

# Primary PGCE Course Overview

2021/22

The Primary PGCE course at the University of Worcester consists of three modules for all university-based and school-based pathways. This document provides a brief overview of how the three modules work together and the content within each. It has been mapped to the ITT Core Content Framework.

The Primary PGCE course at Worcester consists of 7 different pathways.

**Four university-based pathways:** Primary Early Years / Primary Later Years / PE Specialist / Maths Specialist

**Two school-based pathways:** School Direct Early Years / School Direct Later Years

**PE Specialists and Maths Specialists** have a tailored programme with more time allocated to their specialism. Their assessments are focused on their specialist role and subject.

There are three professional development days across the year.

**PD Day 1:** Assessment

**PD Day 2:** Creative Approaches

**PD day 3:** Impact

**Assessments for this course:**

**The Developing Teacher** – a 4000-word personal critical reflection on teacher development.

**The Learning Child** – a 4000-word critique of a sequence of learning and impact on pupil progress.

**Life in School: School Experience** – ERP / tripartite interview / meeting the Teachers' Standards.

The three modules are as follows (including indicative content - subject to change):

**Module A**  
The Developing Teacher  
PGPR4001  
Core Content Framework Standards 1/5/7/8

This module is divided into three main strands to provide students to develop as an outstanding student teacher whilst improving their understanding of professional behaviours and become critically reflective practitioners, informed by research and theory. The strands below are prefaced by the word 'Developing...'

Professional Behaviours			Behaviour Management	
As a Reflective Practitioner	Professionalism	Inclusive Practice	Behaviour for Learning	The Learning Environment
Reflective models Values informing practice Teacher identities Developing Self Research-informed practice Critical thinking Resilience	Part 2 of the Teachers' Standards Safeguarding Workload + well-being Employability Contribution to society Working with parents Contemporary issues	SEND (early identification and interventions) EAL Differentiation Children from different backgrounds Diversity	Theories Behaviour Management Strategies Teacher presence Use of language Social Norms Relationships Toolkit	Spaces Organising the classroom Pupil cultures Working with other specialist colleagues Managing teaching assistants Classroom talk

**Module B**  
The Learning Child  
PGPR4002  
Core Content Framework Standards 2/3/4/5/6

This module is divided into three strands to provide students to explore subject specific pedagogies, built on a strong understanding of child development and learning theory. It builds on inclusive practice through considering the impact they can have on pupil progress and the value of assessment.

Child Development and Learning Theories	Pedagogy and Curriculum	Professional Development
Learning and child development theories Contemporary educational theories Situating, holistic nature of child development The brain and memory	Subject pedagogical knowledge Subject sessions including core subjects, phonics, foundation subjects, RE and PSHE and R(S)HE Subject knowledge + fundamental maths and English National Curriculum KS1 and KS2 / EYFS Framework Pupil progress Sequences of learning Adapting to meet the needs of all learners in subjects and EAL pedagogy Relevant literature, current research and advanced scholarship Global responsibilities	Assessment – pupil progress and having impact Creative approaches – exploring pedagogy Impact

**Module C**  
Life in School: School Experience  
PGPR3000

This module is divided into four strands to provide students to embed subject specific pedagogies, built on a strong understanding of child development and learning theory. It builds on inclusive practice through considering the impact they can have on pupil progress and the value of assessment.

Induction	Autumn Term	Spring Term	Summer Term
Pre-course induction day Pre-course Learning Journal Electronic Reflective Portfolio introduction Safeguarding including CEOP and PREVENT	2-week introductory placement in September (uni-based only) School experience briefing and expectations 1 School Experience 1	Enhanced placement (use of alternative settings) School experience briefing and expectations 2 School Experience 2 Professional Development Days 1 and 2	School experience briefing and expectations 3 School Experience 3 Professional Development Day 3 Early Career Teacher Transition Conference