

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

**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	Subject pedagogical knowledge	Assessment – pupil progress and having impact
Contemporary educational theories	Subject sessions including core subjects, phonics, foundation subjects, RE and PSHE and R(S)HE	Creative approaches – exploring pedagogy
Situated, holistic nature of child development	Subject knowledge + fundamental maths and English	Impact
The brain and memory	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	

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