



University of Edinburgh

PGDE Secondary Programme




Currently the PGDE Programme is undergoing reaccreditation for 2021

- ▶ In the next iteration of the programme there will be:

PGDE Latin

or

PGDE Latin and Classical Studies (a dual qualification)



The rationale of the reaccredited programme – building on our known strengths

- ▶ Teacher cognition, teacher identity and teacher reflection
- ▶ Teaching for social justice and learning for sustainability
- ▶ Professional sustainability
- ▶ Professionally authentic assessment
 - continuing shared assessment of student teachers by school partners and university
 - more onus on student teachers to be pro active in mapping their own progress
 - credit bearing assignments which make more effective links between university and experiential learning of student teachers



The shape of the programme

- ▶ In the university students take the following courses:
- ▶ Curriculum and Pedagogy part 1, 2 and 3 (103 hours)
Taught in subject disciplinary groups. All students take these courses
- ▶ Teacher Inquiry Part1 and 2 (48 hours) All students take these courses
Taught in multi disciplinary groups
- ▶ **Either** elective 2 (critical literacies, EAL, Outdoor Learning, Digital Literacies ,.....) Taught in multi disciplinary and cross sector P/S groups
or/ Curriculum and Pedagogy Dual Qualification
Taught in multi disciplinary and cross sector P/S groups




Placement

- ▶ In order to achieve a teaching qualification, as well as success in assignments, students must meet


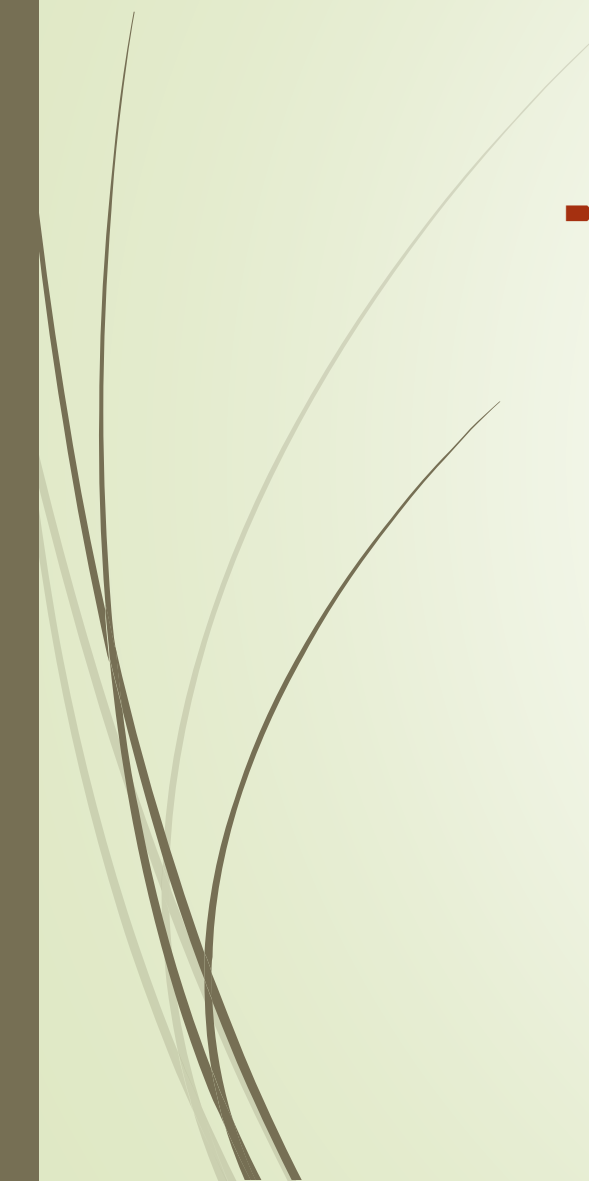
The GTCS Standards for Provisional Registration.

- over three placements
- in three different schools
- in three different kinds of schools



Preparation for application – for any PGDE Subject

- ▶ Ensure that academic qualifications match
- ▶ Ensure experience of working with children and young people at the secondary age and stage. This can be:
 - in youth organisations
 - as a sports or other coach
 - other informal educational arrangements
 - have observation time in secondary schools - the subject does not matter
- ▶ Write a personal statement which examines the personal values which have led the candidate to considering teaching (GTCS, ITE programmes across the country)

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- ▶ It is only during this placement that the assessment thing has begun to drop into place. I knew **intellectually** that I should use my assessment of learners to inform the next lesson but it was only a week ago that I understood what that meant **in practice**. In fact I learned what it meant **emotionally** for both the boy in my class and me as the teacher. One of the other teachers told me that a 12 year old boy who was causing me a lot of difficulty, did not participate in the morning because he was hungry (in one of the most affluent areas of the country and in a school without breakfast provision!). He has a free school meal so he is fine after lunch on days he eats this (but that is a whole other story). In the mornings most of his teachers have a box of protein bar biscuits, They send him on a message with the food and he eats it whilst out of the class, usually in the school office. When he comes back he is more settled and much more participative. So I learned that assessment of learners needs is sometimes linked to inclusion in a way that is not part of the scope of 'normal'; that children can be hungry in the 21st century in one of the richest countries in the world; and that hunger marginalizes them from social interaction and academic success. I also learned that teacher action can change some of this. I am not talking about the protein bars, although that is action of a shoring up kind. I am thinking about my own jolt of understanding which came from trying to assess why he would not participate. It made me much more aware of things which may impact on learning for individuals and the group and that includes what I teach and how I teach it.