

This document provides an overview of the University of Leicester PGCE, articulating the principles that underpin its design. This outlines our curriculum intentions, how these intentions are implemented and the desired impact. We have developed this document in collaboration with our school partners.

Further details can be found in the supporting documentation:

Signpost to the curriculum for strands/subjects

Intentions of the University of Leicester's PGCE curriculum

We aim to develop our student teachers to be confident and capable Early Careers Teachers so that they can positively impact on pupils' educational outcomes by:

Intention 1: Being evidence-informed practitioners

Developing our student teachers' curiosity to engage critically with research and theory so that they can become research informed practitioners who are able to make educational decisions in the best interest of the pupils.

Intention 2: Having good subject and pedagogical knowledge

Enabling our student teachers to draw upon their subject knowledge to develop their pedagogical understanding so that they can plan, teach and deliver an inclusive, broad and balanced curriculum

Intention 3: Using assessment effectively

Developing our student teachers' ability to use a range of appropriate assessment strategies to positively impact on all pupils' progress.

Intention 4: Developing positive relationships and behaviours for learning

Developing our student teachers' ability to develop positive relationships with pupils and to create purposeful classroom environments which respond to pupils' needs, enabling them to thrive.

Intention 5: Acting professionally

Expecting that our student teachers consistently demonstrate excellent personal and professional conduct, which includes treating everybody with dignity and respect, with proper regard for the ethos of their placement schools and fulfilling their duties to keep children safe in education. Our students will be supported to develop the skills to form positive and professional relationships with all stakeholders, including children, parents/carers, peers and expert colleagues.

Implementation of the University of Leicester's PGCE Curriculum

The curriculum is implemented through the purposeful integration of university-based and school-based learning. It is structured to enable learning to be revisited and built upon to deepen the knowledge, understanding and skills required to become a teacher. Student teachers are encouraged to be critically reflective, to be empowered to make educational decisions in the best interest of the pupils and to strengthen their identity as beginning teachers.

Our student teachers' learning is at the centre of the curriculum. To support their individual growth as beginning teachers the PGCE Curriculum at the University of Leicester recognises that:

Teachers work in increasingly complex and diverse settings ... teachers need professional learning opportunities that are tailored to their own needs and they need teacher educators who have different knowledge, skills and expertise to support and challenge them at different times in their career

(Livingston, 2017, p.141)

We have adopted the concepts of Knowing, Doing, Being and Becoming (Craig, 2018) as a way to articulate the complex process of integrating theory and practice. This underpins our curriculum structure of taught sessions (professional, academic and subject elements) and school practicums, as outlined in the framework below (figure 1.1).

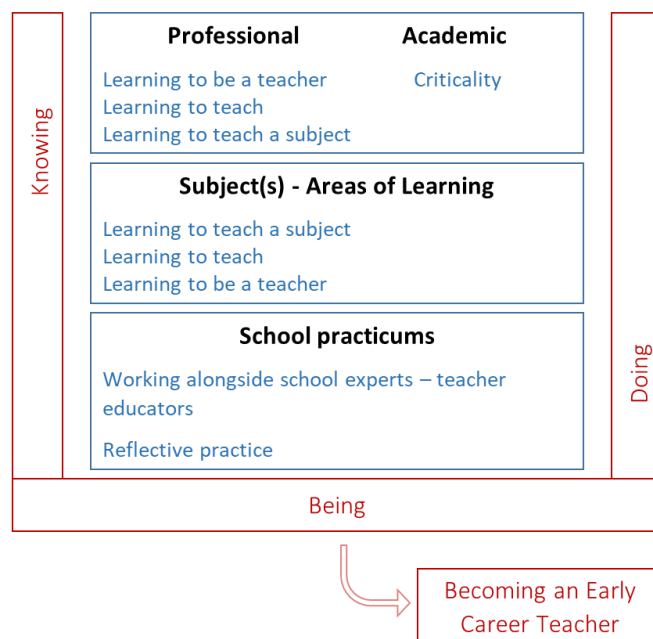


Figure 1.1 Curriculum Framework

- **Knowing** - The complex and interrelated body of knowledge for teaching and ways of thinking, such as creativity and criticality.
- **Doing** The multifaceted skills and practices involved in teaching.
- **Being** Self-awareness that establishes professional identity and responsibilities, and the reflexive relationships with others.

Approximately one third of the course is university-based, with those building blocks focussing on professional and academic issues, with an emphasis on learning to be a teacher, learning to teach, and subject specific elements with a greater emphasis on learning to teach a subject. The majority of the time on the course is spent on school practicums, where our student teachers will work alongside school experts to develop their practice. Whilst the university elements will focus more on the 'knowing' and school practicums encompass more 'doing', these interlink and will be drawn together, through reflecting upon practice, theory and research , in order to develop student teachers' professional identity (being).

The PGCE curriculum is set within a number of regulatory frameworks from the Department for Education (DfE), Office for Standards in Education (Ofsted) and Quality Assurance Agency (QAA) for Higher Education. This course therefore draws upon:

- Experiences and expertise of tutors, partnership schools and wider professionals
- DfE (2019) Core Curriculum Framework and DfE (2021) Early Careers Framework
- DfE (2013) Teachers' Standards
- Ofsted (2020) Fundamental English and Maths skills
- QAA(2014) Academic skills and integrity of a masters level course

Our Partnership Management Groups, External Examiners, Student Staff Councils and student teachers and mentor/co-tutor evaluations also guide and support the develop and continual improvement of how our curriculum is implemented.

Reflective Practice

Our student teachers will engage in reflective practice which is an integral part in developing a strong professional teaching identity and practice. The following five questions will anchor the students' reflective practice in five key areas:

- **Pedagogy:** What does inclusion really mean?
- **Curriculum:** Why is a broad, balanced and ambitious curriculum important?
- **Assessment:** How do assessment for learning strategies support monitoring and evaluation of pupil progress?
- **Relationships and Behaviour Management:** What is the role of relationships in schools?
- **Professional Behaviours:** How are you developing your teacher identity?

As these will be revisited throughout the range of university and school based experience this will support the students to remember more, know more and do more as the course progresses.

Key approaches for to implementation

	University	School
KNOWING: Acquiring knowledge through		
Expert Colleagues	Taught sessions by expert tutors and educational professionals Subject and phase specificity	Observation of expert colleagues Discussion and analysis with expert colleagues Analysis and deconstruction of observations of expert colleague practice Feedback from expert colleagues
Reading and writing	Academic books and articles Professional sources, including journals Statutory, policy and advisory documents Academic assignment writing	School policy documents School curriculum documents School data Planning lessons
Peers	Paired/Group Discussions Online Discussion Boards	Sharing school experiences
DOING: application of knowledge in an educational context and learning through experience		
Practice	Teaching your peers (Microteaching) Scenarios	Observation and assessment of learning Deconstruction of own teaching Teaching small groups Whole class teaching Wider school life opportunities (whole staff/phase/subject meetings, parents consultation)
Learning from experts colleague	Acting on feedback from tutors	Acting on feedback from school based experts and university tutors Deconstruction of observations of teaching approaches
BEING: Developing teacher identity		
Reflecting	Theories and practice Experiences of learning both in university and school	Impact on pupil progress: <ul style="list-style-type: none"> • Lesson Evaluations • Weekly Reviews • Professional Development

Figure 1.2: Curriculum Implementation

During the PGCE year students can achieve up to 90 Level 7 credits. Our assignments have been designed to empower students to become evidence informed practitioners as outlined in Figure 1.3.

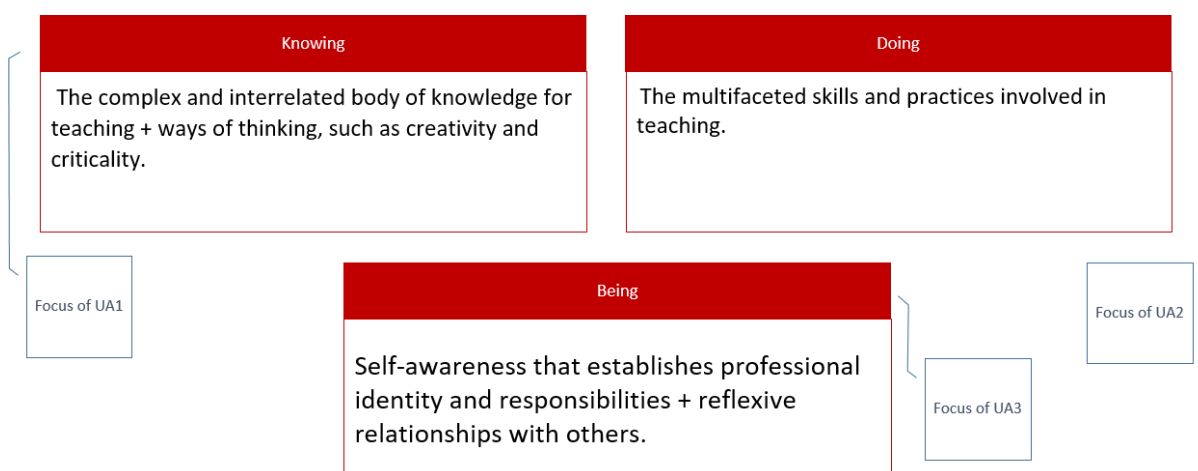


Figure 1.3 Assignment focuses

Impact of the of the University of Leicester's PGCE Curriculum

There are many stakeholders in our partnership, and an effective PGCE curriculum can impact our student-teachers and the schools they work in, including pupils. The overarching aim is to have a positive impact on pupils' education, both during the PGCE course and in future years. The following measures focus on the impact on student-teachers which, in turn, will lead to positive outcomes for pupils.

Completion rates and attainment rates will be bench marked against national data. Progression into employment and/or further study opportunities will be monitored. Our impact against our curriculum intentions are outlined in the table below.

Intention	Measures		Impact on Student Teacher
Intention 1: Being evidence informed practitioners	Academic Assignments	Discussions with Students	Able to make educational decisions in the best interest of the pupils.
Intention 2: Having good subject and pedagogical knowledge	Mentor/Co-tutor, School Feedback and Observations	Subject Knowledge Audits	Can plan, teach and deliver an inclusive broad and balanced curriculum
Intention 3: Using assessment effectively	End of Phase Reports	Students' Planning /Teaching	Can use effective assessment strategies to support all pupils' progress.
Intention 4: Developing positive relationships and behaviours for learning	Student Evaluation	Students' Planning	Can use effective assessment strategies to support all pupils' progress.
Intention 5: Acting professionally	Quality Assurances:	Students' Teaching	Is responsive to pupils needs enabling them to thrive.
	<ul style="list-style-type: none"> Internal Moderation Student Evaluations School Evaluations Partnership Management Group External Examiners 	Safeguarding Audit Certificate Teacher and Law	Demonstrates appropriate professional conduct.

References

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