

Introductory Information

Primary PGCE (QTS)

Early Years & Later Years

University Led,

School Direct Local,

School Direct Distance

2023-24

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1. Introduction

Congratulations on receiving a place on our Primary PGCE programme, commencing in September 2023. We are really looking forward to meeting you!

Whilst you await the start of the programme, there is plenty that you can be doing to prepare yourself for the year ahead. This booklet is designed to provide you with some key information and will signpost you to some resources that you may find useful as you begin to prepare.

We recognise that each of you will have taken different routes and have different starting points before joining the course (that's what makes you special!). The information in this booklet and the tasks that you will find on the webpage will support you in recognising your strengths and areas for development as well as identifying some actions that you might undertake to ensure you are ready for the PGCE adventure that awaits.

Whilst we will ask you to bring your responses to the tasks and audits to the first few sessions, you should **not** view these as being a test or assessment. Rather, they are a useful form of self-reflection that will enable us to provide tailored support to meet your needs as you embark on this exciting chapter.

Programme Team

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Anna Park	University Led and School Direct Local Co-ordinator
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David Snowdon	School Direct Distance Co-ordinator
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2. About the Curriculum: *What Will I learn and How Will I learn it?*

Partnership Values: Aspiration. Collaboration. Leadership.

- Aspiration for every child in our region and beyond to reach their potential through consistently high-quality teaching.
- Collaboration across the Partnership to meet local and regional needs.
- Developing teachers through a rigorous and ambitious ITT curriculum to become confident future leaders.

2.1 Curriculum Intent

To uphold our vision and mission the PGCE curriculum at Leeds Trinity will:

- Provide a broad, balanced, and challenging introduction to teaching that is well matched to the needs of the primary school or early years' settings and is responsive to the needs of our partnership of schools.
- Promote the importance of good mental health and wellbeing.
- Deliver an appropriate breadth of experience and opportunities that are carefully designed to support students in developing secure subject, pedagogical and curriculum knowledge. In doing so, the curriculum will be fully compliant with the requirements of the ITT Core Content framework.
- Encourage a sense of professional autonomy, allowing students to make choices and feel they have a voice in the direction of their professional learning.
- Enable high standards of academic achievement, supporting students to make meaningful connections between theory and practice that provide a foundation for future professional learning.
- Be dialogic, providing opportunities for purposeful discussion and debate, empowering students to see themselves as part of a community of practice and empowering them to become agents of change.
- Be courageously creative, encouraging students to take informed risks in their professional practice with a view to inspiring and engaging the children in their learning.
- Support the development of a well-informed understanding that recognises and challenges the political, social, economic, and cultural dimensions of professional practice.

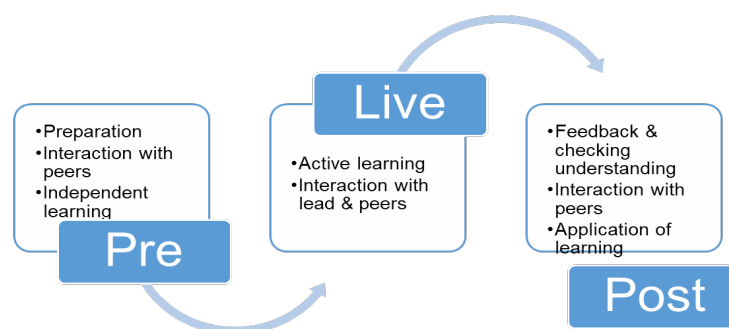
2.2 Curriculum Implementation

The curriculum is developmental, providing you with relevant opportunities and experiences to develop the knowledge, skills and understanding across both school and centre-based training. The programme is divided into three broad phases that align to terms (or university semesters) as outlined below.

Term 1	Introducing & Preparing <ul style="list-style-type: none"> • A guided and supported induction to classroom practice and the primary curriculum • Four weeks of centre-based training, which has been designed to provide the foundation for the programme. • Eight weeks of school-based training which will be facilitated by supported by expert colleagues in one of our partnership schools. • Two-weeks of Intensive Training and Practice (ITAP), focusing upon aspects of Planning and Teaching.
Term 2	Developing & Securing <ul style="list-style-type: none"> • Broadening experience, placing a greater focus upon developing sequences of learning. • Two weeks of centre-based training, which has been designed to develop your knowledge of subject and age phase pedagogy. • Eight weeks of school-based training which will be facilitated by supported by expert colleagues in one of our partnership schools. • Two-weeks of Intensive Training and Practice (ITAP), focusing upon aspects of assessment
Term 3	Refining & Embedding <ul style="list-style-type: none"> • Enhancement and evaluation, with a focus upon the transition to Early Career Framework (ECF) • Two weeks of centre-based training, which has been designed to refine and embed you understanding of subject and age phase pedagogy. • Nine weeks of school-based training which will be facilitated by supported by expert colleagues in one of our partnership schools. • Support with employment and transition into Early Career Framework

The implementation of our curriculum will be based upon the mantra that *all learning occurs with you and is not something that is done to you*. As such, you are encouraged to be actively involved in all aspects of the programme and be prepared, present, and curious across all of your learning.

- **Centre-based learning** will include a blend of lectures and seminar or workshop sessions that are designed to encourage a high level of reflection and engagement with the subject matter. All sessions will emphasise the importance of collaboration, dialogue, and debate as being integral to high-quality professional learning. All centre-based teaching will be developed around a three-phase model (Preparation/Live/Post) as outlined on the diagram below:



- **School-based learning** provides you with opportunities to apply the knowledge and skills learned during your centre-based sessions. The school-based tasks that will be completed during this time have been designed to get you to *think hard* about the content of the training curriculum and, with the support of your mentors and other expert colleagues, set meaningful targets for professional development.

We are committed to ensuring that all student teachers are given a fair and equal chance to achieve their full potential. In doing so will ensure that equality of opportunity is advanced, and diversity is valued, recognising, and challenging the political, social, economic and cultural dimensions of professional practice. We recognise that our student teachers bring to the programme a range of experiences and

throughout the curriculum will provide opportunities for you to share both prior and ongoing learning with each other, reflecting upon how these experiences will inform the teacher you are becoming.

In implementing our curriculum, we recognise that learning to be a teacher can be challenging and complex. To respond to this, high levels of support will be embedded across school and centre-based learning that draws upon the expertise of colleagues who work on the programme, colleagues who are school based and those from the wider university.

2.3 Curriculum Impact

Ongoing assessment of the impact that the curriculum is having on your professional development will include:

- Assessments in both Academic Modules,
- Formative assessment of engagement and attainment during taught centre-based sessions,
- Formal and informal observations of school practice with verbal and written feedback,
- Weekly school-based training mentor meetings,
- Ongoing self-reflection and tracking of responses to School Based Tasks,
- Final Assessment reports.

Informing the assessment of all aspects of professional practice are the Core Competency Statements. These outline what is expected progress for this stage of the programme across different domains of learning. These statements will be used to support target setting and will inform professional dialogue that is appropriate for the specific phase of the curriculum. These will be introduced to you when you start the programme.

Overall impact of the programme will be monitored by leaders and managers of the programme through the careful analysis of evaluations, assessment outcomes and feedback from students, mentors, university tutors and employing schools. The programme works with three experienced external examiners who are charged to report on the quality of our provision and who act as critical friends.

Programme Leaders are held to account by the Partnership Leadership Group, who meet termly. This group reviews our impact data to ensure that the curriculum intent is being upheld and that the programme is fully compliant with our vision and mission.

2.4 Initial Teacher Education Core Content Framework (ITT CCF)

The LTU curriculum has been designed to ensure that during the programme, all the entitlements that are outlined in the Initial Teacher Education Core Content Framework are addressed. We will explain this at the start of the programme but to gain flavour of these entitlements you should look at this document:

<https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework>

2.5 The Teachers' Standards

Gaining an award of QTS requires you to provide evidence that by the end of the programme, your profession practice meets the Teachers' Standards. You can access information about these through this link:

<https://www.education.gov.uk/publications/eOrderingDownload/teachers%20standards.pdf>

3. Programme Pathways: The Post Graduate Certificate of Education (PGCE) with Qualified Teacher Status (QTS)

The PGCE (QTS) is a dual pathway programme which means that you will graduate with either a Post Graduate Certificate in Education (Level 7/ master’s Level) or a Professional Graduate Certificate in Education (Level 6/ Equivalent to Undergraduate Final year) and Qualified Teacher Status (QTS)

The programme comprises of two modules:

	Module	Level	Credits
PED7323	Supporting Individual Needs	7	30 credits
PED7313	Assessment and Planning for Pupil Progress	7	30 credits

In addition to the two academic modules, you will also be required to draw upon your centre-based learning to meet professional expectations across three blocks of School Based Training.

3.1 PGCE (QTS) Programme Pathways

The PGCE programme has three pathways, as outlined on the table below.

University-led Programme (UL)	<ul style="list-style-type: none"> For UL students all centre-based teaching will be delivered at the university. The university organises School Based Training (SBT). The university provides quality assurance across all aspects of the programme.
School Direct Local (SDL)	<ul style="list-style-type: none"> For SDL students, all Professional Studies, mathematics, Phonics/English and Science will be delivered at the University. Further training in Subject Knowledge and Applied Pedagogy will be organised and delivered by the School Direct Partnership. The School Direct Partnership arranges all school-based training. The University provides all quality assurance overseen by the SDL Co-ordinators.
School Direct Distance (SDD)	<ul style="list-style-type: none"> For SDD Trainees, all Professional Studies, Subject Knowledge, and Applied Pedagogy sessions will be delivered in school and is organised by the School Direct Partnership. Where applicable, Level 7 teaching will be delivered by the university. This may be at one of the schools in the partnership or at the university. The School Direct Partnership arranges all SBT, and the University provides all quality assurance overseen by the SD Co-ordinator.

All the pathways listed above are designed to allow you to specialise in Early Years (3-7) and Later Years (5-11) age phases. Please make sure that you are aware of which pathway you are following.

3.2 Indicative PGCE Calendar

For School Direct Distance (and some School Direct Local) Students, the timetable will look different from this. Please refer to your specific partnership handbook. *The calendar is correct at the time of going to print.*

	Date	Domain Focus	Monday	Tuesday	Wednesday	Thursday	Friday
6	4/09					LTU	LTU
7	11/09	Curriculum and Subject	LTU	LTU	LTU	LTU	LTU
8	18/09		LTU	LTU	LTU	LTU	LTU
9	25/09	Curriculum and Subject	LTU	LTU	LTU	LTU	LTU/ SBT 1
10	2/10		LTU	LTU	LTU	LTU	SBT 1
11	9/10	Professional Behaviours	SBT 1	SBT 1	SBT 1	SBT 1	SBT 1
12	16/10		SBT 1	SBT 1	SBT 1	SBT 1	SBT 1
13	23/10	Behaviour Management	SBT 1	SBT 1	SBT 1	SBT 1	SBT 1
14	30/10						
15	6/11	Planning and Teaching	LTU	LTU	SBT 1	SBT 1	LTU
16	13/11		LTU	LTU	SBT 1	SBT 1	LTU
17	20/11	Assessment	SBT 1	SBT 1	LTU	SBT 1	SBT 1
18	27/11		SBT 1	SBT 1	SBT 1	SBT 1	SBT 1
19	4/12	Adaptive Teaching	SBT 1	SBT 1	LTU	SBT 1	SBT 1
20	11/12		SBT 1	SBT 1	SBT 1	SBT 1	SBT 1
21	18/12	Professional Behaviours	SBT 1	SBT 1	LTU	SBT 1	SBT 1
22	25/12						
23	1/01						
24	8/01	Curriculum and Subject	LTU	LTU	LTU	LTU	LT
25	15/01		LTU	LTU	LTU	LTU	LT/SBT 3
26	22/01	Professional Behaviours	SBT 2	SBT 2	SBT 2	SBT 2	SBT 2
27	29/01	Planning and Teaching	SBT 2	SBT 2	SBT 2	SBT 2	SBT 2
28	05/02		SBT 2	SBT 2	SBT 2	SBT 2	SBT 2
29	12/02						
30	19/02	Assessment	LTU	LTU	SBT 2	SBT 2	LTU
31	26/02		LTU	LTU	SBT 2	SBT 2	LTU
32	4/03	Adaptive Teaching	SBT 2	SBT 2	SBT 2	SBT 2	SBT 2
33	11/03		SBT 2	SBT 2	SBT 2	SBT 2	SBT 2
34	18/03	Behaviour Management	SBT 2	SBT 2	SBT 2	SBT 2	SBT 2
35	25/03	Professional Behaviours (2b)	SBT 2	SBT 2	SBT 2	SBT 2	BH
36	1/04						
37	8/04						
38	15/04	Curriculum and Subject	LTU	LTU	LTU	LTU	LT/SBT3
39	22/04		LTU	LTU	LTU	LTU	LT/SBT3
40	29/04		SBT 3	SBT3	SBT 3	SBT3	SBT 3
41	06/05	Adaptive teaching	SBT 3	SBT3	SBT 3	SBT3	SBT 3
43	13/05	Behaviour Management	SBT 3	SBT3	SBT 3	SBT3	SBT 3
44	20/05		SBT 3	SBT3	SBT 3	SBT3	SBT 3
45	27/05						
46	3/06	Assessment	SBT 3	SBT3	SBT 3	SBT3	SBT 3
47	10/06		SBT 3	SBT3	SBT 3	SBT3	SBT 3
48	17/06	Professional Behaviours	SBT 3	SBT3	SBT 3	SBT3	LTU

Key:

LTU	UL and SDL Centre Based Teaching at LTU
LTU	UL only Centre Based Training at LTU – SD will receive their training at the hub (please refer to the relevant handbook).
SBT	School Based Training

(These are provisional at the time of publication)

A full and complete calendar and timetable will be shared with you at the start of the programme.

3.3 Domain Focus

The curriculum has been divided into six domains of learning.

- Curriculum and Subject
- Professional Behaviours
- Planning and Teaching
- Behaviour management
- Assessment
- Adaptive Teaching

During the programme, each week will spotlight one of these domains and you will be required to engage with a range of readings and tasks that will ask you to think hard about how that domain plays out in your classroom or setting.

You will record your reflections on the domains in your Development Record. This document will be introduced to you at the start of the term.

3.4 Attendance and Punctuality

As a teacher, you will be expected to attend all the Continuous Professional Development and Training provided by your school and as a trainee teacher this is no different. *It is an essential professional requirement that you attend all your timetabled sessions at the university or your School Direct Hub school.*

When on school placement, you are expected to behave as a teacher and your attendance and punctuality will be tracked closely by the programme team.

Of course, we understand that at times there may be reasons that mean that you are unable to attend university or school, but we require that if this is the case, your absence is communicated as soon as possible using the relevant channels of communication that will be shared with you at the start of the programme.

4. Supporting your Mental Health and Wellbeing

Training to be a teacher can be incredibly rewarding but it is also important to recognise that the PGCE is an intensive programme. Before the programme begins, you are strongly advised to give some thought about the frameworks and support you might put in place to help you on your journey. These prompts might help.

4.1 Your Personal Support Network

- Who do you call on when you need support? Think about your family, friends, and the **wider community**. They are all going to be important for you during your PGCE year. They can be there when you need a boost. They can be there when you need feeding. They will be there to make sure you look after yourself. Don't underplay their importance. Start building that community of support now.
- Think about **your GP** and/or any health professionals who currently offer you support. Will you need to change them if you move location?
- [Accessing Disabled Students Allowance \(DSA\)](#)-. If you are studying for a PGCE with a disability you may be eligible to apply for additional support. If you think this might be the case, start the process now as you may need to call on a range of professionals to support your application

4.2 Some Website for External Support

You may find the following useful in helping you prepare for starting the programme. We will share others with you during the year.

- [NHS Every Mind Matters](#)
You are asked five short questions in an interactive quiz and, based on your responses you will be emailed a tailored Mind Plan. I have had a go at this and found it useful. Many of this year's PGCE students found it helpful too.
- [Eat Well](#)
We all know that we should eat healthily but it is easy to slip into 'lazy' eating when we are busy.
- [Simple Self-Soothe Strategies - Creative Education](#)
You will need to register on the site. It is quick and it is currently free. There are activities such as: *Massage your Hands and Close Your Eyes and Look Inwards*. *You might also want to use some of these activities whilst on school-based training with some of your pupils.*
- [Mental health resources for children, students, parents, carers and school/college staff - Education in the media \(blog.gov.uk\)](#)
This site has a wealth of resource links including helpful Apps. There is a useful short explanation about each resource link. It also provides information about Education in the media so it will help you keep abreast of some of the debates.

4.3 Support Available from Leeds Trinity

- You will work close with your tutors and other expert colleagues during the PGCE programme and will have a lot of opportunities to receive support and guidance from them.
- You are encouraged to be as open as you feel you can be about any challenges that you might be facing. We can only act and provide support if we are aware.
- The following webpage will provide information about the support you can expect from the University: [Student support and wellbeing - Leeds Trinity University](#)

5. Recommended Reading

All the reading below can be accessed online. You do not need to read every document, in detail, but familiarising yourself with the overarching themes will support you as you begin the programme in September.

Department for Education. (2019). Initial Teacher Training (ITT): Core Content Framework. Accessible from: [Initial teacher training \(ITT\): core content framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/initial-teacher-training-core-content-framework)

Pomerance, L., Greenberg, J. and Walsh, K. (2016). Learning about Learning: What Every New Teacher Needs to Know. National Council on Teacher Quality. Available from: https://www.nctq.org/dmsView/Learning_About_Learning_Report

Education Endowment Foundation (2018) Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit: Accessible from: [Teaching and Learning Toolkit \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk/teaching-learning-toolkit/)

Deans for Impact (2015) The Science of Learning [Online] Accessible from: [The Science of Learning | Deans for Impact](https://www.deansforimpact.org.uk/the-science-of-learning/)

Education Endowment Foundation (2021) Cognitive science approaches in the classroom: a review of the evidence. Accessible from: [Cognitive science approaches in the classroom - A review of the evidence.pdf \(d2tic4wvo1iusb.cloudfront.net\)](https://educationendowmentfoundation.org.uk/evidence/cognitive-science-approaches-in-the-classroom-a-review-of-the-evidence/)

Education Endowment Foundation (2017) Metacognition and Self-regulated learning Guidance Report. [Online] Accessible from: [Guidance reports | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk/guidance-reports/)

Department for Education. (2019). The trainee teacher behavioural toolkit: a summary. Accessible from: [The trainee teacher behavioural toolkit: a summary - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/trainee-teacher-behavioural-toolkit-a-summary)