

Please Note: This is part of a bigger document that has been cut and pasted together

Placement Pattern Secondary PGCE

The one year secondary PGCE contains three school placements. This is made up of two long placements in two different schools focusing on key stages 3 and 4 (known as the A placement and the B placement) and one shorter placement that focuses on key Stage 2 or post 16 depending on which of the two trainees opt for.

The A placement follows a pattern of gradual immersion in the first school. This starts with a period of working in school for two days a week for several weeks, moves to a period of working in school for 4 days a week for several weeks and ends with a short block of five days a week in school. The A placement finishes in early February.

The B placement is in a second school and begins during March after a short block in college full time. The B placement involves working five days a week in school from the beginning.

The shorter placement that focuses on key stage 2 or post 16 will consist of *at least* 3 days in school. This may be in a block or spread over a period of time as a serial practice. The exact pattern will depend on a variety of factors including the age phase opted for, the subject being studied and the partnership schools that are involved. This placement will not begin until the February/March college block at the earliest.

Finding a Placement

Placements are found for trainees by the School Partnership Office at St Martin's College. Placements need to be in schools currently within the St Martin's Partnership. Partnership Schools are those that have Subject Mentors and Professional Mentors (see section 7) who attend Mentor Training at St Martin's College. Partnership Schools are also involved in the design, development and running of the secondary PGCE.

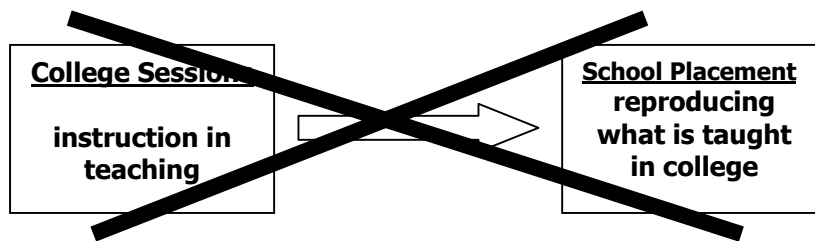
St Martin's has Partnership Schools throughout the Northwest of England, in Scotland, the Isle of Man, Exmouth in Devon and London. The majority of trainees based at Lancaster or Carlisle are placed in the North West of England. On occasion, some trainees are placed in schools in Scotland, Northern Ireland, the Isle of Man or Exmouth in Devon. Placements in Northern Ireland, the Isle of Man and Exmouth are only used for the B placement (see section 1). Trainees would not usually be placed in two Scottish Schools. Modern Foreign Languages trainees who are based in London will be placed there.

Place in course of study

As the secondary PGCE is a professional qualification that is combined with the award of Qualified Teacher Status (QTS), the placements during the year are central to the learning outcomes and assessment of the course. The PGCE course is designed to establish a dialectic or dialogue between experiences in College and experiences in school.

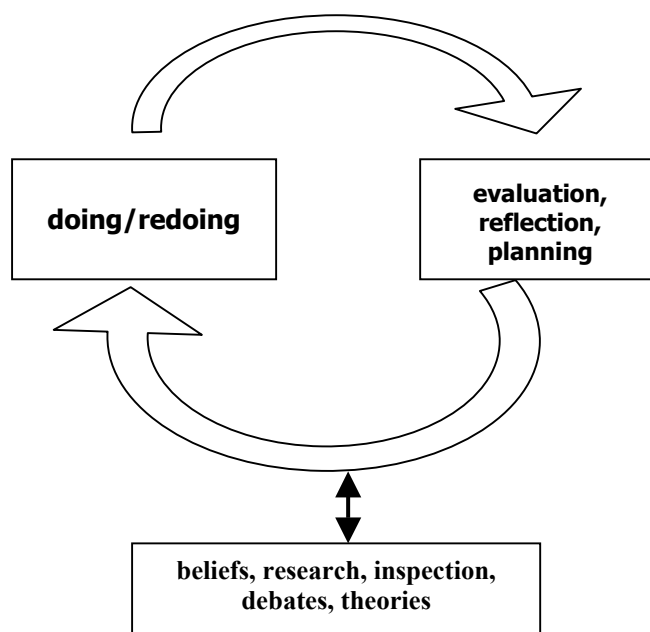
The relationship between work done in college sessions and the work carried out in schools is not a linear one or one that flows in only one direction. You will **not** be told how to teach in college and then move on to reproduce what you were told while in school. The diagram below shows what is not the case.

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Professional education needs to equip people to perform in situations that are diverse and ever changing. This kind of linear, one directional model wouldn't fulfil this need. It wouldn't produce professionals who were sufficiently reflective and adaptable.

The relationship between work in college and work in schools is a reciprocal one and learning to be a teacher is a process which is recursive and which involves informed reflection. The diagram below attempts to capture the nature of the process.



At the heart of becoming a teacher is reflective practice. This means that teachers, and trainee teachers, evaluate what is happening in their classrooms and adjust their teaching accordingly. This cycle of doing, evaluating and reflecting, and redoing is at the centre of learning to be a teacher. Trainees will be given many opportunities to evaluate what they have done and to reflect on the implications for future teaching.

It is important to be aware, however, that evaluating is not a neutral activity. The way in which we interpret our experiences is influenced by our prior beliefs and the framework of assumptions, ideas and goals with which we are operating. The diagram above attempts to show this by indicating that ideas from a range of sources such as our personal beliefs, evidence from research, evidence from inspections etc. inform the cycle of doing, reflecting and redoing. It is during college sessions that, among other things, we will explore ideas, issues, beliefs, research, evidence from inspections etc. and consider how they help us to make sense of the particular experiences that trainees have in schools and how they might provide practical ways forward when facing challenges.

It is also important to note that the arrow that connects sets of ideas and beliefs to the cycle of doing and reflecting on the diagram flows in both directions. Frameworks of ideas influence the

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ways in which we make sense of our experiences, yet the point can come when our experiences force us to revise our ideas. This reciprocal relationship or dialogue between ideas and experiences is the process of learning to be a teacher.

Learning Outcomes

The learning outcomes for the placement are the Standards for Qualified Teacher Status contained in DfES circular 02/02 Qualifying to Teach.

Assessment of placement element

The learning outcomes for the placement are assessed against the Standards for Qualified Teacher Status contained in DfES circular 02/02 Qualifying to Teach (appendix 1). Assessment is carried out at regular intervals by Trainees, Subject Mentors and Professional Mentors in schools in conjunction with College tutors. Trainees are first asked to self evaluate their own achievements against a range of outcomes drawn from the Standards for QTS. They then enter into a dialogue with Mentors and the College tutor during which a consensual view is arrived at. The consensual view is recorded on a Professional Development (PD) form and targets for future learning and development are set. Evidence for achievement of the outcomes is drawn from a range of sources such as assignments, recorded lesson observations and other documentary evidence (e.g. pupils' work, assessment records). A sample set of PD forms is contained in appendix 2 of this handbook.

If you do not meet the Standards for QTS by the end of the B placement you cannot be awarded Qualified Teacher Status at the end of the course. There may be opportunities for reassessment and these are governed by the regulations for the secondary PGCE. In most cases this means that an extra teaching placement of 7 weeks will be offered and you will be reassessed against the Standards for QTS at the end of this time. If you do not meet the Standards for QTS by the end of the extra placement you will not automatically be given a further chance. A further chance may be offered if there are extenuating circumstances. This will be decided by a College Assessment Board.

If the Standards for QTS are not met but all the contributory modules have been successfully passed, the award of Graduate Certificate in Educational Studies can be made. This is solely an academic qualification and does not qualify you to teach.

Mentoring/Tutoring arrangements

During each school placement you will be assigned a Subject Mentor. The Subject Mentor is a teacher who works in your subject department in the placement school. The role of the Subject Mentor is to provide you with experiences from which you will be able to learn about effective teaching, learning and assessment (as well as the wider life of the school). It is also the Subject Mentor's role to regularly observe you teaching, provide oral and written formative feedback on your progress and provide any support or advice necessary. You will meet regularly with your Subject Mentor to discuss progress and plan future opportunities for learning and assessment. All Subject Mentors within the St Martin's Partnership attend regular mentor training and many are involved in the design, development and management of the course.

In addition to the Subject Mentor, each placement school has a Professional Mentor who has the overall responsibility for all PGCE trainees within the school. The Professional Mentor is responsible for arranging opportunities for you to learn about whole school issues. They may also play a role in observing your teaching along with the Subject Mentor. All Professional

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Mentors within the St Martin's Partnership attend regular mentor training and many are involved in the design, development and management of the course.

While on placement you will also be assigned a College tutor from your subject area who will come to visit you at least twice during each placement (you may have a different College tutor for each placement). The College tutor will visit the school to observe you teach, discuss your progress with you and your Mentor(s) and provide any necessary support or advice.

Communication

Good communication is important, especially during the two periods of block placement when you may not be in College at all. Notification of College tutor visits will be made by a fax to the Professional Mentor and Subject Mentor at the school. It is important the College tutors have up to date and accurate information about your timetable. If there are any changes to this during the placement it is important that you notify your tutor as soon as possible.

One of the most effective forms of communication during block placements is email. Your tutors will compile a list of your email addresses to allow them to communicate with you either separately or as a whole group during the placement. Please ensure that your tutors have current email addresses and that you check them regularly.

Tutors may make use of Blackboard as a forum for communication between tutors and trainees and trainees and trainees.

Student evaluation of the placement

Each subject group at each campus will be asked to nominate a representative who will attend regular meetings of the Professional Graduate Certificate Consultative Committee (PGCCC). The PGCCC for each campus consists of a trainee representative for each subject and the PGCE Programme Leader. The PGCCC discusses student experiences, views and evaluations in relation to the PGCE Programme as a whole (i.e. not subject specific issues). These include experiences during placements. In addition to the PGCCC trainees will be asked to complete written evaluations at the end of each school placement.

Each year a sample of trainees will meet with the External Examiner for their subject. The External Examiner is a colleague from another institution whose role is to evaluate the quality of the PGCE and feed back to the PGCE course tutors. Trainees will have opportunities to comment on placements at these meetings.

In addition to these formal mechanisms for gaining trainee input in to the evaluation process, there are many informal opportunities during tutorials with tutors and at other times.

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