



UNIVERSITY OF
LEICESTER

PGCE Secondary Course History and RE Subject Guide 2023-2024



Table of Contents

1 INTRODUCTION.....	2
1.1 ROLES AND RESPONSIBILITIES	3
1.2 PROFESSIONAL BEHAVIOUR.....	5
1.3 ORGANISATION.....	5
1.4 COURSE MATERIALS	6
<i>Reading</i>	6
<i>Professional Membership</i>	7
<i>Useful Links</i>	7
2 AIMS AND OBJECTIVES OF THE PGCE	8
2.1 COURSE ORGANISATION	8
2.2 TEACHING STANDARDS.....	9
2.3 CORE CONTENT FRAMEWORK.....	9
2.4 OUTLINE.....	11
2.5 SESSIONS.....	11
<i>Teaching Tuesdays</i>	12
<i>History and RE Thursdays</i>	12
<i>University Assignment</i>	13
3. SUBJECT KNOWLEDGE.....	14
3. 1 SUBJECT AUDITS.....	14
3. 2 SUBJECT DIRECTED TASKS, ASSIGNMENTS AND READING.....	14
3.3 SCHOOL PLACEMENTS	14
4. PLACEMENT	15
4.1 FIRST DAY.....	15
4.2 FIRST WEEKS	17
4.3 OBSERVATIONS AND FEEDBACK.....	18
4.5 WORKING IN AN HISTORY DEPARTMENT DURING YOUR ATTACHMENT	19
5. READING LIST	22
5.1 HISTORY READING	22
5.2 RE READING LIST	22
5.3 GENERIC READING LISTS	23

1 INTRODUCTION

Welcome to the School of Education and the PGCE History and RE course. The course will further your professional knowledge of contemporary issues in 11-18 education, develop the skills you will need to teach and improve your understanding of how to inspire, motivate and support effective learning for all pupils. This course will help you to gain confidence in your

teaching skills across the age groups and provide you with greater employment opportunities at the end of your course.

As a new teacher you will have the opportunity to develop your own personal and professional perspectives. You will also play a vital role in helping others do likewise.

This course is challenging and rewarding, as is the profession you are about to enter. This handbook has been written to guide you through the process of developing your ideas as a specialist but also as a new professional to boost enthusiasm and confidence in what you do. You will follow a programme of study that introduces you to the philosophy of education, learning theories, curriculum theory, pedagogical approaches, assessment and contemporary education issues. It should be read in conjunction with the overall PGCE handbook, our Secondary PGCE curriculum (which is mapped to the CCF and the Teacher Standards (DfE 2012)). Further information about the content of sessions or notices for the attention of all members of the group will be found on Blackboard, the university's Virtual Learning Environment (VLE).

1.1 Roles and Responsibility's

There are a number of individuals involved in your training period on the PGCE, and it is important that you take your responsibilities seriously, as this will ultimately make your chances of succeeding, and developing your skills to a high level, much greater. The various responsibilities of those involved are as follows:

Student Teacher

- You have the prime responsibility for your own professional development during the year. There will be plenty of scope for you to build on previous experience/expertise and go beyond the basic requirements of the course.
- As a professional you should be punctual, organised and polite in your interactions with other student-teachers, tutors, students and colleagues in placement schools.
- You will often be required to work collaboratively with other student-teachers both in subject sessions and from other subject areas on professional topics, in the School of Education and in your Partnership school.
- You will also be required to systematically plan your work, both subject and professional, using individual action planning procedures in association with supported self-study materials.
- You will be expected to maintain an on-going up-to-date portfolio of evidence of your professional development.

University Subject Tutors are responsible for:

- over-seeing your work as a whole, drawing on all evidence to assemble a comprehensive reference;
- planning and teaching the subject component of the course;
- assessing assignments;
- moderating mentors' assessment of your standards on the two teaching placements; and
- discussing your school placements with you.

The co-tutor in your school or college is responsible for:

- introducing you to the department and familiarising you with the requirements of the specifications, schemes of work and resources used in the department;
- negotiating a timetable with you for the different phases of the course;
- offering you opportunities to observe and share good practice;
- observing you in the classroom and making constructive comments;
- helping you to action plan and review your progress on a regular basis;
- assessing your professional competence;
- writing a summative report at the end of your placement.

The ITT Coordinator in your school or college is responsible for:

- arranging your induction in to the school and arranging a programme of training sessions to address whole school issues;
- maintaining regular contact with you and Subject Mentors in school to monitor and support your progress;
- observing you with the Subject Mentor, contributing to feedback and offering support.
- ensuring that all documentation and processes are being followed.

If you are a School Direct student your lead school has overall responsibility for your placement. Any difficulties should be reported to them and your University Tutor should be copied in.

Subject Tutor

Dr Jacob Halford
A20 – School of Education

1.2 Professional Behaviour

A PGCE is a course of professional training. It is totally different from an undergraduate course and from most postgraduate courses.

University Sessions

Attendance to all university sessions is essential. This is a professional course and it differs in character to other university courses. With only a brief time at the university before your school placement there is a lot to cover in a short amount of time therefore it is important that you attend and are on time to every session.

You must report any absence from any part of the course to your University tutor (copying in secpgce@leicester.ac.uk), preferably before 8.30am.

Placement

If you are not able to attend your placement for any reason you must inform your school mentor and follow the school procedures for staff absence. If you get held up by train or traffic and anticipate being just 20 minutes late, even on a day when you start with a 'free' period, **you must still get messages to your co-tutor**. Text messages via other trainees are not acceptable. You are responsible for getting a message direct to the school office, at least, by 8.30am at the very latest. Schools become justifiably angry if trainees leave it until 9.30am to let the school know that they are unwell or delayed. By then, plans for the day have been thrown into confusion, no one knows if you will appear for lessons and you will have created an impression of extreme discourtesy.

If you are unsure about whether it is acceptable for you to have time off for a particular reason you should discuss this with your University tutor.

1.3 Organisation

The nature of the course is intense, filled with a lot of essential information and debate. Sessions have a practical element, which helps to develop communication skills and confidence very early on. To make the most out of each session and to prepare you for your professional careers you must take the following approach:

- Always read and prepare before each session so you already have some thoughts and views regarding the sessional topic;
- Engage fully in the debate in sessions. Do not be afraid to question or disagree with different positions, but please do so in a supportive and constructive manner to those around you; and
- Continue your learning after the session by completing the follow up reading or writing a critical reflection task. Wider reading is an essential part of your course and professional careers.

There is a lot of paperwork to keep on top of on this course but also in the teaching profession more generally. Get into good habits early on and get organized. You will need a range of folders for different aspects of the course and you must keep your lesson plans, resources and other records in a dedicated school folder.

The PGCE course is an evidence-based course. It is essential that you develop good organization skills and keep evidence of all of the activities you are involved in throughout the course. This is a good practice to develop throughout your career as a teacher. You should bring a laptop with all of your subject day files and notes to every session.

Essential Folders will include:

Information for university weeks	Folders for school placement weeks
Academic & Professional Strand: Notes from seminars or lectures and any tasks completed. Subject Folder: Course notes and tasks.	Teaching Folder (one for each phase) – notes on each class taught, lesson plans and evaluations, schemes of work, prior assessment data on each class such as test marks and target grades as well as data about each student/class e.g. SEND/EAL information.
Professional Development Portfolio – record keeping using OneDrive. All students are required to submit their PDP for the internal and external examiners to review at the end of the course.	

1.4 Course Materials

The majority of materials used during university-based sessions are made available through 'Blackboard' (UoL VLE). Students are responsible for managing their use of these materials; these are designed to support the sessions and are not usually intended for self-study.

Reading

A full reading list will be provided on Blackboard and some key texts are in the appendix. The following books offer good starting points for professional reading.

History

Haydn, T., Stephen, A., Arthur, J. & Hunt, M. (2014) Learning to Teach History in the Secondary School (4th edition). London: Routledge.

RE

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

Professional Membership

You are strongly advised to become a member of the professional associations for your subject. Here are a few examples:

Chartered College of Teaching

Membership provides full access to *Impact* (professional magazine) and other resources.

History

- Royal Historical Society (RHS) <http://royalhistsoc.org/>
- Historical Association (HA) <http://www.history.org.uk/>
- School History Project

RE

- RE Today <http://www.retoday.org.uk/>
- NATRE <http://www.natre.org.uk/>

Most professional associations provide a reduced ITT membership that provides access to their professional publications. The HA in particular should be joined as it allows access to *Teaching History* and provides a wealth of support and resources to help you develop as a teacher.

Useful Links

Finding information in the library: <https://www2.le.ac.uk/library/find>

Referencing: <https://www2.le.ac.uk/library/help/referencing>

Plagiarism tutorial: <https://www2.le.ac.uk/offices/ld/all-resources/study/plagiarism-tutorial>

2 AIMS AND OBJECTIVES OF THE PGCE

The aim of this course is to provide an informative, supportive and inclusive environment for you to develop into a confident, reflective and highly knowledgeable teaching professional, capable of making a full contribution to life of a British secondary school. The aim is also to offer a challenging, yet engaging programme of study that will provide academic rigour and foundations for further study at Masters level and beyond.

The course provides you with opportunities to develop your expertise, meet the Teachers' Standards (DfE, 2012) and reflect on practice, by offering you the chance to:

- Reflect on the purpose of your subject specialism in the curriculum
- Examine theories of learning
- Form your own style of teaching
- Critically reflect on the National Curriculum
- Evaluate techniques for learning, teaching and assessing progress
- Create and use your own teaching materials
- Take account of the needs of different learners
- Observe a range of practice
- Note and act upon your strengths and weaknesses.

The overall aim is for you to become informed reflective practitioners who understand how children learn and how they can be best supported to learn the knowledge, skills and attitudes that promote and scaffold successful learning of history and RE.

2.1 Course Organisation

Throughout the course, the work of both student-teacher and University tutors will be characterised by high expectations, consonant with the learn-that statements expressed in the core content framework that

1. Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.
2. Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.
3. Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential.
4. Setting clear expectations can help communicate shared values that improve classroom and school culture.
5. A culture of mutual trust and respect supports effective relationships.

High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds

2.2 Teaching Standards

The Teachers' Standards are end-point statements which must be met in order to achieve Qualified Teacher Status. It is important you familiarise yourself with these prior to beginning the course and throughout the course. Part Two of the Teachers' Standards defines the behaviour and attitudes which set the required standard for conduct throughout a teacher's career. These standards must always be met and stand alongside the ITT Core Content Framework, so are not referenced in detail. However, all student teachers should have a clear understanding of the expectations regarding personal and professional conduct of a teacher and the ethics of the teaching profession. This includes how Fundamental British Values can be upheld in schools and the importance of showing tolerance and respect for others. For more information about the Teachers' Standards:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/665520/Teachers_Standards.pdf

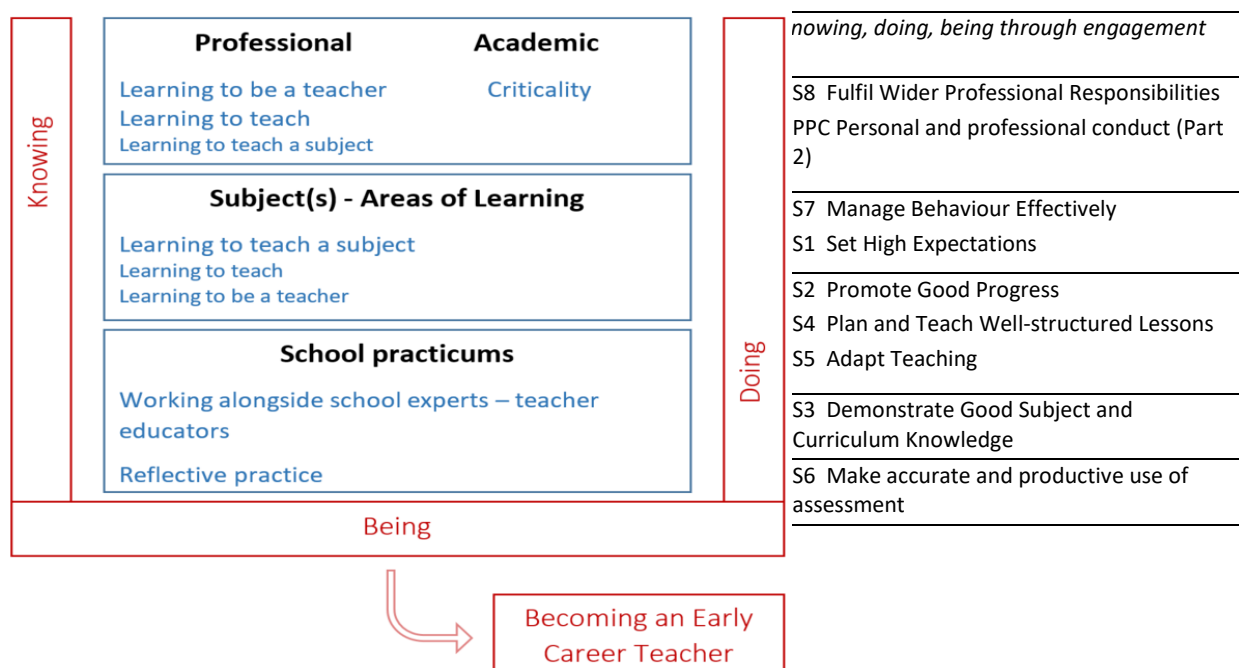
2.3 Core Content Framework

The Core Content Framework was introduced along with the Early Career Teacher Framework to make a three-year journey into teaching. While the ITT Core Content Framework is presented around the Teachers' Standards for clarity, the ITT Core Content Framework is not, and should not be used, as an assessment framework. You will not be expected to collect evidence against the ITT Core Content Framework. You will be assessed against the Teachers' Standards **at the end of your Initial Teacher Training** where QTS will be awarded.

The ITT Core Content Framework has been designed to support student teacher development in 5 core areas – behaviour management, pedagogy, curriculum, assessment and professional behaviours. In order to ensure agreement with the 8 Teachers' Standards, the ITT Core Content Framework is presented in 8 sections. In developing the framework, behaviour management is addressed in High Expectations and Managing Behaviour (S1 and S7); pedagogy is addressed in How Pupils Learn, Classroom Practice and Adaptive Teaching (S2, S4, S5); and curriculum, assessment and professional behaviours are addressed in S3, S6 and S8 respectively.

The ITT Core Content Framework does not set out the full ITT curriculum for student teachers. This table shows how the CCF and the Teachers' Standards map against our Secondary Curriculum at the University of Leicester, (5 curriculum areas in the left hand column):

Our Curriculum	CCF Priorities	CCF term	DfE Teachers' Standards and statements
----------------	----------------	----------	--



The above is a general guide to the aims of the programme but must be read in the light of the CCF and our curriculum document, as shown on CARD A and CARD B. The CARD A and B outlines the curriculum of the course to help you meet

It is mistaken to think of the university and placements as being theory focused and practice focus. Both theory and practice are intertwined in the process of becoming an effective teacher. The model of knowing, doing, being (becoming), (Craig, 2018) represented in figure 2.1 and (in figure 2.2 supplied by Dr Fay Baldry, Mathematics PGCE), is a way to articulate the complex process of integrating theory and practice, thereby shaping your own identity as a teacher of any subject but principally as a teacher of people. These aspects of learning and becoming a teacher are reflected both in the taught and practical programme and the assignment structure. Both of these enable you to demonstrate your acquisition of the knowledge needed to be a successful teacher (knowing), the numerous skills expected and required (doing), and the qualities and dispositions associated with 'being' an effective teacher.

A simple example is to think of learning to drive. We can know the 'rules of the road' (knowing) but we still need to get behind the wheel to learn to drive (doing), which requires practice. To be a responsible driver, amongst other things, we need to understand our skill level whilst also considering other road users (being), where reflection could improve our driving.

Figure 2.1: overview of programme structure

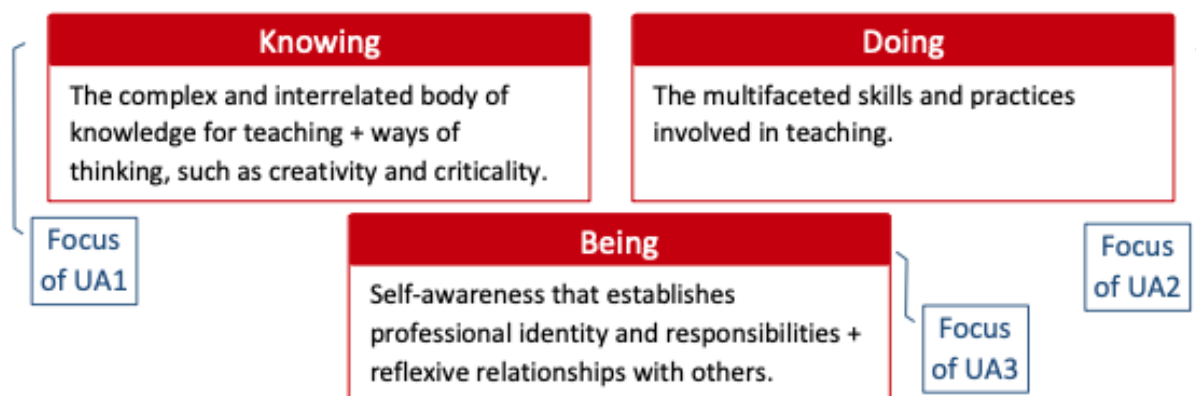


Figure 2.2 Craig's model of becoming a teacher and University Assignments (figure designed by Dr Fay Baldry)

2.4 Outline

Autumn Term

The aims of the Autumn Term course are to:

- Give an introduction into teaching your subject specialism, consider the National Curriculum and exam board specifications and learner needs.
- Prepare for the school placement in November and December by engaging in lesson planning, materials production, peer teaching and assessment activities.
- Engage you in a wide range of activities as a learner for you to reflect on and to support your development as a teacher.

The autumn programme is principally but not exclusively taught by University staff to provide a set of inputs that complement the work that follows in schools.

Spring/Summer Term

The aims of the Spring/Summer Term course are to:

- Support the job application process through a variety of activities.
- Further develop your understanding of how to support the progress of different groups of learners.
- Engage you with a wider range of external speakers, subject specialists and organisations relevant to your specialism.
- Focus on student driven priorities and needs.

2.5 Sessions

Becoming a teacher involves bringing together different domains of knowledge. To become an effective teacher you need to combine knowledge of your subject with pedagogical knowledge.

The Professional Studies days on Monday and Wednesday will help you to develop your pedagogical knowledge while the Tuesdays and Thursdays will look at how to implement general pedagogical knowledge within the unique context of history and RE.

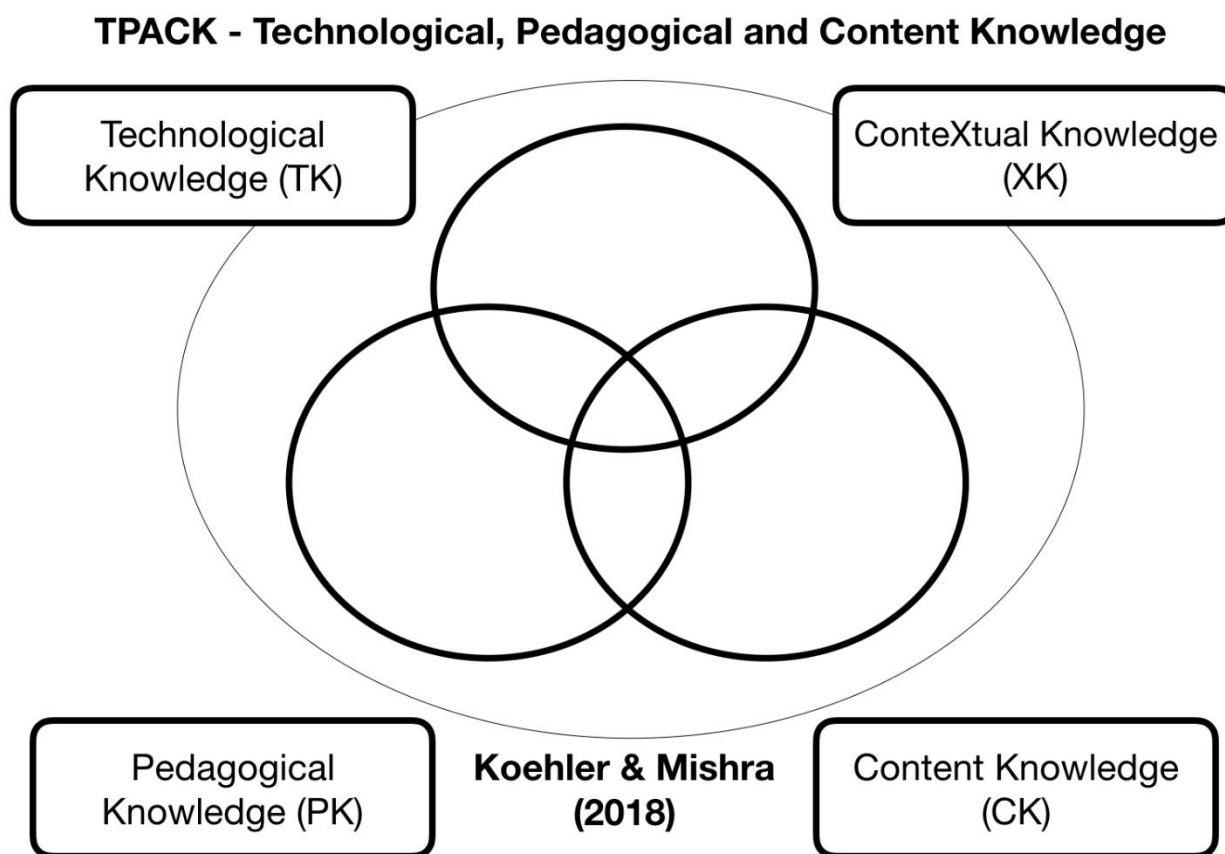
Teaching Tuesdays

Tuesdays will be mixed humanities sessions. They will involve cross curricular grouping, tasks and activities within these sessions that will help you to develop your awareness of the similarities and differences between the subjects. These sessions involve you in practical planning, teaching and assessing activities that have a particular focus on adapting your teaching to respond to the strengths and needs of all pupils (TS5). Full details of the sessions, preliminary and further reading, and tasks will be on Blackboard.

History and RE Thursdays

On Thursdays you will have sessions in History and RE. These sessions are devoted to developing your awareness, skills and knowledge in relation to your subject specialism. It will look at how the knowledge from the professional studies sessions can be applied within your subject. These sessions may involve external speakers or visits outside the classroom.

Information about these sessions will be published on Blackboard.



Revised version of the TPACK image. © Punya Mishra, 2018. Reproduced with permission

Koehler, M, J & Mishra, P. (2009) 'What Is Technological Pedagogical Content Knowledge?' *Contemporary Issues in Technology and Teacher Education*.

2.6 University Assignment

You need to complete three university assignments to pass this course. These can be completed at Higher or Master's level. You can find more detail about these in the Assignment Handbook and a variety of university sessions will guide you in relation to this work. You will be asked to submit a proposal for your assignments and will receive feedback from your University Tutor about this.

3. SUBJECT KNOWLEDGE

The purpose of the PGCE course is NOT to teach students about their subject specialism. It is your responsibility to ensure that you are doing everything you can to ensure that your subject knowledge is up to date. There are a number of ways this is supported on the course.

3.1 Subject Audits

Prior to commencing the course you completed a subject audit as an aid to identifying any possible gaps or knowledge deficits. You were also asked to begin to work on the gaps in your knowledge. This is an evidence-based course and so it is vital that you keep adding to this work so that you can provide evidence for your development in this area.

You will be asked to set subject knowledge targets at the beginning of each block of time at university and will be asked to review your progress before beginning your placements. The **Target Setting Form** available on Blackboard (VLE) will be used to chart your progress.

You will be asked to update your subject audit by particular deadlines and send them to your university tutor. The deadlines are:

- First week of the course
- End of A1 weeks/Phase A university
- First week of A2 weeks/Phase B university
- End of A2 weeks/Phase B university

3.2 Subject Directed Tasks, Assignments and Reading

There are a number of Directed Tasks to complete throughout the course. These will automatically help you to develop your subject knowledge and help you to build evidence towards achieving the Teachers' Standards.

Your University Assignments (UA1, UA2 and UA3) may also give you opportunities to evidence your subject knowledge development.

3.3 School placements

Of course, much of your subject development work will take place in schools when you will be observing lessons as well as planning and teaching yourself. All teachers, no matter how much they may have studied their subject at degree or masters level will need to do considerable research in to their subject area to plan successful and effective lessons.

During your placements you will often find yourself teaching subjects that are outside of your current knowledge. One of the joys of teaching is that you are constantly having to develop your own subject knowledge. It is important that as you develop your knowledge of your subject that it is manageable.

4. PLACEMENT

In school, remember that teachers are always busy and work under pressure. Your co-tutor will be committed to your training and you can expect every support in accordance with course requirements and expectations of trainers. However, just as if you were a full-time member of staff (you will be treated as a proper teacher while you are there), do remember the obvious: choose *appropriate* moments to ask for help, *always* express thanks to colleagues, offer to help out with general departmental tasks, and try to smile and be gracious, even when you are under extreme pressure.

Always act as though you are part of the department. For example: notice when colleagues need help with a display, offer to help with a website, file resources with consideration for other colleagues who use them, attend all parents' evenings and departmental meetings (no matter what hour these are held), volunteer to work with a colleague after school on some joint-planning.

Other members of the department are also likely to play a part in your training. Under the management and direction of your mentor, they, too, will observe you, give feedback and discuss aspects of history and RE education with you. Sometimes, you will plan or evaluate with them. Inevitably, much of this happens outside of the allocated training time. You can show your appreciation for this 'goodwill' work by being meticulous in providing history teachers with your lesson plans ***well in advance of your lessons*** and by displaying initiative in researching new topics and preparing your own learning materials.

You are also a source of new professional learning for the department. You will find that you can support the department by sharing material from Professional and Subject Studies or insights from your own research that the busy department may not yet have encountered.

4.1 First Day

When you arrive, you should have an induction that covers the school's safeguarding policies and practices. Your ITE co-ordinator should provide opportunities, over time, for you to become familiar with wider school issues (see Role and Responsibilities section for details).

On your first days in placement it can be overwhelming with how much information you are given. Some of the questions you need to find out during these first days to help you throughout your placement can be found below. It is worth writing them down as you will be given a lot of information in your first days and having it all written down in one place will help you to find it if you need it later during your placement.

Practical

- Where are the toilets/staff room/office space?
- Where do you print or get photocopying done? (how, how much, time scales, who)
- How do you have access to the school/classroom- keys (fobs), IT access, toilets, car park
- Who do you contact if you have a problem with IT?
- Time to arrive and leave school
- Staff dress code (aim for the smart end of what you see in school)
- Who to contact in case of absence?

School and departmental policies and practices

- What is the school safeguarding policy? (who do you contact and how)
- What is the school Behaviour policy (both policy and practice)?
- How does it work in lessons?
- What are the rewards and consequences for behaviour?
- What is the school policy for lending students equipment in lessons, student dress code and letting students out of class for toilet breaks etc.
- Does the department have any policies about presentation/extended writing/oracy/feedback?

Assessment and feedback policies (e.g. target setting, topic tests).

- How often do students need to receive feedback? How do they receive feedback?
- What are the topic tests or end of unit assessments?
- Where are the marks recorded?

Classes

- What classes will you be attached to?
- Who are their main teachers?
- What are the SEND, Student Premium students in this class? (though unless there is a specific issue related to learning you may not be entitled to this information)
- Where can you find information about SEND student needs?

Key staff

Introduce yourself when appropriate:

Your mentor, departmental colleagues, heads of year, reprographics team (or the photocopier), cleaners, IT technicians, receptionists, ITE coordinator, head teacher

Remember that building positive relationships with these people can help you in your practice.

Wider school involvement

- What are the pastoral responsibilities?
- What are the break duties?

- What meetings you should/could attend, parents' evenings, extra-curricular activities?

In general, take advantage of opportunities to extend your experience and get involved in school life, but do not over-extend yourself.

Your timetable (but do not worry if this takes a few days)

- Including times (esp if split lunch), dates if a two week timetable and rooms
- Ask if/when departmental meetings are
- Ask when and where School wide meetings, staff briefings and Professional development training are taking place

Lesson expectations

- Format of lesson plans, when and who needs to see what?
- How are lessons structured in the school?
- Are there any school-wide routines or policies for lessons?
- Registers in lessons; when, who and how?
- What is policy if student is missing from class or late to lesson?
- Where are the classes in the scheme of work?

Departmental resources

- What is the Scheme of Work (where, what, access)?
- Lessons (are they shared? Centralised? How are they adapted?)
- Classroom resources (e.g. exercise books, pens, visualizers, whiteboards)

Homework:

- When and how is it set?
- What type of homework and how long should it take?
- What are the expectations regarding marking and any non-completion?

Send your timetable to you UoL tutor as soon as possible. Make sure that your timetable is named with your name in its file name eg. 'J HALFORD Timetable Phase A.doc'. Include suitable times for a UoL tutor to visit and undertake a join observation with your mentor. Both you and your mentor need to be available after the lesson for at least 40 minutes (usually 50-60 minutes).

4.2 First weeks

During the first few weeks in your partnership school, you can review your understanding of the school context by considering the following questions. File your notes in your eportfolio.

1. Norms of expected behaviour

- What routines are taken for granted; how did teachers establish these?
- What are the norms of behaviour in the classroom?
- Are there differences in expectations between staff, if so what and why?

2. Gaining and maintaining attention

- How do teachers gain the attention of the class?
- How does the teacher deal with noise, disruptive behaviour and lack of attention?
- How many changes of activity are there in a typical lesson and how are transitions made?
- How do teacher engage students in a plenary when students may simple pack up early?

3. Using resources

- How do teachers and students use technology, visual aids, textbooks and paper resources?
- What resources do teachers use?
- How are the resources developed and adapted for classes?

4. Classroom organisation

- How do teachers ensure that students understand what to do and the purpose?
- How often do students work as a class, individually, in pairs, in small groups (and what principles are used for organising students)??
- What different ways of working are used (e.g. discussion, practical activity, mathematical software on handheld technology)
- What provisions are made for students' different work-rates?

5. Marking students' work and assessment

- What system do teachers use for coping with their marking load?
- What criteria are used for marking students' work (how is poor work followed up)?
- How is feedback given to students and to parents; does this help students to make progress? What different modes of assessment are used in the department?
- Which do teachers and students feel are most successful and why?

6. Studying Schemes of Work

- How is the development of Schemes of Work undertaken in the department?
- Who is involved and how the scheme is developed; for example, is there collaborative planning?
- How did the department decide which examination syllabus to use for GCSE or A Level?

4.3 Observations and Feedback

Once teaching you should expect at least one formal observation a week, with verbal and written feedback summarised on an Evidence Record Form (ERF). There will also be less formal observations. Your mentor should conduct some of these observations, but other experienced teachers can undertake both formal and informal observations.

There should be a weekly meeting with your mentor to discuss planning and progress, to talk over difficulties, set targets, etc. This should be in a timetabled slot in the week. You should also see the ITE co-ordinator regularly with the other student-teachers at the school.

Your school file(s) and PDP should be available for your mentor, ITE co-ordinator and UoL tutor to see at any time.

4.5 Working in an History Department during your attachment

It is not automatically true that the more you teach, the better you get! Time and effort spent reading, thinking, observing others and working with pupils in various ways outside of teaching will enhance your own classroom performance. See the bibliography provided by the CCF to consider how you can plan your reading in relation to the core content. While on placement a lot of time will be spent planning for your classes to help you improve but you should also take advantage of your time to do some other activities to develop your practice.

Here is a list of suggestions for what you might do during your placement in Phase A and Phase B. Please negotiate details with your co tutor and ask for further guidance if necessary.

Teamwork and assisting within a lesson deliver a sub-section of a lesson arranged by the regular teacher

- manage a small group activity arranged by the regular teacher
- act as a support teacher with students requiring additional help
- assist the regular teacher during group activities
- prepare and organise a small group activity, such as a game, a problem-solving task, the use of a piece of software, a reading activity, putting together a visual display, planning some drama activity to facilitate language learning.
-

Structured observation of students and teachers (Focused Observations)

You will be expected to undertake lesson observations in both placements which will help you to focus on specific themes; these will be aligned to your Reflective Journal and you will describe, interpret, review and deconstruct what you have seen. *In addition*, there are other possible approaches that you could take advantage of, for example:

- Shadow one student, or one teacher, for a whole day and write a profile of what they have to do.
- Watch some practical activities in different subjects and note which are successful and why
- Record what happens in the first five minutes of a number of different lessons; write down strategies which might work for you
- Watch how expert teachers transition from one activity to another. Write down the steps they go through.
- Observe a class and write down all the routines you see them go through such as: how they enter the classroom, the end of the lesson, how classroom discussion is conducted
- Observe several good role models amongst the teaching staff, in a range of subjects. Write down what it is that makes you see them as 'good'

- Observe a teacher's questioning write down every question they ask – after look at the questions and group them into different types of questions
- Observe a single student during part of a lesson (consider a SEND or student with low prior attainment). Make notes on what they do throughout the lesson, what do they struggle with, how focused are they, how do they engage with the lesson.

Researching the resources and systems of the department

- find out what support is available to the department in terms of preparing, gathering and storing resources
- analyse and compare available textbooks – individual copies as well as class sets. Note any parts/extracts which may help you in preparing your own materials.
- If possible find different resources for teaching the same lesson compare the lessons and consider why different teachers might have planned to teach it in different ways or with different resources. Which might be more effective?

Studying schemes of work

- investigate further departmental schemes of work and how they have been developed/updated
- Find different schemes of work and compare how they structured, types of activities, and resources used.
- find out more about National Curriculum Programmes of Study, and/or examination syllabuses
- explore how teachers view the contribution of languages in the curriculum
- explore how the department responds to current initiatives, for example potential revision to the GCSE, E-Bacc, Key Stage 2 learning of a language in feeder schools, the use of knowledge organisers.
- Review Exam Board specifications and schemes of work. Look at exam reports and what examiners have identified as areas students struggled with. Make a plan of how you could include this with one of your KS4/5 classes.

Studying and using systems for assessing, recording and reporting progress

- find out how teachers assess their students and keep records of achievement or profiles
- plan an activity to assess an important skill
- With a colleague go through your classes data and discuss what it tells you about the class and how it might influence your teaching

- Annotate a seating plan with information about student progress
- find out about marking schemes for external tests and examinations, and carry out a marking exercise based on their criteria
- explore ways of giving students effective feedback (written and oral) about their work
- with a colleague, plan and practise how you would talk to parents about a student in your class

Studying an issue in history and RE teaching

- observe the responses of some girls and some boys to their history and RE lessons. Are there differences? Give some thought to how you will interest/engage both genders in your subject
- observe a lesson and list the skills, concepts and vocabulary used
- observe the class for opportunities that students have for practice, recall of taught knowledge, retrieval practice
- identify any difficulties and consider how you would solve those difficulties
- observe a class or some students working outside the classroom, e.g. in the Library or out on a visit. How do they respond? What extra planning needs to go into such activities?
- observe a class you teach during other lessons on their timetable. Can you draw any conclusions about the responses of the class, or individuals within it, to different types of activity or styles of teaching? Do these findings help you to teach them a foreign language better?

5. READING LIST

5.1 History Reading

Counsell, C., Burn, K. & Chapman, A. (2016) Masterclass in History Education. London: Bloomsberry.

Davies, I. (eds) (2017) Debates in History Teaching (The Debates in Subject Teaching Series) (2nd edition). London: Routledge.

Gershon, M. (2014) Teach now! history: becoming a great history teacher. London: Routledge.

Haydn, T., Stephen, A., Arthur., J. & Hunt, M. (2014) Learning to Teach History in the Secondary School (4th edition). London: Routledge.

Olusoga, D. (2016) Black and British A Forgotten History. London: Macmillan

5.2 RE Reading List

Barnes, P. L., Davis, A. & Halstead, M. J. (2015) Religious Education: Educating for Diversity (electronic resource – available on University of Leicester Library Search and Google Scholar)

Barnes, P.L. (2017) Learning to Teach Religious Education in the Secondary School: A Companion to School Experience. London: Routledge.

Barnes, P. L. (2014) Education, religion and diversity: developing a new model of religious education. London: Routledge.

Holt, J. D. (2014) Religious Education in the Secondary School: An introduction to teaching, learning and the World Religions. London: Routledge.

5.3 Generic Reading Lists

The reading list below is a summary of the literature used in the Mixed Humanities Tuesday sessions. You will be given a more subject specific reading list by your tutor which covers all literature covered in Thursday sessions. There may also be relevant sections in your “Learning to Teach” subject specific texts.

Andrade, H. and Valtcheva, A. (2009) Promoting learning and achievement through self-assessment. *Theory Into Practice*, 48, 12-19.

Bates, B. (2016) *Learning theories simplified...and how to apply them to teaching*, London: Sage.

Betoret, A. D. and Artiga, A. G. (2004) Trainee teachers’ conceptions of teaching and learning, classroom layout and exam design, *Educational Studies*, 30:4, 355-372.

Black, P. and Wiliam, D. (1998) Inside the Black Box: Raising Standards through Classroom Assessment, *Phi Delta Kappan*, 80:2, 143

Clarke, S., Timperley, H. and Hattie, J. (2003) *Unlocking formative assessment*. Auckland: Hodder Moa Beckett.

Crichton, H. and McDaid, A. (2016) Learning intentions and success criteria: learners’ and teachers’ views. *The Curriculum Journal*, 27:2, 190-203.

Gillies, R. M. and Boyle, M. (2005) Teachers’ scaffolding behaviours during cooperative learning, *Asia-Pacific Journal of Teacher Education*, 33:3, 243-259.

Hmelo, C. E. , Duncan, R. G. and Clark, C. A. (2007) Scaffolding and achievement in problem-based and inquiry learning: a response to Kirschner, Sweller and Clark. *Educational Psychologist*, 42:2, 99-107.

Kirschner, P.A., Sweller, J. and Clark, R.E. (2006) Why minimal guidance during instruction does not work: an analysis of the failure of constructivist, discover, problem-based, experiential and inquiry based teaching. *Educational Psychologist*, 41:2, 75-86.

Mayer, R. E. (2002) Rote v’s meaningful learning, *Theory into Practice*, 41:4, 226-232.

Prince, M. (2004) Does active learning work? A review of the research, *Journal of Engineering Education*, 93:3, 223-231.

Topping, K. (2009) Peer Assessment. *Theory into Practice*, 48, 20-27.

Further reading suggestions on the key topics covered in Mixed Humanities:

Bond, N. (2007) Questioning strategies that minimize classroom management problems, *Kappa Delta Pi Record*, 44:1, 18-21.

Dennick, R. (2012) Twelve tips for incorporating educational theory into teaching practices, *Medical Teacher*, 34, 618-624

Dymoke, S. (2008) An overview of learning, in Dymoke, S. (eds) *Reflective Teaching and Learning in the Secondary School*. London: Sage. 47-69.

Dymoke, S. (ed) (2008) *Reflective teaching and learning in the secondary school. Second edition*. London: Sage.

Eysink, T. H. S., Gerson, L. and Gijlers, H. (2015) Inquiry learning for gifted children, *High Ability Studies*, 26:1, 63-74.

Handel, I. (2009) Insufficient Questioning, *The Phi Delta Kappan*, 91:3, 65-69.