

School Direct

Primary Mainstream PGCE with QTS

Handbook 2021/22



**Teacher
Education
Partnership**

Exceptional teachers for world-class schools

Goldsmiths
UNIVERSITY OF LONDON

Dear Students,

We would like to extend a warm welcome to all new students joining us in September 2021. We hope that your time here will prove to be both stimulating and rewarding.

The reputation that Goldsmiths has for educating teachers is something of which we are very proud. Completing your teacher education at The Bridge London in partnership with Goldsmiths means you are entering into a tradition that centres upon issues of diversity, inclusion and equal opportunities and is one which will provide you with a deep understanding of the realities of teaching in the current educational climate and within an urban context.

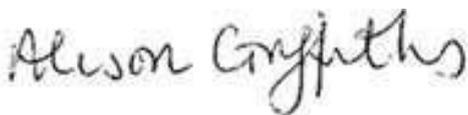
We believe in a model of training that focuses upon developing critical, creative and inclusive teachers. During your time with us we will support you in developing an understanding of what education is today and provide opportunities for you to articulate your own views of what you believe education should be.

This booklet is designed to provide you with the information you need before starting the course and to enable you to prepare for the challenges you might face as you begin on the path to becoming a fully qualified teacher. We ask that you read it carefully and engage with its contents.

You need to enter the course remembering that you will only gain in a meaningful way if you are willing to work hard, engage fully with all activities and undertake personal independent study. The PGCE is not something that is done to you and we ask for your full participation in all stages of this process.

The next nine months mark the start of an amazing journey and it is one we look forward to sharing with you.

Regards,



Alison Griffiths

Head of Initial Teacher Education, Goldsmiths University



Gary Morrissey

Development Director, The Bridge London

School Direct empowers its students to.....

Understand Safeguarding and E-Safety

Be committed to Professional Development

Be employable

Have confidence & competence in communicating effectively

Reach their full potential

Give effective feedback to pupils

Work in a team

Lead the work of other adults

Accurately report pupil progress

Understand the National Curriculum

Secure subject knowledge across the curriculum

Manage behaviour and discipline

Ensure Pupil Progress

Understand causes of low attainment

Be Challenged and Motivated

Trainees from a previous cohort wrote....

*"The tutors gave us really good techniques for the classroom
and made the sessions fun and factual!"*

When I started my journey into teaching in September, I had no idea how much I would love it, despite all the hard work I don't think there is a career in the world that would get under my skin quite like this one! With fantastic guidance and support from the university, The Bridge and placement schools, I have, and continue to, learn and develop as a teacher every single day - and will for the rest of my career. I can't wait to move on to the next stage of teaching, and am keen to take on more and more responsibility as I progress. At the moment I can't imagine not being in a classroom every day, but am open to exploring potential avenues in teaching in the future.

Lauren

In terms of the journey so far, I feel that I have received incredible support from The Bridge School. I am able to begin placements feeling fully prepared due to the strength of the teaching sessions. My placement schools have enriched my training experience due to the diverse backgrounds, cultures and needs of the children I have worked with, fuelling my excitement towards leading my own class. The schools have also allowed me to appreciate the value of continuous professional development by inviting me to attend various training sessions. I feel that the course has provided me with a range of teaching experiences and I am beginning to feel fully equipped, ready to become part of a school community.

Esther

EQUALITY AND DIVERSITY POLICY IN THE DEPARTMENT OF EDUCATIONAL STUDIES

This statement is signed on behalf of all students and staff within the Department of Educational Studies. Everyone is expected to uphold its principles through their activities in the department in relation to module and curriculum content, participation in meetings, and the establishment of applications and recruitment pastoral care, learning and teaching, assessment and all other systems and procedures.

1. The department values all members of staff and every student, creating an inclusive and representative culture in which diversity is valued, and human rights are respected so that all members are enabled to achieve to their potential and contribute to the life of the department.
It follows that no student or staff member of the department shall be discriminated against on the grounds of race, ethnic or cultural identity, national origin, religious belief, disability, status (including marital, parental or job status), age, gender and gender identity, sexual orientation, socio-economic class, caring responsibilities, or a combination of these.
2. All students and staff in the department are entitled to the following rights:
 - To work in an environment that is free from discrimination and harassment;
 - To be treated with respect and dignity;
 - To be treated equitably, acknowledging people's different experiences, emotions, strengths and needs;
 - To be able to express informed and supported opinions, within the law, and debate these seriously and respectfully;
 - To be given support and encouragement to develop within their role in the department.
3. The department and its members are committed to the promotion of social justice and equality in every aspect of their work. This work is everybody's business- not just the responsibility of those with particular characteristics, identities or experiences.
4. In pursuit of the above, students are encouraged to make use of the opportunities provided by the department to participate in constructive discussion about inclusion, representation, equality and social justice in:
 - Their programme of study;
 - The learning environment;
 - Pastoral care.



Dr Anna Carlile

Head of Department

August 2020

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This booklet is intended for students who have either a conditional offer or a firm offer of a place on PGCE Primary or School Direct programmes in September 2021. Please read it in conjunction with the information you receive from the College Admissions Office. This booklet in no way changes the nature of your offer. You must fulfil all of the conditions set by the College Admissions Office in order to fully enrol.

Online Enrolment

Prior to arriving at Goldsmiths you will need to: confirm your details; provide some statutory data; pay any relevant fees, and agree to our 'terms and conditions'. In the letter outlining this process you will find a link that will take you to the relevant online enrolment portal. You will also need to upload a photograph to this portal. If you have any questions or experience problems completing online enrolment please contact studentrecords@gold.ac.uk

To enrol fully onto a PGCE (QTS) programme all students will need to have obtained Occupational Health Clearance and a Disclosure and Barring Service (DBS) enhanced check. All ITE providers are responsible for ensuring that they do not admit applicants to training who are unsuited to work with children. Barred list, criminal record checks and prohibition checks are some ways of doing this and will be carried out by admissions/ HR teams prior to full enrolment onto the programme.

Please note that DBS checks may take a significant amount of time to process and you are required to complete the application for this as soon as possible. Please contact the Admissions Office in advance if you are unsure about any of these requirements, as any delay may affect your ability to access college facilities and may mean you are unable to start on your PGCE programme. psst-admissions@gold.ac.uk

Fees & Finances

You will need to make suitable arrangements for the payment of your tuition fees, either through your Local Authority, or privately. See <http://www.gold.ac.uk/pgce/fees-funding/> for more information about fees and additional support that is available.

Support within the department

Sue Dixon is the Senior Tutor within the department. Her role is to provide pastoral support to all PGCE students within the department. She is a qualified counsellor. If you find yourself needing some pastoral support do not hesitate in contacting her. She is happy to have informal chats and offer advice, support and signposting to appropriate services if there is a need. If you have been given a Reasonable Adjustment Student Agreement also known as a RASA, then she is your first port of call to discuss any adjusted assessment deadlines that you might need <https://www.gold.ac.uk/educational-studies/staff/dixon/>

Disability

As an institution, Goldsmiths and its teaching staff are committed to meeting the wide range of needs amongst its students. If you have a registered disability and/or feel that you could benefit from additional support, we **urge** you to contact the Goldsmiths Learning Support Team **immediately** to allow us to ensure that your needs are met. Further information and guidance about the support available can be found at <http://www.gold.ac.uk/disability/>.

Dyslexia

Dyslexia is the most common learning difficulty in schools. To understand dyslexia, its impact on learning and how to intervene to support the learning process is an important teacher skill.

During the Primary PGCE year students will have the opportunity to attend an extra twilight session about Dyslexia. This session covers a basic introduction and covers what dyslexia is - and what it is not; some of the main principles about how we process symbolic language; how it often occurs alongside other learning difficulties; how to identify a learner who may have dyslexia; how to supply general support for learners with dyslexia and how good teaching practice of learners with dyslexia is good support for all learners in the classroom. The session is a mixture of workshop activities and lecture and is run at several points in the year. Students have found this a very valuable base from which to start considering dyslexia in the classroom and to prepare for further studies on the Primary PGCE programme. Students wishing to learn more about dyslexia before the sources starts might wish to follow this link to the documentary - 'Don't call me Stupid' <https://www.youtube.com/watch?v=L7cfD0PMV84>. This is a brilliant and informative documentary on dyslexia.

PGCE (QTS) Programme Information

To enable you to access all aspects of the programme you are strongly advised to have access to a laptop with a webcam and microphone. Please ensure that it is capable of operating Microsoft Teams.

Our teacher education programme aims

- To develop in students the knowledge, skills and understanding necessary to become a responsible professional who can make positive and informed contributions to education
- To engage students in practical and theoretical enquiry as a key element in their development as teachers
- To enable students to reflect on their personal and professional development and respond positively to change
- To provide the experiences necessary to meet the standards for Qualified Teacher Status.

An overview of the programme

The PGCE (QTS) is both rewarding and demanding. Over the course of the programme you will be asked to think differently about your own experiences of education and be required to draw upon your intelligence, strength, creativity, dedication and sense of humour.

We recognise that every student has individual strengths and that you bring with you a wide range of skills and talents. During your time on our programme, we will work with you to enhance and develop these but will also provide support and guidance with the areas that you feel less secure. Across the programme you will be fully supported by a range of expert colleagues who will provide the guidance you need to enable you to flourish. However, to succeed you also need to be prepared for a heavy workload throughout the programme, not just in term-time but also during school holiday periods and weekends.

When you are at Goldsmiths, the teaching days usually start at 9:00 am and finish at 4:00 pm. However, you will also be expected to undertake your own, personal study in addition to this. When you are in school your days will be much longer and will require significant investment of time outside the school day to ensure you are fully prepared.

	Primary PGCE Term dates 2021-22
Autumn Term	6th September 2021 – 17th December 2021
Spring Term	3rd January 2022 – 1st April 2022
Summer Term	19th April 2022 – 1st July 2022

Please note that the end of programme date reflects the experience of students felt to be making appropriate progress with no issues with absence. If issues arise you may be required to extend your final school experience to ensure that you have addressed all of the standards adequately. In case of unforeseen circumstances arising, students are advised not to book holidays/ travel etc. until schools have finished in the summer term.

Example timetable

Primary PGCE Calendar 2021-22

	College Week	A P	Monday	Tuesday	Wednesday	Thursday	Friday	
3								
4	06/09/2021							
5	13/09/2021							
6	20/09/2021							
7	27/09/2021							
8	04/10/2021							
9	11/10/2021							
10	18/10/2021	1						
11	25/10/2021		Half Term					
12	01/11/2021							
13	08/11/2021							
14	15/11/2021							
15	22/11/2021							
16	29/11/2021							
17	06/12/2021							
18	13/12/2021							
19	20/12/2021		Christmas					
20	27/12/2021							
21	03/01/2022							
22	10/01/2022							
23	17/01/2022							
24	24/01/2022							
25	31/01/2022							
26	07/02/2022							
27	14/02/2022	2	Half Term					
28	21/02/2022							
29	28/02/2022							
30	07/03/2022							
31	14/03/2022							
32	21/03/2022							
33	28/03/2022							
34	04/04/2022		Easter					
35	11/04/2022							
36	18/04/2022		Bank Holiday					
37	25/04/2022							
38	02/05/2022		Bank Holiday					
39	09/05/2022							
40	16/05/2022							
41	23/05/2022							
42	30/05/2022	3	Half Term					
43	06/06/2022							
44	13/06/2022							
45	20/06/2022							
46	27/06/2022							
47	04/07/2022							

Bridge

Goldsmiths

School Placement

The Initial Teacher Education Core Content Framework

The curriculum that you follow at Goldsmiths is built from the Vision and Mission statement and adheres closely to the needs of our partnership schools.

Supporting the development of Exceptional Teachers for World Class Schools

The Partnership believes that to achieve this vision and to make a difference to the life chances of young people, it needs to be committed to:

- **Promoting Reflection:** to develop a strong sense of identity that is built upon a close connection between research and experience.
- **Recognising Inclusivity:** to be rights-respecting and recognise and challenge the political, social, economic and cultural dimensions of practice.
- **Celebrating Creativity:** to take informed risks and use imaginative and innovative strategies to support learning.
- **Developing Confidence and Engagement:** to participate fully in steering the course of the profession locally, nationally and globally.

This curriculum also provides coverage of the entitlements outlined in the Initial Teacher Education Core Content Framework. We will explain a lot more about this at the start of the programme but to gain a flavour of these entitlements you should look at this document:

<https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework>

The Teachers' Standards

As it currently stands, by the end of your time at The Bridge and Goldsmiths you will leave the programme with a PGCE with the recommendation for Qualified Teacher Status. Gaining the QTS recommendation requires you to provide evidence of consistent and appropriate engagement with the Teachers' Standards. The Standards are a series of competencies that have been identified as being core components of your day to day work with learners. The Standards are split into two parts.

Part 1 identifies eight individual standards relating to teaching and learning

1. Set high expectations which inspire, motivate and challenge pupils
2. Promote good progress and outcomes by pupils
3. Demonstrate good subject and curriculum knowledge
4. Plan and teach well-structured lessons
5. Adapt teaching to respond to the strengths and needs of all pupils
6. Make accurate and productive use of assessment
7. Manage behaviour effectively to ensure a good and safe learning environment
8. Fulfil wider professional responsibilities

Part 2 of the Standards are concerned with Personal and Professional Conduct.

The Standards will be an ongoing point of reference for you in all aspects of your time on the programme and it will be helpful if you engage with these before starting at Goldsmiths. For further details please see:

<https://www.education.gov.uk/publications/eOrderingDownload/teachers%20standards.pdf>

School Experience

Our PGCE programme has been designed to include a minimum of 120 days of School Experience. This is a regulation governing all teacher education programmes and will allow sufficient time for you to demonstrate your growing skills and confidence in at least two age phases and in a minimum of two schools.

During your experiences in school you will work with expert colleagues to put into practice all of the strategies that have been introduced to you during other aspects of the programme. Reflection is a very important part of being an effective classroom teacher and will form a significant part of the activities that you engage with during your school experience.

Expectations for school experience are developmental and will take into account prior experience. However, by the end of your training you will be expected to take on the responsibility for managing learning in your classroom for 80% of the school week to ensure that you are fully prepared for your Induction Year.

School Experience is managed by The Bridge London and quality assured by Goldsmiths. Students following our School Direct programme will be based in two schools for their placements.

Assessment on School Experience

Your progress during school experience will be monitored and tracked. Our expectations are developmental and will try to take account of prior experience and the nature of the schools or class you are working within. You will be observed by teachers, tutors, school mentors, senior school managers and possibly external agencies such as OFSTED or External Examiners during your time in school and a framework of expectations will be used to analyse and assess your progress towards being recommended for Qualified Teacher Status (QTS).

Assignments

Our Primary PGCE at Goldsmiths is assessed initially at Masters Level (M level) which means you will exit with a Post Graduate Certificate in Education (PGCE). During the programme you will complete two pieces of formally assessed work (4,000-5,000 words) in Studies and Professional Issues in Research in Education (SPIRE) and SEN Immersion Module. If your work does not meet the criteria to pass at Masters level it must be resubmitted and assessed against the same criteria. If it still does not meet the criteria to pass at Masters Level, you will have the opportunity either to make a final resubmission at the same level, or request for it to be assessed against Honours level criteria which means you will exit with a Professional Graduate Certificate in Education (PGCE).

Auditing Subject knowledge

Throughout the programme you will be expected to keep portfolios in all curriculum areas and audits of subject knowledge will be carried out at key points during the year. It is your responsibility to provide evidence for how you have enhanced your subject knowledge across the PGCE year and this will be monitored by tutors, external examiners and by OFSTED (as appropriate).

Tutor Roles

Your Bridge Personal Tutor and Goldsmiths College Based Tutor is Vicki Ryf

The Personal Tutor sits at the centre of the student 'goal setting process', linking together all aspects of a programme to ensure that each trainee is supported and challenged rigorously throughout their training, in order to achieve their full potential.

The Personal Tutor, will 'own' the progress and training of each trainee they work with, and be responsive and accessible when issues arise. They will report on their work at regular intervals throughout the year, demonstrating how each of their trainees is developing into a highly reflective and critical practitioner who evaluates his or her own practice and the impact this has on pupil progress and achievement, thus ensuring that each trainee makes **outstanding** progress.

This is a personalised role for each trainee dependent upon their prior experiences, achievement and individual training needs.

The Personal Tutor's focus will include:

- Undertaking scheduled tutorial meetings with tutees (a minimum of 3 during the year)
- Tracking and monitoring of trainee progress and logging this centrally, and intervening when required
- Being available to offer advice and guidance during placements
- Offering support when required regarding training; and communicating with trainees regularly
- Guiding trainees in relation to personal employability.

What should you as a trainee do?

- You should engage fully in all scheduled Personal Tutor meetings; and attend Personal Tutor meetings ready to engage in discussions about your progress and goals. This includes the completion of pre-meeting tasks as appropriate.
- You should ensure that copies of relevant information are made available for Personal Tutors at planned meetings, such as End of Assessment Phase Forms
- You should ensure that your Personal Tutor has all your current contact information.
- You should ensure that all your relevant teaching files, subject knowledge folders and Standards portfolios are maintained and up to date, as a Personal Tutor may wish to see these at any point.

It is to be emphasised that working with a Personal Tutor is a two-way process and trainees are expected to prepare for Personal Tutor meetings in an appropriate way.

School Experience

Vicki will carry out a tutorial during each assessment phase which may be face to face or via phone or email to quality assure the targets and feedback you have received. In addition, she will work with your School Mentor who will carry out three formal observations with you across the PGCE programme and will maintain contact with tutors at The Bridge to ensure that the progress you make is putting you on the path to being outstanding.

What should you as a trainee do?

Whilst on School Experience placements you must remember you are technically a member of the school staff, therefore you should engage fully in the wider life and ethos of the school.

This could include:

- Break duty
- Schools trips
- Attendance at staff meetings (in agreement with the school)
- Supporting out of hours activities and clubs
- Staff development sessions
- Any other activities you are offered the opportunity to be part of

You should ensure that all your relevant teaching files, subject knowledge folders and Teachers' Standards Portfolio are maintained and up to date and always ready for inspection.

Course and Module Outlines

Studies in Professional Issues and Research in Education (SPIRE)

Assessed Module

The aims of this module are to support student teachers to develop the necessary knowledge, skills and understanding in order to:

- raise their own and others' awareness of diversity issues, prejudice, discrimination, stereotyping and of equality issues in the Primary school workplace
- adapt provision and their interactions with pupils who may experience barriers to their learning as a result of social and cultural factors.

The sessions will introduce key concepts in the area of equality and diversity. The areas of research covered in the sessions are:

- Decolonising Education: Race, Ethnicity & Schooling
- Gender issues in Education
- Social Class & Learner Identity
- Bilingualism & EAL
- New Arrivals: Refugees and Migrants. Extra sessions will focus on the methodology for a child study, and guidance on academic writing to feed into the assignment.
- LGBTQ+

The assignment for this module will combine theory with practice with reference to an aspect of diversity in the classroom (4,000 - 5,000 words)

Suggested Initial Reading

- Devarakonda, C. (2014) Diversity and Inclusion in Early Childhood: An Introduction (London: SAGE)
- Goepel, J., Childerhouse, H., & Sharpe, S. (2015) Inclusive Primary Teaching (Northwich: Critical Publishing)
- Hamilton P (2021) Diversity and Marginalisation in Childhood: A Guide for Inclusive Thinking (Sage: London)
- Moffat, A, (2015) No Outsiders in Our School: Teaching the Equality Act in Primary Schools (Routledge: London)

SEN Immersion

Assessed Module

Theoretical, traditional and very latest approaches to policy and practice within the field of special educational needs, disability and inclusion. In examining contemporary issues and research findings and developing as a reflective practitioner in the classroom you will be encouraged to demonstrate, through written and practical work, the links between theory and practice.

This course is comprised of the following options and will be assessed through a written assignment of 4,000 - 5,000 words at M level.

SEN ITT Example Questions

(Choose from below or create your own to a similar depth following discussion with your tutor).

1. 'Diagnosing need or in need of a diagnosis?' - What will be the impact of a pupil receiving a specific diagnosis on the support provided by their class teacher and the wider school setting? Discuss with reference to the SEN Code of Practice.
2. Critically evaluated the current evidence base for psycho-social support for pupils identified with one of the following needs: ADHD, autism, SEMH.
3. 'The development of academic skills should be a priority for SEN support'. With reference to at least on specific area of SEN examine the inter-play between social-emotional and cognitive learning and development.
4. 'Placing learners with SEN in mainstream schools has major adverse consequences on academic achievement, behaviour and attitudes, for all children, including those with SEN'. Critically discuss the extent to which this statement is true.
5. Explain what would be the benefits of adopting Universal Design for Learning (UDL) in all teaching practice and what might be the barriers teachers could face in looking to implement UDL in UK schools.
6. 'Specialist education settings do more harm than good'. With reference to wider debates around inclusion critically assess the extent to which this statement is true.

Overview

The concept of SEN and applying it practically in the classroom

What is SEN? What does it mean to you? Expectations and apprehensions

The SEN teaching experience- a career in SEN

SEN teaching in practice

Promoting Inclusion & Supporting Behaviour Pt1

SEN Reform

Individual teachers' responsibilities

Definition of SEN terms

Difficulties with diagnosis

Promoting Inclusion & Supporting Behaviour Pt2

Understanding behaviour

Co-occurring difficulties

Supporting behaviour

Autism

Diagnostic criteria and changes

Psychological theories:

Central Coherence, Theory of Mind & Executive Functioning

Sensory Differences

Curriculum Differentiation

Impairment

Teaching Style

Resources

Visual Aids

Autism – Developing Good Practice

Autism Education Trust

National Certificate Tier 2

Applying theory to practice

SLD, PMLD, VI & HI

Understanding learning difficulties

Supporting pupils with MLD, SLD and PMLD

The impact of VI and HI

Supporting pupils with HI and VI

Case Study Surgery

Teaching Phase Debrief

Focus on practical experiences and solutions



Session 1
The concept of SEN and applying it practically in the classroom
What is SEN? What does it mean to you?
Expectations and apprehensions
The SEN teaching experience- a career in SEN
SEN teaching in practice

Session 2
Autism
Diagnostic criteria and changes
Psychological theories:
Central Coherence
Theory of Mind & Executive Functioning
Sensory Differences

Session 3
Autism – Developing Good Practice
Autism Education Trust
National Certificate Tier 2
Applying theory to practice

Session 4
SLD, PMLD, VI & HI
Understanding learning difficulties
Supporting pupils with MLD, SLD and PMLD
The impact of VI and HI
Supporting pupils with HI and VI

Session 5
Promoting Inclusion & Supporting Behaviour Pt1
SEN Reform
Individual teachers' responsibilities
Definition of SEN terms
Difficulties with diagnosis

Session 6
Promoting Inclusion & Supporting Behaviour Pt2
Understanding behaviour
Co-occurring difficulties
Supporting behaviour

Session 7
Curriculum Differentiation
Impairment
Teaching Style
Resources
Visual Aids

Session 8
Case Study Surgery
Teaching Phase Debrief
Focus on practical experiences
and solutions

SEN Assignment Reading List

Books

Peer, L., & Reid, G. (Eds.). (2016). *Special Educational Needs: a guide for inclusive practice*. SAGE. Wearmouth, J. (2015). *Special Educational Needs and Disability: The Basics*. Routledge.

Articles

Armstrong, D. (2017). Wicked problems in special and inclusive education. *Journal of Research in Special Educational Needs*, 17(4), 229-236.

Armstrong, T. (2015). The myth of the normal brain: Embracing neurodiversity. *AMA journal of ethics*, 17(4), 348.

Castro, S., Palikara, O., & Grande, C. (2019). Status Quo and inequalities of the statutory provision for young children in England, 40 years on from Warnock. In *Frontiers in Education* (Vol. 4, p.76). Frontiers.

Cook, B. G., & Cook, S. C. (2013). Unraveling evidence-based practices in special education. *The Journal of Special Education*, 47(2), 71-82.

Honkasilta, J. (2017). "Diagnosing" the Need or in "Need" of a Diagnosis? Reconceptualizing Educational Need. In *Working with Families for Inclusive Education: Navigating Identity, Opportunity and Belonging* (pp. 123-141). Emerald Publishing Limited

Hornby, G. (2015). Inclusive special education: development of a new theory for the education of children with special educational needs and disabilities. *British Journal of Special Education*, 42(3), 234-256

Mackenzie, K., & Williams, C. (2018). Universal, school-based interventions to promote mental and emotional well-being: what is being done in the UK and does it work? A systematic review. *BMJ open*, 8(9), e022560.

Nilholm, C., & Göransson, K. (2017). What is meant by inclusion? An analysis of European and North American journal articles with high impact. *European Journal of Special Needs Education*, 32(3), 437-451

Owiny, R. L., Hollingshead, A., Barrio, B., & Stoneman, K. (2019). Engaging Preservice Teachers in Universal Design for Learning Lesson Planning. *Inclusion*, 7(1), 12-23.

Shogren, K. A., Gross, J. M., Forber-Pratt, A. J., Francis, G. L., Satter, A. L., Blue-Banning, M., & Hill, C. (2015). The perspectives of students with and without disabilities on inclusive schools. *Research and Practice for Persons with Severe Disabilities*, 1540796915583493.

The Professional Studies Course (PS)

Through a series of lectures and online activity that have been carefully planned with school based colleagues, you will engage with a variety of contemporary issues in education. These will be followed by seminars and workshops, designed to allow you to develop your understanding further. All Professional Studies sessions are designed to link to directed activities and tasks on school experience. This will allow you to put into practice what has been addressed in the sessions.

Professional Studies Pre-Programme Tasks

What do you understand by the word learning? To help with this you could consider the following questions:

- How do you learn best?
- Can you think of time when you learned something new? How did this feel? How did you know that you have learned it?
- What are the conditions that are necessary for you to learn?

To support your reflection, you should look into some of the key learning theories that present an overview of what we mean when we talk about learning. There are many of them but to start with you could look at this free course from the Open University that provides a clear introduction to the different theories of learning: <https://www.open.edu/openlearn/education/educational-technology-and-practice/educational-practice/exploring-childrens-learning/content-section-1>

In addition, you are strongly advised to become familiar with some of the materials that look at learning from a cognitive, learning science perspective. To gain an overview of this please look at resources that are available from Deans for Impact <https://deansforimpact.org/resources/the-science-of-learning/>

Curriculum Studies Module

The Curriculum Studies modules are designed to enable you to extend your field of knowledge and practice. You will have opportunities to engage in discussion and reading as you examine the underlying principles and values that inform current debates about these areas. In addition, you will have the opportunity to develop key generic skills essential to classroom teaching.

Learning theories and child development

1. Introduction
2. Behaviourism v constructivism (Skinner/Piaget)
3. Social-constructivism (Vygotsky/Bruner)
4. Questioning & Bloom's Taxonomy
5. Learning styles emotional intelligence/mindsets (de Bono/Gardner/Dweck)
6. Dialogic method (Bakhtin & Alexander)
7. Research Methods

Suggested Reading

Learning Theories

- Aubrey, K. & Riley, A. (2016) *Understanding & Using Educational Theories* (London: SAGE)
- Bates, B. (2016) *Learning Theories Simplified* (London: SAGE)
- Gray, C. & MacBlain, S. (2015) *Learning Theories in Childhood* (London: SAGE)

Practitioner Research

- Cohen, L., Manion, L. & Morrison, K. (2007) *Research Methods in Education* (6th ed.) Oxon: Routledge
- Newby, P. (2010) *Research Methods for Education*, Harlow: Pearson

Reflective Practice

- McGregor, D. & Cartwright, L. (2011) *Developing reflective practice: a guide for beginning teachers*. Berkshire: Oxford University Press
- Pollard, A., (2006) *Reflective Teaching: Evidence-informed Professional Practice*. 2nd ed. London: Continuum

Pre-Programme Activities Checklist

This checklist is for your reference to support you in completing all the tasks contained in this booklet and ensuring you are fully prepared for the start of your PGCE year.

Activities	Completed
I am familiar with the Standards for Qualified Teacher Status and the ITT Core Content Framework	
I have Read through information regarding the Curriculum Studies module.	
<p>Professional Studies</p> <ul style="list-style-type: none"> • I have completed a reflection on learning and am familiar with some of the theories that are written about how children learn. 	
<p>Subject Studies</p> <p>Science</p> <ul style="list-style-type: none"> a) I am familiar with the National Curriculum for Science/Early Years framework in the specified areas b) I have complete a reflection on own experience of science c) I have written a brief account on how I think children learn science 	
<p>Mathematics</p> <ul style="list-style-type: none"> a) I have analysed the place of Maths in the curriculum b) I have reflected upon maths in everyday life c) I have completed the self-audit 	
<p>English</p> <ul style="list-style-type: none"> a) I have completed the grammar audit b) I have engaged with Children’s Literature and completed the book review as outlined. c) I am familiar with the Early Years framework and National Curriculum for English d) I have engaged with Phonics. 	

Subject Studies

While undertaking the PGCE programme you will have subject specific sessions in all curriculum areas. The subject studies sessions will focus upon developing your own subject knowledge and confidence in that area as well as introducing you to the curriculum and exploring progression across different ages and stages of learning. As with Professional Studies, you will have opportunity to put the strategies and ideas addressed in Subject Studies sessions in practice during your experience in school.

The overview and activities in this section relate specifically to English, Maths and Science subject areas but you are also advised to look at the National Curriculum for each subject area and consider which aspects of the curriculum you are confident with and which you might need to brush up in. The more prepared you are to teach across the curriculum, the easier your PGCE (QTS) journey will be.

Functional Maths and English Skills

Being a teacher will also ask you to use your maths and English skills outside of the classroom. Teachers are required to manage data effectively, write school reports and communicate with parents confidently and clearly. Your professional Studies, English and maths sessions will address some of these areas but you will also need to engage with this aspect in individual study.

We strongly recommend that you access the BBC Bitesize sites to get you started. Further materials for auditing your functional maths and English skills will be made available to you at the start of the programme.

- <https://www.bbc.co.uk/bitesize/topics/zhrrd2p>
- <http://www.bbc.co.uk/schools/gcsebitesize/maths/>
- <http://www.bbc.co.uk/schools/gcsebitesize/science/edexcel/> (accessed 10.06.21)

Subject Studies: Science, Maths and English Preparation

The following outlines provide an overview of the specific subject studies courses that you will have during the programme. Each subject will expect you have engaged with some pre-programme tasks that can be found below.

Primary Science

There are arguably two ways to think of science; as a body of knowledge or as a way of looking at and thinking about the world we live in. Indeed, Loxley et al. (2014, p.4) identify that “science is not just about exploration, but also the sharing of knowledge and understanding that people have accumulated over time”. The problem that children face, is that there are many facts to learn and some scientific explanations are counter-intuitive. This view of science is frequently reflected in science text books (have a look?). Perhaps it is no surprise then that many primary student teachers feel ‘inadequate’ as they do not ‘know all of the science stuff’. We take the view that pupils should be taught to engage in the ‘process’ of science. However, it is important for you to develop your subject knowledge per se of what is to be taught in the EYFS, KS1 and KS2 curriculum; how you will develop your understanding of these areas over your PGCE year?

a) Please download the National Curriculum for Science

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study>

Focus on three areas from the National Curriculum document: *plants, materials and electricity*. Start to identify gaps in your subject knowledge. A good way to identify gaps is to ‘red/amber/green’ the content either on a printed copy or on screen. Any good school GCSE or A-level text-book (as opposed to a revision book) will be useful for this.

We suggest considering buying one of the following textbooks (or borrowing from the library).

- Allen, M. (2014). *Misconceptions in primary science*. McGraw-Hill Education: UK
- Cross, A. and Board, J. (2014). *Creative ways to teach primary science*. McGraw-Hill Education: UK
- Peacock, G et al. (2017). *Primary Science: Knowledge and Understanding*. Learning Matters: Exeter
- Serret, N. and Earle, S. (2018). *ASE guide to primary science education*. ASE: Hatfield
- Sharpe, J et al. (2017). *Primary Science: Teaching Theory and Practice*. Learning Matters: Exeter, 8th edition.

Of course there is more to subject knowledge than what is provided in textbooks. Podcasts are also invaluable. Suggested links here include:

The Infinite Monkey Cage: <https://www.bbc.co.uk/programmes/b00snr0w/episodes/downloads>

In Our Time: <https://www.bbc.co.uk/programmes/b006qykl>

Science in Action: <http://www.bbc.co.uk/programmes/p002vsnb/episodes/downloads>

The BBC Bitesize website has support for both primary and secondary science:

<https://www.bbc.com/education/levels/zbr9wmn>

b) Children dislike writing and learning facts during science sessions (Murphy and Beggs, 2003) and it is this type of learning which can often feel very prescriptive and can lead to some pupils feeling that science is 'hard' and unobtainable. Osborne et al. (2003) emphasise that teachers need to present concepts in a way which relate to their pupil's everyday lives and appeal to their interests. Whatever our belief about teaching and learning science is, a popular misconception by student teachers (and experienced colleagues) is that once the "stuff" has been taught, the pupils will have learnt it.

We want you to reflect on one experience of science that you have had yourself; are the findings from Murphy and Beggs (2003) resonating with you? Think about your chosen memory and jot down a few thoughts about: what the science lesson was about, what *you* did in the lesson, what the *teacher* did and *how* you were *learning*. Why did you feel it was an effective/less effective lesson? *What* did you learn?

c) Thinking about tasks a and b, please write a reflective account (of no more than 300 words) of what you believe science is and how pupils should learn it. In addition to your own experience, you may wish to draw on the experiences of pupils that you might have observed or taught. Please bring this writing to your first science session.

There is a lot of support available and we suggest you join our professional association. The professional body for science teachers is the Association for Science Education, <http://www.ase.org.uk>. In our view, we think it is essential to join.

Full details of student teacher membership can be found at:

<https://www.ase.org.uk/individual-membership> (Trainee/Early Career Memberships)

References:

Loxley, P., Dawes, L., Nicholls, L. and Dore, B. (2014) *Teaching Primary Science: Promoting Enjoyment and Developing Understanding*. Essex: Pearson Education.

Murphy, C. and Beggs, J. (2003) Children's perceptions of school science, *School Science Review*, 84 (308): 109-16.

Osborne, R., Simon, S. and Collins, S. (2003) Attitudes towards science: a review of the literature and its implications, *International Journal of Science Education*, 25 (9): 1049-79.

Primary Mathematics

You will be required to revise your Maths subject knowledge throughout the course. There are a range of mathematics dictionaries written for pupils and teachers – hard copies as well as on-line versions:

- <http://www.amathsdictionaryforkids.com> (accessed 28.04.20) or:
- Large, T., Rogers, K. and Russell, R. (2012) *Junior Illustrated Maths Dictionary (Usborne Dictionaries)*. London: Usborne

We recommend that you follow the link below to begin to examine what is meant by the term 'Maths Mastery' <https://www.ncetm.org.uk/teaching-for-mastery/> (accessed 10.06.21)

To help consolidate your subject knowledge, we suggest you purchase the following text:

- Haylock, D. & Manning, R. (2018) *Mathematics Explained for Primary Teachers 6th Ed.* London: Paul Chapman. (The library has copies of the 4th edition which are fine as far as subject content is concerned)

We recommend that you purchase a text to develop your mathematical subject knowledge for the primary classroom. Choose from one of the two books below:

- Haylock, D. & Thangata, F. (2007) *Key Concepts in Teaching Primary Mathematics*. London: Sage
- Suggate, J., Davis, A. & Goulding, M. (2010) *Mathematical Knowledge for Primary Teachers, 4th Edition*. Oxford: David Fulton Publishers

You can start to develop your pedagogical knowledge by reading:

- Askew, M. (2012) *Transforming Primary Mathematics*. Oxford: Routledge
- Montague-Smith, A. (2017) *Mathematics in Nursery Education 4th Edition*. David Fulton Publishers
- Tucker, K. (2014) *Mathematics through Play in the Early Year 3rd Edition*. London: SAGE

Pre-course tasks – these will be reflected on during your first sessions

a) Analyse your mathematical learning

What are your memories of learning mathematics? Try to identify significant events that influenced your attitude to mathematics and the impact they had on your confidence and competence.

b) What is mathematics?

For a period of one week, record the mathematics you use e.g. numbers, shapes, directions, measures, sequencing, statistics, probability (chance) and problem solving.

c) Subject Knowledge:

You will be audited on your subject knowledge during the first term of the PGCE. Have a go at completing the following 'Self-Audit of Mathematical Knowledge'. It will prove very useful for you as a starting point of reflection in terms of recognising the areas for greater consolidation as well as areas of confidence and strength. You will have the opportunity to discuss this with your tutor and your group. Please note that your group will be allocated during your induction week. On the course, you will be asked to complete an Action Plan for areas that you feel you need to consolidate in terms of subject knowledge. One of the areas in the 'Self-Audit of Mathematical Knowledge' might act as a starting point for that Action Plan.

Self-Audit of Mathematical Knowledge:

Name:

Group:

Highest mathematical qualification:	Date achieved:
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Please tick the box to identify the best match of your confidence and competence in your own knowledge and understanding of these different aspects of mathematics which underpin the teaching of mathematics for children aged 3-11 using the following keys:

4	Very confident and secure.	Could explain to someone else/analyse their misconceptions
3	Confident and secure.	Could explain to someone else
2	Fairly confident and secure.	I think I am clear and can do this
1	Not very confident or secure	Need revision and support in this.
0	Not at all confident or secure	I do not know anything about this topic.

a. Number and Algebra	0	1	2	3	4	Comment
The real number system						
▪ the order and size of numbers						
▪ place value						
▪ negative numbers						
▪ decimals, fractions, percentages and the relationship between them						
▪ rational and irrational numbers						
Indices						
▪ representing numbers in index form and the laws of indices						
▪ squares and cubes of numbers						
▪ ways of representing large and small numbers						
▪ standard form						
Number operations and algebra						
▪ computations – use of associative, commutative & distributive laws						
▪ cancelling to simplify calculations						
▪ calculations involving ratio & percentages						
▪ finding factors & multiples of numbers & of simple algebraic expressions						
▪ constructing general statements						
▪ manipulating simple algebraic expressions and using formulae						
▪ relating numerical & algebraic expressions						
▪ number sequences and their n^{th} terms						
Equations, functions & graphs						
▪ forming & solving linear and simultaneous equations						
▪ algebraic operations e.g. changing the subject of an equation						
▪ representing functions graphically & algebraically						
▪ gradients and intercepts						
▪ using graphs to solve equations						

b. Reasoning & Proof	0	1	2	3	4	Comment
Reasoning and proof						
▪ the use of =, <, >, ≥ and ≤						
▪ the difference between mathematical reasoning & evidence and use of evidence						
▪ constructing mathematical arguments and familiarity with methods of proof						
c. Measures						
Measures refers to length, area, volume, capacity, mass/weight, time, angle						
▪ metric units, Imperial units						
▪ standard & compound measures						
▪ the relationship between measures						
▪ choice of unit & use of proportion						
d. Shape and Space						
Co-ordinates in 2-D						
▪ using co-ordinates to specify location						
▪ relationships between co-ordinates of related points						
Transformation of shape						
▪ translations, rotation and reflection						
▪ properties of position, direction & movement						
Properties & characteristics of 2D shapes						
▪ areas and perimeters						
▪ symmetry, congruence & similarity						
▪ geometric constructions						
▪ Pythagoras' theorem						
Properties & characteristics of 3D shapes						
▪ surface area and volume of solid shapes						
▪ symmetry of solid shapes						
e. Statistics						
Data Handling						
▪ discrete and continuous data						
▪ collecting, representing and interpreting data diagrammatically & graphically						
▪ predicting from data						
▪ mean, median, mode and range						
▪ comparing distributions						
▪ use of database and spreadsheet						

Primary English

Welcome to the English component of your Primary PGCE course. In order to ensure that you are fully prepared before the start of the course in September, you are expected to complete the following tasks to begin to audit and address important areas of English subject knowledge:

1. English grammar

You need to purchase the following book and complete the audit:

Reid, S., Sawyer, A., Bennett-Hartley, M. (2014) *Primary English Audit and Test* (Achieving QTS Series)

You should complete **all** sections of the book auditing your current knowledge. Please do not feel too worried if many of the terms are currently unfamiliar to you. You will have an implicit knowledge of the way the English language works but may not yet be familiar with all the terminology. The taught course at Goldsmiths, your experience of planning and teaching in school and your own study over the PGCE year will help you to acquire this explicit knowledge.

You will be given guidance on how to complete an action plan during your first English session during induction week. You will be expected to show evidence of additional study towards these targets at points throughout your PGCE year as part of your English Portfolio.

2. Children's Literature

To help develop your knowledge and experience of children's books, you are expected to read at least 5 children's books (suitable to read to 3 to 11 year olds) over the summer. Please ensure that you read a *range* of picture books, novels, poetry and non-fiction and then develop a log of your reading and reflections using the following format:

Title	Author	Text Type	Language Features	Illustrations	Themes	Cross curricular Links	Classroom use
 Owl Babies	Martin Waddell	Fiction picture book. Big book and small texts available in English and dual language. You Tube animation: https://www.youtube.com/watch?v=TPQRiSTYFH0	Rich, repetitive language. Speech.	Patrick Benson line drawings. Limited palette. Illustrations add detail and atmosphere to setting.	Explores themes of being lost and scared. Nighttime. Sibling relationships. Childhood.	Science: owl facts Geography: woodlands Art: line drawing and collage	Great for shared reading YR – Y1. Good starting point for drama development.

You can find some useful recommendations of excellent books on the following sites:

<https://www.clpe.org.uk/library/booklists>

<https://www.booktrust.org.uk/books/100-best-books/>

3. The EYFS and National Curriculum

To develop your knowledge and understanding of the English curriculum and to inform a group task during induction week, you need to read and familiarise yourself with the Communication, Language and Literacy section of the Early Years Foundation Stage Curriculum (2017) :

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974907/EYFS_framework_-_March_2021.pdf

and the *Development Matters* (2020) guidance:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/988004/Development_Matters.pdf

You also need to read the English section of the *National Curriculum at KS1 and KS2* (2014):

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

4. Phonics

Watch the following video clips to help practise the correct pronunciation of the phonemes (sounds) you will be expected to teach during your PGCE:

<https://www.youtube.com/watch?v=-ksblMiliA8>

Try to ensure that you observe any phonics teaching in your pre-course schools if possible. You can see a good example of phonics teaching here:

<https://www.youtube.com/watch?v=s-bNu2FacCo>

5. Reading List

You may wish to review the following key texts to prepare for the course:

Core texts (pedagogy):

- Bearne, E. and Reedy, D (2017) *Teaching Primary English: Subject Knowledge and Classroom Practice*, Routledge
- Cremin, T. (2015) *Teaching English Creatively* (Learning to Teach in the Primary School Series), Routledge

Core texts (subject knowledge)

- Jolliffe, W., Waugh, D., Carss, A. (2015) *Teaching Systematic Synthetic Phonics in Primary Schools* (Transforming Primary QTS Series), Language Matters/Sage
- Medwell, J., Wray, D., Moore, G., Griffiths, V. (2017) *Primary English: Knowledge and Understanding* (Achieving QTS Series), Language Matters/Sage
- Reid, S., Sawyer, A., Bennett-Hartley, M. (2014) *Primary English Audit and Test* (Achieving QTS Series)

Appendix 1: Sources of Information

Within Goldsmiths:	
Department for Educational Studies	http://www.gold.ac.uk/educational-studies/
Student Tuition Fees	http://www.gold.ac.uk/student-services/tuition-fees/
Library	http://www.gold.ac.uk/library/
Student Services	http://www.gold.ac.uk/student-services/
Student Well being	http://www.gold.ac.uk/counselling/
Admissions	psst-admissions@gold.ac.uk
English Language Centre	http://www.gold.ac.uk/english-language-centre/
External Support/ Information	
The Department for Education (DfE)	http://www.education.gov.uk/
Office for Standards in Education (Ofsted)	http://www.ofsted.gov.uk/
Times Educational Supplement	http://www.tes.co.uk/
The Chartered College of Teaching	https://chartered.college/join/?gclid=Cj0KCQjw8IaGBhCHARIsAGIRRYoswaqoNrEgEDKZY-SvKUPyIL9rPd9tbTjo7FHqOeeYefr2rqCPjQEaAIWsEALw_wcB
The National Subject Association for English as an Additional Language (NALDIC)	http://www.naldic.org.uk/
National Centre for Excellence in the Teaching of Mathematics (NCETM)	https://www.ncetm.org.uk
Early Education	https://www.early-education.org.uk/
Education Endowment Foundation	https://educationendowmentfoundation.org.uk/

Disclaimer

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