

**Department of Educational Studies**

**PGCE Primary Programme**

# **Programme Introductory Handbook**

**PGCE Early Years**  
(3 – 7 Years)

**PGCE General Primary**  
(5 – 11 Years or 7-11 Years)

**PGCE General Primary with Modern Languages**  
(Spanish, French and German)  
(7 – 11 Years)

**Academic Session 2010-11**



**STATEMENT OF INTENT  
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 course and curriculum content, participation in meetings and the establishment of systems, procedures, learning and teaching.**

1. The Department values each member of staff and each student. It aims to create an inclusive ethos and culture in which diversity is celebrated and human rights are respected, so that all members are enabled to achieve and contribute to the life of the Department.

It follows that no member of the Department shall be discriminated against on grounds of gender and gender identity, 'race', ethnic or cultural identity, national origin, religious belief, disability, status (including marital, parental or job status), age, sexual orientation or socio-economic class.

2. All members of the Department are entitled to the following rights:
  - To be treated with respect and dignity;
  - To be treated equitably acknowledging people's different experiences, strengths and needs;
  - 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.

Professor Ken Jones, June 2010  
Head of Department

This booklet is intended for students who have either a conditional offer or a firm offer of a place on PGCE Primary programmes in September 2010. 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 GTTR and/or the College Admissions Office in order to enrol.

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# Welcome

June 2010

Dear Students

Welcome to the Department of Educational Studies at Goldsmiths, University of London. We would like to extend a warm welcome to all the new PGCE students joining us in September 2010. We hope that your time here will prove to be both stimulating and rewarding.

Please read this booklet carefully as it contains important information relating to your programme of study.

The following are key aspects of your advance preparation for the PGCE and constitute a useful checklist at this stage in the process. If you are concerned about any of these issues, please do not hesitate to seek clarification and assistance from the relevant PGCE Programme Secretary:

## **Admission/Enrolment**

To enrol successfully you will need to have obtained Occupational Health Clearance and a CRB Enhanced Disclosure or appropriate criminal background check. You will also be asked to present original certification of your qualifications. 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 your training bursary and college facilities such as the library.

Note that in order to obtain the first instalment of the bursary, all forms must be completed by the end of September.

Unless you have submitted your CRB or criminal background check, you will not be permitted to go into your placement school.

**Enrolment will take place on Monday 20<sup>th</sup> September 2010.**

- |                                  |                  |
|----------------------------------|------------------|
| • Early Years (3-7)              | <b>2 p.m.</b>    |
| • General Primary (5-11 or 7-11) | <b>2:30 p.m.</b> |
| • Modern Languages               | <b>3:00 p.m.</b> |

## **Fees & Finances**

You will need to make suitable arrangements for the payment of your tuition fees, either through your Authority, or privately. See <http://www.gold.ac.uk/pgce/costs/> for more information.

## **Communication**

It is essential that you familiarise yourself with the workings of email and the internet, as effective communication between tutors, students and administrators on your course will rely on the use of Virtual Learning Environments (i.e. Learn.Gold) and email. You will be expected to use and regularly monitor your Goldsmiths email account once it has been set up, as this will be used to convey important information and urgent messages to students.

**We strongly advise you to purchase a laptop or a notebook as Goldsmiths is moving towards being a paperless university.**

**Timetabling**

The PGCE is extremely intensive and you should be prepared for a heavy workload throughout the programme, not just in term-time but also during school holiday periods such as Half Term, Christmas and Easter.

All students are advised to familiarize themselves with the timetables in this booklet and begin planning their year accordingly.

**Research**

You are advised to research the current curriculum for your age and/or subject specialism and any topical developments in your field as a whole. It is also recommended that you brush up on your subject knowledge (as there is little time for this within the structure of the programme itself) and keep abreast of developments in the world of Education.

**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 discuss this with your tutor early on so that this support can be made available as soon as possible.

**Peace of Mind**

All successful PGCE students agree that the Programme is both rewarding and demanding. There is no reason to be daunted by this prospect if you are well prepared and willing to invest time and energy in your study. Goldsmiths has an excellent support network for its students and we want you to be comfortable here and thrive not only as an individual, but as part of an academic community.

If you have any queries, please contact the Programme Secretary:

Primary PGCE- Coral McCarthy, on 020 7919 7324 or [primary@gold.ac.uk](mailto:primary@gold.ac.uk)

**Please check the induction week timetable for the start time and date.**

We look forward to meeting you in September and hope that your experience at Goldsmiths signals the beginning of a successful career in Education.

Yours faithfully

**Sue Dixon**

***Head of Initial Teacher Education***

We hope you enjoy the summer break and look forward to working with you in September. **The Induction Week commences on Monday 20<sup>th</sup> September 2010.** This week will include enrolment, an introduction to College services such as Student Support, The Student Union and the Library. **Please report to the Ian Gulland Lecture Theatre at 8:55 a.m. on Monday 20<sup>th</sup> September 2010.**

Most staff are on holiday in August but if you have any queries during that time you can call 020 7919 7324 and leave a message or email [primary@gold.ac.uk](mailto:primary@gold.ac.uk)

Forms to complete and return **as soon as possible (ideally before Mid August)**

**1. To the Admissions Department:**

- *Your completed medical forms*
- *Your completed 'CRB' forms*
- *Evidence that you satisfy any specified academic or other conditions*

**2. To the Department of Educational Studies (before 15<sup>th</sup> August)**

- *Provide ONE passport-sized photograph of yourself with your name and 'PGCE Primary' written clearly on the back.*
- *Complete the loose leaf form called 'Student Contact Details'. This is needed so that we can start organising your first School Placement.*

**Address your envelope as follows:** Coral McCarthy and Linda Akerman (Primary PGCE)  
Department of Educational Studies, Goldsmiths, University of London, New Cross, London  
SE14 6NW.

## **The Department of Educational Studies**

The Department of Educational Studies offers a large programme of initial teaching education. In 2010/11 there will be about 180 students on the PGCE Primary Programme and 300 students on full time and modular PGCE Secondary Programmes.

We will also have more than 120 students studying for the BA degree in Education, Culture and Society which does not have Qualified Teacher Status.

The Department offers a number of well established Postgraduate Programmes:

- MA Education in Culture, Language and Identity in Education
- MA Artist Teachers and Contemporary Practices
- MPhil
- PhD

In addition we hope to introduce a new Professional Doctorate in September 2010

We offer a limited number of research bursaries and hold ESRC part time recognition for research training.

The Department has a strong tradition in research. Staff research interests include: educational policy, bilingualism, early years education, teacher education, curriculum theory and practice, gender, race, sexuality, equal opportunities, spatial aspects of education, personal and social development and the cultural politics of education. Academic staff Research Groupings meet regularly to discuss research work. The groups focus on three main areas of work i.e. Equity and Social Justice, Language and Culture in Education and Changing Curriculum Policy in Practice. A number of externally funded research projects are located within the department.

The department has five professors: Ken Jones (Head of Department and Professor of Education) Dennis Atkinson (Professor of Education) Eve Gregory (Professor of Language and Culture in Education), Carrie Paechter (Professor of Education) and Rosalyn George (Professor of Education). There are 45 full and part time academic staff, a team of six technicians and eight administrative staff. Sue Dixon is the Head of Initial Teacher Education. She has overall responsibility for the management of the Primary and Secondary PGCE programmes

The Department works from the Education Building in Dixon Road. On the first floor we have two dedicated computer rooms with wireless networking facilities. Much of the teaching takes place in rooms on the ground, first and fourth floors. There is lift access to all floors. Specialist teaching for Art, Design Technology, Music and Science takes place in other buildings on campus. We also have a building in Laurie Grove where our research students are based.

## Programme information for the PGCE Year

Teaching normally takes place from Monday to Friday and you can expect to be in College between 9:00 am and 5.00 pm most days. You will receive a detailed timetable and programme information during the first week. Below is an overview of the year.

### *Secondary and Primary PGCE Term dates 2010 to 2011*

<b>Terms</b>	<b>Primary PGCE</b>	<b>Secondary PGCE</b>
<b>Autumn Term</b>	<p><b><i>Mon 20/9/10 to Fri 17/12/10</i></b></p> <p><b><i>(13 weeks including Reading week 25/10/10 to 29/10/10)</i></b></p>	<p><b><i>Mon 13/9/10 to Fri 17/12/10</i></b></p> <p><b><i>(14 weeks including Reading week 25/10/10 to 29/10/10)</i></b></p>
<b>Spring Term</b>	<p><b><i>Tues 04/01/11 to Fri 01/04/11</i></b></p> <p><b><i>(13 weeks less 2 days including Reading Week 21/2/11 to 25/2/11)</i></b></p>	<p><b><i>Tues 04/1/11 to Fri 08/04/11</i></b></p> <p><b><i>(14 weeks less 1 day including Reading Week 21/2/11 to 25/2/11)</i></b></p>
<b>Summer Term</b>	<p><b><i>Tues 26/4/11 to Fri 01/7/11</i></b></p> <p><b><i>(holiday 25/04/11)</i></b></p> <p><b><i>(10 weeks including Reading Week 30/5/11 to 03/06/11)</i></b></p>	<p><b><i>Tues 26/4/11 to Weds 22/06/11</i></b></p> <p><b><i>(holiday 25/04/11)</i></b></p> <p><b><i>(Just over 8 weeks including Reading Week 30/5/11 to 03/06/11)</i></b></p>

**PRIMARY PGCE TIMETABLE 2010-11**

Week beginning	College Week	Monday	Tuesday	Wednesday	Thursday	Friday	
20/9/10		<b>Induction Week</b>					
27/9/10							
4/10/10							
11/10/10							
18/10/10							
25/10/10		<b>Reading Week (You may be needed for tutorials)</b>					
1/11/10					SE1 serial day 1	SE1 serial day 2	
8/11/10		SE1	SE1		SE1	SE1	
15/11/10		SE1	SE1	SE1	SE1	SE1	
22/11/10		SE1	SE1		SE1	SE1	
29/11/10		SE1	SE1	SE1	SE1	SE1	
6/12/10		SE1	SE1		SE1	SE1	
13/12/10		SE1	SE1	SE1/ML Briefing a.m.	SE1	SE1	
20/12/10		<b>Holiday</b>					
27/12/10		<b>Holiday</b>					
03/01/11		<b>Holiday</b>		SE1	SE1	SE1	
10/01/11		SE1	SE1	SE1	SE1	SE1	
17/01/11		SE1	SE1	SE1	SE1	SE1	
24/01/11		SE1	SE1	SE1	SE1	SE1	
31/01/11							
07/02/11							
14/02/11							
21/02/11		<b>Reading Week (You may be needed for tutorials)</b>					
28/02/11							
07/03/11							
14/03/11							
21/03/11							
28/03/11							
04/04/11		<b>Holiday</b>					
11/04/11		<b>Holiday</b>					
18/04/11		<b>Holiday</b>					
25/04/11		<b>Holiday</b>	SE2 serial day 1	SE2 serial day 2		SE2 serial day 3	
02/05/11		<b>Bank holiday</b>	SE2	SE2	SE2	SE2	
09/05/11		SE2	SE2	SE2	SE2	SE2	
16/05/11		SE2	SE2	SE2	SE2	SE2	
23/05/11		SE2	SE2	SE2	SE2	SE2	
30/05/11		<b>Reading Week (You may be needed for tutorials)</b>					
06/06/11		SE2	SE2	SE2	SE2	SE2	
13/06/11		SE2	SE2	SE2	SE2	SE2	
20/06/11		SE2	SE2	SE2	SE2	SE2	
27/06/11		SE2	SE2	SE2	SE2	SE2	
04/07/11							

**Key**

	Taught sessions at Goldsmiths
SE1	School Experience 1
SE2	School Experience 2

## **Induction Week**

**The Induction Week commences on Monday 20<sup>th</sup> September 2010.** This week you will include enrolment, an introduction to College services such as Student Support, The Student Union and the Library. The focus of your induction week is exploring your identities. You may wish to reflect on this before you start. You will get a detailed programme on your first day.

In addition we may be asked to sit an English and Maths test later on in the week.

**Please report to the Ian Gulland Lecture Theatre at 8:55 a.m. on Monday 20<sup>th</sup> September 2010.**

## Programme Structure

Your taught programme starts on Monday 27th September please come to the Education Building where a notice will inform you where sessions are being held and you can collect a timetable.

During this year you will spend 18 weeks in college and 18 weeks in school. The majority of students on the Modern Languages course will spend four weeks in either, France, Germany or Spain during the first part of the Spring term 2011. **Attendance on all courses and work in school is compulsory.**

As far as possible school placements will be in schools that are reasonably accessible to Goldsmiths. This is necessary so that academic staff are able to visit students and also meet their commitments in college. We cannot guarantee to place students close to home if they live outside of the Goldsmiths catchment area of schools.

It is hoped that the maximum journey time for students who live in the Goldsmiths catchment area will be **90 minutes each way.**

**Primary Modern Languages students who do not hold a EU passport are strongly recommended to check visa requirements for the 4 week placement abroad with the appropriate Embassy prior to starting the course.**

You will also be required to pass the TDA computer based tests in Literacy, Numeracy and ICT.

## College Based Work

Goldsmiths Primary PGCE is offered either at Higher level (H level) or at Masters level (M level), and you will need to opt for one of these routes early on in the first term. You will exit with either a Professional Graduate Certificate in Education or a Post Graduate Certificate in Education.

The **Professional Graduate Certificate in Education** route requires you to achieve four modules. The four modules may be all at H level or 3 modules at H level and one at M level

The Postgraduate Certificate in Education route requires you to achieve four modules. Two of the modules must be at Masters level and two must be at H level.

**Note:** The one or two modules at M level may entitle you to use the 30 or 60 credits towards a subsequent Masters degree.

The modules offered are as follows:

Module	Level	Credits
General Professional Studies	H or M level	30 credits
Curriculum Studies	H or M level	30 credits
School Experience 1 Autumn/Spring	H level	30 credits
School Experience 2 Summer	H level	30 credits
		<b>120 credits</b>

## Primary PGCE Programme Aims

The Goldsmiths PGCE programme aims to:

1. Develop in students the knowledge, skills and understanding necessary to become a responsible professional who can make positive and informed contributions to education.
2. Engage students in practical and theoretical enquiry as a key element in their development as teachers
3. Enable students to reflect on their personal and professional development and respond positively to change
4. Provide the experiences necessary to meet the standards for Qualified Teacher Status.

## Programme Learning Outcomes

	General Prof Studies	School experience	Curriculum Studies
<b>Knowledge and Understanding</b>			
Upon completion of the <b>H Level</b> course students should know and understand:			
the structure and organisation of Early Years and primary education in England and Wales	x	x	
key developments in education policy post-1944, including current statutory and non-statutory documents and frameworks related to the work of a teacher	x	x	x
key critical debates around the nature and aims of education	x		x
the implications for teachers of working within a diverse society	x	x	x
appropriate applications of pedagogic and curriculum subject knowledge within the classroom context	x	x	x
the role of research in an educational context	x	x	x
In addition at <b>M Level</b> students should:			
display an advanced understanding of the relationship between pedagogy and subject knowledge	x		x
critically engage with key philosophical debates on educational issues	x		x
have knowledge of appropriate research methodology in order to conduct school-based investigations.	x		

	General Prof Studies	School experience	Curriculum Studies
<b>Thinking Skills</b>			
Upon completion of the <b>H Level</b> course students should be able to:			
engage in educational debates in professional manner	x		x
exercise critical judgement on professional ideas	x	x	x
theorise key issues relating to educational practice.	x		x
reflect on practice	x	x	x
show familiarity with and understanding of the main research and thinking in the field	x		x
develop a theoretical understanding of educational issues and be able to relate them to practice	x	x	x
In addition at <b>M Level</b> students should:			
be able to analyse and present critical accounts about teaching and learning	x		x
make connections between contributions in different areas in education	x		x
critically assess scholarly work relevant to the area of investigation, deconstructing key concepts and evaluating their implications for professional activity.	x		x
be able to examine theory and practice, identifying the tensions between them	x		x
<b>Practical Subject Skills</b>			
Upon completion of the course <b>H level</b> trainees should:			
have sufficient knowledge to use the CGFS/EYFS and teach the National and basic Curriculum across key stages 1 and 2	x	x	x
have the skills to make all curriculum areas available to all pupils.	x	x	x
have an ability to critical reflect on their practice in an educational context	x	x	x
have an ability to understand the social and emotional needs of pupils, sometimes within a multi-agency approach.	x	x	x
In addition at <b>M Level</b> students should be able to:			
understand in depth the relationship between theory and practice in teaching and learning	x		x
reflect critically on current educational issues or approaches to teaching and learning (e.g. teaching phonics in the FS)	x		x
analyse aspects of education in an international context.			x

	<b>General Prof Studies</b>	<b>School experience</b>	<b>Curriculum Studies</b>
<b>Transferable Skills</b>			
Upon completion of the course <b>H Level</b> students should be able to:			
develop positive relationships with pupils	<b>x</b>	<b>x</b>	<b>x</b>
work cooperatively and effectively with other professionals	<b>x</b>	<b>x</b>	
work effectively independently	<b>x</b>	<b>x</b>	<b>x</b>
make decisions in complex and unpredictable situations.		<b>x</b>	
In addition at <b>M Level</b> students should:			
effectively conduct extended personal inquiry into an educational issue.	<b>x</b>		
demonstrate in-depth reflective and evaluative skills upon professional practice	<b>x</b>		<b>x</b>

## 1. The General Professional Studies module

The General Professional Studies course is designed to enable you to develop your understanding of the role of the primary and early years teacher within the broad field of education. You will have opportunities to engage in discussion and reading as you examine the underlying principles and values that inform current debates about education. In addition you will have the opportunity to develop key generic skills essential to classroom teaching. 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 module will be assessed by means of written coursework.

### Aims of the General Professional Studies course

- To meet 'The Professional Standards for QTS'
- To understand a range of key educational issues and how they affect pupils' learning
- To develop an understanding of recent education policy and curriculum developments
- To develop an understanding of how to work effectively with children and how to organise and manage learning
- To develop a knowledge of teachers' professional responsibilities and the implications for classroom and professional practice
- To understand the principles of effective planning and assessment for pupils' learning, as appropriate to the age range you are teaching
- To develop a theoretical and practical understanding of diversity.
- To understand how to manage the work of other adults, and to work effectively with parents and carers

### Reading

- Arthur, J., Grainger, T. and Wray, D. (eds) (2006) Learning to Teach in the Primary School (London; Routledge) (**CORE TEXT**- you are strongly recommended to buy this book)
- Jacques, K. and Hyland, R. (eds) (2007) Professional Studies- primary and early years (Exeter: Learning Matters)

## 2. The Curriculum Studies module

The Curriculum Studies course is designed to enable you to extend your field of knowledge and practice in this area. You will have opportunities to engage in discussion and reading as you examine the underlying principles and values that inform current debates about your specialism. In addition you will have the opportunity to develop key generic skills essential to classroom teaching. 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 module will be assessed by means of written coursework.

This module is comprised of the following options:

<b>Early Years Education</b>	Compulsory for Early Years specialists
<b>Modern Languages</b>	Compulsory for Modern language Specialists
<b>Citizenship and Society</b>	Primary (5-11 or 7-11) students will be asked to choose from one of these three courses when they arrive.
<b>Creativity and New Media</b>	
<b>Diversity:</b> <ul style="list-style-type: none"><li>○ Ethnic and Linguistic or</li><li>○ SEN</li></ul>	

Students who have opted to focus on Early Years Education and Modern Languages were recruited at the beginning of the programme.

Students on the General Primary Programme have a choice of three modules:

- Citizenship and Society
- Creativity and New Media
- Diversity:
  - Ethnic and Linguistic or
  - SEN

During Induction Week you will receive more information on these 3 courses and will be required to make a choice in order to start your module specialism the following week.

## 2a) Compulsory Courses

### **Modern Languages**

The aim of this module is to enable the students to develop their competence and confidence in teaching French, Spanish or German throughout KS1 and particularly KS2. It will enable them to reflect on learning and teaching languages and to find effective ways of introducing foreign languages into the primary curriculum and to enrich teaching and learning through the addition of a linguistic and cultural dimension. The module is delivered through a series of lectures, seminars and supported self study. All students attend a thirty-hour course delivered at M-level. The majority of students have the opportunity to undertake a four-week school placement in France, Spain or Germany.

### **Reading**

- Jones & Coffey (2006) *Modern Foreign Languages 5 – 11*, David Fulton Publishers
- Johnson, K. (2001) *An Introduction to Foreign Language Learning and Teaching*, London: Longman
- Johnson, M. (2003) *A Philosophy of Second Language Acquisition*, New Haven, London: Yale University Press
- Kirsch, C. (2008) *Teaching Foreign Languages in the Primary School*, London: Continuum

### **Early Years Education**

Students will gain a theoretical and practical understanding of the ways children develop, study the attributes and pedagogy specific to young children, learn strategies to optimise children's learning, and learn how to communicate with parents, colleagues, and other members of the school community. Additionally, students will gain the pedagogical skills and knowledge that will assist them in becoming competent and effective early years educators. The module includes an understanding of the English curriculum framework for children aged 0 – 5, approaches to teaching and assessment, theories of early childhood growth and development, approaches to planning and the impact of family and cultural diversity on early years education. You will explore current understandings of teaching and learning in the early years.

### **Reading**

- Bruce, T. (2004) *Developing Learning in Early Childhood* London: Paul Chapman
- Mooney, C. G. (2000) *An Introduction to Dewey, Montessori, Erikson, Piaget, & Vygotsky*. St. Paul, MN: Red Leaf Press.
- Pugh, G. (2001) *Contemporary Issues in the Early Years: Working Collaboratively for Children*. London: Sage Publications.
- Riley, J. (Ed.) (2003) *Learning in the Early Years: A Guide for Teachers of Children 3-7* London: Paul Chapman

**Please obtain a copy of the Early Years Foundation Stage from:**

<http://publications.teachernet.gov.uk/> and explore the readings and video clips on the CD.

## **2b) Optional Courses**

For Primary 5-11 or 7-11 students (not Early Years or Modern Languages students) only. You will be asked to choose from one of these three courses during the induction week.

### ***Citizenship and Society***

This course traces the development of Citizenship Education in the curriculum and considers the link between notions of citizenship and personal identity. It aims to help teachers tackle controversial issues, such as racism, human rights, and global conflict. Citizenship Education should involve active engagement and pupil voice. Through schools councils and topics such as Education for Sustainable Development, we discuss how children can be empowered to take action and shape their own future.

#### ***Reading***

- Claire, H. & Holden, C. (eds) (2007) *The Challenge of Teaching Controversial Issues* Stoke on Trent: Trentham
- Harrison, D. (2008) *Regardless of Frontiers: Children's Rights and Global Learning* Stoke on Trent: Trentham
- Osler, A. (ed) (2005) *Teachers, Human Rights and Diversity* Stoke on Trent: Trentham

### ***Creativity and New Media***

This course will examine the ways in which modes of expression are changing, and how this might be reflected in the context of primary education. It will examine the relationship of new media to creativity and the effects of new media and innovations on literacy in particular both within and outside the school environment. Students will also be encouraged to consider potential future developments in this area and possible implications for education.

#### ***Reading:***

- Kress, G. (2003) *Literacy in the New Media Age*. London: Routledge.
- Kist, W. (2005) *New Literacies in Action: Teaching and learning in multiple media* New York: Teachers College Press.

### ***Diversity (Ethnic & Linguistic)***

The course is intended to provide students with an in-depth understanding of teaching and learning in multi-ethnic and multi-lingual classrooms. It will draw on research evidence to show some of the key factors that contribute to children's success in school, including teacher-pupil relationships, positive attitudes to bilingualism and cultural diversity, and an inclusive curriculum.

#### ***Reading***

- Alladina, S. (1995) *Being Bilingual*, Stoke on Trent: Trentham Books.
- Pearce, S. (2005) *You Wouldn't Understand: white teachers in multi-ethnic classrooms*, Stoke on Trent: Trentham

### ***Diversity (SEN)***

This course is designed to probe deeper into issues surrounding special educational needs. It will focus primarily on more profound special needs both within the mainstream classroom as well as looking at the more specialist teaching methods often used within the special school setting.

#### ***Reading***

- Farrell, M. (2005) *Key Issues in Special Education*. London: Routledge
- Farrell, M (2003) *Understanding Special Educational Needs, A Guide for Student Teachers*. London: Routledge
- Grant, D (2010) *That's the Way I Think, Dyslexia, Dyspraxia and ADHD Explained (2<sup>nd</sup> Edition)*. London; Routledge

## Developing Your Subject Knowledge

While undertaking the PGCE programme you will be asked to complete activities to help shape your understanding of the teaching and learning process. The activities in this section are part of this process and are intended to focus your observations, asking you to reflect upon your own experiences as a learner. You are also strongly advised to start working on your personal subject knowledge in Mathematics, Science, English and ICT. At the start of the programme you will be audited.

We recommend for Science and Mathematics that you visit the BBC Bitesize site (<http://www.bbc.co.uk/schools/gcsebitesize/maths/>) and (<http://www.bbc.co.uk/schools/gcsebitesize/science/edexcel/>) and work through the self study material. There is an opportunity to self test.

## Primary Science

**Before joining the course we would like you to complete the following activities:**

### a) Reflect on your own experience of learning science

What are your memories of learning science ('bad' and 'good' ones)? Try to identify significant events that influenced your attitude to science. Please make some notes for discussion during the course (approximately 250 words).

### b) You will need to start reading:

While aspects of science content will be addressed on the course, you may find it helpful to revise your understanding of science prior to the course. The following is a course reader:

- Peacock, G. et al. (2007) *Primary Science: Knowledge and Understanding*, Exeter: Learning Matters

This book deals with the learning and teaching of primary science, and it is a most important *primary science book*.

### Prior to starting the course you will need to buy:

- Sharp, J. & Byrne, J. (2007) *Primary Science: Audit and Test*, Exeter: Learning Matters

This book will help you to audit and test your understanding of science throughout the course. There is sample test on the following link

<http://www.learningmatters.co.uk/Worksheets/education/science/audsci.asp>

Take this sample test. Press submit at the end and the answers will appear.

- Sharp, J, Peacock, G, Johnsey, R, Simon, S, Smith R. (2007) *Primary Science: Teaching Theory and Practice*, Exeter: Learning Matters

This is an essential course book and an invaluable guide to primary science teaching.

**Another useful book which provides science subject knowledge for teaching in a primary school is:**

- Farrow, S. (1996) *The Really Useful Science Book*, Falmer Press.

### **Primary Mathematics:**

**You will be required to revise your maths subject knowledge throughout the course. It is recommended that you buy a mathematics dictionary.**

There are a range of mathematics dictionaries written for pupils and teachers. We suggest you choose one you consider to be appropriate for you **or** the book below.

- Mooney, C. (2003) *A-Z of Key Concepts in Primary Mathematics* Learning Matters ([www.learningmatters.co.uk](http://www.learningmatters.co.uk))

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., (2005) *Mathematics Explained for Primary Teachers (3rd Edition)*, Paul Chapman Publishing.
- Suggate, J., Davis, A. & Goulding, M. (2006) *Mathematical Knowledge for Primary Teachers*, 3<sup>rd</sup> Edition David Fulton Publishers

### **Pedagogical Knowledge**

You can start to develop your pedagogical knowledge by reading:

- Montague-Smith, A. (2003) *Mathematics in Nursery Education 2<sup>nd</sup> Edition* David Fulton Publishers
- Thompson, I. (2003) *Enhancing Primary Mathematics* Open University Press

**Before joining the course we would like you to complete the following activities:**

#### **a) Analysing 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.*

You will be audited on your subject knowledge during the first term of the PGCE. Please complete the confidence audit on the next page and work on those areas you feel the least confident in.

## Auditing Mathematical Knowledge

Name

**Highest mathematical qualification:**

**Date achieved:**

*Please tick the box to identify the best match of your confidence and competence in own knowledge and understanding of these different aspects of mathematics which underpin the teaching of mathematics 3-11 using the following:*

4 = Very confident and secure. Could explain to someone else and 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. I am not sure about this.

0 = Not at all confident or secure.

<b>a. Number and Algebra</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Comment</b>
<b>The real number system</b>						
▪ the order and size of numbers						
▪ place value						
▪ negative numbers						
▪ decimals, fractions, percentages and the relationship between them						
▪ rational and irrational numbers						
<b>Indices</b>						
▪ representing numbers in index form and the laws of indices						
▪ squares and cubes of numbers						
▪ ways of representing large and small numbers						
▪ standard form						
<b>Number operations and algebra</b>						
▪ 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 $n^{\text{th}}$ terms						
<b>Equations, functions &amp; graphs</b>						
▪ 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>b. Reasoning &amp; Proof</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>Comment</b>
<b>Reasoning and proof</b>						
▪ the use of =, ≡, ⇒, ∴						
▪ the difference between mathematical reasoning & evidence and use of evidence						
▪ constructing mathematical arguments and familiarity with methods of proof						
<b>c. Measures</b>						
<b>Measures refers to length, area, volume, capacity, mass/weight, time, angle</b>						
▪ metric units, Imperial units						
▪ standard & compound measures						
▪ the relationship between measures						
▪ choice of unit & use of proportion						
<b>d. Shape and Space</b>						
<b>Co-ordinates in 2-D</b>						
▪ using co-ordinates to specify location						
▪ relationships between co-ordinates of related points						
<b>Transformation of shape</b>						
▪ translations, rotation and reflection						
▪ properties of position, direction & movement						
<b>Properties &amp; characteristics of 2D shapes</b>						
▪ areas and perimeters						
▪ symmetry, congruence & similarity						
▪ geometric constructions						
▪ Pythagoras' theorem						
<b>Properties &amp; characteristics of 3D shapes</b>						
▪ surface area and volume of solid shapes						
▪ symmetry of solid shapes						
<b>e. Statistics and Probability</b>						
<b>Data Handling</b>						
▪ 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						
<b>Probability</b>						
▪ the difference between probability from observations and from theory						
▪ probability of compound events						
▪ methods for identifying and counting events						
▪ recognise independent & mutually exclusive events						

## Primary English

Before joining the course you will need to complete the following activities:

### **Task 1: Reflect upon your own experiences of learning to read and write.**

Think back to your own experiences of learning to read and write at home and/ or at school. What can you remember? You may wish to consider texts that were important to you, places where you read and people who helped you. Consider what might this tell you about the teaching of reading and writing in school?

Please make some brief notes and be prepared to discuss your experiences at the start of the course.

### **Task 2: Current perspectives on the teaching of early reading**

In 2006, Jim Rose presented "*The Independent Review of the Teaching of Early Reading*". In this he advocated an approach to reading that has a clear focus upon the word recognition and comprehension for a summary of this please see the Primary National Strategies *Overview of the New Conceptual Framework for the Teaching of Early Reading* which is available from:

[http://nationalstrategies.standards.dcsf.gov.uk/node/19504?uc=force\\_uj](http://nationalstrategies.standards.dcsf.gov.uk/node/19504?uc=force_uj)

Look through the information on the five web pages, keep some notes and get a feel for the current beliefs on how children can be best taught to read. Reflect upon how this compares to your own experiences.

### **Task 3: Word Recognition**

An understanding of how to teach children systematic phonics is an essential tool in the class teacher's repertoire of teaching children to read and is applicable at all Key Stages. Some key words relating to this are listed below:

- Phoneme;
- Grapheme;
- Blending;
- Segmenting;
- Consonant digraph;
- Vowel digraph;
- Consonant cluster/ blend.

Create definitions for each of these.

### **Task 4: Practical Application**

If you have already experienced the teaching of synthetic phonics in the classroom reflect upon your experience and the key strategies you think make effective phonic teaching.

Or

If you have not experienced the teaching of phonics in the classroom watch *Synthetic Phonics at Marners School* on teachers TV which is available from:

<http://www.teachers.tv/video/4951> keep some brief notes of your observations and implications for your own practice.

### **Task 5: Comprehension**

Choose five children's books that you might use with children in the age phases you have chosen to specialise in. These can be of any genre. Review these and state why you have chosen them. Consider how they might be used in the classroom. Reflect upon what you believe to be the characteristics of a good book.

#### **Core texts:**

- Wyse D.; Jones R. (2007) *Teaching English, Language and Literacy (2nd Edition)* London: Routledge
- Medwell, J.; Moore, G.; Wray, D.; Griffiths, V. (2009) *Primary English: Teaching Theory and Practice (fourth edition)* Exeter: Learning Matter

### **Task 6: Subject Knowledge:**

At the start of the English course you will take an **English Subject Knowledge Test** which will assess your understanding of some of the key terms you will come across as you begin to engage with key documents relating to the teaching of English. To begin to prepare for this complete the online audit available from:

<http://www.learningmatters.co.uk/Worksheets/education/english/audeng.asp>

Completion of this will enable you to identify areas you need to develop. A sample of the English test will be available in the English handbook which you will receive during your first English session.

## **Primary ICT**

The government has spent unprecedented amounts of money on ICT in Education in recent years and much of it has been spent on various hardware and equipment in schools. Schools have a degree of choice over how they organise their resources for ICT and this early observation task is designed to raise awareness about organisation and use of ICT in teaching and learning. We will take up issues around their choices and discuss how they may have come to certain pedagogical decisions when college sessions for ICT get underway. You should therefore bring any notes you make with you to the opening two ICT sessions.

### ***Recommended reading***

- Waller, M & Grove, M (2007) Powerpointless. The Times Online. [http://technology.timesonline.co.uk/tol/news/tech\\_and\\_web/article1666665.ece](http://technology.timesonline.co.uk/tol/news/tech_and_web/article1666665.ece)
- Wheeler, S(Ed) (2005) Transforming Primary ICT. Learning Matters. Exeter.

### ***Subject Knowledge***

You will need to be reasonably good at using computers since ICT will become increasingly important in the primary curriculum over the next few years. You will be given a brief self-assessment in the first ICT session.

You will at least need to know the following

- basic word processing, including cutting and pasting, creating tables and saving multiple copies
- basic use of a spreadsheet, including how to enter formulae and make graphs
- use of email, including how to send attachments
- be familiar with the internet and worldwide web including common 'web 2.0' applications such as social networking, blogging, social bookmarking and online forums
- have a knowledge of presentation software such as PowerPoint, but also to be aware of its limitations

If you are unsure of any of the above, please make sure you update your knowledge before you start the PGCE The above is the bare minimum of knowledge which you will need to be a trainee teacher. ICT is an area of the curriculum which is constantly changing, you will also need to be prepared to keep your knowledge of ICT constantly updated as new software, hardware and online resources develop."

## Basic ICT Skills Audit

<b>Name:</b>	<b>Course</b>
--------------	---------------

The purpose of this form is to help you quickly identify your ICT needs. Please refer to the instructions at the end of the survey to check your score against your need for taking steps to enhance your ICT skills.

**For each statement please tick the box if you can do the task.**

		<b>Can do?</b>
Basic Skills	Switch on and start up the computer	<input type="checkbox"/>
	Load and use a CD-ROM	<input type="checkbox"/>
	Choose the most appropriate software for a task	<input type="checkbox"/>
Mouse Skills	Use a mouse to select icons	<input type="checkbox"/>
	Single click and double click a mouse button	<input type="checkbox"/>
	Use a mouse to drag and drop objects	<input type="checkbox"/>
	Use a mouse to select a block of text or an image	<input type="checkbox"/>
Start Button and Task	Use the Start button to launch programs	<input type="checkbox"/>
	Use the Start menu to shutdown the computer	<input type="checkbox"/>
	Find the taskbar on the desktop	<input type="checkbox"/>
	Use the taskbar to switch between programs	<input type="checkbox"/>
Using and controlling Windows	Move a window by dragging on the title bar	<input type="checkbox"/>
	Close a window using the close button (X)	<input type="checkbox"/>
	Minimise and maximize a window using the buttons on the title bar	<input type="checkbox"/>
	Restore a window from the task bar	<input type="checkbox"/>
	Resize a window by dragging its edge or corner	<input type="checkbox"/>
Disk, folder & file management	Name your work and save it onto the hard drive	<input type="checkbox"/>
	Save your work into a folder other than the default folder	<input type="checkbox"/>
	Save and load work to and from a usb	<input type="checkbox"/>
	Create a new folder in which to keep work	<input type="checkbox"/>
	Use 'My Computer' or 'Windows Explorer' to move or re-organise files and folders on any disc	<input type="checkbox"/>
	Delete unwanted files	<input type="checkbox"/>
Processing information and data	Enter information using the keyboard and mouse	<input type="checkbox"/>
	Load a file, make changes and re-save it under a different name (hereby keeping the old version too)	<input type="checkbox"/>
	Create a document which contains different types of information (eg. <i>pictures and sounds</i> ) and linked pages	<input type="checkbox"/>
	Use menus to save files, format text, change views etc.	<input type="checkbox"/>
	Copy and paste information from one software application to another	<input type="checkbox"/>

Using a Printer	Turn on and set up a printer	
	Print using the print button on the software toolbar	
	Use the Print preview option	
	Print one page from a longer document	
	Change printer settings (eg. <i>print in black-and-white</i> )	
Using the Internet	Log on to the Internet	
	Find a web site by correctly entering its address	
	Bookmark a website in order to revisit it easily	
	Perform a search to find information on the internet	
	Send an email attachment	
	<b>Total</b>	

To rate your score count up the number of ticks you have entered. It is in your interest to be honest about your ability. It will not go against you if your skill level is low.

Score	Action
0-15	You should consider taking Basic ICT skills training before/at the start of your PGCE year. You still need to make a copy of the audit form and hand it to your subject tutor at the start of the year.
16-28	You should consider taking 'Advanced Beginners' training before/at the start of your PGCE year. You still need to make a copy of the audit form and hand it to your tutor at the start of the year.
29 and above	You do not need extra training. You still need to make a copy of the audit form and hand it to your tutor at the start of the year.

## Educational Issues

### The National Curriculum

The National Curriculum is a framework used by all maintained schools to ensure that teaching and learning is balanced and consistent.

It sets out:

- the subjects taught;
- the knowledge, skills and understanding required in each subject;
- standards or attainment targets in each subject;
- how children's progress is assessed and reported.

The National Curriculum can be accessed from: <http://curriculum.qcda.gov.uk/key-stages-1-and-2/>

#### Activity 1:

Using the URL above access the National Curriculum website and explore the tabs on the left hand side.

Find out about:

- Values, Aims and Purposes;
- Subjects;
- Inclusion statements;
- Assessment;
- Learning Across the curriculum.

Write a brief summary (200 words or equivalent) to act as an aide memoir to remind you of what you have found in your exploration.

#### Activity 2:

As a result of your research, identify 5 advantages and 5 disadvantages of having a National Curriculum in this form

### Educational Change

We are facing a time of great change in Education. Comprehensive Reviews of the Primary Curriculum have been carried out:

- For the Cambridge Primary Review see <http://www.primaryreview.org.uk/>
- For the Independent Review of the primary Curriculum see <http://www.dcsf.gov.uk/primarycurriculumreview/>

However, at present no one is entirely sure of the impact these will have on the day to day practice of teachers. The recent change of government has meant that planned curriculum revision has been postponed and that schools, who were preparing to review their provision in readiness for a new National Curriculum, now have had to put their plans on hold.

**Activity 3:** As a starting point for getting to grips with current changes watch the video **Need to Know** which is available from: <http://www.teachers.tv/videos/need-to-know-primary-curriculum-changes> (accessed 26/6/10)

After watching this and reading around the current government agenda, identify **one** issue that has arisen you think is important and research this, be prepared to share it with a group of your peers at the start of term.

Ensure your information is up to date by accessing relevant resources such as the Times Educational Supplement (TES); Education Guardian or the Teacher training resource bank (TTRB accessed from <http://www.ttrb.ac.uk/>) regularly.

## **TDA Skills Test**

### ***Background to the QTS skills tests***

The qualified teacher status standards require trainees recommended for the award of QTS to pass skills tests in numeracy, literacy and information and communications technology (ICT).

In 1998, the Department for Education and Employment published the Green Paper, Teachers: Meeting the Challenge of Change. This recommended that all new teachers have a thorough grounding in numeracy, literacy and ICT. In 1999, the Secretary of State asked the Teacher Training Agency to develop the skills tests and the TDA now takes responsibility for this policy area.

The tests cover the core skills that teachers need to fulfil their wider professional role in schools, rather than the subject knowledge required for teaching. Test questions in all three skills areas are set in the context of your professional role as a teacher. This is to ensure all teachers are competent in numeracy, literacy and ICT, regardless of their specialism.

The tests do not replace the GCSE grade C equivalence entry requirement; this is designed to ensure all trainees have reached a particular standard in English, mathematics and ICT. All questions have been written using real data and information which teachers are likely to use. They have been extensively trialed and piloted by trainee teachers and teachers.

The tests are computerised and can be taken at any of approximately 50 test centres throughout England. You will need to obtain a pass mark of at least 60 per cent for each skills test.

***Taken directly from <http://www.tda.gov.uk/skillstests/about/background.aspx>***

***There is practice material on the website. You are strongly encouraged to practice the tests.***

You will get your skills tests number when you start the PGCE- usually in October or November. When you receive your number you should take your tests as early as possible.

## Financial Support

### Funding for postgraduate teacher training

#### *Eligibility*

Your tuition fees and any other bursary or financial support depend on your status as a home, European Union (EU) or overseas student.

All grants and bursaries are subject to conditions and you are not guaranteed funding, but you may be eligible for financial support.

#### *Tuition fee loan*

If you are on a postgraduate initial teacher training (ITT) course, you will have to pay tuition fees. Tuition fees vary depending on the course and the higher education institution (HEI) or school-centred initial teacher training (SCITT) provider. You should contact the HEI or SCITT provider of the course or programme you are interested in directly.

Home and EU students may be eligible for a tuition fee loan to cover the cost of tuition fees charged. This is available through Student Finance England. More information on the tuition fee loan can be found on [Directgov](#).

#### *Training bursary*

Trainees may be entitled to a tax free bursary from the Training and Development Agency for Schools (TDA). The size of the bursary depends on when you start training and what subject you train to teach.

Here are the new training bursary rates for eligible postgraduate trainee teachers starting eligible postgraduate ITT courses on or after 1 August 2010:

#### **Tax free bursary amount: £9,000:**

- Physics
- Chemistry
- Engineering
- Design and technology (including food technology)
- ICT
- Manufacturing
- Mathematics

#### **Tax free bursary amount: £6,000:**

- Biology
- Combined/general science
- Other sciences
- Music
- English
- Geography
- Modern languages

#### **Tax free bursary amount: £4,000:**

- Art and design
- Drama
- Primary

To be eligible for a training bursary, you must be a home or EU trainee on a TDA funded course and be eligible for student support. More information on the eligibility for student support can be found on [Directgov](#).

Contact your training provider for more information, or call the Teaching Information Line on 0845 6000 991.

### ***Student loan for maintenance***

Home students in England may also be eligible for a student maintenance loan to help towards accommodation and other living costs. This is available through Student Finance England. More information on the student loan for maintenance can be found on [Directgov](#).

### ***Maintenance grant***

Home students in England may also be eligible for a non repayable maintenance grant. This grant will be means tested and you can apply through Student Finance England. More details about these grants and the funding arrangements for trainees from the EU can be found at [Directgov](#).

*Taken directly from*

[http://www.tda.gov.uk/Recruit/thetrainingprocess/fundinginengland/postgrad\\_funding.aspx](http://www.tda.gov.uk/Recruit/thetrainingprocess/fundinginengland/postgrad_funding.aspx)

## General Resources

Name	Web address	General Information as expressed on the website
The Department for Education (DfE)	<a href="http://www.education.gov.uk/">http://www.education.gov.uk/</a>	Was formed on 12/5/10 and is responsible for Education and Children's Services
Training and Development Agency for schools (TDA)	<a href="http://www.tda.gov.uk">www.tda.gov.uk</a>	
Teachers' TV	<a href="http://www.teachers.tv/">http://www.teachers.tv/</a>	Up-to date info and video clips on a wider range of topics and for different key stages
Teacher Training Resource Bank (TTRB)	<a href="http://www.ttrb.ac.uk/">http://www.ttrb.ac.uk/</a>	<i>The TTRB provides access to the research &amp; evidence base informing teacher education. All materials are quality assured through a rigorous process of academic scrutiny and monitoring undertaken by a team of expert teacher educators.</i>
Multiverse	<a href="http://www.multiverse.ac.uk/">http://www.multiverse.ac.uk/</a>	<i>A website for teacher educators and student teachers addressing the educational achievement of pupils from diverse backgrounds</i>
Behaviour4learning	<a href="http://www.behaviour4learning.ac.uk/">http://www.behaviour4learning.ac.uk/</a>	<i>The site provides access to the research &amp; evidence base informing teacher education.</i>
Office for Standards in Education (Ofsted)	<a href="http://www.ofsted.gov.uk/">http://www.ofsted.gov.uk/</a>	Ofsted is the Office for Standards in Education, Children's Services and Skills. [They] regulate and inspect to achieve excellence in the care of children and young people, and in education and skills for learners of all ages.
National College for School Leadership (NCSL)	<a href="http://www.ncsl.org.uk">www.ncsl.org.uk</a>	The National College for Leadership of Schools and Children's Services works to develop and inspire great leaders of schools, early years settings and children's services so that they can make a positive difference to children's lives.

## The School Practice Collection at Goldsmiths

The School Practice collection is on the first floor of the Library in the Rutherford Building, and contains about 24,000 items. The main aim of the collection is to help students on teaching practice by providing books and other materials for use in the classroom and for lesson preparation. The collection consists of two sections: **books and audio-visual**, and other **multi-media material**.

### Books and Audio-Visual

The book collection covers all age and ability groups from pre-school to A-level, and includes teachers' books for use with children. The main sequence of books is arranged by Dewey Decimal Classification, as in the rest of the Library, and includes all the non-fiction subjects, fairy tales, myths and legends, and poetry and drama.

- *Novels and picture books* are shelved separately at the end of the book sequence: IFIC, JFIC, SFIC and PICT stand for infant, junior and senior fiction, and picture books. *Big books* can be found on separate racks in the School Practice room nearby.
- *CDs and audiocassettes* - These are stored separately at the end of the book sequence. Books with CDs or tapes are stored on the shelves with the books.
- *DVDs, CD-ROMs and videos* – Individual DVDs, CD-ROMs and videos for loan are stored on the shelves with the books.

### Multi-Media Material

The School Practice multi-media collection is housed in a room nearby, which is open at all times. Items are classified in the same way as the books, but stored by format. Laptop points, a PC, and a discussion room are also available.

- *Project packs* - These are usually documents and pictures in a folder, stored in the central filing cabinets.
- *Kits* - These are multi-media items, such as teaching objects and games, shelved against the wall in three sequences: ordinary, small, and envelope (large) kits.
- *Picture charts* - Charts and posters are stored rolled in cardboard tubes.
- *Reference CD-ROMs* - These are on shelves behind the door, and can be used for reference or borrowed as day-time loans within college only (if school use is prohibited by the copyright licence). They can be taken to a Library desk to be issued. Headphones are also available on request.
- *Slides* - Slides are in sets with accompanying notes in one of the filing cabinets.

### The Online Catalogue

All books and audio-visual items, and most multi-media material, can be found on the Library's online catalogue, so please consult this to find out what is available. There are several catalogue terminals in the School Practice area.

## Loans

All School Practice items can be borrowed and returned at the ground floor help desk or self-service machines. Most items are three week loans, although some are seven day loans or reference only. School Practice loan entitlements are as follows:

	<b>Education students</b>	<b>Academic staff</b>	<b>Other staff</b>	<b>Other students</b>	<b>Associate and external students</b>
<b><i>Books</i></b>	20	20	10	5	4
<b><i>Audio-visual</i></b>	20	20	10	5	4

When borrowing and returning items with multiple parts, please check the contents, as responsibility for them rests with the borrower. We cannot check items at the issue desk, but do so on their return.

## **Renewals and Enquiries**

Three week loans may be renewed in person, on the catalogue, or by phone on 020 7919 7150 or 7189. Please quote your Library card number, and note that short loans and reserved items cannot be renewed. If you have any School Practice enquiries, please call the Education and School Practice Librarian, Mark Preston ([m.preston@gold.ac.uk](mailto:m.preston@gold.ac.uk)) on 020 7919 7169.

## English for Academic Purposes Provision for PGCE

The Language Studies Centre at Goldsmiths provides support for English for Academic Purposes, aimed at non-native speakers, but suitable for others, and can be accessed at:

<http://www.gold.ac.uk/language-studies-centre/>

Classes are run by several staff, but particularly for the PGCE by Paul Stocks: Lecturer in English for Academic Purposes.

If students are on school placement, and cannot access his classes during the normal course of a week, Paul can offer slots in reading week and half term.

He can also offer sessions for nine weeks during the summer, before the PGCE programme starts.

A one-to-one drop in session is offered in the Library on Fridays 12.30 - 4.00.

Writing tutorials with Royal Literary Society authors are offered for an hour a time, but need to be booked.

*If, during the course, it seems that you would benefit from extra support in this area, a tutor will refer you to the Centre and you will be required to attend sessions as agreed.*

## Some thoughts from previous students

I have really enjoyed my placements and the feeling of being a real teacher!

Good mix of students, all ages, backgrounds, life experiences, nationalities.

Need to keep a positive outlook throughout course as it's so hard.

Excellent and experienced tutors who give training and share knowledge and experience on all

Teaching experience can be very hard in terms of lack of contact with other students.

Good access to resources: songs, useful websites, books etc. that we could use on our placement.

Working in Germany as a trainee teacher was definitely a highlight.

Good support from the tutors and student colleagues.

Whether you like it or not, how you teach and how you learn to teach are bound up with your own personality, philosophy and values. Somewhere inside there is a set of personal standards-whether tacit or articulated, ill-informed or carefully thought out-that determine what shocks you, interests you or angers you about schools, and that serve as the benchmarks which you will use to guide and evaluate your progress as a teacher.

*(Claxton, 1990:18)*

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