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The University of Manchester
Manchester Institute of Education

Secondary PGCE

ENGLISH Handbook

Welcome to the Secondary PGCE ENGLISH Course

PGCE English Course Overview

The PGCE English Course at the University of Manchester prepares graduates to teach Secondary English, including the National Curriculum, Key Stage 3, GCSE, vocational qualifications and AS/A Level. Trainees are taught how to plan lessons and schemes of work and how to assess effectively, and they are encouraged to think about issues in English teaching, such as:

- How to teach and assess reading, speaking and listening and writing
- How to develop trainees' understanding of language
- How to teach classic literary texts, including Shakespeare
- How to use Drama, Media and ICT in English teaching

The course philosophy is to use collaborative learning and formative teaching to prepare trainees who can help their pupils to become independent thinkers and users of language.

We use a wide range of teaching methods, including seminars, group discussion, practical workshops, trainee-led presentations, peer review and trainee peer observations of lessons to enable trainees to participate actively in their own development as teachers.

Trainees are encouraged to use similarly active and well-principled approaches in their own classrooms.

Trainees are given a significant amount of responsibility to develop their own teaching style, set targets for themselves, take their own initiatives and evaluate their own work in planning, teaching and assessing.

The basis of the course is a partnership between the university department and schools and colleges drawn from a wide area around Greater Manchester.

Each partner school or college offers placements to an individual trainee or pair of trainees. The school normally takes an individual or pair of trainees in Term 1 and Term 3 and a different individual or pair in Term 2. Colleges offer placements for Term 2. In their placement schools and colleges trainees observe and teach classes under the guidance of experienced subject mentors.

School and college mentors receive initial and ongoing training as part of a development programme to support them in their supervision of trainees.

Practical teaching experience is provided through two main placements. The first of these takes place during Term 1 and will normally be in an 11-16 or 11-18 school. Depending on their professional needs, trainees will normally return to their first placement during the summer term. The second placement, which takes place during Term 2, is intended, as far as practicable, to provide a complementary environment to that of the first placement.

Preliminary Reading

A good starting point for general reading about English teaching is *A Practical Guide to Teaching English in the Secondary School* edited by Andrew Green and published by Bloomsbury (2013).

A small selection of recommended fiction texts to read before the course is as follows:

A Christmas Carol by Charles Dickens

Lord of the Flies by William Golding

An Inspector Calls by J. B. Priestley

Holes by Louis Sachar

Strange Case of Dr Jekyll and Mr Hyde by Robert Louis Stevenson

You may also find it useful to read about language, perhaps starting with R. L. Trask's *Language: The Basics* or A. J. Tinkel's *Explorations in Language* if you prefer a more practical approach, and following up with George Yule's *The Study of Language*.

Reading should include some Shakespeare – watch film versions as well as reading texts. Shakespeare plays commonly taught at Key Stage 3 (11 – 14) include *Macbeth*, *Romeo and Juliet*, *The Tempest*, *The Taming of the Shrew* and *Twelfth Night*.

The PGCE English Team

John Keen – Secondary PGCE English Tutor and Course Leader



John Keen taught English in schools and colleges of further education in the Northeast, London and Cheshire and at the University of Manchester. His degrees are in Philosophy and in Linguistics. His specialist area is the application of principles from language study to English teaching. He has published extensively on English language in education and on teaching writing in schools and colleges.

He was closely involved in the creation and early development of A level English language. His books on language study include *Teaching English: A Linguistic Approach*; *Language for Talking, Living and Learning*; *A Level English Language* and *Language and the English Curriculum*.

John is currently director of the Process Writing Project working with teachers in schools in and around Greater Manchester to explore ways of teaching writing that start from pupils' own experiences, ideas and concerns. His most recent publications on teaching writing include *Thinking, Talking and Writing: What Lies Beneath?*; *Teaching the Writing Process* and (forthcoming) *Writing Revision: Evidence for Learning*.

Carmel Kellett – Secondary PGCE English Tutor



Carmel graduated from the University of Liverpool with a BA (Hons) in English Literature and American Studies gaining a PGCE the following year from the University of Leeds.

After 17 years teaching English with drama in schools in Essex, London and Derbyshire, she joined the Secondary English PGCE as a lecturer.

Carmel also works for one of the main examination boards, where she is a senior examiner for GCSE English Literature. She is also a CPD Trainer for the board specialising in the design and delivery of GCSE training courses for teachers.

Carmel is also involved with the Tutor Trust, an educational charity based in Manchester. She is responsible for the design and delivery of the English training offered to undergraduates prior to their tutoring of individual students from low income communities.

Her main passions are Shakespeare and poetry especially in the context of enthusing students of all abilities to engage with these works of literature.

Hannah Strickland – Secondary PGCE English Tutor



Hannah Strickland has supported trainees in a variety of settings for over ten years, within a rewarding career of teaching English in Greater Manchester and its surrounding areas, in a mixture of state schools, including comprehensive and grammar, mixed and single sex schools.

Hannah currently works in a series of roles in Initial Teacher Education, supporting the development of participants and trainees in becoming excellent practitioners.

At the University of Manchester for the last six years, Hannah has been a part time PGCE Secondary English Tutor. Her role expanded in 2016 to include coaching individuals across subjects in need of targeted support and interventions as part of the WAPP diversity coaching programme; Hannah now leads this team.

Keeley Banton – Secondary PGCE English Tutor



Keeley Banton graduated from the University of Bolton with a BA Hons in English and then gained a PGCE from the University of Manchester in 2008. Whilst on the course, she gained an invaluable range of skills and knowledge which she still incorporates in her practice to this day.

Keeley has supported trainee teachers throughout her career, both as a mentor in school and latterly as a part-time tutor delivering university teaching sessions and undertaking school visits.

Whilst her love for Literature has been the key motivation in her career, Keeley is also passionate about delivering a quality education to all young people regardless of their background or ability.

Overview of University Sessions

The programme for PGCE English Main Subject has been planned in cooperation with colleagues from partnership schools. The course is designed to enable trainees to become competent, creative and independent English teachers by strengthening their understanding of how subject expertise can contribute to pupils' learning.

Trainees work in a range of ways - through group work, seminars, trainee-led discussion, practical workshops and presentations. Mentors and other colleagues from partnership schools are regularly involved in the planning and teaching of sessions in the university department.

The university-based components of the course are mainly delivered in one-and-a-quarter or one-and-a-half hour sessions. As far as possible, tutors try to model good formative teaching practice, for example:

- by sharing objectives and criteria for success with trainees;
- by matching teaching methods such as group discussion, drama-based approaches and trainee presentations, to the topics and the objectives;
- by using information from audits and assessments to inform planning;
- by modelling the use of formative assessment, including peer review.

Some of the main topics covered in the university-based training sessions are:

Curriculums and frameworks

The National Curriculum

Trainees consider the National Curriculum for English using relevant documents and support material.

GCSE

Trainees consider specifications for GCSE English, GCSE English Literature and GCSE English Language as part of an introduction to the KS4 curriculum.

AS and A Level

The course includes sessions on teaching and assessing AS and A Level English Language, English Literature and English Language and Literature.

The classroom skills course

University-based sessions are used to explore some basic classroom skills, including lesson and scheme of work planning, setting objectives, task setting, questioning skills, collaborative learning, differentiation and drama-based approaches. Other strands of the course also inform trainees' preparation for practical teaching.

Overview of School Experience

Key Stages Covered

All secondary trainees will gain an overview of Key Stage 2 in Primary School Placement (PSP). During secondary school/college placements they will gain experience of teaching Key Stage 3 and Key Stage 4 classes. They may also teach some Key Stage 5, post-16, classes.

11–16 or 11–18 Track

Trainees will either be designated as following an 11–16 teaching track or an 11–18 teaching track. This will be decided in consultation with trainees' tutors.

Placements

Practical teaching experience is provided through two main placements. The first of these takes place during Term 1 and will normally be in an 11-16 or 11-18 school. Depending on their professional needs, trainees will normally return to their first placement during the summer term.

The second placement, which takes place during Term 2, is intended, as far as practicable, to provide a complementary environment to that of the first placement. For some trainees, Placement 2 may be in a college.

Tutors are responsible for allocating trainees to school placements.

Transition Placement

Near the end of the course, trainees spend four days in their employing school if they have been appointed to a teaching post by that time. Alternative placements may be discussed with tutors.

Attendance and Punctuality

Trainees are expected to attend for the whole of each school or college day. Trainees should arrive in good time and they should be ready to stay for meetings, parents' evenings and extracurricular activities when required.

Mentor Observations and Meetings

Trainees' teaching will normally be observed at least once per week during placements by the trainee's mentor who will provide a written report. Trainees should hand in lesson plans and resources to the class teacher at least 48 hours before the lesson.

Trainees will also meet with their mentor once per week to discuss progress and to review and agree targets.

Tutor Observations and Feedback

Tutors normally visit each trainee once per placement to observe a lesson and give verbal and written feedback. The subject mentor or class teacher normally observes the lesson with the tutor.

Trainees should ensure that lesson plans are available for tutors and mentors. Trainees should ensure that their Teaching Files and RoADs are available for tutors.

Addressing Problems

If school/college-based problems arise, the first point of contact is the trainee's subject mentor. Trainees may feel more comfortable talking with another colleague, perhaps the professional mentor.

For university-based issues, trainees should first discuss with their tutor. If problems remain unresolved, trainees should discuss with the secondary PGCE course leader.

Record of Achievement and Development (RoAD)

The RoAD is the central record of trainees' achievements and progress towards the Qualified Teacher Status standards. The RoAD should contain:

- mentor/class teacher observation notes for each lesson observed;
- notes on meetings with mentors;
- tutor observation notes for each lesson observed;
- a summative report from the trainee's mentor for each placement;
- a copy of a completed RoAD Signpost for each placement.

Teaching File and School Experience File

Teaching File

Trainees should keep a Teaching File for each placement. This should contain:

- schemes of learning for each class or topic taught;
- a lesson plan for each lesson taught;
- a record of work assessed, including a mark book where applicable;
- examples of pupils' work including evidence of formative assessment.

Expectations for planning may be reduced in Placement 3 unless this is a target for development.

School Experience File

Trainees should keep a School Experience File for each placement. This should contain:

- background information about the school or college
- copies of key policy documents;
- background information about the English Department;
- notes from school/college-based professional studies sessions;
- details of pastoral responsibilities'
- details of extracurricular activities.

Guidance for Lesson Observation

Observing other teachers

This is a key part of a trainee's on-going professional development.

Trainees should aim to observe staff outside of the department- whom to observe might be best advised by the trainee's mentor or Professional Mentor.

Trainees should think about how they are covering the National Standards for Teachers. These are listed under the headings used for standards for PGCE students:

Teaching and Learning

- Pace of the lesson- how quickly do the students and teacher get through activities. Is this too slow/too fast or about right for learning to take place? How do you know?
- Questioning- how is this used to differentiate? Does the teacher use open or closed questions? How does the teacher ensure most of the talking is done by the students?
- Maintaining interest- what methods does the teacher use to stimulate and engage learners?
- Scaffolding and consolidation- how do later activities in the lesson build on what it began with? Is there a recap of the previous session and a review of the learning goals?
- Checks for understanding- how regular are these within the session and how do they take place? Questioning? Reading written answers? Peer assessment?
- Secure learning environment- what does the teacher do to ensure students all feel comfortable to make contributions? How does this link to classroom discipline?
- Behaviour management- what strategies does the teacher employ? How ordered and structured are the tasks? How does differentiation inform this? What evidence is there that the teacher 'knows their students'?

Planning

- Love of learning- how do teachers enthuse their students?
- High expectations- what evidence is there of this in the classroom? In teacher comments to learners? What evidence is there that teachers have high expectations of themselves? Is this done via Churchillian oratory or more subtly?
- Learning goals- what are they and how are they communicated to students?
- Lesson structure- how long does each aspect of the lesson last? How does one aspect link to another?
- Knowledge of students- how does the teacher use evidence on current progress, achievement, home circumstances and multiple intelligences to inform planning?
- Inclusion- what adjustments are made for students with a learning difficulty/disability? Do classroom examples reflect the diversity of the group, e.g. in terms of social class, religion and ethnicity?

Assessment

- Methods of assessment- which ones are used in class and why?
- Feedback and measures to secure progress- how is 'precise praise' ensured and how do students know they are making progress?

Pupil Progress

- How does the class teacher know pupils are making progress?
- How does s/he use the assessment evidence gained in class to help make this decision and how does this influence future planning?
- Are students of all abilities making progress?

Working with Mentors

Amongst the most important relationships trainees will develop during the year are those with their mentors in schools/colleges. These are the experienced teachers who will help and guide trainees in their first steps in teaching, through to the end of the course when they will be increasing in expertise and confidence. They are all committed teachers who are particularly concerned to assist new recruits to become good teachers. They have been to mentor training sessions in the university so are very much aware of the course and expectations of trainees and themselves, but perhaps more importantly they are experienced teachers themselves and will be able to assist trainees on a day-to-day basis in all kinds of ways.

The mentor's role

Their main job is to act as a critical friend during a trainee's early steps as a teacher. It is part of his/her task to support trainees and to try to ensure that they develop as a teacher whilst looking after the students in his/her, and colleagues', classes. This means that s/he, and possibly his/her colleagues, will be offering advice about how trainees can quickly improve. At times, therefore, it may seem that much of the feedback that a trainee is getting is rather negative – this may be the case even if a trainee is doing really well. This is perhaps a result of mentors and tutors wanting trainees to become as good as possible, in as short a time as possible.

For some trainees it will perhaps be the first time that they have ever had negative comments about their performance, either in an academic or a work setting. As we all find out, performing as a teacher in the classroom is difficult and everyone needs to work hard at the outset to be able to do even a satisfactory job. Of course we do ask mentors to give some positive feedback for every lesson they observe – some student teachers overlook this praise and dwell on the negative. We ask that trainees try to make sure they have a balanced view being aware of the positive feedback as well as the negative.

As well as supporting trainees throughout the teaching practice with them, we ask mentors to write a summative report at the end of each term. The summative document (in the RoAD) should be the basis of discussions during each teaching practice to help trainees and their mentors to set targets for development. Advice about writing reports are given to mentors.

Weekly mentor meeting

Trainees should expect to have a timetabled weekly meeting with their mentor that lasts approximately one hour. Trainees are asked to let us know immediately if they are not getting this. We expect that trainees will have some quality time set aside each week which they will use to focus on their individual development. We feel that it is important that this meeting has some structure that is set out or agreed at the outset. Otherwise it is easy to fill the time focusing on the detail of teaching particular classes or even individual students without considering the 'bigger picture'. An important question trainees should continually be asking is, "What can I learn in general from my experiences and how can I apply this across all of my teaching?"

Mentors are also aware of the assessed tasks trainees are expected to do and each term will expect trainees to discuss with them which of these they will carry out and how the experience that term can assist you.

Summary of Key Roles and Responsibilities

In order to ensure trainees receive a high quality experience and are well prepared for the demands of the profession, we have clear expectations of our partners in terms of the school generally, school mentors working with individual trainees and ITT coordinators who may be supporting them.

Who does what?

Who?	Key roles
Headteacher	<ul style="list-style-type: none"> • Provide overall commitment and structure to facilitate effective ITE in school or college
Professional mentor *	<ul style="list-style-type: none"> • Ensure the key aspects of the partnership agreement are adhered to • Oversee trainee placements and work with the university to resolve any issues should they emerge • Select mentors who are experienced and able to give the trainee support and mentoring • Ensure subject mentors attend mentor training • Offer moderation observations, support and guidance where needed to both subject mentors and trainees
Subject mentor *	<ul style="list-style-type: none"> • Attend mentor training in order to be prepared for and complete the expectations and requirement of the placement • Offer time and support to the trainee to assist them in making progress across the placement including modelling good practice, agreeing clear targets and checking planning, with a strong subject specific element • Model good practice and work collaboratively with the trainee to mentor and coach their development
Other school staff	<ul style="list-style-type: none"> • Be willing to be approached by the trainee if they have a subject or specific leadership role that may support the trainee's progress or subject knowledge • Model good practice and encourage the trainee to learn from their experience and/or expertise

We are committed to a reciprocal and collaborative partnership with schools and this is built upon clear systems and communication. This is essential in ensuring trainees receive the best support, training and outcomes as they enter the profession. The course directors and partnership lead will maintain a broad overview of trainees' progress and the course impact as a whole.

Who?	Key roles
Programme director	<ul style="list-style-type: none"> • Oversee the trainee cohort and ensure that all course compliance aspects are adhered to in order for trainees to be complete the course and be recommended for QTS • Meet with trainees who are experiencing significant difficulties or are at risk of not completing the course or school placement, using the warning system where necessary • Liaise with SLOs, Professional Mentors and others around any issues emerging from specific trainees, schools or mentors
School Liaison Officer (Team)	<ul style="list-style-type: none"> • Oversee the partnership as a whole and support the current cohort of trainees to meet the school placement and course requirements • Monitor and QA the partnership, report back to programme director advisory boards and, where necessary, specific school partners • Contribute to Partnership Committee in order to share appropriate updates and developments with partner schools in order to maintain the collaborative partnership • Support schools, professional tutors, mentors and trainees to resolve any issues that may be a barrier to a trainee making successful progress
Subject tutor	<ul style="list-style-type: none"> • To be the main point of contact for their trainees and their placement schools, and be involved with the placing of trainees to ensure they meet the placement requirements • Support schools, mentor and trainees during school placements including regular visits, moderation observations, file checks and meetings with mentors/trainees • Support trainees and/or mentors experiencing difficulty or barriers to progress in order to resolve issues and improve trainee outcomes, through setting up and agreeing action plans • Oversee the assessment of trainees in line with UoM and Teachers' Standards
Trainee *	<ul style="list-style-type: none"> • Meet the expectations outlined in the Secondary handbook and subject handbook, in terms of professionalism, teaching and record keeping • To be responsive to feedback and open to being mentored in order to improve their professional skills • Represent the university and the expectations of the course to a high standard.

Trainee's Role

Trainees are expected to:

- Be punctual
- Set a good example to the pupils through their personal presentation and professional conduct and through the standard of their spoken and written English
- Carry out, in a professional manner, tasks required by the headteacher, co-ordinator, mentor and the university
- Maintain confidentiality exercising tact at all times and respecting the confidentiality of both children and teachers
- Establish professional and effective relationships with staff, parents, carers and pupils and other agencies responsible for the education and welfare of pupils
- Plan and prepare lessons and resources in advance, to a good standard and in close liaison with the mentor
- Mark work promptly in accordance with school policy
- Understand their pastoral responsibilities including the health and safety of pupils and dealing with bullying, safeguarding or equal opportunities issues as they arise
- Become involved in the general and corporate life of the school attending staff meetings and school events by invitation, including parents' evenings
- Maintain the RoAD in an up to date fashion, and establish and maintain a school file. Have both available in school at all times
- Listen to constructive advice and act upon it to the best of their ability
- Take responsibility for their own professional development
- Seek to further their experiences, respond to professional targets and evaluate their own performance honestly
- Demonstrate, and collect evidence of, achievement of the standards for QTS by completing relevant sections of the RoAD
- Return any resources or materials belonging to the school at the end of the professional placement
- Be aware of the wider context of education and that learning takes place both in and out of school.

Advice on Using Social Media

Students of all ages are increasingly savvy with the internet world, albeit not always sure of procedures to ensure they are safe online. Many schools use web filters and audits to ascertain what their learners are looking at and pastoral programmes cover topics such as cyber bullying. Some schools and colleges make active use of Facebook to communicate with students and parents, encouraging learners to engage this way; other institutions ban social media completely. The first stop is to check what the school or college's policy is.

We ask that trainees are wary of their own use of social media and consider their security settings carefully- trainees can be sure some savvy students will be trying to find their online presence. Schools and Colleges increasingly do similar searches as part of the recruitment process for new teachers.

Before engaging with any social media in class, trainees should check the Safeguarding policy at the institution and speak to their mentor about any institution-specific protocols. Stay Safe Online is of value to teachers as well as students.

Increasingly, teachers are making use of social media in the classroom as a teaching tool and as a means of extending learning

Twitter: a useful vehicle to send weblinks/videos to students. Trainees can set up a 'group' of students to do so and manage security settings so that this is not visible outside. Some teachers tweet homework reminders and demand that students follow them at school as they tweet links to articles and videos. Others use it to tweet questions or make points during lessons, to store revision topics, take and tweet pictures of students' work and more.