# PGCE Secondary Phase B MFL Sessions 2024-25

This document outlines the sessions in Phase B of the subject programme. There are 5 weeks of teaching in Phase B, providing 9 subject days.

Accompanying PowerPoint presentations and documents are available on Blackboard (Bb) 2024-25 PGCE Secondary Modern Languages

Sessions begin at 9am and will vary in length, with a coffee break and a lunch break. Sessions with visiting speakers may start at 9.30am. We will finish by 4pm

Online sessions are in **purple**.

Links to (ITP) Intensive Training and Practice themes are in pink.

Secondary PGCE curriculum links (as shown on the CARD) are indicated in ***red***

# **Week 19**

|  |  |  |
| --- | --- | --- |
| Dates and key questions | Morning | Afternoon  |
| **Tuesday 7 January***How did I integrate theory and practice in my first teaching practicum?**How do I prepare for UA3 Part 2?* | ***UA3 Poster presentations***  | ***UA3 Part 2***  |
| **Thursday 9 January** *What does the MFL subject programme for Phase B cover and what will I need to prepare?**What can I share from my Phase A teaching practicum?**How have I made progress against the CARD curriculum statements and what do I need to focus on in Phase B?**How have I developed my subject knowledge and what do I need to focus on next?**What is current thinking by researchers with regard to the papers/ publications that we considered last term?**How do I apply for a job and prepare for an interview?* | **Phase B programme****Applying for jobs** [Eteach](https://www.eteach.com/jobs/class-teacher/united-kingdom/europe/?oo=ts-lf2-lf1&gclid=CjwKCAjw7p6aBhBiEiwA83fGuolg13C9mRZUT8waRZZbqBVwnkGasw9IDstdr4dmyVKjoujVmMxVghoCLqQQAvD_BwE)[TES jobs](https://www.tes.com/jobs/)[Govt site](https://teaching-vacancies.service.gov.uk/?gclid=CjwKCAjw7p6aBhBiEiwA83fGugrnqF1LlEhI8F36uobnAcDuGYd2FbsTUcC3WV_JID9FV64v_H83mRoCVjwQAvD_BwE&gclsrc=aw.ds)***Sharing good practice***Examples of good practice from your Phase A schoolsPlease bring along:* ideas and strategies to share
* your ‘best’ task/ idea/ game from your teaching (you may bring more than one)
* a way in which you have **adapted** a task/ lesson to meet specific needs

Demonstrate, deconstruct and analyse ***Link to CARD B: D9-14*** | ***Individual tutorials***1. Review of your progress (CARD)
2. Your priorities for Phase B
3. UA1
4. Choice of focus for A level peer teaching on 7 February
5. Applying for your first teaching post (if applicable)
6. AOB

***Individual prep time for next Tuesday’s presentations******Link to CARD B: D*** **NB re-read** [**Ofsted Research report (2021)**](https://www.gov.uk/government/publications/curriculum-research-review-series-languages/curriculum-research-review-series-languages?fbclid=IwAR2R_AzGhfEX-ssslYhhD3L9IuTPbUCyRqc8OqZHp9snnqzR5H5a7sayJeo) **first****Everyone read:****Pachler, N, Broady, E. (2022) Language policy, evidence-informed practice, the role of regulatory bodies and teacher agency (editorial article)**[**https://www.tandfonline.com/doi/full/10.1080/09571736.2022.2046379?src=recsys**](https://www.tandfonline.com/doi/full/10.1080/09571736.2022.2046379?src=recsys) **Ruben**Porter, A. et al (2022) Creativity, challenge and culture in the languages classroom: a response to the Ofsted Curriculum Research Review<https://www.tandfonline.com/doi/epub/10.1080/09571736.2022.2046358?needAccess=true> **Nathan**Koglbauer, R. (2022) Ofsted’s Curriculum research review for languages - what does this mean for language teachers, department leaders, curriculum design and professional development?<https://www.tandfonline.com/doi/full/10.1080/09571736.2022.2045681> **Camille**Woore, R. et al (2022) Keeping sight of the big picture: a critical response to Ofsted’s 2021 Curriculum Research Review for languages<https://www.tandfonline.com/doi/full/10.1080/09571736.2022.2045677>**Lila**Woore, R. (2022) What can second language acquisition research tell us about the phonics ‘pillar’?<https://www.tandfonline.com/doi/full/10.1080/09571736.2022.2045683> **Pauline**Milton, J. (2022) Vocabulary denial and the false god of structuralism in Ofsted’s 2021 Curriculum Research Review for languages<https://www.tandfonline.com/doi/full/10.1080/09571736.2022.2045680>***Link to CARD B: A2-7*** |

### **Week 20**

|  |  |  |
| --- | --- | --- |
| **Dates and key questions** | Morning Afternoon |  |
| **Tuesday 14 January***What is current thinking by researchers with regard to recent curriculum developments and guidance?**How can I be an inclusive, adaptive teacher and meet the needs of all learners in my lessons?*  | ***Your presentations on the papers from ALL*** | ***Adaptive Teaching in MFL*****Link to ITP3: focusing on adaptive teaching in MFL** ***Link to CARD B:D17*** | ***UA2*** |
| **Thursday 16 January** *What does curriculum planning and teaching MFL at KS2 entail?**How can I ensure progress from KS2 to KS3?* | **VISIT**[***Stafford Leys Primary School***](https://www.staffordleys.bepschools.org/) ***: Angela Smith, HLTA i/c French. KS2 French*****ARRIVE AT 9.30****Take DBS certificates**An opportunity to learn about curriculum planning for KS2 and to observe some KS2 French teaching, and **Link to ITP5: Sequencing** [ALL Transition Toolkit](https://www.all-languages.org.uk/wp-content/uploads/2016/04/Transition-Toolkit.pdf)***Link to CARD B: E8*** |

### **Week 21**

|  |  |  |
| --- | --- | --- |
| **Dates and key questions** | Morning | Afternoon |
| **Tuesday 21 January***How do I plan to teach A level topics?**How do I integrate grammar, language and film and literature?* | ***A level teaching: Nick Fitzpatrick, Head of MFL Faculty, Ashby School*** *A day led by an experienced A level teacher on approaches to teaching A level* – topics, literature and film***Link to CARD B: D9,10,11*** |
| **Thursday 23 January** *How does a MFL Dept plan and sequence a MFL curriculum?**How can climate change and sustainability be incorporated into language lessons?* | **VISIT** [***Hastings High School***](https://sites.google.com/hastings.leics.sch.uk/home/)***: Alice O’Driscoll, HoD. Curriculum planning***An opportunity to learn about curriculum development and planning **Link to ITP5- Sequencing** ***Afternoon: Individual workClimate Change***Time for individual study on climate change teaching resources (see Blackboard). |

### **Week 22**

|  |  |  |
| --- | --- | --- |
| **Dates and key questions** | **Morning** | **Afternoon** |
| **Tuesday 28 January***What are the specifications for MFL A level?**How is speaking assessed?**What is the AQA GCSE overview?* | **9.30 start** ***A level*** ***: Chloe Burrows, Curriculum Support Manager, AQA***Teaching and assessing A levelIntroduction to new GCSE specs [AQA](https://blackboard.le.ac.uk/webapps/blackboard/landingPage.jsp?navItem=cp_course_customization&course_id=_41108_1)***Link to CARD B: E1*** | time for individual work - A level presentation prep or finish off climate change work  |
| **Thursday 30 January***How can I use Lego to think differently about teaching and learning?**How can I use key texts to plan learning?**How can I create my own key texts?**How can I sequence the learning?* | ***9-10am: Lego activity with Jake Halford*** ***10.15: Amy Dellar- Moy: Lead Practitioner/ Strategic Lead for Languages*** ***The Duston School: Using Key Texts*** Sequencing and prior knowledge**Link to ITP5- Sequencing** ***Link to CARD B: D5,6,9,11,12*** |

### **Week 23**

|  |  |  |
| --- | --- | --- |
| **Dates and key questions** | **Morning** | **Afternoon** |
| **Tuesday 4 February** *How do I build up pupils’ confidence when they come across unfamiliar language?**How do I teach receptive and productive skills?* | **VISIT** [***Humphrey Perkins School***](https://www.humphreyperkins.org.uk/)***:*** ***Keziah Mee, Curriculum Lead for Languages, Lionheart Trust***Ambiguity tolerance, building confidence with receptive and productive skills  | preparation time for A level presentations  |
| **Thursday 6 February** *How can I put into practice what I have learned since the last microteach with the mathematics group?**How will I approach the teaching of an A level topic, book or film?**What are the expectations for Phase B lesson planning?* | ***A Level presentations (20-30 mins)****A book, film or a topic****Link to CARD B: A1, D9, 10, 13*** | **Preparation for Phase B Practicum** **Lesson planning** in your Phase B school – guidance and expectations***Link to CARD B: D9,11,12*** |