



UNIVERSITY OF
LEICESTER

School of Education

PGCE Secondary Social Science Subject Guide 2023-2024



PGCE Social Science Subject Guide 2023-24

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1. Welcome to the Social Science PGCE Course

Welcome to the School of Education and the PGCE Social Science course. The course will focus not only on the methods, skills, and processes distinct to each of your discipline areas but also give you the opportunity to consider links between these key social science subjects. This unique course will help you to gain confidence in your teaching skills across the social sciences and provide you with greater employment opportunities at the end of your course.

The debate around the social science subjects in the curriculum is well documented. Justifying the existence of these disciplines in the school curriculum and beyond will become part of the challenges faced in this profession for many of you. However, there has never been a more exciting time to step up to these challenges, learn about the importance of cross-disciplinary learning and help others understand the major role our subjects play in understanding the complexities of the world today, preparing us for a better future. 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 to do the same.

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. This booklet contains information about the Social Science subject course and 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 Tutor

Kerry Onyejekwe (Social Science Programme Lead)

Email: ko98@leicester.ac.uk



Hello and welcome. I have been teaching and lecturing since 2004, prior to which I worked in the criminal justice system as a Probation Psychologist. I have a degree in Psychology and a masters degree in Applied Forensic Psychology. I am also an Associate Lecturer with the Open University, teaching various Psychology and Criminology modules. I maintain my interest in prisoner rehabilitation and education by teaching Open University degree students in prisons and secure settings. I completed my teacher training (PGCE) in London at the University of Greenwich and taught GCSE and A level Psychology and Sociology in Lambeth. I then moved to Leicester where I

taught Psychology and Public Services in FE becoming an Advanced Teaching Practitioner, supporting the development of teachers within the college. I joined the University of Leicester in 2015.

At the School of Education, I am a Lecturer in Education and course lead for the Secondary PGCE Social Science. I am also very proud to be the AccessAbility tutor for the School of Education and lead tutor for Adaptive teaching and SEND strands of the programme.

I am currently a member of the Violence Reduction hub led by the School of Criminology at the University of Leicester. I have recently been part of a cross disciplinary research team focusing on Relationship and Sex Education and am part of the Leicester Schools Peace Project.

My interests are varied but my main areas of focus are the promotion of social science education in schools, youth justice and education, education in secure settings, supporting and understanding challenging behaviour in young people, ADHD, School exclusion, violence reduction, the role of teachers and schools in reducing violence, child exploitation and organised crime, RSE as a protective factor, Adaptive teaching and SEND education.

Publication:

Peter Cumper, Sarah Adams, Kerry Onyejekwe & Michelle O'Reilly (2023) Teachers' perspectives on relationships and sex education lessons in England, Sex Education, DOI: 10.1080/14681811.2023.2171382

1.2 Course materials

You will find all of the slides, materials and resources on our Blackboard site. There is a main 2023-2024 PGCE Secondary site for all course information and for Professional and Academic sessions (Mondays and Wednesdays);

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Our subject specific site contains all of the slides, materials and resources for Subject days (Tuesdays and Thursdays);

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It is really important for you to familiarise yourselves with these sites and to check 24 hours before a session for any messages, reading, slides etc.

Please also keep a regular check on your University email addresses, both during University weeks and whilst you are on school placements.

2. Aims and Objectives of the Course

The aim of this course is to provide an informative, supportive, and inclusive environment for each individual to develop into a confident, reflective and highly knowledgeable teaching professional, capable of making a full contribution to life of a UK 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 master's level and beyond.

The course provides you with opportunities to develop your expertise in line with our curriculum. We have adopted the concepts of Knowing, Doing and Becoming (Craig, 2018) as a way to articulate the complex process of integrating theory and practice. Our curriculum is explained further in the main PGCE Handbook. The aims of the Secondary curriculum underpin all that we do in the University and the Partnership; CARD A and CARD B contain benchmark statements which summarise the curriculum. The ITT Core Content Framework – as with the Early Career Framework – has been designed to support your development.

The Social Science PGCE course offers the opportunity (amongst other things) to;

- Reflect on the purpose of your subject specialism in the curriculum e.g. Psychology, Sociology, Criminology and Health & Social Care
- Examine theories of learning
- Develop your own teaching style relevant to the social science's
- Critically reflect on summative assessment and exam specifications
- Evaluate techniques for learning, teaching, and assessing progress in the Social Science's
- Create and use your own teaching materials and practice adapting those already available
- Take account of the needs of different learners by adapting your teaching
- Consider behaviour management strategies
- Observe a range of practice
- Reflect on, evaluate and act upon your strengths and areas for development
- Consider the contributions that social science can make to wider school curricula

2.1 Secondary PGCE Curriculum, Core Content Framework and Teachers' Standards

This table shows how the CCF and the Teachers' Standards map against our Secondary Curriculum, (5 curriculum areas in the left hand column):

Our Curriculum	CCF Priorities	CCF term	DfE Teachers' Standards and statements
A) Academic: Postgraduate Study	<i>Links to all five other areas e.g. through developing knowing, doing, being through engagement with university assignments.</i>		
B) Professional Behaviours and Values	Professional behaviours CCF5	Professional Behaviours	S8 Fulfil Wider Professional Responsibilities PPC Personal and professional conduct (Part 2)
C) Behaviour and Relationships	Behaviour management CCF1	High Expectations Managing Behaviour	S7 Manage Behaviour Effectively S1 Set High Expectations
D) Pedagogy	Pedagogy CCF2	How Pupils Learn Classroom practice Adaptive Teaching	S2 Promote Good Progress S4 Plan and Teach Well-structured Lessons S5 Adapt Teaching
E) Curriculum	Curriculum CCF3	Subject and Curriculum	S3 Demonstrate Good Subject and Curriculum Knowledge
F) Assessment	Assessment CCF4	Assessment	S6 Make accurate and productive use of assessment

The following statements are offered as 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 overall aim is for you to become informed reflective practitioners who understand how children and young people learn and how they can be best supported to learn the knowledge, skills and attitudes that promote and scaffold successful learning. We expect that as result of the impact of our programme, you will:

- reflect on the purposes of learners of the Social Sciences and related subjects and understand how teachers and teacher expectations affect the well-being and motivation of learners in schools (CCF/TS1), and consequently learn to apply high expectations to all the groups that you teach;
- examine theories of learning (e.g. motivation) to understand what we know about how children and young people learn about the Social Science's in school and college settings (CCF/TS2) and apply this in planning, teaching and assessing in your subjects;
- form a clear and coherent understanding of the National Curriculum where relevant, how the teaching of Humanities subjects and the Social Sciences are organised within the KS3, GCSE and A level syllabi, along with other expected subject knowledge (CCF/TS3);
- look at the work of expert teachers in schools and colleges to understand how effective teaching transforms pupils' knowledge, capabilities and beliefs about learning, developing the necessary pedagogic skills to introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned so that high quality adaptive teaching results (CCF/TS4) in all of your classes;
- evaluate approaches to teaching in line with the expectations for adaptive teaching expressed in CCF5, identifying materials and techniques for learning, teaching and testing, which enable the development of pedagogy that is responsive to your student needs, expectations and differences (CCF5);
- capture a clear and critical understanding of how effective assessment is essential to teaching because it provides teachers with information about pupils' understanding and needs, thus, following expert input, allowing you to develop approaches that enable you to build on student prior knowledge and understanding and offer positive formative feedback which then scaffolds your students' further learning (CCF/TS6);
- thoroughly understand the need for managing behaviour effectively, developing appropriate approaches which establish and reinforcing routines, including through positive reinforcement, leading you to practise, receive feedback and acquire, following expert input, the classroom management skills needed to create an effective learning environment (CCF/TS7);
- improve your subject and pedagogic knowledge, skills and practice by engaging in reflective practice, reading and research, in collaboration with co tutors, tutors and peers. Arrive at an advanced level of understanding that effective professional development must be sustained and involves expert support and opportunities for collaboration. Doing this through engagement in effective professional relationships with colleagues and building effective relationships with parents, carers and families to improve pupils' motivation, behaviour and academic success and also by working effectively in partnership with Additional Adults e.g. teaching assistants (TAs) (CCF/TS8)
- observe a range of practice throughout your practicums in order to deepen understanding of effective pedagogies that support and enhance learning (all standards);
- note and act upon your strengths and weaknesses, as advised in feedback from expert co tutors and tutors and following expert input, by taking opportunities to practise, receive feedback and improve at the whole range of essential pedagogic skills listed in the Core Content Framework (CCF/TS8 and CCF framework in general).

All of the above relate to the Teachers' Standards

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

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

Throughout the Social Science programme, 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, section 1 (CCF1 High Expectations), 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.
6. High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds.

2.2 Programme Structure

Learning to teach and learning how to learn to teach the social sciences are the principal foci of the Social Sciences course. However, this cannot be separated from other elements of becoming a teacher.

University days: The Professional component (Mondays and Wednesdays) will tend to focus on Learning to be a Teacher and Learning to Teach, with the Subject component (Tuesdays and Thursdays) tending to focus on Learning to Teach in the Social Sciences and Humanities, but these all interlink.

University sessions will start at 9am and finish at 4pm.

Furthermore, in the school practicums, you will work with and alongside school experts (you co tutor and other teachers), where you will develop your practice.

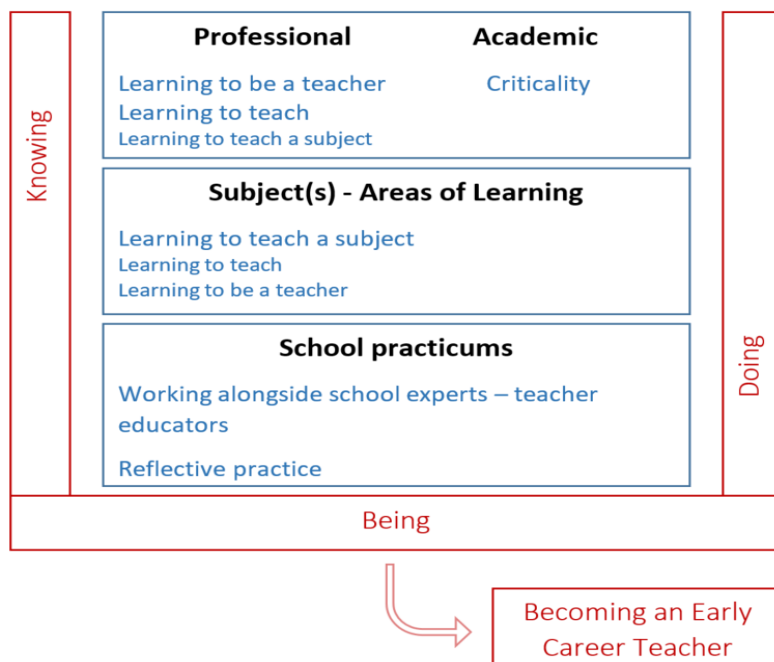


Figure 2.1: overview of programme structure

As a result of these interactions, you will acquire or deepen the knowledge, skills and qualities required in a successful teacher. The ambition of the programme is captured in the diagram below, summarising the complexity of what it means to be a teacher in terms of knowing, doing and being. You can read more about the model of knowing, doing and being in the main PGCE Handbook.

2.3 Curriculum Design – Social Science Sessions

Our curriculum for PGCE subject sessions is defined by the understanding that Social Science teachers are not a homogeneous group in relation to experience and subject specialism. However, all student-teachers are expected to teach both Psychology and Sociology. So, materials will typically be either Psychology or Sociology or a combination of both. There will be an emphasis on the mathematical requirements for teaching research methods and data analysis in the Social Sciences. There is also an expectation that subjects such as Health and Social Care and Criminology will be taught as they are increasingly popular in school curricula, therefore materials will also touch upon these subjects.

2.4 Developing your subject knowledge

(i) Subject knowledge

When working on subject content, we want to ensure that all student-teachers are included and that nobody is left behind. As a result, this is best achieved through a student-focussed approach, allowing you the freedom to apply your own expertise, or to identify and act on gaps in your knowledge. To scaffold this, we begin with an initial subject/curriculum audit so that you identify

targets on which to work, and we will monitor through the programme. The purpose of the PGCE course is NOT to teach you your 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 several ways this is supported on the course. There are timetabled opportunities to develop subject knowledge, most notably the programme of peer teaching and collaboration that occurs in the first term and beyond.

There will be some focus on particular topic areas during subject sessions, but they will focus on ways to teach the topics rather than teaching you about the topic (e.g. research methods and statistics). You are expected to prepare for these sessions by researching the topic area thoroughly (with the demands of the exam specifications in mind) and bring resources and your notes to the teaching session so that you can fully participate in the activities.

Of course, much of your subject development work will take place in schools/colleges during your practice when you will be observing lessons as well as planning and teaching lessons yourself. All teachers, no matter how much they may have studied their subject at degree or master's level will need to do considerable research in to their subject area to plan successful and effective lessons. Thorough research, preparation and rehearsal of topics and concepts in the subjects that you will teach is extremely important.

(ii) Career expectations

The intent of our course is to:

- equip you with the core expertise, aligned with the CCF, that you will need in the majority of Social Science teaching posts
- enable you to consider how you might engage in a broader range of teaching possibilities as future professionals, with a focus on learning how to learn to teach so that your development continues throughout your career (CCF Area 5).

2.5 Approaches to teaching, learning and curriculum

It is important that you understand where your own perspectives are likely to lead you once you begin your careers. More short-term, we suggest some strategies below (see Section 4 below) to help you to interpret (and negotiate) your experiences in the departments and schools where you find yourselves on placement.

We seek as far as possible to allow you to come to your own conclusions about your preferred teaching style, while familiarising you with recent and current approaches. We encourage a critical, informed approach to theory and evidence that recognises appropriately professional boundaries. In general, we want you 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, but understanding more about how pupils learn and how adaptive teaching supports effective learning.

Teaching and learning during university sessions is designed to meet your needs, as well as to develop practical teaching skills and strategies prior to school practicums. In seminar-style sessions, teaching is through a mixture of:

- Direct delivery of material, essential ideas and information
- Modelling of classroom teaching ideas (student-teachers take the role of 'pupils')
- Focussed whole-group and small-group discussion
- Individual and small-group problem-solving tasks
- Independent investigation tasks (e.g., into learning outside the classroom opportunities)
- Presentations and micro-teaching

Most content is delivered by the course team. However, in Phase B, the programme is negotiated to focus on the CCF-related needs you identify following the Phase A placement. This results in a timetable that includes both tutor-led and student-teacher-led inputs (CCF3/5).

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.

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

- Subject knowledge Evidence Record Forms
- Co tutor and co-ordinator feedback from school practicums
- Grades from university assignments
- Content of university assignments
- Lecturers' informal reflection on subject sessions
- Peer observation of teaching
- Tutorial work with individual students
- End-of course feedback
- Retention and completion rates
- Exit interviews with any students who decide to leave the programme.

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

Bruner, J.S. (1996) *The Culture of Education* New York, Harvard University Press.

Bruner, J.S. (1966) *Toward a Theory of Instruction*, New York, Harvard University Press.

3. Aims of the two University blocks on the PGCE Social Science

The aims of the Autumn Term (Phase A - 4th September to 6th October) are to:

- Give an introduction to teaching your subject specialism (Psychology and/or Sociology) and other related subjects (Criminology and Health & Social Care), considering the exam board specifications and learner needs

- Work across disciplinary boundaries to develop an understanding of teaching the Humanities (e.g. History and RE).
- Prepare for the autumn term school practicum by engaging in lesson-planning, materials production, and classroom management activities, related to CCF expectations, for classroom practice and adaptive teaching (TS4/5).
- Prepare, plan and deliver a micro-teach within your subject group and receive feedback. These lessons will inform group discussions and a deconstruction of the lesson incorporating the nature of Social Science teaching and learning (CCF/TS2, 4 and 5), how pedagogy is planned and adapted.

The autumn term programme is mainly taught by University staff to provide a set of inputs that complement the work that follows in schools.

The aims of the Spring Term (Phase B - 8th January to 2nd February) are to:

- Consolidate what you have learnt during your Phase A Practicum and further develop your skills and confidence through a process of reflection, challenge and evaluation
- Support the job application process through a variety of activities
- Further develop your understanding of how to adapt your teaching to support all learners and have high expectations for all
- Engage you with a wider range of external speakers, subject specialists, and relevant organisations to your subject specialism
- Focus on student driven priorities and needs

The Spring and Summer term programmes are not published in full at the beginning of the course because they draw more frequently on the expertise of expert colleagues; school teachers, other experts and the Social Science student-teachers, following a review of progress in Phase A and analysis of your development needs in relation to content knowledge and skills. The programme is deliberately organised in this way and the initial focus will be on preparing you for the demands of the first practicum, with particular attention paid to CCF sections 1, 2, 3, 4, 5 and 6. Some of these will also be covered in the Professional Course, as well as CCF 7 and 8 on behaviour management and professional development.

In Phase B of the programme, following the first practicum, the curriculum focuses on your developing needs using a negotiated and participative approach to the Phase, but always guided by the CCF framework. In this phase, the timetable will be agreed and co-taught to enable you to develop your subject and curriculum knowledge, as well as your pedagogic literacy even further in readiness for the second placement.

Please note, however, that teaching is complex. Divisions into learn-that and learn-how to statements and teacher standards help us to organise our curriculum but teacher expertise is much more than a set of discrete statements. By the end of this PGCE year, we intend that you will be ready to take up a teaching post in any mainstream school in the country, with the confidence and skills necessary to build on the foundations established in the PGCE year.

3.1 Good practice in lesson planning and adaptive teaching

Exemplar lesson plan formats and evaluations will be explored during the Autumn term programme and re-visited in the Spring. They are intended to guide you in the production of your own plans. The

exemplars conform to the general requirements for lesson planning which are set out in the PGCE Secondary Course Handbook and to the expectations of the CCF.

All your own lesson plans, evaluations, schemes of work and single copies of resources should be kept electronically in a folder in your **eportfolio**. This eportfolio is a form of 'evidence' in the assessment of your progress. It will be referred to regularly in discussions with your co tutor and others who oversee your planning and classroom teaching. The eportfolio will be monitored by your university tutor and co-tutor when you are in school.

In relation to CCF/TS4 Classroom Practice, you must learn and show that you understand that:

1. Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning.
2. Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.
3. Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.
4. Guides, scaffolds and worked examples can help pupils apply new ideas but should be gradually removed as pupil expertise increases.
5. Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.
6. Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems.
7. High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.
8. Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.
9. Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice.
10. How pupils are grouped is also important; care should be taken to monitor the impact of groupings on pupil attainment, behaviour and motivation.
11. Homework can improve pupil outcomes, particularly for older pupils, but it is likely that the quality of homework and its relevance to main class teaching is more important than the amount set.

These 'learn-that' statements need to guide your preparation for your teaching and your post-lesson evaluation of that teaching. They will form the foundations for discussion with subject co tutors in your placement schools.

In relation to CCF/TS5, Adaptive Teaching, you are expected to learn that:

1. Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.
2. Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.
3. Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.
4. Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils.

5. Flexibly grouping pupils within a class to provide more tailored support can be effective, but care should be taken to monitor its impact on engagement and motivation, particularly for low attaining pupils.
6. There is a common misconception that pupils have distinct and identifiable learning styles. This is not supported by evidence and attempting to tailor lessons to learning styles is unlikely to be beneficial. (see Coffield et al. 2004; Riener, C.R. and Willingham, D. T. (2010) [The Myth of Learning Styles](#), *Change*, 42(5), 32–35 (Please note that there is an error in the CCF in which the first author is missing).
7. Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential.

Again, these statements and clear awareness of their significance in the development of your pedagogic literacy are critical to the success of your practice at the planning, teaching and evaluation.

3.2 Subject and curriculum knowledge (CCF/TS3)

We will explore and develop your subject knowledge interpreting the learn-that statements in the core content framework, in relation to the nature of Social Science learning and how children and young people learn which we explore in relation to CCF/TS1 and 2. For CCF/TS3, you are expected to learn that:

1. A school's curriculum enables it to set out its vision for the knowledge, skills and values that its pupils will learn, encompassing the national curriculum and exam board specifications within a coherent wider vision for successful learning.
2. Secure subject knowledge helps teachers to motivate pupils and teach effectively.
3. Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed.
4. Anticipating common misconceptions within particular subjects is also an important aspect of curricular knowledge; working closely with colleagues to develop an understanding of likely misconceptions is valuable.
5. Explicitly teaching pupils the knowledge and skills they need to succeed within particular subject areas is beneficial.
6. In order for pupils to think critically, they must have a secure understanding of knowledge within the subject area (content knowledge in the Social Sciences) they are being asked to think critically about.
7. In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or "schemata"); carefully sequencing teaching to facilitate this process is important.
8. Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context.
9. To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode.
10. Every teacher can improve pupils' literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.

The subject course in the School of Education and the subject work you undertake in school are together intended to help you to gain a clearer understanding of the Social Sciences (from KS3 to KS5) and to support the personal development of your **subject knowledge** and its transformation into **pedagogic content knowledge** (CCF classroom practice and adaptive teaching: your knowledge of how the Social Sciences are taught). It is a requirement that you take stock or 'audit' your developing subject knowledge periodically during the course in order to make sure that your own subject knowledge provides an excellent model for learners at all levels in the curriculum.

Subject knowledge (CCF/TS3) has several strands and you should make sure that you consider these when setting your targets:

1. Your own Social Science knowledge and your confidence in explaining both psychological and sociological concepts to learners (pedagogic content knowledge or PCK). In addition, your mathematical knowledge in relation to the teaching of research methods and data analysis in the Social Sciences
2. Your knowledge and understanding of the National Curriculum for Humanities subjects that you might teach at KS3 e.g. RE
3. Your knowledge and understanding of the specifications and assessment arrangements for GCSE Psychology and Sociology
4. Your knowledge and understanding of the specifications and assessment arrangements for A Level, including Psychology and Sociology.

You will need to keep a copy of all your subject knowledge development work in your eportfolio on OneDrive.

It is your responsibility to plan your programme of reading and to take opportunities in school to strengthen those aspects of your subject knowledge that require development.

1.3 Professional expectations and responsibilities

Attendance to all sessions is essential. This is a professional course, and it will differ 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.

You must report any absence from any part of the course to your university tutor and the Secondary PGCE office, preferably before 8.30am. 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 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. You must also complete an absence form, which can be found on Blackboard.

1.4 Roles and Responsibilities

There are several 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 and professional behaviour during the year. There will be plenty of scope for you to build on previous experience/expertise and go beyond the minimum requirements of the course
- 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 **eportfolio** of evidence of your professional development
- You need to record your attendance whilst at university (three times a day using the swipe system) and during your school placements via Blackboard
- You are responsible for maintaining professional conduct throughout the programme and academic integrity

University Subject Tutors are responsible for:

- Providing you with support and guidance throughout your PGCE
- over-seeing your progress as a whole, drawing on all evidence to assemble a comprehensive reference
- planning and teaching the subject component of the course
- assessing your university assignments
- quality assuring the assessment of your progress on your two teaching placements
- visiting you in your school (Core) or visiting the lead school (School Direct)
- discussing your school placements with you

The Co tutor in your school or college are 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, ensuring that you have the opportunity to teach across the key stages
- offering you opportunities to undertake focused observations and share good practice and learn from expert colleagues
- offering you the opportunity to deconstruct lesson observations (this can also be done with other teachers in the department or in other departments)
- observing you in the classroom and providing you with the opportunity for evaluation and feedback. You can expect one official observation per week carried out by your Co tutor.
- Arranging and timetabling a Weekly meeting with you in order to explore the Weekly prompts and Talkthru's and helping you to set appropriate targets and review your progress weekly
- assessing your professional competence against our curriculum using the CARD for interim and final reports

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

- arranging your induction into the school and arranging a programme of training sessions to address whole school issues
- Checking that you have 'settled in' to your placement school
- maintaining regular contact with you and your co tutor in school to monitor and support your progress
- observing you with the co tutor, 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 copied in.

4. Being part of a Social Science Department during your School practicum and working with your Co tutor

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 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; advice is given on what to prioritise in relation to Social Science teaching and the professional course also offers advice on the reading expected.

During your school or college setting in your Phase A school practicum, you might be in a Social Science department or part of a larger Humanities department. In order to gain experience of teaching at KS3 you will need to be flexible about how you are timetabled as it is much easier to gain GCSE and A Level experience when teaching the Social Sciences.

4.1 Working with your Co tutor in school

You will be allocated a Co tutor who is a subject specialist. You will probably teach a number of their lessons and some of the lessons of other teachers in your department. Your co tutor will be your main source of support in your school placements and therefore it is important to develop a positive working relationship with them.

4.2 Structured observation of students and teachers (Focused Observations)

You will be expected to undertake lesson observations of your co tutor and other teachers in your school in both practicums 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 (CCF/TS2)

- watch some practical activities and note which are successful and why (CCF/TS4/5)
- record what happens in the first five minutes of a number of different lessons; write down strategies which might work for you (CCF/TS4/5/6)
- observe several good role models amongst the teaching staff, in a range of subjects (your co tutor may make some suggestions). Write down what it is that makes you see them as 'good' – compare your list with that of another student teacher if possible and then review what you have learned looking at the CCF learn-that statements, considering what impacts the observations on your knowledge of the statements.

4.2 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 (CCF/TS 3, 4 and 5)
- 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.

The above activities will help you to prepare for the Learn-how to statements in CCF/TS3, 5 and also 8, i.e.

CCF/TS3: And - following expert input - by taking opportunities to practise, receive feedback and improve at:

- Providing opportunity for all pupils to learn and master essential concepts, knowledge, skills and principles of the subject.
- Working with expert colleagues to accumulate and refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations.
- Using resources and materials aligned with the school curriculum (e.g. textbooks or shared resources designed by expert colleagues that carefully sequence content).
- Being aware of common misconceptions and discussing with expert colleagues how to help pupils master important concepts

CCF/TS5: And - following expert input - by taking opportunities to practise, receive feedback and improve at:

- Making use of well-designed resources (e.g. textbooks).
- Planning to connect new content with pupils' existing knowledge or providing additional pre-teaching if pupils lack critical knowledge
- Building in additional practice or removing unnecessary expositions.
- Reframing questions to provide greater scaffolding or greater stretch

CCF/TS8: Collaborating with colleagues to share the load of planning and preparation and making use of shared resources (e.g. textbooks).

4.3 Studying schemes of work and the contribution of the Social Sciences to the curriculum

- investigate further departmental schemes of work and how they have been developed/updated
- find out more about programmes of study and examination syllabi
- explore how teachers view the contribution of the Social Sciences in the curriculum

4.4 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 understanding of an important concept
- 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

4.5 Studying an issue in Social Science teaching

- 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?

5. Lesson planning, evaluation and being observed

5.1 Lesson planning and evaluation

We will explore different styles of planning lessons and evaluate their effectiveness. Observation and research have identified key features that commonly recur in successful lessons.

Good organisation influences student perception of the teacher and the lesson, awakens interest, holds attention and reduces the chances of disruption.

Lesson planning should ensure you have a clear understanding of how you are going to create learning for students. Remember that lesson planning is not about producing a perfect pro-forma but it is about a set of processes which ensure you know what is to be learned by pupils, how and why. The written plan is an outline and support for you in the lesson but the processes in your mind and your responsiveness to what is going on in the classroom will secure the learning.

You must write a lesson plan for every lesson that you teach and evaluate your practice after teaching.

Evaluation is more than simply filling in a form. Evaluation should develop you. Think what you will repeat as good practice from your lessons, what you will change, how you will change it and why. Again, it is the processes of evaluating that are served by any form or format. The evaluation must be useful and purposeful; it can include you raising questions that might not have occurred to you a week or two before. You may discuss these evaluations with your co tutor during your weekly meetings.

During Phase A you must use the pro-forma provided by the university. In Phase B you may develop and use your own style of lesson plan or that used in your placement school. As your planning skills develop you will move on to planning sequences of lessons rather than a minute by minute plan. It is important to justify your planning decisions, something which you will practice with your peers during your university weeks.

Discuss with your co tutor how the plan layout helps you and continue to think about this as you develop. If it is found that you are not planning thoroughly enough or not including the required content, you may be asked to revert back to using the university pro-forma.

5.2 Being observed and preparing for feedback

Being observed

You should expect to be observed a minimum of one formal observation per week by your co tutor. Evidence of this will be recorded in an ERF form and you must keep these safely in **eportfolio**. It is possible you will have subsequent observations from other teachers, especially if you are teaching their classes or you are teaching a non-specialist area. Observation is something you need to get used to for the rest of your career and should be a positive and developmental process. In preparation for your observation you must do the following:

1. Present your observer with a lesson plan.
2. A class list and a seating plan is also good practice. This will include any details of SEND and other important data for your groups.

Preparing for lesson feedback following an observation

The purpose of evaluating your lesson and deconstructing it with an experienced teacher observing you is ideal. Your co tutor may see things you won't pick up at first – often pointing out really good things that happened so you can get a sense of your successes. However, you should come to the discussion prepared to be proactive and discuss what went well and what the areas for development are. Be receptive and engaged with this process as learning and progress results from the dialogue you have with your co tutor after an observation and targets should be set to move your development on further.

At the beginning of the course, feedback may involve your co tutor taking more of a leading role in the conversation. However, it is very important that you gradually play a more active and proactive role in the process. You should be able to identify and articulate accurately what went well in the lesson and what difficulties there were. You should also endeavour to identify your own targets for improvement and suggest ways of addressing areas of weakness in lessons. You will be expected to take a more active role in your feedback and weekly meetings as soon as you are able to.

Feedback meetings cannot always take place immediately after each observation. You need time to reflect yourself. Please do not expect immediate feedback after every lesson observation. This time allows you to reflect back constructively and bring your own thoughts to the feedback session. In this way it becomes an opportunity for two things:

- Firstly you can demonstrate your own abilities to analyse, reflect and problem solve. This helps your Mentor know how well you are doing. You bring specific questions about your teaching or planning which are important to you but which might not arise straight away.
- Secondly, it allows you to be more critically analytical since you will hopefully avoid the understandably emotional reaction to a lesson – one of relief, for example. Sometimes that prevents you developing your own analysis or skills of reflection.

5.3 School visit by your university tutor

Your university tutor will continue supporting you whilst you are in your school placements and this includes at least one visit in each placement (for Core students). For School Direct students your university tutor will make a visit to the Lead school. This visit will facilitate the quality assurance across all the schools in the partnership to ensure that co tutors assess students in a similar way. In the unlikely event that problems are highlighted during this visit, or beforehand, the university tutor will make additional visits to ensure that trainees are getting all the support that they need.

Usually the school visit (Core) takes the following format, although this can vary depending on the circumstances:

- Prior to the visit your university tutor will have reviewed your **eportfolio**
- The university tutor arrives in school on the day of the visit and is given a lesson plan and key resources for the lesson to be observed.
- The university tutor observes the trainee teacher teaching a lesson with their co tutor observing and filling in an ERF (Evidence Review Form)
- At some point towards the end of the lesson the university tutor and co tutor discuss their observations
- At the end of the lesson the university tutor observes the co tutor and the trainee teacher discussing a particular aspect of the observed lesson
- The university tutor also observes part of the weekly meeting between the trainee teacher and co tutor, especially the weekly **Talkthru**
- There may be time for a three-way discussion about the trainee teachers general progress or any other matters arising
- The university tutor meets with the trainee teacher on their own if necessary for a general discussion about progress and the **eportfolio**

6. Introductory Reading Advice

An **electronic reading list** with advice for subject specific reading is provided for you with links to the library and where possible to websites.

<https://leicester.rl.talis.com/lists/961F266D-F0C8-D58C-18A2-4D53F9202B0E.html>



Use the QR code above to find the Social Science Reading List.

Copies of National Curriculum documents (Humanities) and exam specifications (Social Science and Humanities) for the various exam boards (AQA, OCR, Eduqas, WJEC etc.) are available online.

7. Professional Bodies

Chartered College of Teaching <https://chartered.college/>

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

British Sociological Association <http://www.britisoc.co.uk/>

British Psychological Society <http://www.bps.org.uk/>

Association for Teachers of Psychology <http://theatp.org/>

8. Checklists

8.1 Checklist for placement induction days

Tasks	Completed?
Find out the timings of the school day. How long do lessons/break/lunch last?	
Don't forget the basics. Where is the staff toilet? What should you do in the event of an accident or sudden illness? Fire procedures? Keys or door codes? What are the procedures for buying lunch at school for staff?	
What is the dress code for teachers?	
Obtain a copy of the school/college and departmental handbook.	

Try to obtain schemes of work for the areas you will be teaching. What specifications does the department use (AQA, EDEXCEL, OCR)? Begin to research them.	
Do an audit of the resources available to you. Where and what are they?	
If possible obtain a copy of your timetable. This may not always be possible so soon but make sure you have at least a timetable discussion with your mentor so that you can collect textbooks/resources that may help you begin to research.	

8.2 Checklist for observation week

Tasks	Completed?
Finalise your teaching timetable and make sure your University Tutor has a copy – BE SURE TO INCULDE LESSON TIMES AS WELL AS DETAILS OF A TWO WEEK TIMETABLE.	
Get a more detailed explanation of what you will be expected to cover/teach over the time you will be in school. How much time do you need to spend on each topic?	
Check the classroom(s) you will be using. What equipment is provided in these classrooms for you to use? <i>How will this affect your planning?</i>	
Where will you be able to work? What computers do you have access to when planning your lessons?	
Ask if you will have access to SIMS or online registers? If not, how will you record the register? If yes, ask to be shown how to take the register.	
What is the school behaviour policy? Are there any reward/punishment systems used in your department? <i>Make sure you know how to use these before teaching!</i>	
Find out if textbooks are available in the department and the arrangements for using/sharing them. Are pupils allowed to take them home? Where are other resources - paper, glue, scissors, new exercise books kept? What is the policy on giving students new exercise books? What if students forget to bring their books?	
Observe classes you will be teaching, and try to do a seating plan of each group. Obtain group lists from the teachers whose groups you will be taking. Create a 'class learning journal' for your groups. This will mean checking whether there are any students with special educational needs or statements? Ask for a copy of the Individual Education Plan (IEP). Collect any data about your students e.g. their expected targets levels/grades, prior test/assessment results.	
What is the homework policy? Or find out when homework is to be set for each group, and how long it is expected to take. Look at examples.	

Obtain copies of any assessment tasks and/or tests and examinations you will be expected to prepare students for <u>and</u> a copy of the marking scheme.	
Find out where the resources room is and introduce yourself to the person in charge. How long it will take to get your own materials reproduced. What is the policy on photocopying? Does the school have a Library/Resources Area accessible to students in lesson time? Is it staffed? What are the booking arrangements?	
Where is the computer room, or does the department have its own computer(s)? What is the available software? How do you book the facilities/equipment? What technical support (if any) can you expect?	
What is the expected dress code for students? What is the procedure to follow for those who break it?	
Beginning planning your lessons for next week. Ask your mentor when they would like to see your lesson plans? Send them to your mentor at least 24 hours before teaching the lesson.	
Discuss with the school's ITT co-ordinator what other duties will be expected of you whilst in the school - e.g. pastoral responsibilities, break duties, meetings you should/could attend, parents' evenings, extra-curricular activities. In general, take advantage of all opportunities to extend your experience and get involved in the life of the school.	
Introduce yourself to the form tutors and year heads (or equivalent) of students you are going to teach - this will make it easier for you to approach them should any concerns arise while you are teaching them.	