

## Module Specification

### Module Summary Information

<b>1</b>	<b>Module Title</b>	Secondary School Experience 1
<b>2</b>	<b>Module Credits</b>	0
<b>3</b>	<b>Module Level</b>	7
<b>4</b>	<b>Module Code</b>	EDU7344

<b>5</b>	<b>Module Overview</b>
<p>The PGCE Secondary programme provides high quality initial teacher training for those wishing to teach in secondary schools. It combines the nationally and internationally recognised academic award with the recommendation for qualified teacher status (QTS), which is awarded by the Department for Education. This module is for use on different routes towards the award of PGCE with recommendation for QTS.</p> <p>This module, School Experience 1, provides opportunities for you as a trainee teacher to meet the professional standards and expectations of teaching through practical, school-based experience. You will have the opportunity to work alongside experienced teachers and other education professionals to develop your knowledge, understanding and skill in the classroom and the wider school environment. You will be able to implement theory and evidence-based understanding on an on-going and development basis into your teaching into the classroom. You will be assessed against the current statements of professional competence.</p> <p>This module will be completed during the first term of the school academic year (September to December). The specific number of days completed in school during this period will contribute to the PSRB minimum requirements of 120 days of school experience. The remaining days will be completed during school terms 2 and 3 (January to June), as outlined in the companion module, School Experience 2.</p> <p>This module helps you to understand that the best teachers are those who continue to learn themselves and that your continual development can positively impact the learning experience of your students. You will develop skills of reflection in a professional context and be able to demonstrate your increasing competence against national standards. Through this module you will be able to begin the process of enacting your rationale for teaching, developing and refining your own teaching style and classroom persona.</p> <p>This module directly addresses PSRB requirements, currently the Initial Teacher Training Criteria and Supporting Advice, as published by the Department for Education (DfE) agency, the National College for Teaching and Leadership (NCTL). It aligns with the programme philosophy to train high quality teachers to meet the needs of secondary education; teachers who demonstrate commitment, creativity and confidence as the hall marks of the Birmingham City University trained teacher. The focus of this module is the practice of teaching addressing the Teachers' Standards in your professional practice with increasing competence and sophistication.</p> <p>In particular, this module addresses the programme aims:</p>	

- To prepare graduates become outstanding teachers for secondary schools who are committed, creative and confident and who go on to make a significant contribution to the teaching profession.
- Through structured professional practice activities and academic study, to learn and apply subject and professional knowledge to meet the requirements for qualified teacher status at the highest
- To meet the challenges of teaching in the secondary school by drawing together and applying the knowledge, understanding and skills from subject study, pedagogic content knowledge, and education theory, policy and practice.
- To prepare students to directly address the needs of employers by meeting the requirement for high quality subject specialists from a wide range of degree disciplines.
- To understand the nature and scope of a range of subject curricula such as GCSE, iGCSE and International Baccalaureate, and cross-curricula themes such as Diversity, Citizenship and SMSC (Spiritual, Moral, Social and Cultural) education.

This module aligns with the programme learning, teaching and assessment strategy through its inclusion of the Progress Journal. The delivery model relies on professional practice in the context of national policy and local.

<b>6</b>	<b>Indicative Content</b>
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**Pre-placement: Professional Standards**

- Understanding of professional standards,
- Understanding evidence-based systems and portfolios
- Understanding the nature of evidence and different types
- Establishing ground rules and professional expectations.

**Placement Induction and orientation**

- an introduction to the school including access to relevant documentation for the school as a whole and in your specialist subject;
- a structured programme of observation in a range of subjects including your own;
- opportunities for review and guidance meetings with mentors;
- the opportunity to develop your awareness of the expectations, typical curricula and teaching arrangements in your specialist subject in Key Stage 2;
- the collection of evidence towards the Teachers' Standards, including the completion of directed tasks

**Teaching Experience**

- Agreement of timetable to include, for example:
  - Not more 7 hours teaching per trainee in the specialist subject
  - Observations and involvement with a tutor group
  - Observation and involvement with a second subject
  - Weekly review meetings with a mentor
  - Weekly training / feedback / review sessions provided by the school
- opportunities to teach your specialist subject, as appropriate to this phase of training and in collaboration with other trainees and your subject mentor;
- opportunities to develop your experience of teachers' pastoral role and to gain some experience of a second subject;
- the collection of evidence towards the Teachers' Standards, including the completion of directed tasks

<b>7</b>		<b>Module Learning Outcomes</b>
<b>On successful completion of the module, students will be able to:</b>		
<b>1</b>	A teacher must set high expectations which inspire, motivate and challenge pupils.	
<b>2</b>	A teacher must promote good progress and outcomes by pupils.	
<b>3</b>	A teacher must demonstrate good subject and curriculum knowledge.	
<b>4</b>	A teacher must plan and teach well-structured lessons.	
<b>5</b>	A teacher must adapt teaching to respond to the strengths and needs of all pupils.	
<b>6</b>	A teacher must make accurate and productive use of assessment.	
<b>7</b>	A teacher must manage behaviour effectively to ensure a good and safe learning environment.	
<b>8</b>	A teacher must fulfil wider professional responsibilities.	
<b>9</b>	A teacher is expected to demonstrate consistently high standards of personal and professional conduct.	

<b>8</b>				<b>Module Assessment</b>
<b>Learning Outcome</b>		<b>Coursework</b>	<b>Exam</b>	<b>In-Person</b>
<b>1-9</b>		X		

<b>9</b>		<b>Breakdown Learning and Teaching Activities</b>
<b>Learning Activities</b>	<b>Hours</b>	
<b>Scheduled Learning (SL)</b> includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	0	
<b>Directed Learning (DL)</b> includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	350	
<b>Private Study (PS)</b> includes preparation for exams	100	
<b>Total Study Hours:</b>	450*	

\*Please note that the study hours here reflect the number of hours that trainees would need to undertake whilst on school placement. The number of days on placement is determined by PSRB requirements.