

Postgraduate Certificate in Education

2012—2013
(Secondary)

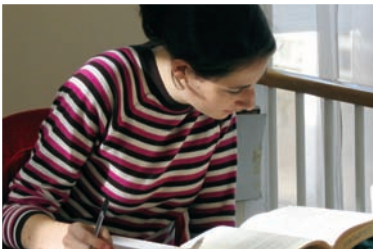


THE UNIVERSITY *of York*
DEPARTMENT OF EDUCATION

The PGCE Course



The Department of Education welcomes a diverse range of graduate trainees onto the Postgraduate Certificate in Education (PGCE) course. Working in partnership with a number of local schools, we have developed a strong PGCE course in which school teachers and university tutors share the responsibility for teacher training.



Trainees spend two thirds of the course in schools and have experience in at least three schools.

The course prepares graduates to teach in five curriculum areas:

- English**
- History**
- Mathematics**
- Modern Foreign Languages**
- Science – Biology**
- Science – Chemistry**
- Science – Physics**

The University of York's PGCE course is graded '1' ("outstanding") by OFSTED for overall effectiveness and capacity to improve further and/or sustain high quality. Key strengths noted by OFSTED include:

- the trainees' outstanding professional skills
- the highly coherent training programme
- outstanding commitment of all involved in the partnership
- excellent use of resources

Course aims

The primary aim of the course is to enable trainees to reach the Standards specified for Qualified Teacher Status (QTS) by the Training and Development Agency for schools (TDA). The course also aims to encourage trainees to examine, in a critical but constructive way, the current educational system and practice.

The intention is that trainees should become skilled members of the teaching profession, able to make a full contribution to educational debate and innovations of the future.

The programme is assessed at Masters (M) level.

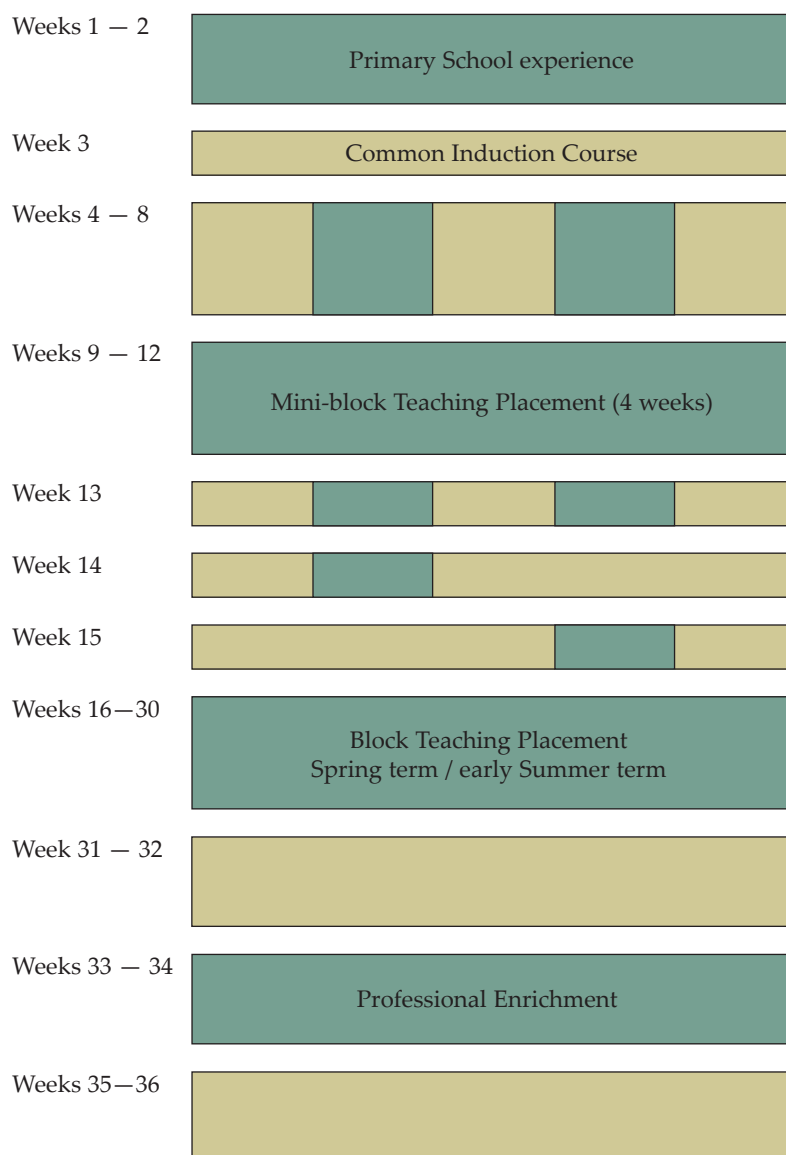
Teaching and Learning

Participation in the PGCE course is an active process. Although there are lectures and presentations, much of the course centres on workshops, seminars and school and classroom activities. Activities emphasise team work and require trainees to share the responsibility for their learning. Throughout the course, trainees are given guidance and support by mentors in school as well as their university tutors.

Assessment

The practical teaching requirements and formal written assignments are designed not just to provide evidence that trainees have reached the required Standards but also as useful learning activities in themselves. Assessment is continuous — there are no final examinations.

Course structure



University-based elements



School-based elements



Course structure 2012–2013

The course consists of 36 weeks of organised study and school experience. Provisional course dates for 2012–2013 are as follows:

Term 1

17 September – 14 December 2012

Term 2

7 January – 22 March 2013

Term 3

8 April – 28 June 2013



School Experience

School experience forms the backbone of the PGCE course.

The pattern of school experience allows trainees to gain deepening insights into teaching and learning, and systematically supports the development of professional knowledge and teaching skills.

University tutors and school teachers work together to manage school experiences, to link these to university-based activities and to direct trainees to appropriate reading.



The main phases of school experience currently are:

1. An initial primary school placement
2. A two days per week Autumn term placement, plus a four week miniblock teaching placement
3. A fourteen week block teaching placement during most of the Spring term and the early part of the Summer term
4. A period of Professional Enrichment during the Summer term

"The fabulous experiences I had during my PGCE at York definitely gave me the very best start for everything I have done so far in teaching."

Lesley Welsh (York PGCE 2000–1), BECTA award winner and distinction in 2006 Teacher of the Year Awards.

University Experience

There are two strands to the university-based parts of the course.

These are the **Whole School Issues** course, taken by all trainees, and the **Curriculum Area** course, covering your chosen specialism.

Whole School Issues



This part of the course focuses on teaching and learning, and on wider school issues. It aims to help trainees recognise the concerns which are common to all teachers, to introduce current thinking on these issues and to encourage reflection on them in the light of both reading and school experience.

Topics are covered by means of talks, seminars, videos and DVDs, discussions, workshops and school-based activities.

Two weeks of professional enrichment during the summer term offer further opportunities for trainees to develop their expertise.

Enquiries and further information:

Ms Paula Mountford
paula.mountford@york.ac.uk

English

During the university-based part of the autumn term, trainees engage in a series of method sessions designed to teach them how to apply their subject knowledge in the classroom. These sessions are tracked against the requirements of the statutory National Curriculum for English.

Additionally, trainees are given the opportunity to familiarise themselves with post-16 provision, and to explore the links between English and Drama. Key generic issues such as differentiation and assessment are threaded throughout the method sessions.

This work is followed up and consolidated in placement schools, where trainees have practical training in the skills needed to teach English. Aspects of the course give trainees the opportunity to pursue particular areas of interest: for instance, a small-scale research study in your placement school.

Tutors and mentors work closely throughout the course to make sure that strong links are established between university-based method work and its classroom application.

In the summer term, trainees have the opportunity to refine their expertise in the light of the block placement by, for example, working alongside specialist guest tutors, organising English conferences and workshops for local schools or, during the Professional Enrichment phase of the course, exploring the teaching of English within and beyond the school context.



"Really, really enjoyed the course, felt it was well-organised and useful."
English trainee

"I really think the course has been fantastic — a great balance between theory and practice, excellent support from the curriculum area mentor and assignments that were challenging but ultimately rewarding."
English trainee

"Overall the course has been fantastic, enjoyable and inspiring."
English trainee

Enquiries and further information:

Mrs Catherine Shawyer
catherine.shawyer@york.ac.uk

History

This course prepares you to become an effective teacher of History. It encourages you to work professionally and creatively in building upon the links between your work as History teachers and the development of pupils' social understanding.

Trainees learn how to plan lessons, and design activities to promote a range of historical skills such as enquiry, interpretation and source analysis. We investigate issues such as progression, differentiation and assessment. The University-based course and our school partners introduce trainees to citizenship, literacy, ICT, assessment for learning and thinking skills. Together our partnership supports our trainees in their learning, reflection and practice. We integrate theory and practice through all aspects of our course.

The course is taught by staff with recent school experience. Local teachers regularly contribute workshops that are grounded in up to date practice. We also have good relationships with staff in local York Museums and at other sites of historic importance.



Applications are welcomed from both those with single subject History degrees and those who have studied a significant amount of History together with other subjects. We welcome applications from all people, whatever their background, who have a good History or related degree, experience of working with young people and a strong interest in education.

"The course as a whole has been brilliant. It has been a great year. The PGCE at York is fantastic."
History trainee

"A very well run and professional course. I have been supported very well both at University and at my placement schools, to meet the QTS Standards."
History trainee

"I cannot praise my main-block placement school enough and the support I have had from the university has been fantastic. On the whole, thoroughly enjoyable."
History trainee

Enquiries and further information:

Ms Paula Mountford
paula.mountford@york.ac.uk

Mathematics

The York course prepares you to become effective teachers of mathematics with pupils in the 11–18 age range. You will participate in university-based sessions led by experienced staff, guest speakers and teachers from schools. These sessions will include formal presentations, whole and small group discussions and practical workshops.

The university-based course is closely linked to a programme of classroom experience in our partnership schools. When in school you will benefit from a strong system of mentor support.

National concern about mathematics teaching, and developments in our knowledge about how children learn mathematics, have led to major changes in emphasis and teaching approaches to meet the needs of the whole ability range in schools.

You will consider these changes as you learn how to help pupils engage in mathematical thinking and how to use and evaluate different approaches to teaching mathematics: these include practical work, problem solving and open ended investigative work, mental methods of calculation, the use of calculators and computers and stronger links with other subjects and the world of work. You will also learn how to assess both your own teaching and your pupils' learning.



Your training encourages you to reflect on what you learn and experience, so that you can make secure progress during the year. The course combines a practical approach with a strong theoretical basis.

Trainees come to the course with a range of qualifications, employment backgrounds, ICT experience and mathematical interests. Throughout the course you will be encouraged to work collaboratively, sharing this wealth of experience, knowledge and technical expertise.

"The course has been excellent... I have learnt so much this year and thoroughly enjoyed it."
Mathematics trainee

"I have thoroughly enjoyed the year and have felt fully supported by my tutors — thank you!"
Mathematics trainee

"I've been inspired and prepared to a greater extent than I thought possible and I'm really happy."
Mathematics trainee

Enquiries and further information:
Mrs Ann Gannon
ann.gannon@york.ac.uk

Modern Foreign Languages

(French, German and Spanish)

The university-based sessions, and sessions in our partner schools, jointly deliver a programme with the aim of:

- providing trainees with a knowledge of the principles of language teaching and learning
- familiarising trainees with the demands of the National Curriculum and current assessment requirements
- showing trainees how to plan, deliver and evaluate lessons which are appropriate to pupils' differing needs and abilities
- developing practical classroom skills
- challenging set views on MFL teaching and encouraging trainees to be reflective practitioners
- familiarising trainees with a range of materials (including ICT) available and developing supplementary materials for classroom use
- fostering a team spirit of mutual cooperation and support between trainees.



Thus the university-school partnership supports trainees in their learning, reflection and teaching in a way that integrates theory and practice at all times. The university-based course is partly taught by staff who also teach in schools.

The course includes formal presentations, whole and small group discussions and practical workshop sessions.

We welcome applications from people with a degree in French or German; the ability to teach more than one language (including Spanish as a subsidiary subject) is particularly welcomed. Each year we have a number of French and German nationals on the course. Aspects of the course give you the opportunity to pursue particular areas of interest to you.

"I loved my training at York and I would definitely recommend it. One major strength of the course was its clear organisation and structure."
MFL trainee

"The support from both the university and my placement school has been outstanding and has enabled me to achieve something I had never thought possible."
MFL trainee

"I feel that the excellent training has really prepared me for my NQT year and my career afterwards."
MFL trainee

Enquiries and further information:

Mrs Suzi Bewell
suzi.bewell@york.ac.uk

Science

(Biology, Chemistry and Physics)

The science curriculum area programme prepares you to teach National Curriculum Science at KS3 and KS4 and a specialist subject (biology, chemistry or physics) at advanced level.

The University's unique position, as one of the UK's leading centres for curriculum development and research in science education and as home to the National Science Learning Centre (NSLC), means that your programme benefits from best practice in curriculum and professional development, training and research. You will have the opportunity to develop your knowledge and skills of science teaching and to be familiar with up to date thinking and research in teaching and learning science.

The University-based programme, involves seminars, practical workshops, discussions and presentations as a preparation for training in schools and as a basis for becoming a science teacher. Your professional training will follow these themes:

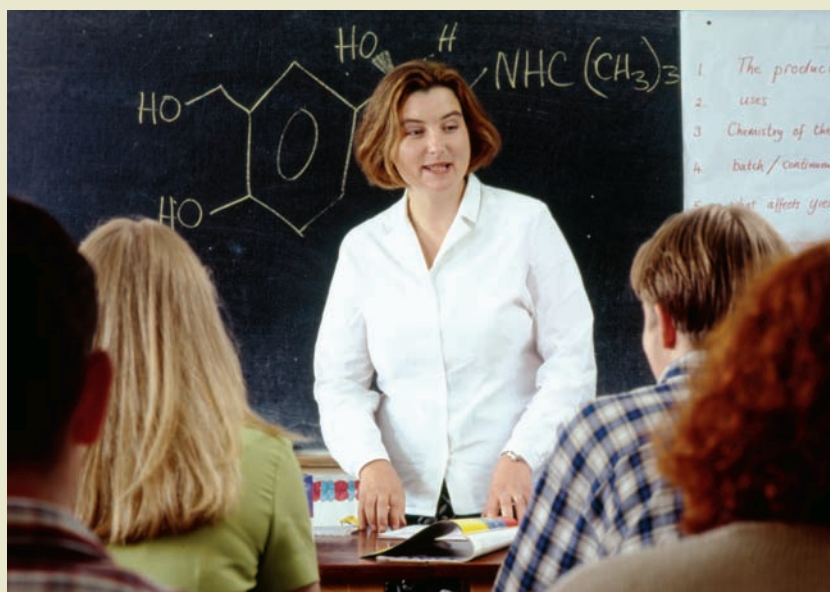
1. **Becoming a teacher.**

Sessions and tutorials related to your personal and professional development and progress and to help you prepare for a first teaching post.

2. **Teaching and Learning in Science.** Sessions focusing on specific aspects of the teaching and learning of science.

3. **Key Ideas in Science.**

Sessions looking in depth at what is involved in learning some of the most important and fundamental ideas of science, and how these might be taught most effectively.



4. **Science Activities.** Trainee-led sessions to familiarise you with activities that can be used for teaching science in secondary schools.

5. **Information & Communications Technology.** Sessions helping you to appreciate and use a range of ways of using ICT applications to enhance pupils' learning.

This work is followed up and consolidated in placement schools, where you have practical training in the skills needed to teach science. You will also have the opportunity to pursue particular areas of interest to you: for instance, a small-scale research study in your placement school.

"An excellent course that goes the extra mile."

Science trainee

"The support I received from my subject mentor in school and my tutor at university was excellent and really helped me to see my potential."

Science trainee

"Overall I was very impressed with the course and appreciated the constant, strong support."

Science trainee

Enquiries and further information:

Ms Christine Otter
chris.otter@york.ac.uk

Applications

Who are we looking for?

The basic qualification is a degree or a degree equivalent relevant to the subject(s) to be taught. In assessing the appropriateness of degree courses where the degree title does not match a teaching subject, an applicant must be able to demonstrate that the degree contains sufficient study of the teaching subject.

Applications are welcomed from candidates who have done some teaching or have been employed in some other occupation, or who have done some voluntary service, either in this country or abroad.

Applications are welcomed from all ethnic groups. The University has an Equal Opportunities Policy in place to ensure fairness in its approach to all students.

How do you apply?

Applications must be made via the Graduate Teacher Training Registry (GTTR), Rosehill, New Barn Lane, Cheltenham, GL52 3LZ; Telephone: 0871 468 0469. Website: www.gttr.ac.uk. Applications are normally done online. Candidates are advised to apply as early as possible.

Qualifications in English and Mathematics

All entrants to the course must have qualifications in English language and Mathematics at GCE O-level or GCSE (grade C or above), or hold equivalent qualifications in these subjects. Equivalency tests are available in English and Mathematics.

How do we select?

University staff and school teachers are involved in selection of trainees. No applicant will be admitted to the course without interview. Normal procedures involve tasks, group activities and a written test as well as a personal interview.

Applicants are strongly encouraged to have completed a minimum of two days observing in a school (or attended a TDA-supported taster course) prior to interview.

Declaration of Criminal Convictions

Candidates who are offered a place on the course are required to complete a declaration regarding any criminal convictions and a suitability declaration form issued from the General Teaching Council.

They are also required to obtain clearance from the Criminal Records Bureau regarding their suitability for work involving children. Successful applicants will be given instructions about obtaining this when they are offered a place, and a fee will be payable.

Medical Examination

Admission is dependent upon satisfactory medical examination: relevant forms are issued to trainees accepted for the course.

Collection of Statistical Data on Ethnic Origin

The University is committed to implementing an equal opportunities policy. The GTTR monitors the ethnic origins of applicants. It will be very much appreciated if, when completing the GTTR form, applicants would complete this section of the form.

Further information

If you have any further questions, please contact the relevant course leader at the e-mail address shown for each subject.

For general information, contact the department using the contact details on the back cover.

Accommodation & Finance

Accommodation

University accommodation may be available to post-graduate trainees, at competitive costs. Full details about accommodation and prices can be found on:

www.york.ac.uk/admin/accom

Tuition Fee

Please refer to the University of York website for details of fees:

www.york.ac.uk

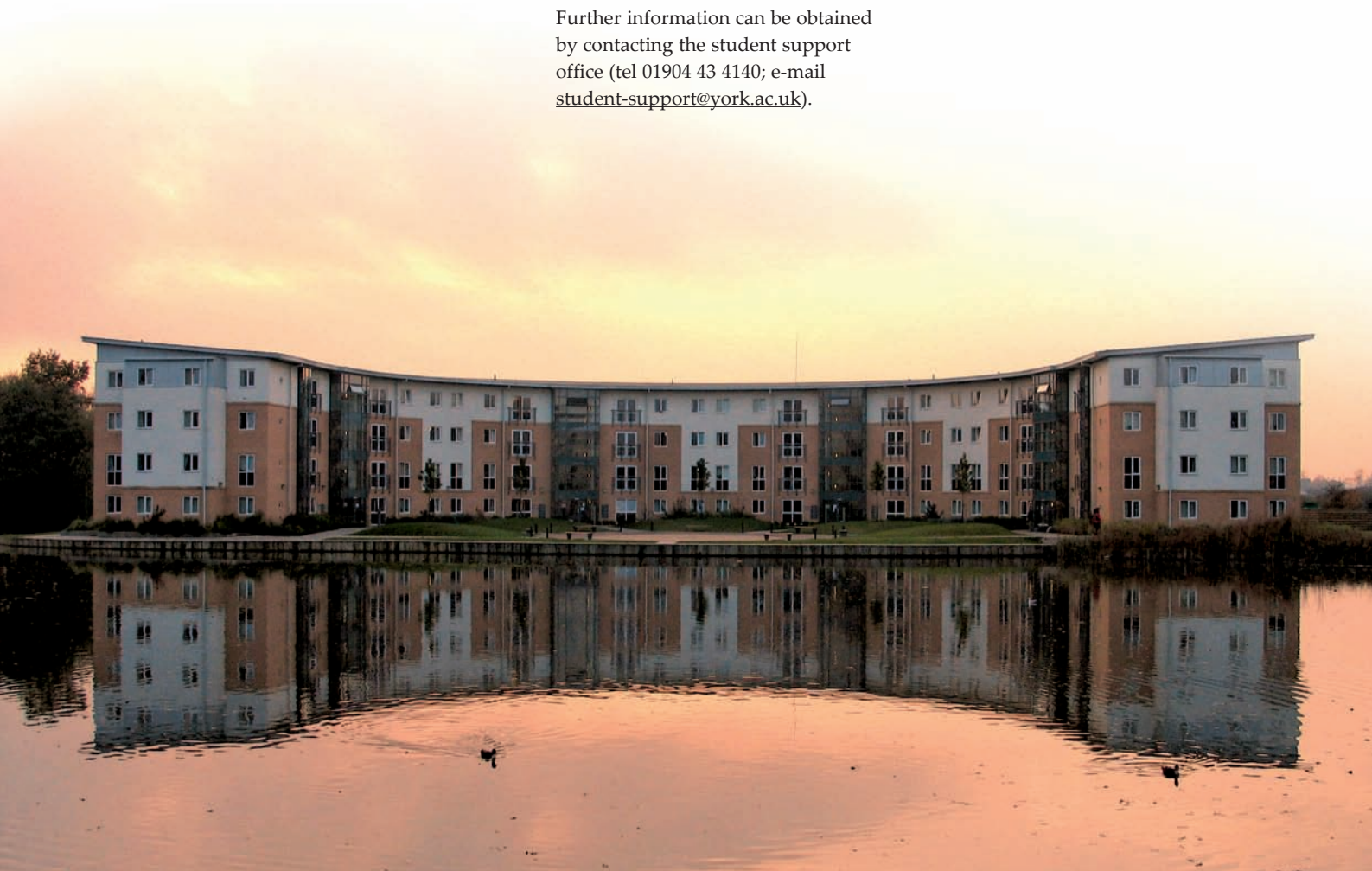
Financial Support Arrangements

For details relating to financial support please refer to the DFE website: www.education.gov.uk

Please refer to the University of York website for advice and information regarding finances: www.york.ac.uk

EU students who have been resident in the UK for the last three years and are treated as 'home' students and get full access to the financial support available. EU students who have not been resident in the UK will only be able to apply for the Tuition Fee loan.

Further information can be obtained by contacting the student support office (tel 01904 43 4140; e-mail student-support@york.ac.uk).



Studying at York

In addition to initial teacher training, the University of York provides education courses at both undergraduate and higher degree level.

The PGCE qualification provides 60 credits towards the York MA in Teaching Studies: applications for this part-time course are welcomed from trainees who complete their PGCE course successfully.

The Department of Education enjoys excellent working relationships with LAs and schools, and staff work closely with teachers on school-linked research and development activities.



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