



UNIVERSITY OF  
LEICESTER

School of Education

# PGCE Secondary Course English Subject Guide 2023 - 2024



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With thanks to all the former PGCE student teachers and mentors who have contributed to the continuing development of this PGCE English course, its handbook and materials.

This subject handbook should be read in conjunction with the PGCE English online reading lists, Blackboard resources, Secondary PGCE Course Handbook and other whole-course documentation.

## Contacting your tutor



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**David Wharton:** [dw199@le.ac.uk](mailto:dw199@le.ac.uk)

Our Office address/phone details for 2023 will be listed on the first page of the English PGCE Blackboard site

Tutors have other work commitments alongside their PGCE English roles, and may not be able to pick up messages straight away or respond immediately to emails. If you have not had a response within a couple of days, however, do please send a follow-up, since messages can occasionally go astray.

If your tutor needs to contact you urgently, s/he will telephone or email you, so check your university email and your phone messages regularly.

**You must inform the PGCE office and your tutor of any changes to your address or contact details.**

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## Introduction

### (i) Aims

For an account of the principles underlying the English strand of the PGCE, in terms of Intent, Implementation and Impact, see the [Curriculum Design Rationale](#) on page 24.

The University of Leicester PGCE English course will prepare you to teach the 11 - 19 English curriculum with confidence, authority and enthusiasm. It is delivered through taught sessions, online resources, independent activities and tutorials, with individual support from university tutors and school mentors.

English Language and Literature are at the heart of our programme, enhanced with exploration of related subjects, such as Media Studies and Drama. We also provide subject-specific support towards the completion of your UA1, 2 and 3 assignments (see the Assignment Handbook and main Course Handbook for further details on these).

We will teach you to be **creative, reflective and effective**:

- **Creative** — constantly exploring new ideas and initiatives;
- **Reflective** — in the habit of thinking critically and honestly about your work;
- **Effective** — able to enhance your students' communication skills and their broader cultural development.

The subject programme operates in tandem with the professional studies programme.

Our course aims, structure and content are based on the [Initial teacher training \(ITT\): Core Content Framework](#) for teacher training. Final course assessment is based on the [National Teachers' Standards](#). Further information can be found in your Secondary PGCE Course Handbook.

All our PGCE students are enrolled on the Level 7 Postgraduate course. See the Secondary PGCE Handbook for full details.

### (ii) Our approach

To help you become a creative, reflective and effective teacher of English, we will support you to:

- engage with the requirements of the *National Curriculum in England* (DfE 2013) including the programmes of study and attainment targets for English;
- become conversant with other relevant policy documents/statutory frameworks used in planning, teaching and assessment;
- engage critically with a range of learning theories, considering their particular applicability in English;

- learn how to work effectively within public examination systems;
- critique, evaluate and experiment with active approaches to teaching reading, writing, speaking and listening;
- plan and deliver appropriate materials at Key Stages 3,4 and 5;
- adapt your teaching and learning to respond to the range of pupil needs and attainment;
- plan learning objectives and learning outcomes to ensure pupil progress;
- create and use your own resource materials;
- develop your ability to assess, record and report achievement;
- explore opportunities for extracurricular and out-of-school English and related subject work;
- observe the teaching of a range of English and related subjects.

### **(iii) Professional expectations**

This is a professional course. Whether you are in a school or at the university, you will be expected to:

- communicate with all colleagues and tutors in an appropriate and professional manner;
- maintain high standards of attendance, punctuality and engagement;
- set the highest expectations for yourself and your students;
- regularly review your own developing practice as a teacher;
- seek out and build on teaching and learning ideas from colleagues, peers and educationalists;
- support your fellow students in the development of subject knowledge and classroom expertise;
- adopt a professional attitude to your role as a responsible adult working with young people, both within an English department and a whole school team;
- recognise that this course is only the first step in a lifetime of continuing professional development.

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## Subject and Curriculum Knowledge

The CCF section on Subject and Curriculum addresses the importance of teachers showing strong personal engagement in their subject and a confident understanding of their material. It requires you to:

- show secure knowledge of the relevant subject(s) and curriculum areas;
- foster and maintain pupils' interest in the subject, and address misunderstandings.

During the PGCE, and throughout your teaching career, two forces should shape your development of subject knowledge:

- Your own areas of specialism and interest;
- The needs of the curriculum and your students.

You have already completed a pre-course assessment of your existing Subject Knowledge (Audit 1), and this will have led you to identify some areas for future work.

Subject Knowledge ERFs 1 and 2 will form a key record of your development throughout the course.

### (i) What do you need to develop?

There is no such thing as a standard 'Secondary English Teacher'. Depending on personal interests, degree background and job opportunities, you might end up specialising in KS3, in GCSE or in A level; you might be a language or a literature specialist; or you could be drawn to associated subjects such as drama, media or film studies.

Our course is designed to give you an all-round introduction to teaching English and associated subjects.

Across the two school placements, you will teach KS3 English, GCSE and A level - covering language, literature or both. You might also have opportunities to teach drama, media or film.

During the university-based segments of the course, we seek to cover a broad range of aspects of English and related subjects. Each session provides an introduction to an area of subject knowledge and teaching approaches, and a starting point for your own process of development.

When we talk about subject knowledge, we mean two things, following Shulman's influential 1986 paper, 'Those Who Understand: Knowledge Growth in Teaching' (*Educational Researcher*, Vol. 15, No. 2, pp. 4-14)

- **Subject Content Knowledge:** your confidence and fluency with the material of your subject itself.
- **Pedagogic Content Knowledge:** your ability to use subject content as a teacher – to select, organise and communicate it in ways that enable your pupils to learn effectively.

Developing your Pedagogic Content Knowledge requires you to think about the specific needs and challenges of English, and to find solutions.

For example, pupils learning about a Shakespeare play will need to combine factual knowledge with characterisation, language choices, moral judgements and the ways attitudes and beliefs change

over time. They will also (eventually) need the skills and knowledge to organise and express their thoughts about the text in formal writing. Teaching all this is very different from, for example, the water cycle in geography or the rules and skills of netball.

You need English-specific pedagogic content knowledge, developed out of your English-specific subject content knowledge, and to think systematically about subject content, in terms of:

- your teaching **intent** (what change do you want to make to pupils' knowledge and skills),
- its **implementation** (how can you most effectively communicate knowledge/develop skills)
- and **impact** (how to ensure that knowledge and skills are retained and built on, to improve the lives and life chances of your pupils).

## (ii) Subject Knowledge ERFs 1 and 2

These documents will form the basis for discussion with your tutor at each tutorial meeting. You will use them to record your subject knowledge development process – and to show that you have **reflected on it**. Signed-off versions will also act as evidence for TS3.

You should complete these ERFs electronically – the text boxes are set to expand automatically as you type into them. Once complete, you should send them to your personal tutor for referencing at the appropriate tutorial session.

- ERF1 will be signed off at your university in January.
- ERF 2 will be signed off at the end of the course.

## (iii) Possible areas for knowledge development

The following is by no means an exhaustive list. It is designed to start you thinking about which aspects of your subject knowledge to develop. You should discuss your plans with your subject tutor, and record your progress using the two **Subject Knowledge ERFs**.

## Reading

### Basic Forms of literature – and some variants

- Poetry
- Drama
- Fiction
- Literary non-fiction (e.g. memoir)
- YA, NA and children's literature
- Film and TV scripts
- Graphic novels and comic books
- Oral traditions

### Times and places:

- Now/recently
- Other periods (e.g. Medieval, Renaissance, Age of Reason, Romantic Period etc...)
- The mainstream British literary tradition
- The mainstream American literary tradition
- Communities outside the 'literary mainstream' (eg working-class writers, BAME writers, disabled writers, LGBT+ writers)
- English-speaking countries other than the UK and USA
- Translated literature

### Some ways to discuss/write about literature

- Technical analysis
- Reader-response
- Feminist perspectives
- (Multi) cultural perspectives
- Genre-based discussion

## Writing

### The basics at KS3 and 4

- Word classes and their functions
- Typical spelling patterns
- Sentence structure
- Key grammatical terminology
- Conventions of punctuation
- The paragraph
- [See the NC Glossary](#)

### Forms of writing

- Creative writing – approaches to poetry, fiction and drama
- Persuasive writing
- Transactional and informative writing
- Autobiographical writing
- Academic and analytical writing



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## Social, cultural and historical aspects of language

- 'Standard English' and other dialects
- Historical changes in English
- Use of English as a marker of class, ethnicity and other identities
- English as a world language

## 'A' Level English Language and beyond

- [see this glossary](#)

## English and specific pupil needs

- Elaborated and restricted codes
- Cultural capital
- Multilingualism and EAL
- Speech, Language and Communication Needs (SLCN)

## Media and Film Studies

- Conventions of Moving Image texts
- Conventions of print texts
- Conventions of digital and online media
- Semiotic (textual) analysis
- Messages, values and anchoring
- Media Industries
- Media effects
- Regulation and control of the media
- Audience theories
- Genre and auteur theories
- History of the film industry
- World cinema

## (iv) Some ideas for subject knowledge development

### Literature

- Eagleton (2014) *How to Read Literature* and (2006) *How to Read a Poem*
- [Poetry Pedagogy](#) reading list
- [Literacy and Teaching Literature](#) reading list
- [Excellent list of short stories you can access online](#)
- Ask placement schools about their curriculum and set texts
- Talk to your school librarian about what young people are reading
- Attend a poetry slam or spoken word event
- Visit the theatre regularly
- Watch out for local literary festivals and events
- Look at the literary non-fiction list [here](#)

- Dymoke (2009) *Teaching English Texts 11-18*
- Bertens (2007, 2e) *Literary theory: the basics*
- Bennett and Royle (2009, 4e) *Literature: Criticism & Theory*
- Beard (2001) *Texts & Contexts*
- Explore unusually constructed texts such as Bok (2008) *Eunoia*, or Winterhart (2012) *Days of the Bagnold Summer*, or Greder (2008) *The Island* or any of Shaun Tan's works
- Look into comic-books and graphic novels – e.g Talbot and Talbot (2012) *Dotter of her Father's Eyes* or Clowes (2000) *Ghost World* and see [this list of recommendations](#).

## Written and Spoken English

- O'Connor (2002) *The Pocket Guide to English Language*
- Crystal (2004) *Making Sense of Grammar*
- Ross (2013 2e) *English Language Knowledge for Secondary Teachers*
- Bryson (1990) *Mother Tongue*
- Cameron (2007) *The Teacher's guide to Grammar*
- King (2000) : *On Writing*
- Fry (2007): *The Ode Less Travelled*
- [Teaching and Learning about Language](#) reading list
- [Writing](#) reading list.
- [online grammar activities](#)
- [2014 NC documents](#)
- Identify grammatical and SPaG features in your own and pupils' writing
- Make a personal glossary of terms or keep a file of SPaG definitions, examples and activities/ web links
- Ask placement schools about their SPaG resources and teaching
- Ask to observe A Level Language teaching (if available)
- Browse the [British Library sounds archives](#)
- [Try the British-Irish dialect quiz](#)

## Pupils' language and cultural needs

- Ask your placement schools about their EAL provision
- Investigate [SLCN](#)
- Barbara Bleiman [‘What do we mean by cultural capital?’](#)

## Media and Film

- Hollows (2016) *Media Studies: A Complete Introduction*
- Hodgkinson (2016) *Media, Culture and Society: An Introduction*
- Bordwell, Thompson and Smith (2016) *Film Art: An Introduction*
- Cook (2007) *The Cinema Book*
- Wharton and Grant (2005) *Teaching Auteur Study*
- Berger (1972) *Ways of Seeing*
- Vineyard (2008) *Setting up Your Shots: Great Camera Moves Every Filmmaker Should Know*
- Snyder (2005) *Save the Cat!: The Last Book on Screenwriting That You'll Ever Need*
- Kress and van Leeuwen (2006, 2e) *Reading Images: The Grammar of Visual Design*
- [Media Education reading list](#)

- Explore the online support materials from AQA, OCR and WJEC for Media Studies and WJEC for Film Studies
- Learn about filmmaking by watching the extras & Directors' commentaries for favourite film & TV Blu-Rays/DVDs

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## Managing your development as a teacher – the essentials

### (i) Observing teaching and learning

While on placement, you will carry out, and reflect on, regular focussed observations of experienced colleagues in English and other subjects. During an observation, look at what the teacher is doing **and** at how pupils are learning. Focusing closely on one or two pupils can be especially valuable.

### (ii) Lesson planning

Lesson planning is how you develop a clear, detailed narrative of learning for your pupils. Throughout the course we will guide you and give you examples to support your developing ability to plan effectively.

There is no such thing as a definitive approach to lesson planning. We require you to use the School of Education pro forma throughout your first placement. It has been designed specifically for student teachers. As you develop in skill and confidence, you may choose other forms of planning.

To begin with, you will find your planning often takes longer than the lesson to be delivered, and your planning documents will be highly detailed. As you develop, you will become more efficient and concise.

### (iii) Reflection

You should provide a written reflection after each lesson you teach. The most important thing is to reflect as soon as possible—ideally straight after the lesson. University Assignment 3 is based on the reflection process (see the Assignment Handbook for details).

Following non-observed classes, many students find it most effective to annotate the lesson plan and add an overall comment. However, it is also acceptable, if you prefer, to write a longer continuous prose reflection. We have provided a simple format to support your process of reflection.

After each **observed lesson**, you must always write a full and detailed reflection, taking observer feedback into account.

### (iv) The E-portfolio

See the course handbook for the school's current requirements. This file should be clearly organised to present a narrative of your planning-teaching-reflection cycle, and show how you have developed through it. As long as it is orderly, the way you arrange this file is up to you.

The E-portfolio is key evidence of your progress, and will be referred to regularly in discussions with your mentor. It will also be checked by a University Tutor at key points i.e. during the moderation visit, and may be called in for final assessment at the end of the course.

## The PGCE English Programme

### **(i) Taught Sessions for English (Tuesdays and Thursdays)**

Working with the other English trainees, you will explore practical English-teaching ideas in the context of theoretical perspectives, educational research and key policy documents. Most sessions are built around practical activities and modelling of classroom practices.

Sessions begin at 9.30am and end at 4.00pm unless otherwise notified.

The planned programme may be subject to occasional variations due to circumstances beyond our control. You will be notified of any such changes as soon as is practical.

As well as the normal Tuesday and Thursday sessions, there are a small number of subject-group sessions to help you with the university assignments.

You should refer to your other course handbooks and the main PGCE Secondary site on Blackboard for details of whole-course sessions and, if you are on a School Direct programme, to information issued by your Lead School.

### **(ii) Attendance**

Attendance and punctuality are professional expectations. All planned sessions are compulsory and registers are taken. If unable to attend, you must inform your personal tutor and the Secondary PGCE office in advance, and make your own arrangements to collect any papers given out in the session.

### **(iii) Subject-based tasks**

We require you to complete two subject tasks during the year:

1. (Individual) A portfolio of your own writing;
2. (In small groups) A practical investigation into learning outside the classroom.

See the relevant section in this handbook for further details.

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## Subject tasks

### Writing portfolio (independent study task)

English teachers tell their pupils to produce and share creative and/or autobiographical writing, yet it may have been many years since those teachers tried writing in these forms themselves.

During your PGCE year, therefore, we require you to write seven pieces in forms such as poetry, fiction, drama or memoir, and to share them for discussion with the group. At the final English session of the year, you will create a gallery presentation of your writing.

- The pieces do not need to be long
- They can be extracts from a longer work
- They can arise from the sessions on writing fiction and poetry
- They can be your modelling of a writing task you have set for your own students
- They can be redrafts of things you have written previously

Your Writing Portfolio will be a collection of different types of your own writing that you have drafted during your PGCE year. It will include pieces that will be nearing final draft stage as well as those which are still very much works in progress. In drafting the pieces and compiling your portfolio, we hope that you will develop your confidence as writing teachers who are able to write alongside their students, model and share work in progress in the classroom.

By the last week of the course your portfolio should contain a minimum of **seven distinctly different pieces**.

The writing you include could have originated in subject session activities, writing workshops, models or materials you have devised for use in Phase A/B teaching or other creative projects you are involved in. Examples of the types of writing you could include are:

- A language autobiography (see below)
- poetry
- short story
- piece of reportage
- film review
- play script
- piece of marketing (e.g. album cover, book jacket, advertisement)
- text translation from one genre to another
- opinion piece/editorial
- images with text
- speech

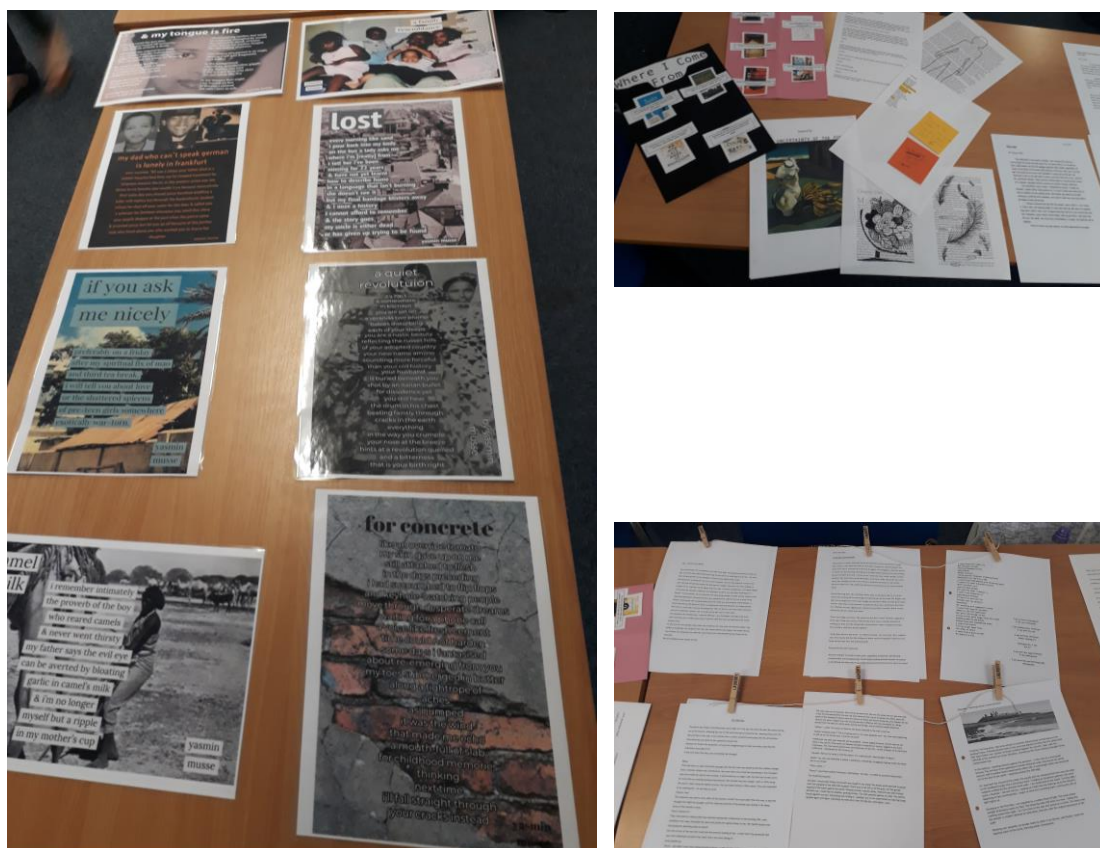
### Guidance notes for Language Autobiography

It is not compulsory to include a Language Autobiography, but it is a recommended exercise, since many students find it very revealing and useful.

Your autobiographical piece should reflect on one or more of the areas suggested below, in whichever order you find appropriate. You could write in prose or poetry.

- Your early memories of learning to talk, read and write
- Differences between your home language(s) and the school language(s) you spoke as a pupil/ will use as a teacher
- Your personal experiences of Standard English and regional dialects
- Your experiences of learning new languages and meeting people who spoke in languages which were different from your mother tongue
- Occasions when you have found it difficult to talk, read or write (perhaps because of physical difficulties, embarrassment, lack of understanding or fear)
- Occasions when you have enjoyed your ability to talk, read or write
- Your views on your changing use of language (i.e. when you adapt to different situations, use new jargon, catch phrases or slang or forms such as texting, email or chat room 'talk')
- Words you like and hate
- Words you think you overuse
- The influence of other people on the way that you use language
- Other issues about your use of language

## Some previous examples of Portfolio Exhibitions



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## Learning outside the classroom (independent small-group study task)

Plan, carry out, and evaluate a visit to a venue to judge its suitability as an out-of-school learning activity for pupils of a specific age group (KS3, KS4 or KS5). You should work in groups of 3-5. No-one should work alone. Each group will be expected to visit a different venue. There must be opportunities for activity-based learning during the visit (i.e. it is not enough simply to go and see a play!)

There is no financial support available for this activity. Please only plan visits that every member of your group can afford to undertake.

After the visit, each group must prepare a 5-7 minute film or a presentation to be given in the final week of the PGCE course, to include brief essential details/highlights such as:

- reason for selecting the venue/event and how it could contribute to the curriculum/enhance pupils' learning
- location of venue/travelling times/opening hours/costs
- suitability of the venue and success of your visit – please include some visual material if possible!
- preparation required (including health and safety issues, risk assessments)
- contacts made (such as schools' liaison officer, venue's education dept.)
- how you might prepare for the visits with classroom activities
- how you would follow up the experience with classroom activities

### Some Suggested Venues

[Broadway Cinema \(Nottingham\)](#)

[Bronte Parsonage \(Haworth\)](#)

[Curve backstage tour and workshop](#)

[D H Lawrence Visitors' Centre \(Eastwood\)](#)

[The Galleries of Justice \(Nottingham\)](#)

[Imperial War Museum](#)

[Keats' House \(Hampstead\)](#)

[Newstead Abbey](#)

[Nottingham Contemporary](#)

[Leicester Guildhall](#)

[Phoenix \(Leicester\)](#)

[Richard III visitors centre](#)

[The Quad \(Derby\) – for Media/Film activities](#)

[Southwell Workhouse](#)

[Stratford upon Avon – RSC](#)

[Stratford upon Avon - Town](#)

[The Globe Theatre, London](#)

For further ideas about where to visit and the kinds of activities you might do on, refer to *Writing on Location* (*Writing in Education*, Number 54, Summer issue 2011).

For information on the health and safety aspects of school visits, [refer here](#).



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## Using ICT creatively in your English and Media teaching

As a 21st Century English teacher, you will need to be confident in the use of ICT for a range of professional and administrative tasks: tracking pupil progress; constructing reports; communicating with colleagues.

Presentation software packages, such as PowerPoint are now common tools for lesson planning and delivery. Most classrooms are equipped with projectors and smartboards or screens.

However, ICT and related technologies do not stop at PowerPoint. We expect you to investigate and experiment with ways you can make the most of modern technology in your teaching. Throughout your placements, university-based subject sessions and tutorials, your Tutor and Co-Tutors will be interested to see how you can use ICT actively, purposefully and creatively.

For example:

- Why not use social media to share developing responses to a text with students from another school – perhaps one where a fellow PGCE student is on placement?
- You can employ mobile phone-based voting systems or quick tests to assess learning.
- If you are skilled and the right software is available, students can create their own kinetic text animations of poetry (search youtube for ‘poetry kinetic text’ to see examples). Simpler—but still impressive—versions can be constructed using Prezi or PowerPoint.
- To give pupils a real audience for their creative work, make a Wordpress site and ‘publish’ it as an online magazine.
- Use Google Docs or a similar service so pupils can work co-operatively on documents. This works well with creative tasks, but also with essays.
- For peer feedback, teach your pupils how to use ‘track changes’ and comment balloons in MS Word.
- Your class could use storyboarding software to retell the story of a Shakespeare play.
- You might set up group databases or wikis on a text or language topic.

These are just a few examples. You will have other ideas.

**When engaging with ICT, especially when using internet resources, social media or mobile phones, always be mindful of safeguarding, and of your school’s ICT policies.**

### Support with your ICT skills

If you require extra support to develop your ICT skills, the University can provide it. The range of sessions available can be accessed [here](#)

## Blackboard

The Blackboard VLE contains a range of useful and/or essential material for the course. You are enrolled on the English PGCE course as well as the general Secondary PGCE course. Each has its own area on Blackboard. You must familiarise yourself with the contents and structure of both.

You must always access the English PGCE Course on Blackboard in advance of all subject teaching sessions as there may be preparatory reading/activities to be undertaken prior to the session.

Your University Assignments are submitted via Turnitin, accessed via the general Secondary PGCE course on Blackboard.

## Professional organisations

It is important to begin thinking about your professional development beyond the PGCE year. Subject organisations produce publications, run annual conferences and special one day or twilight events. They can offer you subject support, opportunities to find out about research in English and Media teaching as well as the chance to share your own developing practice with like-minded individuals. Both **NATE** and **UKLA** have local networks that you could participate in as a PGCE student. They will offer you reduced membership in your PGCE year. For further information look on their websites:

**National Association for the Teaching of English (NATE)** <http://www.nate.org.uk>

**United Kingdom Literacy Association (UKLA)** <http://www.ukla.org>

**The English Association** [www.le.ac.uk/engassoc/](http://www.le.ac.uk/engassoc/)

**British Film Institute (BFI)** <http://www.bfi.org.uk/education-research/education/education-resources>

**English and Media Centre** <http://www.englishandmedia.co.uk/>

<https://www.englishandmedia.co.uk/blog/> - the blog provides thought-provoking articles on topical English teaching issues

**Media Education Association** <http://www.themea.org.uk/>

**National Drama:** the UK's leading professional association for drama teachers and theatre educators:

<http://www.nationaldrama.org.uk/nd/>

**National Association for the Teaching of Drama:** <http://www.natd.eu/>

**National Association for Language Development in the Curriculum:** <http://www.naldic.org.uk/>

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## Reading lists

Our readinglists@Leicester are all available online through the Blackboard PGCE English site and can be accessed through a tab on the catalogue page of the library website.

Each list includes themed sections containing books, research articles, practical resources, websites and other materials. Guidance is given about texts and you can tag the lists to keep track of your own reading/ planning for reading.

The lists are as follows:

- PGCE English: Core English Teaching Texts – consult this one first.
- PGCE English: Children's and Young Adult Fiction 11-16
- PGCE English: Drama
- PGCE English: Drama KS3 and KS4 texts
- PGCE English: Key Policy and Curriculum Documents for Secondary English Teaching
- PGCE English: KS3- KS5 Poetry Collections
- PGCE English: Literacy and Literature
- PGCE English: Media Education
- PGCE English: Poetry Pedagogy
- PGCE English: Speaking and Listening
- PGCE English: Teaching and learning about Language
- PGCE English: Teaching and ICT
- PGCE English: Writing
- Module EDX004: Researching, Reading and Writing for Secondary PGCE Masters Level.

Also consult Education links and databases at: <http://www2.le.ac.uk/library/find/subjects/education/pgce>

## Academic and professional journals

Journals are a good source of short, up-to-date articles on specific topics, new publications, current developments and research in English and Media teaching. They will be an especially useful source when you begin to plan your assignments. Some **but not all** of the academic journals in the field of English, Drama and Media are also available online through the library's Leicester e-link You should also make use of your UoL login to access them as well as to search other electronic journals, and education data bases and to download articles.

Please take care to distinguish between **professional journals** and **academic journals** if you are preparing for Level 7 assessment. If you are uncertain about the nature of any of the journals you access online, please ask your tutor for advice.

The following journals are particularly relevant.

### Professional journals

These contain accounts of classroom practice, teaching ideas, articles on topical issues and curriculum developments in English teaching, book reviews etc.

- *Books for Keeps* (published by School Bookshop Association - available online at <http://booksforkeeps.co.uk/>)
- *Teaching English* (published by NATE)- hard copies in library and free copies sent to you if you sign up for NATE trainee teacher membership at <https://www.nate.org.uk/page/membership>

- see also hard copies in the library basement of NATE's two previous magazines/ practitioner journals *Classroom* and *English Drama Media*
- *E-magazine* (published by The English and Media Centre - for AS/A level teachers and students)
- *Secondary English Magazine* (published by Garth Publishing - back issues only)
- *The English and Media Magazine* (English and Media Centre, London) - no longer published but back issues in library will be worth consulting

### Academic journals

These contain articles on research into aspects of English teaching, curriculum content, assessment etc., reviews of research literature and other reflective academic writing.

- *Changing English: Studies in Reading and Culture\** (published by Taylor and Francis) available through Leicester e-link
  - *Children's Literature in Education\** (published by Agarthon Press)
  - *English in Education\** (published by Wiley Blackwell/NATE) available through Leicester e-link
  - *English Teaching Practice and Critique*: online journal (published by University of Waikato)
  - *Literacy* \*: (published by UKLA available through Leicester e-link)
  - *Research in Drama education\* (RiDE)* (published by Routledge)
- \* = back issues can also be found in hard copy in Library.

### Research reports

If you are looking for research reports you should consult:

- The Education subject page on the library website:  
<http://www2.le.ac.uk/library/find/subjects/education>
- The websites of professional associations listed at the beginning of this section
- <https://literacytrust.org.uk/research-services/research-reports/>
- <https://www.nfer.ac.uk/>
- <http://www.ofcom.org.uk>

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## University Tutors' moderation visits to schools

The general purpose of the moderation visit is defined in the PGCE Secondary Course Handbook. **For Core students, moderation visits are undertaken by your university subject tutor; for School Direct students, your School Direct provider will make their own arrangements.**

On arrival in school (whether Phase A or Phase B) the visiting tutor will expect to receive (or have online access to) relevant documents from each student:

- School File(s) – lesson plans, class records etc.
- Evidence Record Forms, weekly meeting records, CARD.

It is each student's responsibility to ensure that these documents are assembled before the Tutor's arrival.

Student teachers must provide a lesson plan and copies of any resources used in the observed lesson **before the lesson commences.**

The above documents will also be an essential part of the consultation between the University Tutor and the Subject Co-tutor. Your Co-tutor will be aware of their place in the course and in the review of your progress; these documents will inform your regular discussions with your Co-tutor.

Once you know the date of your University Tutor's visit, you should arrange for your Co-tutor to review all of the above documentation to inform the discussion that will take place on that day.

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## Guidance on lesson planning and evaluations

### Lesson planning

Throughout your course you will learn about lesson planning, devising short and medium term plans. Examples of lesson plans (devised by PGCE students in recent years) and lesson evaluations are available on Blackboard in the PGCE English site.

**A copy of our lesson plan format appears on the next page.** You are required to use this format throughout your first placement. It is designed to help you to plot a coherent learning narrative within each lesson as part of a well-planned scheme of work.

You can find an MS Word version of the proforma on Blackboard.

### Lesson evaluation

Make sure you annotate your lesson plan as soon as you can after your lesson. The 'Instant Evaluation' box is the best starting point.

New teachers generally tend to be overly concerned at first with their own performance. The headings below will help you to focus more closely on *learning*.

- **What learning was intended?** How did it link to deeper transferable skills? How did it link to formal assessment e.g. exam criteria?
- **Did they learn what was intended?** Which individuals made significant progress? Who responded to the challenges? Who tried but needs more support? Who did not engage? What else was learned that you did not expect?
- **How did they learn it?** What worked well? What needs changing?
- **How was the learning checked?** (use of AfL; talk for learning; plenary etc.)
- **What needs to be picked up next lesson or reinforced?** Which examples could you draw on from pupils' learning to inform your planning and/or to start the next lesson?
- **Big Picture' issues:** Think about trends in your teaching. What could be done differently? Issues/ideas/individuals to be checked with colleagues?

You can find a useful document with these headings in table form on Blackboard.

## PGCE Secondary English lesson plan pro forma

<b>CLASS INFO:</b>	<b>Pupils on roll: F:</b> <b>M:</b>	<b>Date:</b>
<b>PUPIL LEVELS/GRADES:</b>	<b>SEN/EAL/OTHER INFO:</b>	<b>LSA role: (how will they assist learning?)</b>
<b>Lesson context/Prior Learning:</b>		
<b>Your areas for development, as discussed in your weekly Co-tutor Meeting, linked to the core areas of the CCF: <i>Behaviour Management; Curriculum; Assessment; Professional Behaviours:</i></b>		
<b>Links to wider curriculum:</b>		
<b>Learning Intention(s):</b>		<b>Success Criteria:</b>
<b>Resources:</b>		<b>Key Vocabulary:</b>

TIME	TEACHER-LED Activity/ lesson part	PUPIL-CENTRED LEARNING	Assessment Strategies/Adaptive Learning  (Including assessment of prior knowledge, target questions etc)

<b>EXTENSION/HOMEWORK:</b>	<b>WHY?</b>
<b>Instant evaluation:</b>	

## Curriculum Design Rationale – PGCE English Subject Sessions

Our curriculum for PGCE subject sessions is defined by the understanding that English teachers are neither a homogeneous group before entering training, nor in the careers they ultimately follow.

### 1. INTENT

#### (i) Subject knowledge background

Typically, over half of our students arrive holding English literature degrees, and most of the remainder are English language or combined lang/lit graduates. A minority hold degrees associated with English (media, film, drama, creative writing), and a few have studied subjects such as history, law, or music. Those without an English degree usually hold a very good A level in English and are required to take a Subject Knowledge Enhancement course prior to starting the PGCE.

Even within English specialisms, we see considerable variation in subject knowledge. There are literature graduates with very little experience of poetry or modern drama, for example. Some BA programmes strongly emphasise work in translation, some include a strong post-colonial strand, others remain founded on the traditional canon.

In recent years, we have seen an increased number of PGCE students already holding master's level qualifications in specialist areas such as Victorian literature or creative writing.

This diversity of academic background presents a challenge! When working on subject content, we need to ensure that all our students are included, that nobody is left behind, and that nobody is treading water. This is best achieved through a student-focussed approach, allowing individuals the freedom to apply their own expertise, or to identify and act on gaps in their knowledge.

#### (ii) Career expectations

We need to prepare our student teachers for a broad range of potential future careers. An English teacher might end up with specialist interests in, for example, basic literacy in KS3 or teaching pupils with *SEND*. There is a core of required subject and pedagogical expertise around Key Stages 3 and 4 (see below), but KS5 teaching is more potentially diverse. One student could become a teacher of film studies at GCSE and A level, another might wish to focus on drama – and so on.

Very often the path taken in English/associated subject teaching is not predictable from a person's degree background. Sometimes students are inspired by an associated subject or an aspect of English discovered during their PGCE year; sometimes a job or promotion opportunity means they need to develop an unanticipated area of teaching.

The intent of our course is:

- to equip student teachers with the core expertise they will need in the majority of English teaching posts,
- and to enable them to consider how they might engage in a broader range of teaching possibilities as future professionals.



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## 2. IMPLEMENTATION

### (i) Core expertise

The central aspects of our programme are determined by the National Curriculum documents for KS3 and KS4 English. Delivering the subject at these levels will constitute the bulk of our students' classroom experience when on placement. Most of the work we do is therefore focused on developing subject and pedagogical knowledge which they can implement in practice.

Key aspects of the KS3/4 English element of the PGCE are:

- Enhancing pupils' writing skills across a wide range of prior attainment
- Strategies for reading and comprehension
- Teaching pre-20<sup>th</sup> century literature
- Teaching poetry
- Teaching Shakespeare
- Assessing pupil progress in English
- Assessment-for-Learning strategies in English
- The role of data in tracking pupil progress in English
- The role of memory in pupils' development of English
- Examinations, external assessments and their expectations

### (ii) The extended English curriculum

Since we are an 11-18 provider, all our students will have to teach one or more A level courses while on school placement, and most will do so during their later careers. The approach in university sessions is introductory and exploratory, building a grasp of the synergies between English-related subjects and considering ways that strategies and ideas from (for example) media studies can be brought into mainstream English teaching, and vice versa. Dedicated sessions cover A level teaching in:

- English literature
- English language
- Media Studies
- Film Studies

### (iii) Core Curriculum Framework and Professional/Academic Studies

The ITE curriculum at Leicester is built around the principles of the Core Content Framework, as is clearly established during Professional and Academic sessions. Each subject session explores relevant aspects of the CCF, and these are identified on the annual programme so that students can reflect on their progress in each area.

Several sessions (supported by individual tutorials) cover elements relevant to the three university assignments:

- Academic writing – style and structure
- Use and referencing of academic literature

- Evaluation of observed evidence
- Time management

### Approaches to teaching and learning

Drawing on teachers' accounts of themselves and debates about English as a school subject going back to Matthew Arnold, Marshall (2000) establishes five distinct strands of English teacher identity. The mix of these identities within any school English department will determine its character. Such English teaching identities overlap with debate within the profession as a whole, across all subject specialisms, regarding such matters as 'teacher-centred vs pupil-centred learning' and direct instruction vs exploration.

It is important that our students understand where their own perspectives are likely to lead them once they begin their careers. More urgently, they will need to interpret (and negotiate) their experiences in the departments and schools where they find themselves on placement.

We seek as far as possible to allow our students to come to their own conclusions about their preferred teaching style, and the practical and moral reasons they adopt it. We encourage a critical, informed approach to theory and evidence that recognises appropriately professional boundaries. In general, we want our students to leave us with a strong appreciation of the complexity and diversity of classrooms, and an expectation that no fixed solution will achieve best results in all circumstances.

Teaching and learning during university English sessions for the PGCE is designed to meet the needs of our diversely qualified teaching-student population, as well as to develop practical teaching skills and strategies prior to school placements. In seminar-style sessions, students are taught through a mixture of:

- Direct delivery of material, essential ideas and information
- Modelling of classroom teaching ideas (students take the role of 'pupils')
- Focussed whole-group and small-group discussion
- Individual and small-group problem-solving tasks
- Field trips – including a visit to a local school for team-teaching activities
- Independent investigation tasks (e.g., into learning outside the classroom opportunities)
- Individual reflection and development tasks (e.g. completing the Subject Knowledge ERF process)

Most content is delivered by the course team, supported by specialist sessions from external Associate Tutors.

### Spiral curriculum

In line with a *reflective practice* model of teacher development, we have adopted a spiral curriculum, (Bruner, 1966, 1996) which encourages a process of revisiting and reconsidering earlier learning in new contexts, and in the light of practical experience. The overall structure of the PGCE year reinforces this model, as it moves through two iterations of university-based teaching interleaved with blocks of teaching practice.

We begin the year by introducing essential concepts:

- The nature and purpose of English in education/Marshall's types of English Teacher
- Teaching reading
- Teaching writing
- Teaching speaking and listening

During the remainder of the course, these central concepts are explored and developed in a range of specific practical and theoretical situations. For example, in term 1, we address 'Teaching Shakespeare' through reading and writing activities, and also encourage consideration of the reasons we teach Shakespeare (beyond it being specified in programmes of study). In term 2, we return to literature (as an A level subject) exploring the canon (including Shakespeare) more generally. At this point, students have been on school placement and can bring a range of real-world teaching experiences to the discussion, as well as ideas about learning theory covered in the Professional and Academic programme.

### 3. IMPACT

Acknowledging that progress is difficult to measure objectively and will be subject to individual variables in every student's case, we can still draw on a broad range of qualitative and quantitative evidence to triangulate the overall impact of our curriculum.

- End-of course feedback from students
- Student retention and completion rates
- Subject knowledge Evidence Record Forms
- Exit interviews with any students who do not complete the course
- Grades from university assignments
- Content of university assignments
- Co-tutor and co-ordinator feedback from school placements
- Lecturers' informal reflection on subject sessions
- Peer observation of teaching
- Tutorial work with individual students

This evidence of our impact on student development informs each annual cycle of course development.

#### References:

Marshall, Bethan: 'A Rough Guide to English Teachers' *English in Education*; volume 34, issue 1, March 2000

Bruner, J.S. *The Culture of Education* Harvard University Press, 1996

Bruner, J.S. *Toward a Theory of Instruction*, Harvard University Press, 1966