest the following texts to you as valuable background reading in preparation for the course. Those marked with an asterix identify the core texts:

Armour, K. (ed) (2011) *Sport Pedagogy: An Introduction for Teaching and Coaching.* London: Prentice Hall/Pearson.

Association for Physical Education (2008) *A manifesto for a world class system of physical education*. Worcester: afPE.

Association for Physical Education (2012) *Safe Practice in Physical Education (8th edition)*. Leeds: Coachwise Ltd.

Bailey, R. (2010) (Ed.) *Physical Education for Learning: A Guide for Secondary Schools.* London: Continuum.

Bailey, R. and Kirk, D. (2008) *The Routledge Physical Education Reader*. London: Routledge.

Capel, S. and Whitehead, M. (2012) Debates in Physical Education. London: Routledge.

\*Capel, S. and Whitehead, M. (Eds.) (2015) *Learning to Teach Physical Education in the Secondary School (4th edition).* London:Routledge Falmer.

\*Capel, S., Breckon, P. and O'Neill, J. (Eds.) (2013) A Practical Guide *Teaching Physical Education in the Secondary School (2nd edition).* London: Routledge/Falmer.

Capel, S., Leask, M. and Turner, T. (Eds.) (2009) *Readings for Learning to Teach in the Secondary School: A Companion to M Level Study*. London: Routledge.

Capel, S., Leask, M. and Turner, T. (Eds.) (2009) *Learning to teach in the secondary school: A companion to school experience (5th edition).* London: Routledge.

Dowling, F., Fitzgerald, H. And Flintoff, A. (2012) *Equity and Difference in Physical Education, Youth Sport and Health: A Narrative Approach*. London: Routledge.

Kirk, D. (2009) *Physical education futures.* Abingdon: Routledge.

Stidder, G. and Hayes, S (Ed.) (2012, 2nd edition) *Equity and Inclusion in Physical Education and Sport.* London: Routledge.

Please also access the following websites to view other relevant information:

<http://www.education.gov.uk/> (Department for Education website which you can browse for a range of relevant information about schools, education and physical education)

<https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study> (Department for Education National Curriculum for Physical Education Programmes of Study)

<http://webarchive.nationalarchives.gov.uk/20110809091832/http://www.teachingandlearningresources.org.uk> (archived National Strategies information)

<http://webarchive.nationalarchives.gov.uk/20100612050234/http://www.standards.dfes.gov.uk/schemes3/subjects/?view=get> (contains Schemes of Work for key stages 1 to 4)

<http://webarchive.nationalarchives.gov.uk/20100113202026/dcsf.gov.uk/everychildmatters/about/> (information about the Government’s Every Child Matters programme and links to other relevant policies).

You may also wish to find out about membership of the Association for Physical Education (afPE), the main professional body for Physical Education in this country. Their website is: <http://www.afpe.org.uk>.

**Reading List – Sciences**

**Readings**:

Millar, R., Leach, J., Osborne, J., Ratcliffe, M. (2006) *Improving Subject Teaching: Lessons from Research in Science Education,* Routledge London and New York

Toplis, Rob, (2015) *Learning to Teach Science in the Secondary School: A Companion to School Experience*, Routledge London and New York

Hollins, Martin (ed), (2011), *ASE Guide To Secondary Science Education*, Association for Science Education

Watts, M. (ed) (2014) *Debates in Science Education* Routledge London and New York

**Government websites:**

Department of Education website- <https://www.gov.uk/government/organisations/department-for-education>

School Curriculum- <http://www.education.gov.uk/schools/teachingandlearning/curriculum>

**Exam board websites**

(Exploration of these will help you to understand the requirements of the Science syllabuses at GCSE and A‐level):

Edexcel: www.edexcel.com

AQA: www.aqa.org.uk

OCR: [www.ocr.org.uk](http://www.ocr.org.uk)

Familiarise yourself with the following key organisations and school educational computing websites asinformation on these websites will help you to understand the current debates in Science education, changes in curriculum and assessment, and the implications for teachers. They are also a source of valuable teaching materials :

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

Institute of Physics: [www.iop.org](http://www.iop.org)

Royal Society of Biology: [www.rsb.org.uk](http://www.rsb.org.uk)

Royal Society of Chemistry: [www.rsc.org](http://www.rsc.org)

**Primary School Experience Professional Learning: Guidance**

**1. The Aims of Primary School Observation**

a) develop an appreciation of the role and ways of working of primary school teachers and ways in which these may differ from a secondary school

b) gain a basic understanding of initiatives such as the literacy and numeracy hours

c) observe some teaching, particularly in years 5 and 6, noting teaching methods and levels of pupil understanding

**2. How to Organise Your Primary School Observation**

a) You should contact a primary school in the area where you are currently living by writing to the Headteacher. When you write to a school send them a brief CV with your letter of request and a stamped addressed envelope for their reply. When a school has agreed to you doing your observation practice with them take the letter of introduction included in this booklet with you on your first day.

At the end of the observation, you should complete section A of the report form (page 21) and you must ensure that the Headteacher or teacher responsible for students completes section B.

b) When you arrive at the school you will need to arrange an observation schedule (showing the lessons, rooms and teachers to be observed) with the Head Teacher or the teacher responsible for students. Although your first interest at this stage will be your main subject, you should aim to spend some time observing other aspects of the curriculum such as Special Educational Needs or Literacy/Numeracy. If possible, observe teaching (in any subject area) which is thought to be particularly well-managed, or is innovatory.

You should also try to read a selection of the official school documents, e.g. prospectus, policy statement on equal opportunities.

c) This is a period of observation and you are not expected to prepare and teach lessons, although you may very well be asked to act as an assistant to the class teacher.

d) You will have many opportunities to talk with pupils, as well as teachers, and this may be highly illuminating. However, pupils will view you as one of the teachers and will consequently expect a certain professional 'distance' and manner from you.

When you are in school please remember:

e) Teachers are very busy professionals and schools take their role in society very seriously. Ensure that you do not cause them problems. Be punctual and dress appropriately. Remember that parents place great trust in teachers and that by starting this course you also accept that trust.

f) You are not in class to judge somebody else's practice, you are there to learn from it. You may not agree with how another teacher approaches a class or a subject, in fact you may think you would do it differently yourself. However, these are professional opinions which you may discuss with others as part of your course at University but which you keep to yourself while you are in the school.

g) Before you go into a class, ask the teacher if they mind you taking notes, moving around the classroom or assisting the pupils if the opportunity occurs. Be sensitive and tactful when carrying out the observation tasks. Remember, for example, that you are a visitor in class and have no automatic right to pupils' written work. Make notes about your observations while in school, but take care that you do not unwittingly alienate teachers. You are not "inspecting" their classes. Brief notes may be amplified outside the school in the privacy of your own home, but even in this context please ensure the anonymity of the staff and pupils by using fictitious names.

h) Make sure that you return any materials lent to you before you leave the school.

**4. Observation Tasks**

**4.1 Observation in general**

The number of variables affecting what happens in a classroom is large. You therefore need to be clear about what you are going to focus on in each observed lesson and to have clear ways of recording what happens. The tasks below should help to get you started.

You may need to modify these tasks in the light of advice from the school. You may develop systematic approaches to observing and recording of your own or the teacher may well suggest alternatives. The essential point is that you need to observe in a way that will develop your thinking about the teaching and learning in general.

Make sure that what you do is well recorded.

When planning your observation remember the following general advice:

a) An important part of your work in classrooms is to learn about children. Watch them, listen to them, talk to them, look at what they write and how they learn. Begin to discover what makes children value and enjoy their education. Start to discover what makes children 'tick'.

b) At the heart of teaching is the interaction between teacher and pupil(s). You will find it useful to focus sometimes upon the teacher's activity, sometimes upon the pupils' activity and sometimes on both.

c) Within a particular lesson or series of lessons, you may find it helpful to give particular attention to one aspect of the teacher's activity (eg: how they get the lesson started; how they round the lesson off; their language; their handling of awkward pupils; their attention to each individual pupil during a lesson) or you may wish to concentrate upon pupil response (eg: to different kinds of activity; to the teacher's tone of voice; to one another's contributions)

Discussion with the teacher before and after lessons will suggest many other points for observation, although bear in mind that teachers are very busy.

**4.2 Observation Task 1 - Observation Diary**

Each day make brief notes about your observations and experiences. These notes can be used as a basis for group discussion in seminars at the university. You may find it helpful to comment on some of the following:

a) Teaching: - the different ways in which teachers teach (particularly) - the different ways in which teachers manage practical activities in a primary school classroom - the ability of teachers to create an "authoritative" presence - health and safety issues related to practical teaching - the necessary skills and qualities related to good teaching

b) Pupils: - the contributions that pupils make to lessons - the quantity and quality of work that they produce - the activities and relationships of pupils outside the classroom

c) Activities: - the variety of learning activities taking place - the different ways in which pupils appear to learn - how pupils are motivated to work - what is "good work"? how is "good work" recognised?

d) School Organisation: - what structures exist to organise the school as a community? - what different responsibilities do teachers and pupils have? - how does the environment affect the learning and the activities of the school?

**4.3 Observation Task 2 - Pupil Learning**

Make more detailed notes about how and what pupils learn. Again these will be used to inform the sessions at Brunel University.

In selected lessons consider the following:

a) Did the pupils learn?

This may seem an odd question, but it is quite possible for pupils to seem busy and absorbed in a task (e.g. copying or colouring in) without learning very much (beyond improving their colouring skills). On the other hand it is possible for pupils to be involved in something that appears to be purely social, such as talking to each other in groups, but they are actually learning a good deal from the activity. - how effectively do the classroom activities enable the pupils to learn something about the topic being studied? (can you think of alternative activities?) - how much have the pupils learned that was useful and relevant?

What evidence are you looking for here?

b) Did all of the pupils learn?

In most lessons some pupils learn more than others. The effective teacher tries to ensure that as many pupils as possible achieve the key learning points of the lesson.

To answer this question, you will first have to identify the key learning points of the lesson. In some lessons teachers will simply tell the class which points they intend to cover, however, in others you will have to decide for yourself what the key points are.

To decide whether pupils have learnt the key points, there are a number of pieces of information that you may need to collect:

- you need to see what they have written in their books - you need to speak to them - you need to see whether they are paying attention to the task - you may need to take part in their practical tasks.

c) What is preventing some pupils from learning?

Try to work out why some pupils are learning more easily than others. Many things can stop people from learning effectively (eg: they may be too hot or cold; they may be hungry, tired or miserable; they may simply have other things on their mind).

Ask yourself:

- can all pupils hear or see the teacher? - is the environment helpful? (eg: the layout of the desks, the position of the board, the amount of light, the room to work) - are pupils distracting each other - if so, how?

- do some pupils in the group have special needs that make it difficult for the teacher to help them sufficiently? (eg: do they have poor basic literacy skills or are they at an early stage in learning English as a second language?) - is the timing of this lesson conducive to productive learning? (eg: is it the last period on a Friday, just after PE or immediately following a break?)

d) How does the teacher help pupils learn?

Teachers have to cope with all kinds of less than perfect circumstances. Note the different strategies that teachers use to make their teaching effective and how they use their voice and their physical presence to get attention and maintain interest.

* where is the teacher positioned in the classroom at different parts of the lesson?
* is the teacher's voice loud/soft, clear/unclear, varied in tone and pitch for different activities?
* what sort of questions does the teacher ask? (eg: do they simply require a right or wrong answer / a "yes" or "no", or do they require pupils to think things out?)
* are different kinds of questions asked at different times?
* how can the teacher make certain that all of the pupils are involved in a question and answer session?
* what materials does the teacher use to get the key learning points across? (eg: board; worksheets; textbooks; computers; OHP)
* what activities has the teacher planned to get key learning points across? (eg: practical work; group discussion; written tasks)

e) How does the school help pupils learn?

Consider the organisation of the school as a whole:

* is there a pastoral system organised to support pupils?
* is there a recognised policy for rewards and sanctions throughout the whole school?
* how is the pupil helped to learn by the way the school is run, or built and designed?
* is movement in the corridors easy and smooth?

Consider the differences you observe between primary and secondary schools. What is the significance in relation to pupil learning?

**4.4 Observation Task 5 - Summary of Observations**

After you have completed your observation work you should take some time to reflect on what you have seen. It will help you to focus your ideas if you complete the "Summary of Reflections” in the Primary School

**Primary school experience – Professional Learning Activities**

At the end of your observation work, use your notes to help you to draw conclusions and to reflect upon your school placement experiences as follows:

1. Describe some characteristics of the primary school that you were in.

(size? urban/suburban/rural/inner-city? ethnic composition? physical layout? number of staff? denominational? ethos?......)

2. Describe one of the classrooms that you worked in.

3. Describe a primary teacher's typical day.

4. Describe a pupil's typical day.

5. Describe any observations about a particularly able pupil you encountered.

6. Describe any observations about any learning difficulties encountered by pupils.

7**.** Write about your observations of working with a small group of pupils.

8. What differences in teaching and learning do you notice between primary and secondary schools? You can also refer to memories of your own schooling to contrast with this present experience.

9**.** List some of the school activities which seemed to be working

a) most effectively

b) least effectively

Give a brief analysis of your reasons for making these judgements



Department of Education

Brunel University

Uxbridge

Middlesex

UB8 3PH

Date:

**PGCE Secondary Education**

PRIMARY SCHOOL OBSERVATION

**A. STUDENT TO COMPLETE**

Name of Student Teacher: .......................................................

Name of School: ...................................................................

Address of School: ...................................................................

...................................................................

School Tel. No. ...................................................................

School details:

Mixed/single sex ................ Age range ....................

Number of pupils ............... Status of school (etc) ....................

**B. SCHOOL TO COMPLETE**

The above named student teacher undertook classroom observation in this school as follows

No. of days: .................... Official School Stamp:

Dates: ...........................................

**Comments:**

Signed: .................................................... `Position in School:..................................



Department of Education

Brunel University

Uxbridge

Middlesex

UB8 3PH

Date:

Dear Headteacher,

The person who has approached you concerning Primary School Experience has been interviewed and accepted for Initial teacher education on the PGCE in Secondary Education at Brunel University London.

As part of this programme, students are required to undertake observation work in a primary school to gain understanding of the KS2-3 transition in particular. As such, observation of years 5 and 6 would be of great benefit. They are not required to teach, but have been given a set of structured activities in order to use their time to gain a critical insight into Primary education, both in its own right and as preparation for Secondary education. The students are asked to reflect on experiences of teaching and learning in all subject areas, but to make a particular focus in preparation for their own teaching.

I would like to thank you for considering permitting our student teacher to observe in your school.

If you have any particular enquiries please don’t hesitate to contact me.

Yours sincerely,

Helen Gourlay

Course Leader – PGCE Secondary Education

**Developing and maintaining a positive learning environment – professional learning activities (PLAs)**

As part of the GPE (General Professional Education) programme we will talk to you about techniques to ensure that you are able to create and maintain a positive learning environment for your pupils. The PLAs below have been designed in collaboration with our school partners to provide effective learning opportunities before the course starts.

|  |  |
| --- | --- |
| PLA Title: | GPE Task 1: Creating a positive learning environment |
| **Teachers’ Standards Reference(s):** *(Students to cross reference TSs here for this PLA)* |  |
| During your pre-course observations, provide examples of the things teachers do to create a positive learning environment with their pupils: | |

|  |  |
| --- | --- |
| PLA Title: | GPE Task 2: Classroom layout |
| **Teachers’ Standards Reference(s):** *(Students to cross reference TSs here for this PLA)* |  |
| On pre-course visits take note of how different teachers use a variety of classroom layouts to aid behaviour, depending upon what they are teaching and what the children are expected to learn. | |

|  |  |
| --- | --- |
| PLA Title: | GPE Task 3: Managing challenging behaviour |
| **Teachers’ Standards Reference(s):** *(Students to cross reference TSs here for this PLA)* |  |
| Register and log on to Teachers Media (<http://www.teachers-media.com/>) Watch the video relevant for your phase (primary: <http://www.teachers-media.com/page/71011> secondary: <http://www.teachers-media.com/page/51181>) Click on each pupil and consider the effects of each approach to managing the situation. Write a short reflection below about the effect of different approaches: | |