# 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**

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| 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 schools  Please 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**

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| **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**

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| **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 work Climate Change***  Time for individual study on climate change teaching resources (see Blackboard). | |

### **Week 22**

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| **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 level  Introduction 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**

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| **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*** |