

Module Specification

Module Summary Information

1	Module Title	Secondary School Experience 2
2	Module Credits	0
3	Module Level	7
4	Module Code	EDU7345

5	Module Overview
<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 2, follows School Experience 1 and provides opportunities for you as a trainee teacher to enhance your achievement of the professional standards and expectations of teaching through practical, school-based experience. You will have the opportunity to work independently supported by experienced teachers and other education professionals to further 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 second and third terms of the school academic year (January to June). The specific number of days completed in school during this period will contribute to the PSRB minimum requirements of 120 days of school experience, building on the days completed during term 1 as outline in the companion module, School Experience 1. This module must be completed in a different school to that used in School Experience 1 OR include a period in a second school of not less than 25 working days.</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 enhance skills of reflection in a professional context and continue to demonstrate your increasing competence against national standards.</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>	

6	Indicative Content
<p>This module addresses the programme aims:</p> <ul style="list-style-type: none"> 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. <p>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 procedures in the secondary school environment. This is informed by classroom-based evidence, research, theoretical and pedagogical underpinning. The learning, teaching and assessment strategy describes the stages of development as emerging, establishing, embedding, and enhancing. This module provides the opportunity meet these stages of maturation as a secondary school teacher.</p>	

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

8	Module Assessment		
Learning Outcome			
	Coursework	Exam	In-Person
1 - 9	X		

9 Breakdown Learning and Teaching Activities	
Learning Activities	Hours
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	0
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	490
Private Study (PS) includes preparation for exams	140
Total Study Hours:	630*

*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.