

**Department of Educational Studies**

**PGCE Secondary Programme**

# **Programme Introductory Handbook**

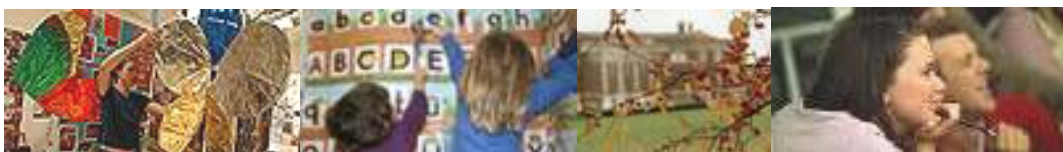
## **Standard Route**

Art & Design, Design & Technology, Drama, English, Geography, Maths, Music, Science (General Science, Physics, Biology and Chemistry), Languages (French, German and Spanish)

## **Flexible Route**

Design & Technology, Community Languages, English and Science

**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 Secondary 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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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 Secondary PGCE students joining us in September 2010 and/or January 2011. We hope that your time here will prove to be both stimulating and rewarding.

Please read this Programme Introductory 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 Student Records 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 promptly (by the end of September for September starters).

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 13<sup>th</sup> September 2010:

<b>Time</b>	<b>Subject</b>
09:30	Biology (Flexible and Standard)
09:50	Chemistry (Standard)
10:05	Gen Science (Standard)
10:25	Mathematics
10:45	Physics (Standard)
11:10	Design and Technology
11:50	Music
12:10	English (Flexible and Standard)
12:40	German

<b>Time</b>	<b>Subject</b>
09:40	Chemistry
10:00	Gen Science (Flexible)
10:15	Geography
10:40	Physics (Flexible)
10:50	Art & Design
11:30	Drama
12:00	Community Languages
12:30	French
12:50	Spanish

If you are starting your PGCE in January 2011 enrolment will take place on Wednesday 19<sup>th</sup> of January 2011. Further details will follow.

### **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.

***Flexible PGCE students** please note that, whilst there is the opportunity to alter the pace of the programme in consultation with your tutor, this is by no means a part-time course, as certain modules may require full-time attendance.*

***Flexible Design & Technology students** should look at advice for standard D & T students as opposed to generic 'flexible' advice around college attendance and assessment. Your flexibility is mainly around school practice.*

All students are advised to familiarize themselves with the timetables in this booklet and begin planning their year accordingly. Flexible students may find it useful to use the timetable as a guide to the pattern of the school year.

## **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. Please contact the Student Support Office.

**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 your Programme Secretary:  
Robin Dwyer-Hickey, on 020 7919 7360 or [secondary@gold.ac.uk](mailto:secondary@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*

**Maggie Pitfield and Emma Snowden**  
*Joint Heads of Flexible PGCE*

## **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 the standard and flexible 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 2010/11

You will receive a detailed timetable at the beginning of the PGCE, 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>	<b>Mon 20/9/10 to Fri 17/12/10</b> <b>(13 weeks including Reading week 25/10/10 to 29/10/10)</b>	<b>Mon 13/9/10 to Fri 17/12/10</b> <b>(14 weeks including Reading week 25/10/10 to 29/10/10)</b>
<b>Spring Term</b>	<b>Tues 04/01/11 to Fri 01/04/11</b> <b>(13 weeks less 2 days including Reading Week 21/2/11 to 25/2/11)</b>	<b>Tues 04/1/11 to Fri 08/04/11</b> <b>(14 weeks less 1 day including Reading Week 21/2/11 to 25/2/11)</b>
<b>Summer Term</b>	<b>Tues 26/4/11 to Fri 01/7/11</b> <b>(holiday 25/04/11)</b> <b>(10 weeks including Reading Week 30/5/11 to 03/06/11)</b>	<b>Tues 26/4/11 to Weds 22/06/11</b> <b>(holiday 25/04/11)</b> <b>(Just over 8 weeks including Reading Week 30/5/11 to 03/06/11)</b>

Your enrolment is on Monday 13<sup>th</sup> September 2010 in the morning. See page four for your subject timings.

Your first taught session takes place on Monday 13<sup>th</sup> September 2010 in the afternoon. This will usually be from 1 p.m. unless your subject tutor tells you otherwise. Go to the Education Building before then to find out where you will be. **D&T** students should go to the Lockwood Building. **Science** students should go to the Whitehead Building to room WB404.

**SECONDARY PGCE TIMETABLE 2010-11**

Week beginning	College Week	Monday	Tuesday	Wednesday	Thursday	Friday
13/9/10		Registration/SS	GPS/SS	SS	SS/GPS	Diversity conference/SS
20/9/10		SS	GPS/SS	GPS/SS	SS/GPS	SS
27/9/10		SS	GPS/SS	SS	SS/GPS	SS
4/10/10		SS (self study)	GPS/SS	SE1 Induction	SE1	SS
11/10/10		SE1	SE1	SE1	SE1	SS
18/10/10		SE1	SE1	SE1	SE1	SE1
25/10/10		Reading Week (You may be needed for tutorials)				
1/11/10		SE1	SE1	SE1	SE1	SS
8/11/10		SE1	SE1	SE1	SE1	SS
15/11/10		SE1	SE1	SE1	SE1	SS
22/11/10		SE1	SE1	SE1	SE1	SS
29/11/10		SE1	SE1	SE1	SE1	SS
6/12/10		SE1	SE1	SE1	SE1	SS
13/12/10		SE1	SE1	SE1	SE1	SS
20/12/10		Holiday				
27/12/10		Holiday				
03/01/11		Holiday	GPS/SS	GPS/SS	GPS/SS	SS
10/01/11		GPS/SS	GPS/SS	GPS/SS	SE2 Induction	SS (SS assignment due in)
17/01/11		SE2	SE2	SE2	SE2	GPS/SS
24/01/11		SE2	SE2	SE2	SE2	SS
31/01/11		SE2	SE2	SE2	SE2	SS
07/02/11		SE2	SE2	SE2	SE2	GPS/SS
14/02/11		SE2	SE2	SE2	SE2	SE2
21/02/11		Reading Week (You may be needed for tutorials)				
28/02/11		SE2	SE2	SE2	SE2	SE2
07/03/11		SE2	SE2	SE2	SS- variable floating day	SE2
14/03/11		SE2	SE2	SE2	SE2	SE2
21/03/11		SE2	SE2	SE2	SE2	SE2
28/03/11		SE2	SE2	SE2	SE2	SE2
04/04/11		SE2	SE2	SE2	SE2	SE2
11/04/11		Holiday				
18/04/11		Holiday				
25/04/11		Holiday	SE2	SE2	SE2	SE2
02/05/11		Bank holiday	SE2	SE2	SE2	SE2
09/05/11		SE2	SE2	SE2	SE2	SS (GPS assignment due in)
16/05/11		SE2	SE2	SE2	SE2	SE2
23/05/11		SE2	SE2	SE2	SE2	SE2
30/05/11		Reading Week (You may be needed for tutorials)				
06/06/11		SE2	SE2	SE2	SE2	SE2
13/06/11		SE2	SE2	SE2	SS\GPS	SS
20/06/11		SS	SS	SS		

SE=School Experience; GPS= General Professional Studies; SS= Subject Studies

Flexible students will produce a personalised timetable based on the dates of their school placements and their compulsory workshops. A template and dates will be communicated to you separately.

## College Based Work

During this year you will spend the equivalent of 12 weeks in college (standard route students) and 24 weeks in school. **Attendance on all courses and work in school is compulsory.**

### Weeks in school

- Needs analysis and Induction: two-week placement
- School Experience 1: 10-week placement
- School Experience 2: 12-week placement

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. If you live outside the area you may have to travel for longer than this.**

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

The Goldsmiths Secondary PGCE courses are 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** three modules at H level and one at M level to make 120 credits

The **Postgraduate Certificate in Education** route requires you to achieve four modules. Two of the modules must be at Masters Level and the rest 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 Options	H or M level	30 credits
Subject Studies	H or M level	30 credits
School Experience 1	H level	30 credits
School Experience 2	H level	30 credits
		120 credits

## The Secondary PGCE Programme Aims

The Goldsmiths PGCE programme aims to:

1. Develop knowledge, skills and understanding needed to become a responsible professional who can make positive and informed contributions educational policy
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
5. Provide the experiences necessary to meet the standards for Qualified Teacher Status.

### Programme Learning Outcomes

	Subject Studies 1	School Experience 1 and 2	General Prof 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 secondary education in England and Wales, including the range of school types		✓	✓
Key developments in education policy post-1944, including current statutory and non-statutory documents and frameworks related to the work of a secondary teacher	✓		✓
Key critical debates around the nature and aims of education	✓	✓	✓
The implications for teachers of working within a multi-cultural, multi-ethnic society	✓	✓	✓
Appropriate applications of specialist subject knowledge within the classroom context	✓	✓	
The role of research in an educational context			✓
In addition at <b>M Level</b> students should:			
Display an advanced understanding of the relationship between pedagogy and subject knowledge	✓		✓
Critically engage with key philosophical debates in education	✓		✓
Have knowledge of appropriate research methodology in order to conduct school-based investigations.	✓		✓

<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	✓	✓	✓
Exercise critical judgement on professional ideas	✓	✓	✓
Theorise key issues relating to educational practice.	✓	✓	✓
Reflect on practice		✓	
Show familiarity with and understanding of the main research and thinking in the field	✓		✓
Develop a theoretical understanding of educational issues and relate them to practice	✓	✓	✓
In addition at <b>M Level</b> students should:			
Be able to analyse and present complex critical accounts about teaching in relation to their specialist subject.	✓		
Critically evaluate the key research contributions and thinking in the field	✓		✓
Make connections between contributions in different areas of education	✓		✓
Critically assess scholarly work relevant to their area of investigation, deconstructing key concepts and evaluating the implications for professional activity.	✓		✓
Be able to examine theory and practice, identifying the tensions between them	✓		✓
<b>Practical Subject Skills</b>			
Upon completion of the course <b>H level</b> students should:			
Have detailed subject knowledge to teach the National Curriculum across key stages 3 and 4, and Post-16 where relevant	✓	✓	
Be able to mediate their subject to make it accessible to all pupils.		✓	
Have an ability to critically reflect on their practice in an educational context		✓	
Demonstrate an ability to engage with the social and emotional learning of pupils, sometimes within a multi-agency approach.		✓	✓
In addition at <b>M Level</b> students should:			

understand in depth the relationship between theory and practice	✓		✓
Demonstrate specialist skills relating to their subject	✓		✓
Have thorough practical and theoretical knowledge of recent technological developments in relation to their own special subject as a teacher.	✓		✓
<b>Transferable Skills</b>			
Upon completion of the course <b>H Level</b> students should be able to:			
Develop positive relationships with pupils		✓	
Work cooperatively and effectively with other professionals		✓	
Develop a high level of skills in organising and managing theoretical and practical assignments	✓	✓	✓
Work effectively independently	✓	✓	✓
make decisions in complex and unpredictable situations.		✓	
<b>In addition at M Level</b> students should:			
effectively conduct extended personal inquiry into an educational issue.	✓		✓
Apply in-depth reflective and evaluative skills to professional practice	✓		✓

## **THE PGCE Programme**

The programme starts in September, and lasts for 36 weeks with the equivalent of 24 weeks spent in schools. College-based courses are normally timetabled between 9 am and 4 pm; in school, you are expected to attend from 8:30 am (earlier in some schools) until the end of the school day. Successful completion of the programme leads to a PGCE and recommendation for the award of QTS; this is provisional until you have satisfactorily completed an induction period in your first post.

In the College-based part of the programme you spend most of your time working in a subject group with your subject tutor, who has overall responsibility for your professional development. We place a strong emphasis on active and collaborative learning: there are many opportunities to learn from each other, to discuss and reflect with your fellow students. In school, you are normally placed in a department with another student from your subject group. Your College tutor continues to visit you in your school to observe and discuss your teaching with you and support your development.

The PGCE programme has three key elements:

- Subject Studies
- General Professional Studies
- School Experience

## **What you Study**

### **Subject Studies**

This module will provide you with a clear statement about the philosophy of the PGCE in that they will be expected to critically engage with current practice. This critical perspective will enable student teachers to reflect on their own and observed pedagogies and how these relate to different aspects of their subject. It also engages student teachers in developing their critical awareness of a variety of approaches, learning strategies and innovative materials appropriate to the secondary classroom.

Student teachers will be exposed to a variety of teaching and learning methods, forms and materials and will be able to view these positively, but also critically, in order to explore ways of improving the teaching and learning process. As a result of this reflection, and consideration of theory, student teachers will propose improved approaches and or materials

### **General Professional Studies (GPS)**

There is also a block lecture programme, GPS, which explores issues common to all teachers. The aims of the GPS course are:

- to develop an understanding of the whole school curriculum;
- to provide a forum for cross-curricular discussion;
- to provide opportunities for you to engage in forms of educational investigation which will further your ability to teach effectively and reflectively;
- to enhance your awareness of a range of educational work carried out by professionals working alongside teachers.

Within GPS you have an opportunity to study an option in more depth. You can choose from one of four options:

- Communication & Relationships
- Equity
- Teaching and Learning
- Assessment
- Multilingual Classroom

You will be asked to make your choice during the first term. You will be taught in mixed subject groupings for this course.

### **School Experience 1 and 2**

These two modules allow you to develop as reflective practitioners in a professional environment. It provides an opportunity to gain first-hand experience of teaching and to draw on the knowledge and understanding developed in other modules.

In school, you will have the opportunity to observe and work alongside experienced teachers before taking responsibility for teaching classes on their own. Regular tutorials should occur with the subject mentor and student teachers will become familiar with the department and whole-school issues related to operation and policies. During this time you will complete assignments and activities related to Subject Studies 1, and General Professional Studies.

### **Partnership with schools**

We work closely with the teachers in our partner schools. College and school-based work is planned, taught and assessed jointly by College tutors and the teachers who are your school-based tutors. School-based tutors are released from teaching commitments to work with students for a block of time each week throughout the year.

Most of our partner schools are London comprehensives, chosen for their quality of provision. They offer you an excellent introduction to teaching in socially mixed, multi-ethnic urban classrooms. You work with young people from a wide range of different backgrounds, experiences, aptitudes and needs. This is exciting, but challenging, so we are committed to a gradual and supportive introduction to classroom teaching and to equipping you with the understandings and skills needed to work in London schools. Partnership schools are located across London, and you may need to travel some distance to your teaching practice.

## **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.

## Art & Design

In preparation for the PGCE in Art and Design at Goldsmiths there are a number of things you can do to establish a firm beginning to the course.

We strongly advise that all students visit a secondary Art and Design department and make notes on what you observe. This will create a platform for discussion in the first days of the course.

Art and Design is a multi-dimensional subject with a broad variety of methods applied in the realisation of art/design/craft product and process. We recommend that you 'brush up' on a variety of mediums such as;

- Basic sculptural construction – i.e. using card, clay, wire, papier-mâché. No need to get involved in anything major - just get yourself used to working with these materials.
- Painting – again basic stuff – play with the paint using a various means, glaze, impasto etc.
- Collage, mixed media,
- ICT (photo-shop is always good),
- Drawing (but not life drawing) try some drawing from memory or drawing for planning, concept drawing etc. The rule of thumb is if it takes more than an hour leave it – and of course enjoy it!!

Additionally, go to current exhibitions and research/read about contemporary art/design/craft and the issues/politics/concepts and processes behind them, especially your own practice.

You should also start reading about the issues within art and design education and alternative ways of learning, see below suggested readings, particularly the journal International Journal of Art and Design Education, see NSEAD website. Also, check out Tim Rollins and KOS – just Google.

You will participate in a number of workshops/lectures/seminars at Goldsmiths to enhance your subject knowledge that may challenge your conceptions of what art and design education is. You are about to enter into a field that is changing, challenging and yet is the most rewarding and potentially creative profession imaginable. Have a restful but fruitful summer.

### Useful Web-sites/ Readings

[www.arteducation.co.uk/nsead.html](http://www.arteducation.co.uk/nsead.html)

<http://www.infed.org/thinkers/et-freir.htm>

<http://www.webster.edu/~corbetre/philosophy/education/freire/freire-2.html>

### Introductory Reading

Adams. J. Worwood, K. Atkinson, D. Dash, P. Herne, S. Page, T., *Teaching Through Contemporary Art: a report on innovative practices in the classroom*: London- Tate Publishing

Addison, N & Burgess, L. (eds) (2000) *Learning to Teach in Art and Design in the secondary School*:

Atkinson D. (2002) *Art in Education: Identity and Practice* Dordrecht: Kluwer

## Design & Technology

The PGCE in Design and Technology is offered through a choice of two routes:

### Standard

The standard route starts in September each year and finishes the following June. Generic education studies and subject study sessions are all College-based and school practice is largely completed over two main blocks (block 1 – 4 days per week and block 2 for 5 days per week)

### Flexible

The flexible route starts in either September or January and finishes in a minimum of 3 terms and a maximum of 5 or 6. Generic education studies and subject study sessions are either College-based or distance learning and school practice has built-in flexibility according to individual needs.

The Design & Technology PGCE at Goldsmiths has been developed from a set of guiding principles:

#### *Concerning **designing & making** and the creative processes that make them possible*

Students will learn to understand and to operate responsibly as a designer and technologist in social, cultural, economic, political and environmental contexts employing a range of appropriate skills and practices.

#### *Concerning **teaching & learning** and their interrelationship*

Students will learn to understand learners and the learning process in the context of formal education, including psychological, cultural, ethical and philosophical perspectives; to reflect critically on teaching practices, including their own; and in consequence to operate as an effective and professional educator.

#### *Concerning the **teaching of design & technology** in schools*

Students will learn to combine these understandings of designing and making, and of teaching and learning in such a way that they operate effectively and responsibly in supporting the development of design and technology capability in eleven to eighteen year old learners.

#### *Concerning the developing **professional practitioner***

Students will learn to integrate their skills, values and understandings to develop into reflective professional practitioners, becoming articulate advocates who can contribute to the evolution both of design & technology and of the teaching profession.

All the elements of the programme will integrate these four areas of concern. As an example, studio-workshop 'design projects' will involve not only designing & making, but may also embrace concepts and experiences related to teaching and learning, to schools, and to professional practice. Accordingly, we take the view that synthesis is as important as analysis. We encourage students to develop a holistic view of their capability; identifying their strengths and weaknesses, but in relation to their view of themselves as a whole professional. Every student represents a unique synthesis of experience and expertise and we celebrate their individuality. There are many different ways of being a successful student and a great teacher.

Our aim is to develop teachers whose vision, imagination and professionalism takes them beyond the realities and constraints of current classrooms and curricula; continually evolving new and better models of practice. This requires a respect for, and a commitment to, a research led community of practice to which we all (students, tutors and practising graduates) have a continuing responsibility. It is this ambition that created, and will continue to recreate design & technology.

## The nature and purpose of Design and Technology Education

*Design and technology contributes to pupils becoming successful learners by developing enquiring minds. Pupils are encouraged to try out alternatives and fresh approaches when engaging in assignments to design and make products. These assignments provide broad opportunities to enjoy applying knowledge to practical activities. Pupils are motivated to use learning from other subjects as they process information that will help with their designing.*

*As pupils respond creatively to design briefs they analyse and reflect critically on products and then put forward constructive explanations for improving their own work. When evaluating and modifying their proposals, learners invite feedback, consider different points of view and incorporate insights gained. Pupils understand how to learn from their mistakes as they reflect critically when modifying their proposals.*

*Design and technology encourages pupils to communicate and model original and innovative design ideas visually, orally and in writing, using ICT as appropriate. During focused tasks, and in particular when analysing products, pupils imagine new approaches to designing and making, learning independently and with others.<sup>1</sup>*

Design and Technology operates as one of a range of subjects within the Goldsmiths PGCE Secondary Programme in partnership with schools. Students train to be specialist D&T teachers able to offer at least two specialist fields at Key Stage 3 (KS3) level and one of these at Key Stage 4 (KS4). Specialist fields offered at Goldsmiths are:

### **Electronics & Communication Technologies (KS3 only)**

#### **Materials Technology**

#### **Textiles Technology**

### **Food Technology (KS3 only)**

For most students, their choice of specialist fields will be determined by previous qualifications and experience related to one of these areas. ***Prior to starting on the programme you should make appropriate arrangements to catch up on basics if necessary.***

Subject studies in Design & Technology is divided into **two** strands:

1. Generic Subject Study Application
2. Specialist Field Application and Skills

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<sup>1</sup> Online. Available HTTP: <http://curriculum.qcda.gov.uk/key-stages-3-and-4/subjects/design-and-technology>. Accessed 25 August 2009.

## **Specialist Fields in Design and Technology**

*The nature of design and technology means that it is not possible to train a 'generalist' design and technology teacher, able to teach all specialist areas. The minimum competences are based on the feasibility of training teachers able to teach confidently the National Curriculum programmes of study in two specialist fields at Key Stage 3 and one specialist field at Key Stage 4 and beyond. (DATA Research Paper No 4 revised Summer 2003)*

There are specific full and half-day sessions dedicated to the 1<sup>st</sup> and 2<sup>nd</sup> specialist fields. In addition to these there are late night workshops available and directed study time throughout the year for those who require additional skills-based practice. For each of the subject study sessions you will be given a plan outlining key learning objectives, learning outcomes, QTS Standards, DATA Competences, session content and associated resources. It is important that you keep a record of these sessions and plan your directed study time accordingly.

**Skills audits** – You are expected to complete skills audits for your 1<sup>st</sup> and 2<sup>nd</sup> specialist fields at the start of the Autumn and Spring terms and again towards the end of the Summer term. These audits should be available for discussion with your Profile Tutor at these times and are an important way of tracking development of your subject knowledge and skills.

### **Before starting...**

Key texts you should read before the programme start include:

Barlex, D. Ed (2007), *Design and Technology for the Next Generation*, Cliffe and Company, Shropshire, UK.

Owen-Jackson, G. (2002) *Teaching Design and Technology in Secondary Schools (A Reader)*: The Open University, Routledge Falmer

Kimbell R., Stables K., Green R. (1996) *Understanding Practice in Design and Technology* Open University Press, Buckingham, UK

Once enrolled on the programme, all PGCE D&T trainees receive additional reading materials that support subject study sessions.

You should also explore the Design and Technology Association website at [www.data.org.uk](http://www.data.org.uk) and join as a trainee/student member for free.

You should identify basic workshop or skills courses in your local area that would develop your subject knowledge before the programme starts - especially the basics in materials and textiles.

## Drama

There are several ways in which you can prepare for the Secondary Drama course:

- since Drama is part of the New Curriculum for English, you should familiarise yourself with the speaking and listening provision in the National Curriculum for English.
- by ensuring a broad subject knowledge
- by reading the theory and practice of key theatre practitioners.
- by acquainting yourself with a range of recently published drama in education books.
- by completing the pre-course tasks set in the spring.

### 1) The New Curriculum

You can find the New Curriculum for English at Key Stages 3 and 4 on the following web site:

<http://www.nc.uk.net/index.html>

### 2) Subject Knowledge

Try to see as much live theatre as possible, especially work rooted in non-Western forms. You should try to see work by the following current practitioners if possible

- Knee High
- Trestle
- Frantic Assembly
- DV8

### 3) Key Theatre Practitioners

Familiarising yourself with the work of the following practitioners will prepare for the PGCE Drama course. They feature in the A/S A2 Drama and Theatre Studies syllabuses, and are also important common reference points in terms of our own practice as drama teachers. Refer to the reading list and try to develop a sense of the philosophies of theatre practitioners as you will need this for your course.

- Peter Brook
- Jerzy Grotowski
- Constantin Stanislavsky
- Bertolt Brecht
- Antonin Artaud
- Augusto Boal
- Edward Gordon Craig

### 4) Suggested Pre-course Reading - Drama in Education

Baldwin, P. (2004) **With Drama In Mind: Real Learning In Imagined Worlds** Network Educational Press.

Bowell, P. & B. Heap. (2001) **Planning Process Drama** David Fulton

Fleming, M. (1995) **Starting Drama Teaching** David Fulton

Neelands, J. (1998) **Beginning Drama 11-14** David Fulton

Wagner, B.J. (1979) **Dorothy Heathcote - Drama As A Learning Medium** Hutchinson (A Really Interesting Insight into Process-Based Teaching.)

Woolland, B (2010) **Teaching Primary Drama** Pearson Education Ltd

**You May Also Find The Following Books Useful:**

Bolton, G. (1998) **Acting In Classroom Drama** Trentham Books

Cooper S. & Mackey, S. (2000) New Edition: **Theatre Studies - An Approach For Advanced Level** Stanley Thornes

Kempe, A. & Nicolson, H. (2001) **Learning To Teach Drama 11-18** Continuum

Neelands, J. & Dobson, W. (2000) **Drama & Theatre Studies At As/A Level** Hodder & Stoughton

**Examination Syllabuses and Set Texts:**

Visit the following Exam Board websites so that you can look at GCSE Drama and A-level Drama & Theatre Studies syllabuses:

<http://www.aqa.org.uk/>

<http://www.edexcel.org.uk/>

**Useful Internet Sites**

<http://www.kentaylor.co.uk>

Comprehensive website for drama teachers, and PGCE Drama students, run by Ken Taylor, Middlesex University.

<http://www.londondrama.org>

<http://www.nationaldrama.co.uk>

Your London based professional organisation  
National Drama Magazine + links to drama internet sites.

**6) Pre-course tasks**

Complete the Subject Knowledge audit and the ICT skills audit.

Arrange a placement to a primary school to investigate

- how drama is taught
- transition
- how bullying is being addressed
- behaviour management

## English with Media and Drama (Standard and Flexible PGCE routes)

There are three different ways in which you can profitably prepare for the course: firstly, by refreshing or expanding your own subject knowledge in relevant ways (remember, the National Curriculum for English covers literature, language, drama, media studies and ICT); secondly, by introducing yourself to the theories and practice of teaching secondary English; and thirdly, by acquainting yourself with a range of recently published children's fiction. Also, don't forget to refer back to any specific recommendations we made following interview (e.g. classroom observations, national curriculum, subject-specific reading etc).

### Updating & Extending your Subject Knowledge:

Read or re-read some of the following:

Pre-twentieth century texts commonly taught in secondary schools, including, for example:

- Shakespeare: *The Tempest, Romeo and Juliet, Macbeth, Hamlet and Othello*
- Dickens: *Great Expectations*
- Pre-twentieth short stories and novellas (e.g. Hardy, 'The Withered Arm'; Dickens, 'The Signal Man'; Jacobs, 'The Monkey's Paw'; HG Wells, 'The Red Room'; Conan Doyle, *The Adventure of the Speckled Band*; Stevenson, *The Strange Case of Dr Jekyll and Mr Hyde*)

'Modern classics' which are commonly taught, including for example:

- William Golding: *Lord of the Flies*
- Harper Lee: *To Kill a Mocking Bird*
- Arthur Miller: *A View from the Bridge*
- George Orwell: *Animal Farm, Nineteen Eighty-Four*
- J.B.Priestley: *An Inspector Calls*
- John Steinbeck: *Of Mice & Men*
- Mildred Taylor: *Roll of Thunder, Hear my Cry*

Language Issues – this will be an important part of the course, particularly with the current policy emphasis on 'literacy' and language teaching. The first title is a good 'refresher' if you feel your knowledge of grammar and grammatical terminology is a little hazy:

- David Crystal: *Rediscover Grammar*: (Longman, 3<sup>rd</sup> edn. 2004)
- Jean Aitchison: *Language Change: Progress or Decay*: (3<sup>rd</sup> edn. 2001, Cambridge)
- Neil Mercer: *Words and Minds*: (Routledge, 2000)
- James Britton: *Language and Learning*: (Pelican, revised edn. 1992)

Media – a good starting point:

- David Lusted (ed): *The Media Studies Book*: (Routledge 1991)

Drama – a good introduction to drama as a school subject:

- J. Neelands: *Beginning Drama 11 – 14*: (David Fulton 1998)

### Teaching English:

You should take a look at the revised National Curriculum for English and the renewed Framework for Secondary English – documents available from QCDA/DFE, or by looking on their websites (accurate at time of printing):

<http://curriculum.qcda.gov.uk>

<http://nationalstrategies.standards.dcsf.gov.uk/secondary/english>

**The following text books for English are the core texts for the PGCE English course:**

M Fleming, D Stevens. *English Teaching in the Secondary School*: (David Fulton, 2<sup>nd</sup> edn. 2004)

S Brindley (ed), *Teaching English*: (Routledge 1994). Recommended pre-course reading includes chapters 1, 2 & 3.

**Classroom Observation:**

It is essential that you gain some knowledge of the way English or 'literacy' is taught in primary schools. If possible, spend a day in a primary school; failing that, try at least to sit in on a Literacy Hour, preferably with year 6 pupils (final year in primary).

**Children's Literature:**

The summer holidays offer an excellent opportunity to read some children's fiction. Asterisked fiction will be used in subject sessions and so read as many as you can. *Enjoy!*

David Almond:	<i>Skellig; Savage</i>
Julie Bertanga:	<i>Exodus</i>
Holly Black:	<i>Tithe; Spiderwick Chronicles</i>
*Malorie Blackman:	<i>Noughts and Crosses</i>
Tim Bowler:	<i>The River Boy</i>
*John Boyne	<i>The Boy in the Striped Pyjamas</i>
Henrietta Branford:	<i>Fire, Bed and Bone</i>
Constance Briscoe:	<i>Ugly</i>
*Melvin Burgess:	<i>Junk</i>
*Aidan Chambers:	<i>Dance on My Grave</i>
Cassandra Clare:	<i>City of Bones</i>
Eoin Colfer:	<i>Artemis Fowl</i>
*Sharon Creech:	<i>Heartbeat</i>
Gillian Cross:	<i>The Demon Headmaster</i>
Anne Fine:	<i>Flour Babies, The Tulip Touch</i>
Suzanne Fisher Staples:	<i>Under the Persimmon Tree</i>
Gordon and Williams:	<i>Tunnels</i>
*Mark Haddon:	<i>The Curious Incident of the Dog in the Night-Time</i>
Tanuja Desai Hidier:	<i>Born Confused</i>
Anthony Horowitz:	<i>The Power of Five series</i>
Eva Ibbotson:	<i>Journey to the River Sea</i>
*Elizabeth Laird	<i>A Little Piece of Ground</i>
Tanya Landman:	<i>Apache</i>
Tim Lott:	<i>Fearless</i>
Stephanie Meyer:	<i>Twilight</i>
*Michael Morpurgo:	<i>War Horse</i>
Beverley Naidoo	<i>The other side of truth</i>
Patrick Ness	<i>The Knife of Never Letting Go</i>
Mal Peet:	<i>Tamar; Keeper; Penalty</i>
*Anna Perera	<i>Guantanamo Boy</i>
Wil Peterson:	<i>Triskellion</i>
Philip Pullman:	<i>His Dark Materials trilogy</i>
Bali Rai	<i>City of Ghosts</i>
Celia Rees:	<i>The Fool's Girl, Witch Child</i>
Philip Ridley:	<i>Scribbleboy</i>
J.K. Rowling:	(any Harry Potter title)
Salman Rushdie	<i>Haroun and the Sea of Stories</i>
*Louis Sachar:	<i>Holes</i>

Marcus Sedgewick:	<i>My Swordhand is Swinging</i>
Darren Shan:	<i>Lemony Snicket</i>
*Robert Swindells:	<i>Stone Cold</i>
Scott Westerfield	<i>Uglies</i>
Jacqueline Wilson:	(any title)
Benjamin Zephaniah:	<i>Face, Refugee Boy</i>

### Useful Internet Sites

<http://www.qcda.gov.uk/curriculum> National Curriculum for English (Key Stages 3 & 4)  
<http://www.nationalstrategies.standards.dcsf.gov.uk>: renewed Framework for Secondary English

<http://www.ukla.org.uk> United Kingdom Literacy Association

<http://www.collaborativelearning.org.uk> Promoting inclusive education

<http://www.naldic.org.uk> National Association for Language Development in the Curriculum

<http://www.multiverse.ac.uk>: Diversity and achievement

<http://www.poetrylibrary.org.uk>: Poetry resources and events

<http://www.worldwidewords.org.uk>: Exploring language use

*Accurate at time of printing.*

### Additional information for students joining the Flexible Secondary English PGCE Course

As your course is a flexible one, it would be helpful to start thinking about your proposed route through the course. There are three periods of school-based experience:

- the two-week 'Needs Analysis';
- School Experience 1, the first long school placement of ten weeks (or equivalent), which students usually complete on a four or five days a week basis;
- School Experience 2, which all students have to complete as a continuous, full-time teaching practice of twelve weeks in length.

It is important to think carefully about the proposed timing of the placements, as arrangements made with schools regarding start dates cannot normally be changed.

It would also be of use to you to think about your approach to the self-study materials and to prepare yourself by completing some reading of the course texts in advance. A generic text set for the course is:

Ellis V. (ed) (3<sup>rd</sup> edition 2007) *Learning and Teaching in Secondary Schools*, Exeter: Learning Matters

You might also wish to read:

Rogers B. (1997) *You Know the Fair Rule*, Financial Times Prentice Hall

The Ellis text is **in addition** to the set texts for the English self-study modules:

Fleming M. & Stevens D. (2<sup>nd</sup> edition 2004) *English Teaching in the Secondary School*, David Fulton

Brindley S. (ed) (1994) *Teaching English*, Routledge

(Recommended pre-course reading from this text includes chapters 1, 2 & 3.

Prior to the start of the course you will be sent the dates of the compulsory Goldsmiths based workshop sessions, and we look forward to seeing you then.

## Geography

Here are some activities you can do prior to September that will enable you to get the most out of the course.

### What is this subject?

Undertake some reading (see reading list) to come into the course with some clear ideas on the scope and reach of geography as a subject. The course will offer you the chance to ‘de-construct’ geography in order that we can take a critically reflective stance towards the kinds of geography we witness in schools. Try to recognise that what the subject is depends on the paradigm from which you view it. For example, do you believe that there exists a truth out there in the world which we, as teachers of geography, are feeding to the learners; or perhaps you might look upon the subject as being much more tentative about notions of truth and might see it as an opportunity for learners to explore and exchange ideas on what characterises place and space: different truths for different people.

If you can get the chance, and in the light of your reading, aim to observe some geography lessons and critically reflect on the type of geography being taught and learned.

It would be helpful if you could arrive to the course with a clear standpoint in this respect.

### Geography subject knowledge audit:

Undertake an audit of your subject knowledge prior to the course. Identify areas which need to be worked at to boost your knowledge and begin doing some reading. First year undergraduate level texts are probably most appropriate.

Grade yourself from 1-5

1 – low level of knowledge and understanding

5 – very confident

<b>Geographical Themes / Skills</b>	<b>Level of knowledge and understanding (1..5)</b>
Resource issues and management	
Urban and rural environments	
Agriculture	
Economic activities Work related studies	
Unequal spaces	
Population and migration	
Globalisation and global networks	
Cultural geography	
Economic development	
Geological processes	
Geomorphological processes <ul style="list-style-type: none"> <li>• Fluvial</li> <li>• Coastal</li> <li>• Glacial</li> </ul>	
Tectonic processes	
Atmospheric processes, weather and climate	

Ecosystems and biogeography	
Climate Change	
Natural hazards	
Environmental issues	
Sustainable development	
Enquiry methodology	
Field-techniques	
Data analysis/statistics	
Map skills	
Map drawing/field-sketching	
Graphicacy	

### ICT – GIS

Create an account with Google so that you can practice using web-based GIS. Look at exam board specifications on their websites to identify where GIS is to be used to enhance geographical learning and understanding.

### Suggested reading list

Bonnett A. (2008) What is Geography? Sage

Brookes, C (ed) (2009) Studying PGCE Geography at M Level RoutledgeFalmer

Leat, D. (1998) *Thinking Through Geography* Cambridge: Chris Kingston Publishing

Morgan, J. and Lambert D. (2005) *Geography: teaching school subjects*. Routledge.

Morgan, J. and Lambert D. (2010) *Teaching Geography 11-18: A Conceptual Approach* OUP

Roberts, M. (2003) *Learning through Enquiry: Making sense of geography in the key stage 3 classroom* London: Geographical Association

### Useful web sites

#### The National Curriculum – Geography

<http://curriculum.qcda.gov.uk/key-stages-3-and-4/subjects/key-stage-3/geography/index.aspx>

#### The Teacher Development Agency TDA

<http://www.canteach.gov.uk/sitemap.htm>

#### QCA

[The Qualifications and Curriculum Authority \(QCA\)](http://www.qca.org.uk/) is a guardian of standards in education and training. We work with others to maintain and develop the [school curriculum](#) and associated [assessments](#), and to [accredit](#) and [monitor](#) qualifications in schools, colleges and at work.

<http://www.qca.org.uk/>

**Ofsted**

Inspection reports on schools, LEAs EAZs, also subject reports  
<http://www.ofsted.gov.uk/>

**Staffordshire Learning Net for Geography**

<http://www.sln.org.uk/geography>

**The Geography Exchange**

<http://www.zephyrus.demon.co.uk/geography/home.html>

**4learning (Channel 4)**

<http://www.4learning.co.uk/>

**learn.co.uk (The Guardian)**

<http://www.learn.co.uk/>

**Global Eye News**

<http://www.globaleye.org.uk/>

**Google Maps**

<http://maps.google.co.uk/maps?hl=en&tab=w>

Create a google account to gain access to GIS

**The Ordnance Survey**

<http://www.ordsvy.gov.uk/>

**GIS for Teachers**

[http://www.king.ac.uk/geog/gis\\_for\\_teachers/](http://www.king.ac.uk/geog/gis_for_teachers/)

**UN Population Information Network**

<http://www.un.org/popin/>

**The Advisory Unit – Computers in Education**

<http://www.advisory-unit.org.uk/>

**The Geographical Association**

<http://www.ordsvy.gov.uk/>

**General:**

Department for Children, Schools and Families <http://www.dcsf.gov.uk/>

Standards site [www.standards.dfes.gov.uk/](http://www.standards.dfes.gov.uk/)

National Curriculum online [www.nc.uk.net](http://www.nc.uk.net)

Schemes of work [www.standards.dfes.gov.uk/schemes](http://www.standards.dfes.gov.uk/schemes)

National grid for learning [www.ngfl.gov.uk](http://www.ngfl.gov.uk) and <http://vtc.ngfl.gov.uk/>

[www.teachersweb.co.uk](http://www.teachersweb.co.uk)

**Exam boards:**

[www.aqa.org.uk/](http://www.aqa.org.uk/)

[www.edexcel.org.uk/](http://www.edexcel.org.uk/)

[www.ocr.org.uk/](http://www.ocr.org.uk/)

## Basic ICT Skills Audit

<b>Name:</b>	<b>Course</b>
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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.**

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

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 (e.g. <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.

## Languages (Standard and Flexible PGCE Courses)

### Standard (French, German, Spanish) and Flexible (Arabic, Mandarin, Panjabi and Urdu)

To help you make the most of the PGCE course, there are three areas that it would be useful for you to work on prior to starting. These are:

1. Developing your subject knowledge in terms of your first and/or second teaching language
2. Introducing yourself to policy and pedagogy in relation to the teaching of Languages
3. Familiarising yourself with the English school system and the curriculum for languages.

#### 1. Developing subject knowledge (first and/or second teaching language)

The Goldsmiths PGCE prepares you to teach at least your main teaching language to Advanced Level. This means that you need to have a high level of linguistic competence as well as up to date cultural knowledge. Even if you are a native speaker of the language or have a degree in it, there may be areas that it is useful for you to work on. For native speakers, especially those who have not taken a language degree, this may involve gaining a more conscious awareness of the grammatical system and how it works as well as identifying the kind of problems English speakers are likely to encounter in learning the language. For those with a degree in the language there may be various areas that need brushing up on. This is particularly true where some time has elapsed since the degree was completed and opportunity to use the language has been limited. Sometimes particular areas of grammar, e.g. use of tenses and agreements, can be a problem, sometimes it is more to do with oral fluency or an aspect of the culture such as changes in the education system in the target country.

As well as your main teaching language students on the course are expected to be developing a second language. The ability to offer a second language, even if it is only to key stage 3, i.e. beginners' level, is something that many schools prefer, partly because it facilitates timetabling. Thus, when it comes to applying for jobs you are in a **much stronger position** if you are able to offer a second language. Although there is a programme to assist you in developing your language skills once the course starts, because of the many demands of the PGCE year, you are strongly advised to make as much progress as possible beforehand.

Here are some steps to help you:

#### (a) Get an idea of your level:

You may find it useful to take a diagnostic test. Tests for some languages are available online at:

BBC Learning

Language Gauge – French

Language Gauge – German

Language Gauge – Spanish

Language Gauge – Italian

[www.bbc.co.uk/learning/courses/](http://www.bbc.co.uk/learning/courses/)

## **Dialang**

DIALANG is a European project for the development of diagnostic language tests in 14 European languages. Tests are made available on the Internet free of charge. The project is financially supported by the European Commission. Available currently in French, German and English.

<http://www.dialang.org>

### **(b) Get an idea of what you need to know**

A good way to focus your efforts is by working on areas of language covered in school courses. To do this you need to find out what topics, vocabulary and grammar are included in the latest GCSE, AS and A level specifications. The specifications for the main examination boards (Edexcel, AQA and OCR) as well as specimen papers can be viewed online at:

Edexcel: [www.edexcel.org.uk](http://www.edexcel.org.uk)

AQA: [www.aqa.org.uk](http://www.aqa.org.uk)

OCR: [www.ocr.org.uk](http://www.ocr.org.uk)

### **(c) Find the most useful resources**

According to your level, you should consider buying a GCSE or 'A' level textbook and just working your way through it, chapter by chapter. To see a range of current textbooks and other resources you may find it worthwhile to visit CILT, the National Centre for Languages which is situated in central London near Waterloo station.

**Address:** 3<sup>rd</sup> Floor,  
111, Westminster Bridge Road  
London SE1 7HR.

**Website:** [www.cilt.org.uk](http://www.cilt.org.uk) (includes location map)

A resource that some students find useful for self-study is 'Schaum's Outline Series' aimed at developing knowledge of vocabulary and grammar. Languages covered are French, German, Italian, Spanish and Russian and information on these is provided at:

<http://web10.eppg.com/schaums/outline-subjectlist.html>.

There are many websites which you can use to support your language learning. The following are a few examples:

#### **Arabic**

Arabic2000.com

<http://www.arabic2000.com/new.html>

#### **Chinese**

Sinologic

<http://www.sinologic.com/ChinaLinks.html>

#### **French**

Bonjour de France

[www.bonjourdefrance.com/](http://www.bonjourdefrance.com/)

Zut

<http://www.zut.org.uk>

### **German**

Goethe Institute / Inter Nations

[www.goethe.de/deindex.htm](http://www.goethe.de/deindex.htm)

About: German language

<http://german.about.com/?once=true&>

### **Punjabi**

Advanced Centre for Technical Development of Punjabi Language, Literature and Culture,  
Punjabi University, Patiala

<http://www.advancedcentrepunjabi.org/intro1.asp>

Punjab Online

<http://www.punjabonline.com/>

Likhari

<http://www.likhari.org.uk>

5abi

<http://www.5abi.com>

### **Spanish**

About: Spanish language

<http://spanish.about.com/?once=true&>

Resources

<http://www.bton.ac.uk/edusport/languages/recursos/indice.html>

### **Urdu**

Oxford University Language Centre

<http://www.lang.ox.ac.uk/langlinks/indivlangs/urdu.html#useful>

## **(d) Teach yourself how to learn efficiently**

Two books give you some ideas for how to make yourself into a quicker, more effective language learner. Although they were written for teachers, you can use the ideas in them for yourself as a learner e.g. how to memorise vocabulary, check your written work.

Harris, V. and Snow, D. (2004) Doing it for themselves, published by CILT, in their Pathfinder series

Wenden, A. (1991) Learner Strategies for Learner Autonomy, published by Prentice Hall.

## **(e) Get some lessons!**

Several higher education institutions offer 'subject knowledge booster courses' and 'extension courses' and information about these is available on the Teacher Training Agency website:

<http://useyourheadteach.gov.uk>

Some students decide to attend intensive courses in the target country over the summer and this is an ideal way to make rapid progress. Information on language courses offered in this country and abroad is available at:

### **Arabic**

Arabica

[www.arabica.org.uk/](http://www.arabica.org.uk/)

School of Oriental and African Studies

[www.soas.ac.uk/languagecentre/arabic/](http://www.soas.ac.uk/languagecentre/arabic/)

### **Chinese**

School of Oriental and African Studies

[www.soas.ac.uk/languagecentre/chinese/home.html](http://www.soas.ac.uk/languagecentre/chinese/home.html)

### **French**

Institut Français

[www.institut-francais.org.uk/](http://www.institut-francais.org.uk/)

Alliance Française

[www.alliancefrancaise.org.uk/](http://www.alliancefrancaise.org.uk/)

### **German**

Goethe Institute / Inter Nations

[www.goethe.de/i/eniindex.htm](http://www.goethe.de/i/eniindex.htm)

### **Italian**

Italian Cultural Institute

<http://www.italcultur.org.uk/education.htm>

### **Punjabi**

School of Oriental and African Studies

[www.soas.ac.uk/languagecentre/other/panjabib.html](http://www.soas.ac.uk/languagecentre/other/panjabib.html)

### **Spanish**

Consejería de Educación en Reino Unido e Irlanda

[www.sgci.mec.es/uk/Consej/equi.html](http://www.sgci.mec.es/uk/Consej/equi.html)

[www.educacion.es/exterior/uk/es/consej/es/formacion/teachersgospanish.shtml](http://www.educacion.es/exterior/uk/es/consej/es/formacion/teachersgospanish.shtml)

don Quijote

[www.donquijote.com](http://www.donquijote.com)

### **Urdu**

School of Oriental and African Studies

[www.soas.ac.uk/languagecentre/other/urdu.html](http://www.soas.ac.uk/languagecentre/other/urdu.html)

### **(f) Do some reading about the language!**

The linguistics of French, German and Spanish

<http://www.ittmfl.org.uk/trainees/clie.htm#general>

Multilingualism (M.K. Verma)

[http://www.llas.ac.uk/resources/goodpractice.aspx?resourceid=634#toc\\_7973](http://www.llas.ac.uk/resources/goodpractice.aspx?resourceid=634#toc_7973)

Gao M. (2000) *Mandarin Chinese: An Introduction*. Oxford: OUP.

Holes, C. (2004) *Modern Arabic: Structures, Functions and Varieties*. (2<sup>nd</sup> Edition). Washington: Georgetown University Press.

## **2. Introducing yourself to policy and pedagogy in relation to the teaching of Languages**

You should familiarize yourself with:

- the National Curriculum for Modern Foreign Languages and how it fits into the broader secondary curriculum  
<http://curriculum.qca.org.uk/>
- the GCSE, AS and A2 specifications (see web addresses for exam boards above)

Looking through GCSE exam syllabuses and going to the CILT website (see section 1) will already be useful but it's often helpful to see the classroom in action. Other useful resources are:

- Teachers TV where you can see short clips from different classes. Go to 'subjects' and then 'Modern Foreign Languages'  
<http://www.teachers.tv/>
- National Strategies CPD: Secondary MFL  
Units are illustrated by video clips and downloadable resources. You have to agree to the Site Policy Agreement first.  
<http://www.nationalstrategiescpd.org.uk/mfl/>

### Useful reading

(Note those marked with a star are key texts which you may consider buying. The others are very helpful and Pathfinders are short and easy to read!)

Alison, J and Halliwell, S. (2002) *Challenging classes: focus on pupil behaviour*. London: CILT Pathfinder.

Cajkler, W. and Addelman, R. (2000) *The Practice of Foreign Language Teaching*. London: David Fulton.

Field, K. (ed) *Issues in Modern Foreign Languages teaching*. London: Routledge.

Jones, B, Halliwell, S, Holmes, B. (2002) *You speak, they speak; focus on target language use*. London: CILT Pathfinder

Jones, B. and Swarbrick, A. (2004) *It makes you think! Creative engagement, offering challenges*. London: CILT Pathfinder

\* Lightbown, P.M. and Spada, N. (2006) *How languages are learned* (3<sup>rd</sup>edn). Oxford: Oxford University Press. [Core text for students doing Flexible PGCE in Arabic, Mandarin Chinese, Panjabi and Urdu]

Pachler, N. and Redondo, A. (2006) *A Practical Guide to Teaching Modern Foreign Languages in the Secondary School*. London: Routledge.

\*Pachler, N. , Barnes, A. and Field, K. (2009) *Learning to Teach Modern Foreign Languages in the Secondary School: A Companion to School Experience*. (Third edition) London: Routledge

Pachler, N., Evans, M. and Lawes, S. (2008) *Modern Foreign Languages: Teaching School Subjects 11-19*. London: Routledge.

Rendall, H. (2006) *Patterns and procedures: focus on phonics and grammar*. London: CILT Pathfinder

Swarbrick, A. (ed.) (2002) *Aspects of teaching secondary modern foreign languages: perspectives on practice*. London: Routledge Falmer.

Swarbrick, A. (ed.) (2002) *Teaching Modern Languages in Secondary Schools*. London: Routledge Falmer.

### **3. Familiarising yourself with the English school system.**

If you haven't done so already, try to arrange to visit to an inner city comprehensive school (or your local comprehensive). As languages are increasingly being taught in Primary schools, it's helpful to spend a day there too. At the beginning of this booklet is a set of ideas on what to do and look for.

## 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.*

## Mathematics

It is recommended that you obtain a copy of at least one of the following books which will be used as course texts. You will need access to the others to ensure adequate background reading as these are referenced in your teaching programme:

- Gates, P. (ed) (2001) Issues in mathematics teaching, Routledge/Falmer
- Haggarty, L. (ed) (2002) Aspects of Teaching Secondary Mathematics; perspectives on practice, Routledge/Falmer
- Mason, J. (2005) Developing Thinking in Algebra. Sage Publication: London
- Haggarty, L. (ed) (2002) Teaching Mathematics in Secondary Schools; A READER, Routledge/Falmer
- Selinger, M. (ed) (1994) Teaching Mathematics, Routledge: London
- Prestage, S. & Perks, P. (2001) Adapting and Extending Secondary Mathematics Activities: New tasks for old. London: David Fulton
- Capel, S, Leask, M. and Turner, T. (1999) Learning to Teach in the Secondary School, Routledge
- Johnston-Wilder, S et al (ed) (1999) Learning to Teach Mathematics in the Secondary School. Routledge
- Johnston-wilder, S & Pimm, D (2005) Teaching Secondary Mathematic with ICT Open University Press: Milton Keynes

The main text recommended to support the whole aspect of the course is:

- Tanner, H & Jones, S (2000) Becoming a Successful teacher of Mathematics. London: Routledge Falmer

Two companion texts offer practical support:

- Johnston-Wilder, S. et al (ed) (1999) Learning to Teach Mathematics in the Secondary School, Routledge
- Leask, M. & Pachler, N. (ed) (1999) Learning to Teach using ICT in the Secondary School, Routledge

Other texts, articles and packs of teaching materials specific to individual sessions will be recommended by the subject tutors each week.

You will download your own copy of the Key Stage 3 & 4 Strategy Framework for Mathematics from the course tutor at the beginning of the course.

The National Curriculum document for Mathematics can be downloaded from: [www.nc.uk](http://www.nc.uk)

### Additional reading

- Herch, R. (1998) What is Mathematics Really? London: Vintage
- Capel, S, Leask, M. and Turner, T. (1999) Learning to Teach in the Secondary School, Routledge.

### Children Learning Mathematics

- Assessment of Performance Unit ( 1978 & 1982) A Review of Monitoring London: DES
- Hart, K. (ed) (1981) Children's Understanding of Mathematics 11-16 London: Murray
- \*\*Nickson, M. (2000) Teaching and Learning Mathematics: A Teacher's Guide to Recent Research and its Application London: Cassell Education
- Ryan J., & Williams, J. (2006) Childrens Mathematics 4-15: Learning from Errors and Misconceptions. OPU

### **Teaching and Assessing Mathematics**

- Boaler, J. (1997) *Experiencing School Mathematics: Teaching Styles, Sex and Setting*. OPU
- *Language and Mathematics*
- ATM(1993) *Talking Mathematics, Talking Languages*.
- Durkin, K. & Shire, B. (eds) (1991) *Language and Mathematics Education, Research and Practice*. Oxford: Oxford University Press.
- Pimm, D. (1987) *Speaking Mathematically: Communication in Mathematics Classroom*. London: RKP

### **Mathematical Thinking, Problem Solving and Investigation**

- Hewitt, D (1992) 'Train Spotters' *Mathematics Teaching* 140
- Mason, J., Burton, L. & Stacey, K. (1982) *Thinking Mathematically*. London: Addison-Wesley
- Morgan, C. (1998) *Writing Mathematically: The Discourse of Investigation*. London: Falmer
- \*\*Polya, G. (1946) *How to Solve it: a new aspect of mathematical method*. Princeton University Press
- \*\*Waring, S. (2000) *Can you prove it? Developing Concepts of Proof in Primary and Secondary Schools*. Leicester: the Mathematical Association
- \*\*Watson, A & Mason, J. (1998) *Questions and Prompts for Mathematical Thinking*. Derby: Association of Teachers of Mathematics

### **Social, Political and Cultural Issues**

- Burton, L. (eds) (1986) *Girls into Mathematics Can Go*. London: Holt
- Harris, M. (ed) (1991) *Schools, Mathematics, and Work*. London: Falmer Press
- *Curriculum Review: Diversity and Citizenship*. (2007) DfES ( [www.teachernet.gov.uk/publications](http://www.teachernet.gov.uk/publications))
- Shan, S.-J. & Bailey, P. (1991) *Multiple Factors: Classroom Mathematics for Equality and Justice*. Stoke-on-Trent: Trentham Books
- Walkerdine, V. et al (1998) *Counting Girls Out* (revised edition). London: Falmer

### **Key Stage 2 mathematics**

- Askew, M (1998) *Teaching Primary Mathematics*, Hodder & Stoughton
- Straker, A (1993) *Talking Points in Mathematics*, Cambridge University Press
- SCAA *The Teaching and assessment of Number at Key Stage 1-3*
- Merttens, R ed (1997) *Teaching Numeracy*, Scholastic
- Bearne E (ed) (1998) *Use of Language across the Primary Curriculum* Routledge
- CLPE (1990) *The Reading Book*
- Pollard A & Bourne J (eds) (1994) *Teaching and Learning in the Primary School* London: Routledge/OU
- National Numeracy Project: progress report 1996-1998
- <http://www.standards.dfes.gov.uk/numeracy/>
- <http://www.standards.dfes.gov.uk/literacy/glossary/>

Some useful websites for Maths teachers

- [www.mathsyear2000.org](http://www.mathsyear2000.org) packed with resources, games and much more
- [www.atm.org.uk](http://www.atm.org.uk) Association of Teachers of Mathematics' site
- [www.m-a.org.uk](http://www.m-a.org.uk) Maths Association's site
- [www.bbc.co.uk/learning](http://www.bbc.co.uk/learning) links to many Secondary Maths sites
- <http://nrich.maths.org.uk> an on-line maths club
- [www.mmp.maths.org.uk](http://www.mmp.maths.org.uk) millennium maths project
- [www.dcs.warwick.ac.uk/bshm](http://www.dcs.warwick.ac.uk/bshm) links to the history of mathematics

Use this space to add other sites you find to the list. Remember to post a copy of the address on learn.gold for your colleagues!!

## Music

Before you come on the course you should **review your subject knowledge and skills**.

There are a number of key areas which you should consider in relation to this. They include:

- **Exploring a range of musical styles and genres which are new to you or require updating.**  
These should include world and folk music, rock and popular music, jazz and improvisation music, European classical music and contemporary music.
- **Developing your vocal and instrumental performance skills.**  
In particular you should consider your ability to accompany yourself harmonically on the guitar or piano and develop your confidence in singing in public. You should also maintain your proficiency on your main instrument and develop some understanding of improvisation and creative starting points.
- **Developing your music related ICT skills.**  
Before you embark on the course you should ensure that you have access to a computer and links to email and the Internet. Try to explore some current music software (for example, you might download free 'demo' versions). The key software used in schools includes: Cubase, Sibelius and Fruity Loops. You should also explore mp3 technology and MIDI files.
- **Developing your knowledge of the music curriculum.**  
Read the National Curriculum document. Explore some exam syllabuses in relation to your own subject knowledge. Make two or more observational visits to a secondary music department and a primary school in your area.
- **Developing your understanding of current good practice in teaching and learning music.**  
Use the reading list to garner a range of views on music and music education. Visit the listed web sites and download any relevant information.

## School Visits

Try to arrange some visits to an inner city comprehensive school (or your local comprehensive) before you come on the course. If the school will let you, help out in some lessons and/or observe some lessons. Also try to visit a primary school and compare and contrast the two experiences.

## Reading list:

This is essential reading. You should download/purchase these books and begin to read them:

Music in the National Curriculum (2008), Key Stage 3 available at:

<http://curriculum.qca.org.uk/subjects/music/index.aspx?return=http%3A//curriculum.qca.org.uk/subjects/index.aspx>

Philpott, C. and Spruce, G. (2007) Learning to Teach Music in the Secondary School (2<sup>nd</sup> edition). London: Routledge

Cook, N. (1998) Music. A Very Short Introduction. Oxford: Oxford University Press

### **Useful Internet Sites:**

National Curriculum	<a href="http://curriculum.qca.org.uk/">http://curriculum.qca.org.uk/</a>
The Standards Site	<a href="http://www.standards.DCSF.gov.uk">http://www.standards.DCSF.gov.uk</a>
Curriculum Online	<a href="http://www.curriculumonline.gov.uk">http://www.curriculumonline.gov.uk</a>
EdExcel	<a href="http://www.edexcel.org.uk/">http://www.edexcel.org.uk/</a>
AQA	<a href="http://www.aqa.org.uk">www.aqa.org.uk</a>
OCR	<a href="http://www.ocr.org.uk">www.ocr.org.uk</a>
Sound Junction	<a href="http://www.soundjunction.org/default.aspx">http://www.soundjunction.org/default.aspx</a>
Musical Futures	<a href="http://www.musicalfutures.org.uk/">http://www.musicalfutures.org.uk/</a>

## Science (Standard and Flexible PGCE Courses)

Teaching can be a stimulating and challenging job giving high rewards. Clearly you will benefit by starting some work before you come to College. Here are some suggestions:

### Subject knowledge

Learn as much science as you can to fill in the gaps in your knowledge. Any good school GCSE or A-level text-book will be useful, and this will also help you understand the sorts of courses that the pupils will be doing. If you have chosen a particular subject specialism then this is a good place to start. You can look at the main exam board specifications for Science GCSEs and A-levels. They also have downloadable past-papers which you can start to work through to familiarise yourself with both the science content and the curriculum.

If you have access to the Internet then try [www.bbc.co.uk/education/revision](http://www.bbc.co.uk/education/revision).

Also try: <http://www.schoolscience.co.uk/content/index.asp> which has areas for biology, chemistry and physics with simple tests you can do.

Similarly, it would be useful for you to learn something about the recent changes in education. There has been an overhaul of the National curriculum and it would be worth having a look at the 'Big Picture' for an overview of this and how Science fits into this. One way is to visit the site <http://curriculum.qca.org.uk>. There are also new initiatives such as developing Personal Learning and Thinking Skills (PLTS) and Social and Emotional Aspects of Learning (SEAL) that may be interesting for you to read about in advance.

The Association for Science Education <http://www.ase.org.uk> has a lot of interesting information for science teachers. We will encourage you to join this community of educators on starting the course.

Note that you will also have Government tests in English, Information and Communication Technology and Numeracy, so fill in any gaps here as well.

### Go to the Ofsted website

([www.ofsted.gov.uk/publications](http://www.ofsted.gov.uk/publications)) and download *Good Assessment Practice in Science*.

### General reading

Here are some recommended texts:

Frost, J. and Turner, T (2005) *Learning to teach Science in the Secondary School (Learning to teach subjects in the Secondary School Series) 2<sup>nd</sup> Edition* Routledge Falmer

Rogers, Bill. (1998) *You know the fair rule and much more*. ACER Melbourne

*Active Teaching and Learning Approaches in Science*. Sheffield City Polytechnic, Collins Educational. 1992.

Wellington, J. and Osborne, J. (2001) *Language and Literacy in Science Education*. Buckingham: Open University Press

Bennett, J. (2003) *Teaching and Learning Science. A guide to recent research and its applications*. London: Continuum.

Parkinson, J. (2004) *Improving Secondary Science Teaching*. London: Routledge Falmer.

Driver, Rosalind (1983) *The Pupil as Scientist*. Open University Press

Black, P., Harrison, C., Lee, C., Marshall, B. and William, D. (2003) *Assessment for Learning. Putting into Practice*. Maidenhead: Open University Press

Gaine, Chris & George, Rosalyn (1999) *Gender, 'Race' and Class in schooling* Falmer

Wellington, J. and Ireson, G. (2007) *Science Learning, Science Teaching: Contemporary Issues and Practical Approaches*. Routledge

## **Extra information for students joining the flexible Science PGCE:**

As your course is flexible it would be helpful if you could start to think about the route that you will take through the course. There are 3 periods of time that you will be in school: the continuous two-week needs analysis, the first ten-week block placement which most students do full time but can be done in a variety of ways, and the final twelve week practice which all students need to do as a continuous full time practice. You will need to think carefully about when you will do the first two of these. Once arrangements are made with the schools they cannot be changed.

You will also need to start organising yourself to do the distance learning materials. The following books are the set texts for the course:

There is one core, generic text which you are expected to buy:

- Ellis V. (ed.) (2002) *Learning and Teaching in Secondary Schools*, Exeter: Learning Matters

Further readings and a longer booklist will be given to you once on course.

To complete the science modules you will need to have access to (there are copies in the library):

- Rogers B. (1997) *You Know the Fair Rule* Financial Times Prentice Hall
- Pollard A. (2002) *Reflective Teaching: Effective and evidence-informed professional practice*, London: Continuum
- Pollard A. (ed.) (2002) *Readings for Reflective Teaching*, London: Continuum
- Amos and Boohan (2002) *Teaching Science in Secondary Schools (A Reader)*: The Open University, Routledge Falmer.
- Amos and Boohan (2002) *Aspects of Teaching Secondary Science (Perspectives on Practice)*: The Open University, Routledge Falmer.
- Ross, Lakin and Callaghan (2000) *Teaching Secondary Science (Constructing Meaning and Developing Understanding)*: London, Fulton

**You will be sent the dates that the College workshop sessions will be held.**

## 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.

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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**Disclaimer**

The information in this handbook was correct at the time of going to print (June 2010). Whilst it is as far as possible accurate at the date of publication, and the College will attempt to inform students of any substantial changes in the information contained in it, the College does not intend by publication of the handbook to create any contractual or other legal relation with applicants, accepted students, their advisors or any other person.

**This handbook is available in a large print format, and may be provided in other formats on request including email. Call 020 7919 7360 or 020 7717 2245 or email [flexible@gold.ac.uk](mailto:flexible@gold.ac.uk) or [secondary@gold.ac.uk](mailto:secondary@gold.ac.uk).**