

**MANCHESTER**  
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**The University of Manchester  
Manchester Institute of Education**

**Secondary PGCE**

**BUSINESS/ECONOMICS SUBJECT  
Handbook 2023/24**

## **1. The purpose of this handbook**

Thank you for choosing The University of Manchester for your PGCE, which is the start of your teaching career.

The purpose of this Student Handbook is to orientate you regarding all matters concerning the teaching of your subject. It will give you aims of your subject course and what it means to teach it. The handbook also aims to introduce you to The Teacher Standards from a subject position and raise awareness of the DfE Core Curriculum Framework or CCF.

This handbook will give you an overview of teaching sessions specific to your subject area, session plans and EPS. It provides detailed information regarding subject specific reading and useful social media links to follow. It will also highlight the expectations of students and mentors in your subject area, with a summary of key roles and responsibilities.

This subject handbook should be used in conjunction with the Mini PGCE handbook which has useful guidance for all trainees regardless of subject.

We wish you the best of effort in your pursuit of the PGCE at The University of Manchester.

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## 1. Welcome to the Business/Economics Secondary PGCE course

The University of Manchester Business/Economics PGCE Course is an excellent introduction to teaching Business and Economics in schools. It is recognised as outstanding by Ofsted and our student evaluation scores are always very positive. The course has a clear Business/Economics identity and you will understand and learn how to apply subject knowledge, curriculum, pedagogy, and assessment to make sure that students you teach learn to love the subject. During the course you will engage in wider debates which will develop your critical understanding of education policy.

### An introduction from your university tutors

The contact details for the Business Education PGCE university staff are:

#### **Mr Bob Hindle, Subject Lead PGCE Business/Economics**

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### Research activities and teaching experience

Most PGCE tutors in the School of Education are actively involved in conducting and publishing their own research. Our partnership schools often contribute and you will undertake some of your own research for the enquiry assignment during the spring term.

#### **Professor Carlo Raffo**

*Teaching experience:* Carlo initially taught in an 11-18 school in Milton Keynes that was then followed by a period as Head of Department in two 11-16 Salford schools. His longest period in post was as IT co-ordinator and Head of Business Studies in a large sixth form college in Manchester.

*Research interests:* Carlo's main focus of research has been an examination of the way underachieving and educationally disaffected young people attempt to navigate their transition from schooling and adolescence into adulthood and work. He was involved in a national evaluation of the DfES's Full Service Extended School project and is also involved in examining the professional development of trainee teachers in urban contexts. He has produced behaviour management materials for tutors on ITE programmes on behalf of the DfE.

#### **Bob Hindle**

*Teaching experience:* Bob taught business and economics at a sixth form college in Greater Manchester, where he was also Student Manager, Equality & Diversity Co-ordinator and Head of Faculty. He spent five years as Assistant Principal responsible for teaching and learning and lesson observation, as well as PGCE students and the induction of newly qualified teachers (now ECTs). Bob has also taught economics at IGCSE and IB, been Head of Humanities at an International School and a manager in two Further Education Colleges, including Head of Student Services. He has combined working at the University with consultancy and management roles in Further Education and sixth form colleges. Bob is an examiner

with two major boards in Economics.

*Research interests:* Having worked with diverse communities for many years, around race equality, celebrating diversity and community cohesion, he has been involved in some national initiatives, with a range of institutions. Bob's recent research has been on the impact of the Prevent duty in schools and colleges. He is also interested in teacher recruitment and retention, especially in economics.

#### **Giles Bennett**

*Teaching experience:* Following a five-year period in commercial banking, Giles' teaching career started in FE/HE in London. He has spent over twenty years working in the sixth form sector in Greater Manchester as a teacher of business, accounting and economics, combining this with a range of management roles. Giles' work as an Assistant and Vice Principal has spanned curriculum and pastoral management, including staff development; coaching, mentoring and working with PGCE trainees and NQTs. He has worked as an AQA examiner in Business Studies.

*Research interests:* Giles' post-graduate work has explored the management of change and organisational culture in educational contexts

#### **Tutorials and individual support:**

There are many opportunities for you to discuss your progress with your university tutor. These include timetabled individual tutorials at key points during the year where your tutor will discuss your development and monitor your progress.

The other occasions on which you will spend some considerable time talking to your tutor about your progress and development are when your tutor visits you during teaching practice. Take advantage of these opportunities!

#### **DELIVERY PARTNERS (ITAP DAYS) 2023-24**

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## 2. Aims of the Business/Economics Subject Programme

By the end of the academic year, all trainees work towards achieving Qualified Teacher Status (QTS) and are awarded a Post Graduate Certificate in Education (PGCE). **You will be awarded recommendation for QTS for 14-19.** All trainees on teacher training courses gather evidence of meeting the Teacher Standards, this is collected through the year and assessed at the end of the course.

The aims of the Business/Economics course are to develop your expertise in the value and importance of our great subjects. This knowledge aims to create an excellent, professional and reflective Business and Economics teacher.

These complement wider programme aims at the University of Manchester. PGCE students will work towards the following:

1. To understand the importance of Business/Economics as a subject, learn its foundations and origins and complexities as a subject taught in schools and colleges.
2. Business/Economics PGCE students will understand how the subject is learnt by students. This is through an appreciation of learning theory. They will appreciate how students make sense of Business/Economics and demonstrate learning.
3. Students will learn how to plan, teach, and assess Business/Economics learning experiences, which are embedded in pedagogical knowledge. This will be demonstrated in and out of the classroom. Students will learn how to reflect on whether these practices have allowed progress to take place.
4. Business/Economics PGCE students will demonstrate a range of pedagogical practices designed for their pupils progression in knowledge acquisition.
5. Business/Economics PGCE students will acknowledge that their own subject knowledge is crucial in their ability to teach good Business/Economics lessons and complete scholarly activities to keep it present.
6. PGCE students will appreciate the many complex reasons why attainment varies across certain groups of students, regarding race, gender, ability and disadvantage. Students will aim to address these barriers through research informed practice.

Further. offering high-quality training and support that prepares trainees with the skills they need to:

- ☐ critically evaluate their own teaching
- ☐ meet the needs of those they teach
- ☐ show through their teaching that they understand how children/pupils/learners learn
- ☐ use a range of approaches to teaching and learning, including information and communication technology (ICT) and educational technology where relevant
- ☐ recognise the signs that may indicate disability or special educational needs and make the necessary preparation to help children/pupils/learners overcome any barriers to their learning, including those for whom English is an additional language (EAL)
- ☐ make effective use of other adults, including teaching assistants, to improve children's/pupils'/learners' progress
- ☐ promote and manage good behaviour through effective teaching to ensure a good and safe learning environment
- ☐ develop strategies to promote and manage good behaviour successfully and tackle bullying, including cyber and prejudice-based bullying
- ☐ develop the literacy (reading, writing and communication) and mathematical skills of their children/pupils/learners and understand the causes of low achievement among some groups of children/pupils/learners
- ☐ challenge and motivate children/pupils/learners in settings, schools and colleges where

attainment is low

☐ use effective strategies to support the learning and progress of children/pupils/learners from underperforming groups.

☐ use effective strategies to support the learning and progress of children/pupils/learners eligible for the pupil premium

☐ work within the current and new curriculum, examination and assessment arrangements, including for vocational education and training where relevant

☐ understand how to use continuous assessment and summative tests effectively to evaluate the quality of their teaching and the progress of their children/pupils/learners.

During the course you will explore how Business/Economics contribute to a wider education experience. You will also gain an understanding of why Business/Economics skills and knowledge are of value to students and employers. This makes your role as a teacher incredibly important and one which is very rewarding. Finally, we believe that an effective Business/Economics teacher is one that matches competence in the classroom with reflective and intellectual enquiry with a sound basis in theory.

**Our course motto is 'empathy, not sympathy'**: understanding students and their backgrounds and experiences but maintaining high expectations of how they behave and what they can achieve.

### 3. The University of Manchester Curriculum Model

The University of Manchester Initial Teacher Training model aims to deliver a course that will enable you to be an excellent teacher. Your subject tutor will introduce and develop theory and practice around subject and curriculum knowledge, pedagogy and assessment, together with wider principles. For the University to recommend your qualified teacher status by the end of the training period you will be assessed against **The National Teachers' Standards**. The curriculum that you will receive here at the University goes beyond that set by The Department for Education, **The ITT Core Content Framework**.

#### **Curriculum Intent Statement: PGCE Business Education and PGCE Economics and Business Education**

The course prepares trainees to teach in the 14-19 age range, with a specific focus on developing effective pedagogy for Key Stage 4 (GCSE and vocational Business) and Post 16 (A level Business/BTEC Business; A level Economics). Pre course sessions on Zoom focus on developing subject knowledge and a subject knowledge action plan, with the identification and filling of knowledge gaps. Subject knowledge enhancement events also take place at the start of the course. Assessments based on the A level Business Studies and A level Economics specifications lead to the production of trainee action plans, reviewed as part of tutorials and school/college visits.

Initial university weeks focus on key aspects of pedagogy- behaviour, sequencing, scaffolding and modelling- with sessions built around the ITE Core Content Framework. This is delivered both at the university but also centre based days with a specific focus: Loreto College (the post 16 environment including Ofsted and value added, teaching A level Business, SEN) and at East Manchester Academy (working in disadvantaged contexts, cultural capital and adaptive teaching).

Close work with trained subject mentors ensures pedagogy is built incrementally, from effective lesson planning and evaluation through assessment for learning and marking to awarding body requirements, working with parents/carers, with a focus on professional standards throughout. Initial school and college days to observe lessons and meet with mentor and trainee are designed to shape development, with identification of strengths and action planning on areas for improvement. The focus is on opportunities to gather evidence towards the University of Manchester PGCE curriculum. Some university sessions are also led by mentors and wider experts, with a further input from former trainees with their early career advice, teaching strategies and experience.

Subject specific focus builds you to being a business and economics teacher. This includes teaching vocational programmes at KS4 and post-16, mixed ability teaching with a focus on differentiation and building understanding of teaching financial aspects of business (investment appraisal, break even, critical path analysis). In Economics this includes preparation in teaching tricky topics (working with elasticities, market failure and externalities, New Classical and Keynesian theory, balance of payments and exchange rates).

The course is reflexive in nature and likely to change based on trainee progress, specific skills and context (e.g. online teaching). A concise summary is given for reference; topics covered below are recurrent themes over the year and are not simply 'covered' during stand-alone University sessions:

1) The place of business and economics as subjects in school/college: Progress 8 and the EBacc; entry data (numbers, gender, school type); key components of a good Business/Economics lesson; key traits, behaviours and facets of an effective Business/Economics teacher; pedagogy for BTEC and A level; marketing the subject and generating numbers to ensure viability.

2) Managing behaviour in business classrooms: using behaviour systems in different schools; routines and positive reinforcement; self-regulating one's emotions; building relationships, pupil motivations.

3) Teaching misconceptions, exam skills and teaching beyond the exam: powerful knowledge, internationalism, environmental issues; assessment objectives and exam skills; teaching problem topics.

4) Lesson planning and curriculum: mid-term and long-term planning; sequencing and scaffolding, differentiation and assessment for learning in business and economics; planning for vocational versus GCSE/A level.

5) Adaptive teaching- the range of students in typical business classes, cultural capital; LA, MA, HA; SEND; EAL and stretch and challenge at all levels.

6) Cognitive Science and its application: Rosenshine's Principles of Instruction; Interleaving; Metacognitive strategies; Spaced and deliberate practice; Retrieval and retention.

7) Assessment- assessment for learning, exam practice and skills, vocational versus academic courses, Key Stage 4 versus A level, use and value of assessment data; effective feedback

8) Equality and diversity in business and economics teaching: opportunities to celebrate and promote inclusion; the wider school environment; dealing with bullying and harassment; an inclusive classroom

9) Professional practice and dealing with challenge; professional conduct, working with colleagues, CPD, workplace politics, resilience and coping strategies, positive thinking

The Education Programme of Studies (EPS) course provides sessions centred around some of the 'generic competences' [as opposed to subject specific input] looking at [amongst others] issues and strategies surrounding: Behaviour management; creating a climate for learning; managing workload; applying for jobs; personal and professional conduct; the Early Career Framework and Progression beyond the ECT [Early Career Teacher] phase; the Core Content Framework for ITE.



#### 4. What are The National Teachers' Standards? Meeting QTS.

The Teachers' Standards define the minimum level of practice expected of trainees and teachers from the point of being awarded qualified teacher status or QTS. The standards are used to assess the performance of all teachers. At the end of your training year your subject tutor and school mentor will assess your teaching against the standards and you are expected to demonstrate achieving them in your final **Progress Matrix**. You will be assessed using the standards as a trainee working towards QTS, as an Early Career Teacher and after for appraisal purposes in all maintained schools/colleges. Your subject tutor and school experience will give you guidance on how to meet the standards in your training year. The RoAD has the complete Teachers' Standards but as an example see below.

Teachers' Standard (TS1) states '**A teacher must set high expectations which inspire, motivate and challenge pupils**'.

Past Business/Economics trainees (to meet this standard) have planned outstanding lessons which use a range of activities that motivate pupils. They have used a range of interesting and differentiated objectives that challenge all pupils to make progress. They have modelled high expectations by being well planned, researching the topic and made sure the Business/Economics being taught was pitched appropriately for their classes, with exam board requirements in mind.

As another example, Teacher Standard (TS2) '**A teacher must promote good progress and outcomes by pupils**'.

Past Business/Economics trainees (to meet this standard) have made sure they plan to check learning of pupils such as using a test, they have used a mark book where they can track the progress being made by pupils. They have marked pupils work for either homework or classwork and given feedback that celebrated successes and advice for improving their learning.

As the year progresses, with the support of your University tutor and subject mentor you will grow in confidence in using a wide range of evidence to meet Teachers' Standards. In your mentor meetings and tutorials, you will always be guided in how to show best evidence.

#### 5. What is the ITT Core Content Framework (CCF)?

The Department for Education believes that '*the quality of teaching is the single most important in-school factor in improving outcomes for pupils- and that is particularly important for pupils from disadvantaged backgrounds*'. (Department for Education 2019).

The University of Manchester PGCE course has been carefully structured so that all trainees can experience the activities detailed in ITT Core Content Framework that will support you as a trainee to succeed in the classroom. As a trainee, your subject tutor has designed the course so that you can experience University sessions, school practice, EPS sessions and through academic work. You will find that your PGCE will go beyond the minimum expectation of the framework and provides a curriculum that encourages research, criticality of theory and demonstrate expert practice in teaching your subject.

Business/Economics example **Standard 1- Set high expectations**.

<b>High Expectations (Standard 1- 'Set high expectations').</b>	
Learn that	Learn how in <b>Business/Economics</b> University sessions and through <b>school experience</b> and <b>EPS</b>

1. Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.	How to communicate clear instruction in your teaching using Business/Economics subject specific language that support the pupil to succeed.
2. Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.	How to speak to pupils so that the teachers always see the potential in all pupils, be that in form time, Business/Economics lessons and when interacting with parents/carers and in report writing.
3. Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential.	You will learn how to reward pupils in Business/Economics lessons where a culture of positivity is used as a way of learning for example in the use of role play and competition. You will learn how to motivate all pupils in Business/Economics through lesson design especially those who could be classed as disadvantaged.
4. Setting clear expectations can help communicate shared values that improve classroom and school culture.	In Business/Economics sessions you will learn to set work for pupils that encouraged participation of parents and carers through class and homework. You'll undertake assignments that provide opportunities to gather pupil voice.  In Business/Economics sessions you will be asked to observe a range of lessons and identify how high expectations taught within the subject, this could be through language, activity design, supporting and developing aspirations and professionalism.
5. A culture of mutual trust and respect supports effective relationships.	In Business/Economics sessions you will learn how to differentiate activities so that all pupils can make progress no matter what their ability is. You'll practice Business/Economics lesson observations and identify what high expectations look like from mentors and teachers.
6. High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds.	In Business/Economics sessions you will experience research and discourse around what high quality of Business/Economics teaching is, what it should include and how it can be assessed. So that all pupils get a high-quality Business/Economics experience.  In lesson observation feedback you will be asked to reflect on how and if you are 'setting high expectations' in order for strengths and targets to be identified.

An example of how the CCF is integrated into **Business/Economics** PGCE course is given below.

Remember the CCF will be delivered to you in school and University sessions and through your own research and planning activities.

Business/Economics example of **CCF Standard 2- Promote good progress.**

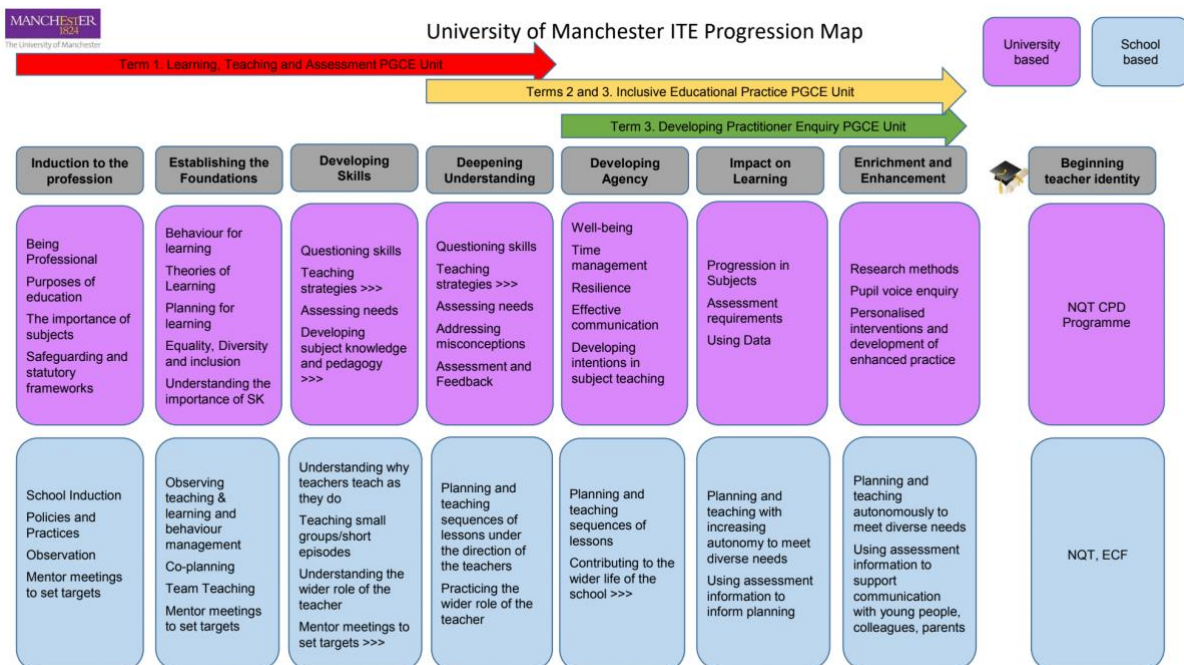
<b>How Pupils Learn (Standard 2- 'Promote good progress'.)</b>	
Learn that	Learn in <b>Business/Economics</b> PGCE sessions <b>School Experience and EPS sessions</b> and personal academic work
<p>1. Learning involves a lasting change in pupils' capabilities or understanding.</p> <p>2. Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas.</p> <p>3. An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory.</p> <p>4. Working memory is where information that is being actively processed is held, but its capacity is limited and can be overloaded.</p> <p>5. Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge.</p> <p>6. Where prior knowledge is weak, pupils are more likely to develop misconceptions, particularly if new ideas are introduced too quickly.</p> <p>7. Regular purposeful practice of what has previously been taught can help consolidate material and help pupils remember what they have learned.</p> <p>8. Requiring pupils to retrieve information from memory, and spacing practice so that pupils revisit ideas after a gap are also likely to strengthen recall.</p>	<p>You will develop an understanding of learning theory and apply this in classroom settings.</p> <p>Know how to plan teaching sessions that plan to build Business/Economics from prior knowledge through a range of activities. You will receive planning advice on how learning theories are used to plan lessons.</p> <p>You will be shown how to plan Business/Economics lessons that gradually progress so not to overwhelm pupils, for example gradual steps and modelling techniques and consideration of 'working memory'.</p> <p>You will be mentored in planning sequences of work that build on knowledge learnt in prior years. Using working memory and long – term memory.</p> <p>Through observations in University sessions and school experience you'll learn when pupils have not been challenged enough or have become overwhelmed and learn how to plan better Business/Economics lessons. The application of cognitive load theory supports this.</p> <p>Through University sessions and lesson feedback you'll become aware of how to recognize pupils' misconceptions around Business/Economics and how to plan for better Business/Economics lessons.</p> <p>You'll be encouraged to use your knowledge to reflect on lesson planning in Business/Economics so that planning takes account of what pupils already know and what they should achieve by the end of the lesson or longer planning. You'll be shown activities such as retrieval, repetition and Business/Economics skills which is a useful way to gauge understanding.</p> <p>In the Business/Economics PGCE you will constantly be asked to plan for pupil progression in Business/Economics, shown how to use a</p>

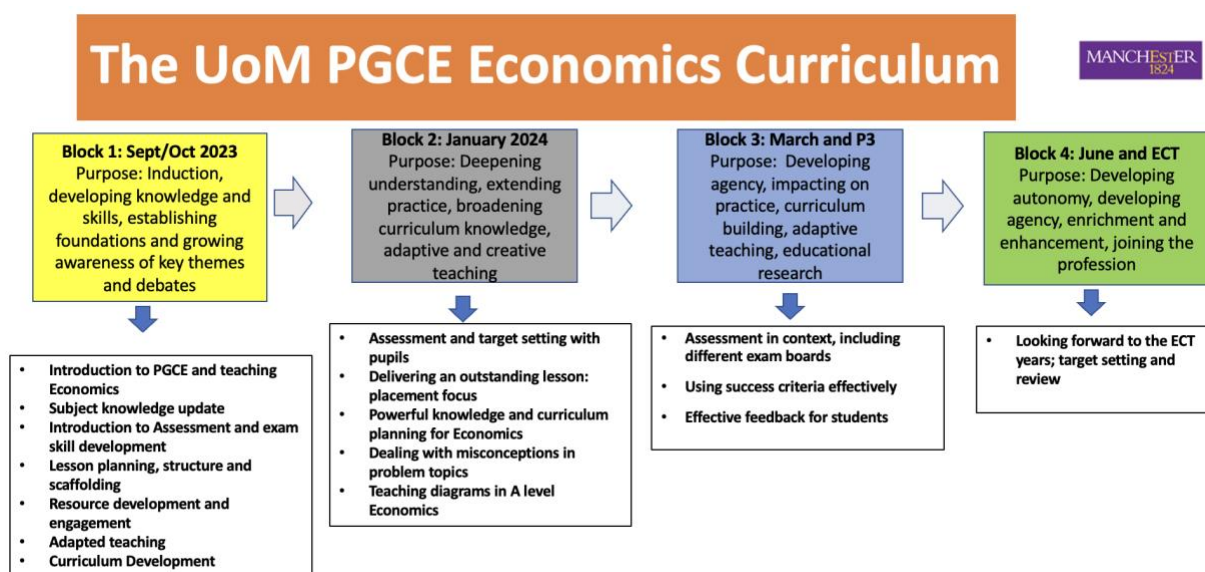
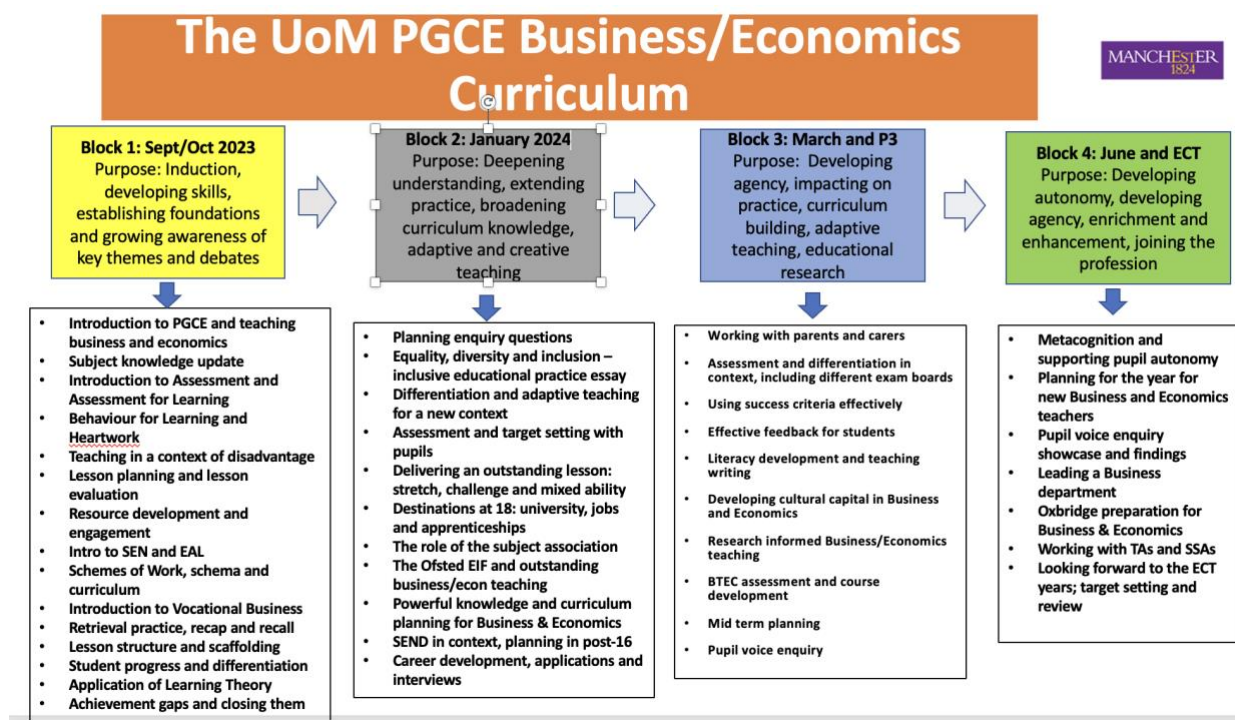
9. Worked examples that take pupils through each step of a new process are also likely to support pupils to learn.

variety of ways to differentiate encompassing knowing your pupils well, learning about timing, providing frameworks, range of learning styles and most importantly when to take differentiation away.

## 6. How do I make progress during my school experience?

As mentioned earlier, you follow the University of Manchester's PGCE curriculum- which states our Intent, Implementation, and Impact. The curriculum you receive includes all the elements as stipulated by the Core Content Framework. To award your QTS recommendation you will be assessed against the National Teachers' Standards. To award the PGCE (the academic qualification) you will also complete three academic assignments. You will spend a substantial amount of time in school teaching, gathering evidence towards meeting the standards and writing your assignments. You are still required to follow the progression curriculum shown below for your school teaching, going from basic steps in Term 1 to becoming more confident and expert in Term 2 and 3.





### Business/Economics Curriculum content

The Business Education curriculum is both rigorous and ambitious. It aims to develop trainees by providing knowledge and reflective practices in: curricula, subject knowledge, exam board assessment practices and most importantly related pedagogical practices. This wide input makes the curriculum reflective, robust and ambitious. The below tables show the Business/Economics curriculum for University blocks relating to placement 1, 2 and 3. Due to the discursive nature of the course, curriculum is positioned as 'Core questions'. Business/Economics trainees will reflect on these in lecture and seminar formats and rehearse relevant activities as a group, and then practice and reflect on these questions in placement.

**For most core questions, trainees are expected to demonstrate learning through discussion, planning and teaching episodes.**

**Table 1: Business/Economics Curriculum Overview**

<b>Business/Economics content U1/P1</b>	<b>Business/Economics Curriculum Content U2/P2</b>	<b>Business/Economics Curriculum Content U3/P3</b>
Why do we teach Business/Economics?	How can we use cognitive science to help students learn Business and Economics?	How do we develop effective assessment of exam skills in Business/Economics?
What is distinctive about Business/Economics, as a subject?	How do we design lessons to ensure progress for all students?	How can we use success criteria effectively to ensure high expectations and progress?
Who decides what we teach in Business/Economics?	How can we effectively assess student progress in Business and Economics, including by developing teacher questioning skills?	What makes effective feedback for students?
What is knowledge in Business/Economics? How can this be effectively retrieved?	How do we address misconceptions in planning Business and Economics?	How can we develop literacy and teach writing in Business/Economics?
What is heartwork and how can this contribute to the development of student aspiration and high expectations?	How do promote equality, diversity and inclusion in the Business and Economics curriculum and in wider school/college life?	What is cultural capital in Business and Economics?
What is a Business/Economics curriculum at KS4- KS5? How are schemes of work produced?	How can Business and Economics teachers support the progress of EAL students and those with special educational needs?	How can we develop metacognitive skills in students?
How can Business/Economics lessons be effectively structured and planned?	How can marking and feedback be used to ensure better pupil outcomes?	What makes effective planning for the initial teaching years for new Business and Economics teachers?
What is pedagogy? How do pupils learn? What learning theories are suitable for Business/Economics?	How can we identify and address achievement gaps- gender, ethnicity and disadvantage in Business and Economics, including by identifying cultural capital?	What are the attributes of successful leaders of Business/Economics departments and what skills and knowledge are required?
How do we plan for high expectations in Business/Economics?	What is outstanding teaching in Business and Economics?	How do we prepare Business/Economics students for university entry, including Oxbridge?
How do we plan, monitor and assess progress in Business/Economics learning? (part 1).	What role do Business and Economics lessons play in career and progression choices at 18 and how can we advise students?	How do we work effectively with Teaching Assistants and Specialist Support Assistants?
How do we adapt teaching in relation to pupils' needs? (part 1)	How can trainees recognise workplace bullying and know how to report this?	How do Business/Economics teachers know they are growing professionally and making progress? What supports this process?
How do we adapt teaching for student backgrounds?	What makes an outstanding Economics/Business curriculum?	What does the future hold for Business/Economics education?
How do we develop effective teaching resources in Business/Economics?	What is the role of Ofsted and what are their areas of focus at an inspection?	Can technology support learning in Business/Economics?
How do we contribute to the closing of achievement gaps- gender, ethnicity and disadvantage- in Business/Economics?	What is the role of the EBEA and how can it support Business and Economics teachers?	
	What should I look for in a teaching job and how can I make an application and prepare for an interview?	

	<p>What makes a strong professional skill set- lesson reflection, teamworking, networking, delivering staff training, understanding, using Safeguarding protocols and working with parents/carers?</p>	
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### Linking the University Curriculum and School Practice throughout the year

University and school-based practice work in **partnership**. In order to do that, we expect trainees to use what they have learnt in university sessions to plan, teach, assess and reflect in each school placement. Just as with school curricula, trainees are expected to progress in each placement, from novice trainees to experienced trainees, and becoming trainees preparing for their ECT year. Please use the tables below to help plan in the experiences that your trainee needs, in order to progress in school practice in Business/Economics.

**Table 2: Overview of curriculum links between University sessions and Placement (U1/P1)**

<b>U1 / P1 - Overview</b>	<b>Curriculum implementation in university sessions (U1)</b>	<b>Curriculum impact in placement</b>
<b>Curriculum intent (from the UoM curriculum)</b>  <b>What is the intention of the Business/Economics curriculum?</b>	<b>How is the intention implemented in Business/Economics University sessions?</b>	<b>What should trainees be achieving in P1 to show impact in their Business/Economics teaching, therefore making use of U1 learning?</b>
<p>The overarching intention for U1/ P1 Business/Economics trainees is to start appreciating what teaching school Business/Economics means and is, for themselves.</p> <p>Trainees should be appreciating the importance of school Business/Economics and how this is represented in curricula and plans. They will be able to identify in planning and practice what powerful Business/Economics consists of, and how passionate Business/Economics teachers can make the subject relevant to pupils.</p> <p>They will know how Business/Economics curricula are constructed, using subject knowledge, sequencing enquiry and progression with an understanding of assessment.</p> <p>They will start delivering Business/Economics activities that follow planning cycles, start using a range of pedagogy ideas, some which have been in university sessions or observed by others.</p> <p>They will be able to start differentiating their Business/Economics activities for key pupils understanding the importance of engagement for all pupils.</p>	<p>Business/Economics trainees have all experienced the following University sessions in U1.</p> <p>This explicitly delivers our Business/Economics intention for P1. Trainees have experienced a range of input, lectures, seminars, readings and practice activities that fulfil the aims of each area of focus. In chronological order, U1 focus areas are:</p> <ol style="list-style-type: none"> <li>1. Why do we teach Business/Economics?</li> <li>2. What is distinctive about Business/Economics, as a subject?</li> <li>3. Who decides what we teach in Business/Economics?</li> <li>4. What is knowledge in Business/Economics? How can this be effectively retrieved?</li> <li>5. What is heartwork and how can this contribute to the development of student aspiration and high expectations?</li> <li>6. What is a Business/Economics curriculum at KS4- KS5? How are schemes of work produced?</li> <li>7. How can Business/Economics lessons be effectively structured and planned?</li> <li>8. What is pedagogy? How do pupils learn? What learning</li> </ol>	<p>Business/Economics trainees should be able to demonstrate the following areas of impact:</p> <p>Trainees should start to understand what it means to be a member of teaching staff in a Business/Economics department, engaging with colleagues and attending meetings, such as Business/Economics subject meetings, CPD etc.</p> <p>All Business/Economics trainees should be able to observe experienced Business/Economics teachers and reflect on their observation thinking about the core focus areas from U1, therefore deepening their understanding of school Business/Economics.</p> <p>They should have access to schemes of work and start planning and teaching Business/Economics lessons for their pupils. They should be able to plan activities considering focus areas from U1 such as how learning theories support the design of Business/Economics activities.</p> <p>Trainees' Business/Economics lessons should start showing an understanding of curriculum requirements, Business/Economics knowledge concepts, clear relevance and enthusiasm for subject.</p> <p>Lessons should be planned to facilitate progression and adaptive teaching, drawing on taxonomies such as Bloom. Business/Economics trainees in placement will expected to start thinking how pupils are making progress in Business/Economics or are beginning to learn Business/Economics. They should be starting to</p>



	<p>theories are suitable for Business/Economics?</p> <p>9. How do we plan for high expectations in Business/Economics?</p> <p>10. How do we monitor and assess Business/Economics learning? (part 1).</p> <p>11. How do we adapt teaching in relation to pupils' needs? (part 1)</p> <p>12. How do we adapt teaching for student backgrounds?</p> <p>13. How do we develop effective teaching resources in Business/Economics?</p> <p>14. How do we contribute to the closing of achievement gaps- gender, ethnicity and disadvantage- in Business/Economics?</p>	<p>be confident in following schemes of work and sequencing activities.</p> <p>Lessons and teacher modelling should illustrate high expectations of students and support and develop their aspirations.</p> <p>Trainees understand and illustrate in their planning the need to adapt teaching to support the progress of all students.</p>
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**Table 3: Curriculum links between U1 and P1 – elaborated for each area of the UoM Partnership Curriculum**

This table is arranged in order of the sections of the UoM PGCE Partnership Curriculum, not in the order in which trainees will experience it.

<b>Overarching Intention of our UoM curriculum for U1/P1 – Standard across all subjects</b>	<b>Link to UoM Business/Economics intention U1/P1.</b>	<b>How is this addressed in Business/Economics University 1 (U1)?</b>	<b>How is impact developed in Business/Economics Placement 1 (P1)?</b>
	It is our intention that trainees in Business/Economics know how to:	Business/Economics trainees will have opportunity to experience our intent for them in the following Business/Economics themes and rehearse these in Intensive Teacher and Practice (ITAP) days.	Business/Economics trainees will have opportunity to experience our intent for them in the following Business/Economics themes and practice these in Intensive Teacher and Practice (ITAP) days.
<b>Core Area 1. High Expectations</b>  <b>1.1 Communicate a belief in the academic potential of all pupils</b>	Know the importance of Business/Economics as a subject and know that such knowledge is powerful and useful for pupils' understanding of the world	<p>Why do we teach Business/Economics?</p> <p>Who decides what we teach in Business/Economics?</p> <p>What is knowledge in Business/Economics? What is heartwork and how can this contribute to the development of student aspiration and high expectations?</p> <p><b>(ITAP 1)</b> Take part in a discussion of the ways in which the Business and Economics classroom can help support student aspirations- from teacher praise to classroom environment, chosen example</p>	<p><b>How do teachers set high expectations in practice?</b></p> <p><b>Observe how expert colleagues:</b></p> <ul style="list-style-type: none"> <li>- Communicate high expectations to pupils verbally and non-verbally.</li> <li>- Apply the school Behaviour Policy consistently.</li> </ul> <p><b>Together with an expert colleague:</b></p> <ul style="list-style-type: none"> <li>- Plan and teach a lesson in which high expectations of behaviour and engagement are communicated, clear</li> </ul>

		<p>contexts and displays. Observe A level lessons at Loreto College where staff highlight and support career and post-18 options for students.</p> <p>Co-plan the start of a Key Stage 4 lesson where clear routines are established and class goals are constructed. Practise delivering the start of a lesson to a small group of peers. Observe lessons at The East Manchester Academy and feedback to mentor and university tutor.</p>	<p>routines are reinforced and the school Behaviour Policy is applied consistently.</p> <ul style="list-style-type: none"> <li>- At Key Stage 5, signpost post-18 pathways and career options to students, in the classroom and/or in wider conversation, feedback and review</li> <li>- Reflect critically on teaching and learning, and identify how effective strategies can be applied to practice.</li> </ul>
<p><b>Core Area 2. Subject and curriculum knowledge</b></p> <p><b>2.1 Develop pupils' ability to express themselves confidently verbally and in writing</b></p>	<p>Trainees will learn that Business and Economic understanding can be expressed in many ways, be that verbally and in writing.</p>	<p>What is a Business/Economics curriculum at KS4- KS5? How are schemes of work produced?</p> <p>How do we plan, monitor and assess Business/Economics learning (part 1).</p> <p>How do we adapt teaching (part 1).</p> <p>Complete a subject knowledge audit based upon learning in the topics highlighted in the subject seminar(s). Act on feedback provided by the tutor.</p>	<p>Practice activities of setting pupils work, including writing lesson objectives, modelling work, allowing processing time and assessing work and reflecting on delivery</p> <p>Trainees will consider how case studies can be developed from sources such as textbooks, BBC website, BBC Bitesize and other online sources. They will develop an understanding of access, including literacy and reading age.</p> <p><b>Observe how expert colleagues:</b></p> <ul style="list-style-type: none"> <li>- Communicate accurate subject knowledge at GCSE and A level.</li> <li>- Model accurate subject terminology and shape student responses to ensure their understanding of subject specific vocabulary</li> </ul> <p><b>Together with an expert colleague:</b></p> <ul style="list-style-type: none"> <li>- Plan and teach a Key Stage 4/5 lesson in which student misconceptions are planned for and assessment is used to confirm understanding of key lesson knowledge</li> <li>- Reflect critically on this teaching and learning episode and identify how effective strategies can be applied to practice.</li> </ul>

<b>2.2 Anticipate, identify and address misconceptions</b>	<p>Trainees will learn that part of the learning process is to understand stages understanding together with how to deal with misconception in Business/Economics. For example, understanding concepts around business finance and elasticity of demand and how Business/Economics teaches these skills.</p>	<p>How do we plan, monitor and assess Business/Economics learning (part 1).</p> <p>What is pedagogy? How do pupils learn? What learning theories are suitable for Business/Economics?</p> <p><b>(ITAP 1)</b> Subject Knowledge days; Then- practice watching Business/Economics lesson and identify what misconceptions arise and how the teacher addresses and corrects. <b>Co-complete exercises to construct a balance sheet, cash flow forecast and critical path diagram. Act on feedback provided by peers and tutor.</b></p>	<p>Anticipate, identify and address misconceptions.</p> <p>Focus Business/Economics observations on how teachers identify, respond to and correct misconceptions.</p>
<b>2.3 Help pupils apply knowledge and skills to other contexts</b>	<p>Trainees will learn teaching Business/Economics is based on areas of knowledge, content knowledge and core knowledge. Learning Business/Economics is always about solving real world problems be they be based on business cases studies or the allocation of theory to problems of scarcity.</p>	<p>What is the importance of Business/Economics, as a subject?</p> <p>Trainees will consider how case studies can be developed from sources such as textbooks, BBC website, BBC Bitesize and other online sources. They will develop an understanding of access, including literacy and reading age.</p> <p><b>(ITAP 1)</b> Watch a Business/Economics lesson either live or pre-recorded. Carefully observe the structure of the lesson and identify key stages where subject knowledge is introduced. Observe how the teacher allows for learning to take place for example. Is there an engaging activity or real case study being used (Glegg and Duerden, 2021)? Practice running an activity in groups focussing on specific areas. <b>Develop a GCSE resource for a chosen topic that illustrates the application of scaffolding of subject knowledge. Act on feedback provided by the tutor.</b></p>	<p>Applying knowledge</p> <p>Observe how a teacher allows for learning to take place. Is there an engaging activity or real case study being used? Discuss the activity afterwards.</p> <p><b>Observe how expert colleagues:</b></p> <ul style="list-style-type: none"> <li>- Communicate accurate subject knowledge at GCSE and A level.</li> <li>- Model accurate subject terminology and shape student responses to ensure their understanding of subject specific vocabulary</li> </ul>
<p><b>Core Area 3. Planning and Teaching</b></p> <p><b>3.1.1 Plan effective and well-resourced lessons</b></p>	<p>Trainees will learn how to plan Business/Economics specific lessons, understanding how to write and design lessons and how to construct short- and medium-term plans through the lens of Business/Economics.</p>	<p>How do we plan, monitor and assess Business/Economics learning? (part 1).</p> <p>How can Business/Economics lessons be effectively structured and planned?</p> <p>How do we show progression and continuity in Business/Economics?</p>	<p>Plan lessons.</p> <p><b>(ITAP 4)</b> Observe or a Business/Economics lesson at Loreto College. According to subject advice, identify the stages of the lesson and identify practice which supports progression.</p>

		<p><b>(ITAP 1)</b> With your peers and following a scheme of work, plan a complete lesson according to subject criteria and deliver this to your cohort, receiving feedback on Business/Economics progression and continuity.</p>	
<p><b>3.2.1 Manage cognitive load through planning</b></p>	<p>Trainees will learn how to manage setting lesson objectives and outcomes suitable for age and range. They will learn how to plan activities that keeps pupils engaged and participating and continually monitor progression.</p>	<p>How do we adapt teaching to different learners (part 1).</p> <p>How do we plan, monitor and assess Business/Economics learning (part 1).</p> <p>Through analysis of Business/Economics schemes of work either short, medium, or long, reflect on what is being taught and how the activities of most importance are managed. How is new information being introduced, in stages or modelled to make sure pupils do not face overload?</p>	<p>Managing cognitive load in practice.</p> <p><b>(ITAP)</b> Practice designing and delivering activities such as retrieval, with the aim of managing cognitive load, and receive feedback on this. How do you recognise that the activity is well-pitched and manageable?</p> <p><b>Observe how expert colleagues:</b></p> <ul style="list-style-type: none"> <li>- Support pupils effectively by using simple contexts, gapped handouts, sentence starters and structure written and oral questions.</li> </ul> <p><b>Together with an expert colleague:</b></p> <ul style="list-style-type: none"> <li>- Identify specific needs of individual pupils from class lists and discuss effective strategies.</li> </ul>
<p><b>3.2.2 Create opportunities for learning through interaction and regular practice</b></p>	<p>Trainees will learn with regular practice, how to plan effective lessons, with clear reference to Business and Economics concepts and skills and learn core activities that exemplify Business/Economics.</p>	<p>What is pedagogy? How do pupils learn? What learning theories are suitable for Business/Economics? How do we plan, monitor and assess Business/Economics learning (part 1).</p> <p>How do we adapt teaching (part 1). How do we adapt teaching for student backgrounds?</p> <p>ITAP-5: Observe how teachers interact with pupils, either through themes such as setting high expectations, or in terms of progress through the lesson. Which aspects of the lesson do you think are routine?</p>	<p>Regular interaction.</p> <p>Observe how a teacher interacts with pupils and provides opportunities for practice. Discuss the purpose of this interaction and the outcomes. Group visit to observe this at The East Manchester Academy (KS4) and Loreto College (KS5).</p>
<p><b>3.3.1 Develop an understanding of different pupil strengths and needs</b></p>	<p>Trainees will understand how to assess Business and Economic understanding and learn about the needs that some pupils may have. They will learn how to</p>	<p>What is a Business/Economics curriculum at KS4 and KS5?</p> <p>How do we adapt teaching to the needs of different pupils? (part 1).</p>	<p>Understanding of different pupil strengths and abilities. Use of pupil data.</p>

	<p>adapt their practice and adapt their Business/Economics planning accordingly.</p>	<p>How can Business/Economics curricula be constructed and planned?</p> <p>Observe teaching in practice. How do pupils indicate the support they need? How does the teacher plan, respond or react to this?</p> <p>Use an article on cash flow to develop a teaching resource that could be used with students in a mixed ability Business GCSE group.</p> <p>Take part in a seminar on SEND and EHCPs at Loreto College and do follow-up observations of lessons on the Pathways programme.</p> <p>Review the needs of SEND students in classes and speak with the class teacher and SENDCo/ALS Manager.</p> <p>Complete the SEND and Disadvantage Independent Study Pack (ISP).</p>	<p><b>(ITAP 2)</b> Observe teaching in practice at TEMA and refer to any class data about pupil needs or requirements. How do pupils indicate the support they need? How does the teacher plan, respond or react to this?</p> <p>Plan and deliver an activity which is clearly adapted to the needs of the class or specific pupils. Refer to strategies delivered in subject sessions.</p> <p><b>Observe how expert colleagues:</b></p> <ul style="list-style-type: none"> <li>- Planning and structure sequenced lessons</li> <li>- Teach theory through chunking and consideration of working memory and retrieval.</li> </ul> <p><b>Together with an expert colleague:</b></p> <ul style="list-style-type: none"> <li>- Develop and adapt departmental resources to plan and teach business topics applying (and eventually removing) scaffolding</li> <li>- Use a departmental Scheme of Work to plan and teach a series of lessons at Key Stage 4 and 5 that enables pupils to develop key assessment objectives</li> <li>- Plan and teach a lesson in which accurate identified subject knowledge is used consistently</li> <li>- Reflect critically on teaching and learning, to identify how effective strategies can be applied to practice.</li> </ul> <p>Plan and teach a series of three lessons for the LTA assignment, using strategies connected to relevant learning theory, and annotate lesson plans indicating the rationale for choice of activity.</p>
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<p><b>3.4.1 Establish effective routines and expectations</b></p> <p><b>3.4.2 Develop a positive, predictable and safe environment for pupils</b></p>	<p>Trainees will learn how to establish effective routines in the classroom and outside. They will plan Business/Economics lessons that are challenging and motivational, with objectives that exhibit high expectations.</p>	<p>How do we plan, monitor and assess Business/Economics learning (part 1). How can Business/Economics lessons be effectively structured and planned?</p> <p><b>(ITAP 4)</b> Following Business/Economics subject guidance, establish what high expectations mean from both a behaviour and subject perspective. For Business/Economics this means both in and outside of the classroom. Observe examples and rehearse routines through microteaching.</p>	<p>Effective routines and expectations.</p> <p>Following subject guidance, establish what high expectations mean from both a behaviour or subject perspective. For Business/Economics this means both in and outside of the classroom. Observe this in practice and practice this yourself.</p>
<p><b>Core Area 4. Assessment</b></p> <p><b>4.1 Check prior knowledge and understanding during lessons</b></p> <p><b>4.2 Use assessment to inform decisions and to challenge assumptions about young people</b></p>	<p>Trainees will learn how and when to check for Business/Economics understanding. For example, gauge what pupils already know about a specific topic area and know how to develop pupils further, for example from concrete thinking to developing more abstract ideas. By regular questioning strategies trainees will know how progress their pupils' subject understanding.</p>	<p>How do we plan, monitor and assess Business/Economics learning (part 1). How do teachers design effective retrieval activities?</p> <p>How do we contribute to the closing of achievement gaps- gender, ethnicity and disadvantage- in Business/Economics?</p> <p><b>(ITAP 3)</b> Produce a short scheme of work so you are fully aware of how a sequence of lessons are designed, applying your understanding of Schema. Act on feedback from the university tutor.</p> <p>Design a short activity based on retrieval theory and interleaving to establish what pupils know and to ascertain any gaps in knowledge. Rehearse this activity with your cohort. Record your teaching, and reflect on the outcome.</p>	<p>Prior knowledge and assessment.</p> <p>Using subject guidance, have a clear awareness of what pupils should know in Business/Economics at that specific key stage and the one prior. Use this awareness to assess prior knowledge in a lesson, and discuss what you find out.</p> <p><b>Together with an expert colleague:</b></p> <ul style="list-style-type: none"> <li>- Plan and teach a lesson in which two methods of assessment used to check pupil progress.</li> <li>- Design a retrieval activity and use and evaluate its effectiveness</li> <li>- Reflect critically on teaching and learning, and identify how effective retrieval strategies can be applied to practice.</li> </ul> <p>Complete the LTA Assignment.</p>
<p><b>Core Area 5. Professional behaviours</b></p> <p><b>5.1 Develop as a professional through critical, reflective practice, including reading</b></p>	<p>Trainees will develop their teaching practice through reflective models and by engaging Business/Economics subject bodies and associations for best practice advice. They will be encouraged to join subject bodies and school colleagues to form a community of best practice.</p>	<p>Why do we teach Business/Economics? What is Business/Economics, as a subject? Who decides what we teach in Business/Economics? What is knowledge in Business/Economics?</p>	<p>Develop professionally.</p> <p>Observe a department meeting in your subject area. Ascertain the importance and theme of the meeting. What key events are discussed, how are they communicated? What actions are decided on</p>

<b>5.2 Build effective working relationships to support teamwork and professional learning</b>		<p>Consider how you as a peer group collaborate as a professional body, including mutual support and encouragement, and critical discussion <b>including working on the Learning, Teaching and Assessment assignment.</b></p> <p>Think about joining a subject association and attending a meeting. What can you contribute, and how does this better your understanding of teaching Business/Economics?</p>	<p>and how is action delegated in the team?</p> <p>Take part in school and departmental CPD.</p>
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**Table 4: Overview of curriculum links between university sessions and Placement (U2/P2).**

The table below shows the Business and Economics curriculum intentions for trainees during U2 and P2. This provides a contrasting school or college experience and a greater focus on themes including adapting teaching, assessment, job seeking and equality, diversity and inclusion in their teaching subject. As the placement progresses, trainees develop planning with a focus on the medium term and use this to develop understanding of curriculum design in Business and Economics.

This table below highlights what we consider important for Business and Economics trainees to learn and develop. The second column explains how and where this intention will be implemented using overarching key questions which form the context for U2 subject sessions. Trainees will also see our intentions implemented in their P2 placement. For example, we want trainees to understand in greater depth how students learn Business and Economics and how all students can make progress. These themes delivered in U2 university sessions are supported by mentors and supplemented through department CPD and meetings. The final column refers to the impact or observable actions we wish our curriculum to have on the skills and knowledge of the trainee and the students they teach. Evidence of impact is recorded in the RoAD, which incorporates lesson observations and weekly mentor meetings.

<b>What is the intention of the Business and Economics curriculum in U2/P2</b>	<b>How is the intention implemented in Business and Economics University sessions in U2?</b>	<b>What should trainees be achieving in P1 to show impact in their Business and Economics teaching, therefore making use of U2/ P2 learning?</b>
<p>The overarching intention for U2/ P2 Business and Economics trainees is to start appreciating what teaching Business and Economics means in a contrasting placement and gaining greater awareness of how to adapt teaching, make effective use of assessment and implementing equality, diversity and inclusion. The intention is also to continue to develop and embed elements of their Business and Economics practice developed in U1/P1.</p>	<p>Business and Economics trainees will all experience the following University sessions in U2.</p> <p>This delivers our Business and Economics intention for P2, including lectures, seminars, readings, and practice activities that fulfil the aims of each area of focus. U2 focus questions are:</p> <ol style="list-style-type: none"> <li>1. How can we use cognitive science to help students learn Business and Economics?</li> </ol>	<p>Business and Economics trainees should be able to demonstrate the following areas:</p> <p>Trainees should have a sound understanding of what it means to be a member of the teaching staff in a Business and Economics department, be more proactive in identifying areas for development and in engaging and participating in meetings, such as Business and Economics subject meetings, CPD etc.</p> <p>All Business and Economics trainees should work proactively to identify good practice of experienced Business and</p>



<p>Trainees will build upon U1/P1 experience by planning, teaching and assessing a greater number of lessons in U2/P2. They will be more specific in their Business and Economics teaching by having a clear reference and intention to teach subject specific skills. They will plan Business and Economics lessons which are more inclusive and better adapted to the needs of their students. Trainees will be more embedded into the Business and Economics departments and take greater role in extracurricular activities outside of the classroom.</p> <p>Trainees take on more autonomy and are more effective in using research and other literature to support their thinking and practice in Business and Economics pedagogy. This is a key focus of their second PGCE assignment.</p> <p>A final focus is on moving trainees to mid-term planning and thinking, building an understanding of Curriculum design in Business and Economics.</p> <p>Trainees are better able to identify the set of professional skills required in teaching: reflecting, teamworking, participation in professional groups (such as in areas of T&amp;L), networking and staff development.</p>	<ol style="list-style-type: none"> <li>2. How do we design lessons to ensure progress for all students?</li> <li>3. How can we effectively assess student progress in Business and Economics, including by developing teacher questioning skills?</li> <li>4. How do we address misconceptions in planning Business and Economics?</li> <li>5. How do promote equality, diversity and inclusion in the Business and Economics curriculum and in wider school/college life?</li> <li>6. How can Business and Economics teachers support the progress of EAL students and those with special educational needs?</li> <li>7. How can marking and feedback be used to ensure better pupil outcomes?</li> <li>8. How can we identify and address achievement gaps- gender, ethnicity and disadvantage in Business and Economics, including by identifying cultural capital?</li> <li>9. What is outstanding teaching in Business and Economics?</li> <li>10. What role do Business and Economics lessons play in career and progression choices at 18 and how can we advise students?</li> <li>11. How can trainees recognise workplace bullying and know how to report this?</li> <li>12. What makes an outstanding Economics/Business curriculum?</li> <li>13. What is the role of Ofsted and what are their areas of focus at an inspection?</li> <li>14. What is the role of the EBEA and how can it support Business and Economics teachers?</li> <li>15. What should I look for in a teaching job and how can I make an application and prepare for an interview?</li> <li>16. What makes a strong professional skill set- lesson reflection, teamworking, networking, delivering staff</li> </ol>	<p>Economics teachers and reflect on their observation in the light of the core focus questions from U2, therefore effectively deepening their understanding of school Business and Economics.</p> <p>They should have access to KS4 and post-16 schemes of work and be moving towards planning and delivering good and outstanding lessons, considering focus areas from U2, such as how Business and Economics teaching can be more inclusive.</p> <p>Trainees' Business and Economics lessons should now demonstrate good understanding of curriculum requirements, powerful knowledge concepts in Business and Economics, clear examples and enthusiasm for the subject(s).</p> <p>Lessons should be planned to facilitate progression through effective adaptive teaching, including the development of subject specific and exam skills. Business and Economics trainees will be expected to have a more developed approach to AfL in class and be using evidence to plan future lessons.</p> <p>They should be more accurately judging how students are making progress toward exam skills and specification requirements.</p> <p>Trainees take part in PGCE events to present and share their resources with peers. They may also participate in activities around social responsibility, the PGCE Green Conference, buddying with fellow trainees and developing and delivering staff training materials as part of assignment two.</p>
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	training, understanding, using Safeguarding protocols and working with parents/carers?	
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**Table 5: Curriculum links between U2 and P2- elaborated for each area of the UoM Curriculum**

<b>U2/P2: Deepening understanding and impact on learning, developing agency</b>			
<b>Overarching Intention of our UoM curriculum for U2/P2 – Standard across all subjects</b>	<b>Link to UoM Business and Economics intention U2/P2.</b>	<b>How is this addressed in Business and Economics University 2 (U2)?</b>	<b>How is impact developed in Business and Economics Placement 2 (P2)?</b>
	It is our intention that trainees in Business and Economics know how to:	Business and Economics trainees will have opportunity to understand our intent for them in the following Business and Economics themes and rehearse these in Intensive Teacher and Practice (ITAP) days.	Business and Economics trainees will have opportunity to understand our intent for them in the following Business and Economics themes and practice these in Intensive Teacher and Practice (ITAP) days.
<b>Core Area 1. High Expectations</b>  <b>1.2 Demonstrate consistently high expectations of attitudes, values, behaviour and progress</b>	Business and Economics trainees will plan lessons using objectives and success criteria that ensure learning and progression. Lessons draw on inclusive practice. High expectations are used to plan engaging activities that encourage learning and progress for all in Business and Economics. Trainees will continue to develop their behaviour management skills in a new context.	<p>How can we identify and address achievement gaps- gender, ethnicity and disadvantage in Business and Economics, including identifying cultural capital?</p> <p>How can we address equality, diversity and inclusion in Business and Economics?</p> <p>How do we ensure students are informed about career and progression options from Business and Economics courses?</p> <p>How can we support and develop student aspirations?</p> <p>How does Business and Economics support intellectual development?</p> <p>Trainees review curricular and identify the skills and concepts of Business and Economics courses and how teaching develops these.</p> <p>Trainees should gain further awareness of the development of specification specific skills, such as those at GCSE, A level, VCERT and BTEC. How can success criteria create high expectations in Business and Economics?</p>	<p><b>Consistent High Expectations</b></p> <p>Good Business and Economics teaching develops student understanding of the world around them, such as the role and functions of business and critical thinking and evaluation of government policy.</p> <p>Good teaching also supports student aspiration and progression choices, whether to Apprenticeships, employment or university.</p> <p>Trainees in placement make time to observe experienced Business and Economics teachers who set high expectations in their planning and teaching. They then practice and review these activities over the contrasting placement, seen in their own Business and Economics classes.</p>

		Trainees read literature and research areas of inclusive Business and Economics, presenting these in assignment two.	
<p><b>Core Area 2. Subject and curriculum knowledge</b></p> <p><b>2.4 Deliver a carefully sequenced and coherent curriculum</b></p>	<p>Business and Economics trainees will use guidance from subject bodies, mentors and literature to plan lessons and sequences that build understanding, knowledge and depth in coherent way, understanding what 'getting' better and progress in a subject means in Business and Economics, regarding a lesson or unit of work.</p>	<p>How do students learn Business and Economics? How do lessons apply the principles of cognitive science and knowledge of 'memory'?</p> <p>How do we assess learning better in Placement 2?</p> <p>What makes a good and outstanding economics/Business curriculum? (Drawing on Pascall, 2022)</p> <p>Trainees in University sessions will be review Business and Economics curricular and identify how curriculum goals grow more complex over time. They should practice writing more complex curriculums through series of lessons.</p> <p>Trainees will review schemes of work and watch lessons to recognise that core Business and Economics needs to be remembered over time, concepts repeated and spaced. They will design activities that build strategies to recall knowledge. These recall activities build over time with greater complexity and are adapted from AfL and wider assessment evidence.</p> <p>Trainees research theory and review lessons and practice question-driven Business and Economics teaching. They plan how students develop subject numeracy skills and they interpret information for themselves in answering questions, for example.</p> <p>Trainees will review and devise strategies that confirm the intended curriculum outcomes have been met and check how secure student knowledge is. Strategies used will include</p>	<p>At the beginning of contrasting placements trainees should review schemes of work and subject specifications. They should pay attention to how long-term plans are developed over a course.</p> <p>They should understand the idea of progress in Business and Economics and question how students are getting better at Business and Economics in their contrasting placement. This will include illustrating learning theory in their teaching and greater student progress. They should plan and practice teaching this with review and reflection on their teaching with the help of mentors.</p>

		questioning, short tests, longer summative assessment, extended writing, decision making and self or peer assessment.	
<b>2.5 Support students to think critically and challenge them to construct a deeper level of understanding and skills</b>	Business and Economics trainees will plan lessons that use strategies based on learning theory and subject specific pedagogies. They will use reflection and assessment principles to question if progress has been made. They will plan using well established principles and independent ideas to further promote Business and Economics understanding and skills.	<p>How does Business and Economics support intellectual development?</p> <p>How can current national and international examples be used to test and develop understanding?</p> <p>How do we plan to address misconceptions in Business and Economics?</p> <p>Trainees will practice using Business and Economics contexts to create resources which challenge students to think critically and deepen their understanding and skills.</p>	In their Business and Economics placements, trainees will plan lessons where they adapt activities for all students to make progress. They will make use of student information to become aware of needs and use research-informed strategies for students to engage deeply with Business and Economics. This might include applying cognitive science, or using enquiry-based and constructivist learning.
<b>Core Area 3. Planning and Teaching</b>  <b>3.1.3 Model processes, ideas and concepts effectively</b>	Business and Economics trainees will show sound subject knowledge through the ability to model activities and outcomes with their students. They will break down information into manageable sections that inform lesson planning and assessment.	<p>How do students learn Business and Economics, including the application of cognitive load theory?</p> <p>How do we model and address misconceptions in Business and Economics?</p> <p>Trainees will deepen their understanding of working memory and ways to avoid overloading this in their teaching. Trainees will observe, rehearse, practice and review strategies that allow students to show what they have learnt using retrieval and spaced practice. Chunking is used to encourage long term memory use as this reduces cognitive load. Modelling and repetition will be used, for example in teaching formulae and being able to interpret the results of calculations.</p>	Trainees in Business and Economics will observe experienced colleagues use modelling in practice. They will plan lessons and seek opportunities to rehearse and practise. For example, trainees will seek opportunities to model how to develop paragraphs and exam skills, as well as exam answers at different levels. Adaptive teaching may include templates and writing frames to support progress for all.
<b>3.1.4 Stimulate student thinking and checking for understanding</b>	Business and Economics trainees will use current topics to stimulate the practical application of the subject. They use a range of techniques to interest students and encourage inclusive participation. They will link topics to simple contexts, building up from students' own experiences	<p>How can we adapt Business and Economics teaching to students' needs better in placement 2?</p> <p>What forms of formative and summative assessment are appropriate at KS4 and at KS5?</p> <p>How can we develop higher order thinking skills in students?</p>	<p>Business and Economics trainees will plan lessons using as much real-life application as possible.</p> <p>Student progress may be evidenced in their self-assessment and lesson evaluations.</p> <p>Design of lessons will consider how best to engage</p>

	to compare with other, less familiar places.	<p>Trainees in University sessions will appreciate how to motivate students in Business and Economics. Students are more motivated when they learn, make progress, are inspired, and supported. Intrinsic motivation needs to be developed and understood.</p> <p>Trainees will consider content carefully, making sure it links to students' interests and experience. For example, outlining a simple personal cash flow forecast can help build initial understanding, then scaffolded toward those they may encounter in an exam question. Trainees will continue to observe, model, rehearse and practice how to increase motivation, for example by making clear career options in the subject.</p>	students by using questions and enquiry approaches in teaching. Current examples may be used through videos, social media posts and local issues. Constructivist approaches or social constructivist approaches are used to stimulate student engagement. Thinking Hats and Socratic questioning may be used.
<b>3.2.3 Assess and build on students' prior knowledge</b>	Business and Economics trainees will reflect, through their understanding of learning theory, that all students have some everyday knowledge of the world around them. They will plan activities that build on this prior learning in order to build students conceptual knowledge and deepen their sense of getting better at Business and Economics in every lesson.	<p>How and why might Business and Economics students have a different prior knowledge of the subject and of current examples?</p> <p>How might we construct lessons to help build from everyday examples to more complex, e.g. those likely to be feature on an exam paper?</p> <p>How do we identify outstanding teaching in Business and Economics?</p> <p>Trainees in University sessions will continue to develop strategies for assessment and students' prior knowledge. They will also gain an understanding of strategies to develop metacognition and plan engaging lessons. They will consider using personal experience and media examples to spark interest in Business and Economics. Encouraging students to engage in citizenship around local issues can be a good way to assess what students already know and understand.</p>	<p>Trainees in Business and Economics will in contrasting placement apply reading by Michael Young and others regarding students prior learning and powerful knowledge. They will understand the intentions of the curriculum over the short term and long term.</p> <p>Lessons will always start by using trainee designed activities that engage and investigate prior learning, drawing on learning theory in so doing.</p>
<b>3.3.2 Provide opportunity for all students to experience success through task design and careful grouping</b>	Business and Economics trainees will plan, teach and assess with the impact of their adapted teaching in mind. They will use a range of activities with increasing	<p>How can we adapt Business and Economics teaching to students' needs better in placement 2?</p> <p>How effective has this adaptive teaching been at supporting</p>	Trainees in Business and Economics in contrasting placement will observe, plan, practice and review the many ways lessons can be adapted for all students. This could be

	<p>skill that make use of, for example, lesson objectives, success criteria, excellent statements, and modelling, to support progress and improvement.</p>	<p>student progress and how do we know?</p> <p>Trainees will learn in sessions that very little has been written about Business and Economics education for students with SEND. They will observe, rehearse and practice how modifications are made to teaching practice. They will review plans and approaches with SEND experts in placement schools and colleges and with TAs and SSAs where appropriate.</p> <p>(ITAP) In University sessions, trainees will continue to build their knowledge of inclusive education. This includes making specific adjustments for students with SEND or language barriers.</p> <p>When teaching exam skills, this will include using modelling and writing frames to help students develop chains of reasoning.</p> <p>Trainees will draw on EEF research summaries in learning what makes collaborative work effective.</p>	<p>through resources, support and by adapting objectives of the lesson, and different modes of presentation. For example, when developing exam skills, trainees will use techniques to support the identification of application, analysis and evaluation. Modelling can also be used in such examples. Trainees may take part in the Alternative Placement and spend time in a Special Needs School.</p>
<p><b>3.4.3 Build strong pedagogical relationships with young people</b></p>	<p>Business and Economics trainees, will be able to build trust with their students, follow relevant schemes of work and specification content, plan engaging and inclusive episodes of teaching so that positive relationships are built over time as students make progress. This might include supporting staff on business and economics specific visits.</p>	<p>How can we adapt Business and Economics teaching to students' needs better in placement 2, for example by making better use of student data and assessment?</p> <p>How do we assess learning better in Placement 2?</p> <p>Trainees in University sessions will continue to expand their methods of teaching for students. For example, they will understand how to correct students' misconceptions through having secure subject knowledge and effective teaching approaches which are evaluated. Trainees will observe, model, rehearse and practice their planning with others.</p>	<p>Business and Economics trainees will experience how strong pedagogical relationships and the addressing of misconceptions can support student progress. Trainees will observe, plan, rehearse and undertake opportunities with mentors to allow students to experience business and economics visits. They may reflect on the experience with a 'thinking like an economist' perspective and consider the pastoral as well as motivational, cultural and intellectual benefit of trips and visits.</p>
<p><b>3.4.4 Support students to develop effective behaviour for learning, including metacognitive strategies</b></p>	<p>Business and Economics trainees will display high expectations of themselves and the students they teach. They will use a range of good behaviour policies and reflect on their usefulness and adapt practice. They will</p>	<p>How do we ensure better behaviour for learning in Placement 2?</p> <p>What is metacognition and how can students be supported to build metacognitive strategies?</p>	<p>Business and Economics trainees can now observe how positive relationships and effective behaviour management are used in a new context. For example, a barrier to learning could be the number of supply and</p>

	use a range of metacognitive strategies to support students in their learning, for example modelling worked examples, peer and self-assessment and revision strategies.	In University sessions, trainees explore the use of enquiry-based learning in Business and Economics. They will develop experience of supporting students in learning and remembering more and in effective strategies to prepare for summative assessments, including using mind maps, Apps and revision cards.	cover teachers a student experiences. Trainees will observe, plan, rehearse and practice, careful adaptive practice and modelling of work. They may also spend time in a PRU or Special School and identify behaviour management and relationship building in context.
<b>Core Area 4. Assessment</b>  <b>4.3 Provide high-quality, timely and formative feedback which students can act on</b>	Business and Economics trainees will follow school and college systems regarding assessment and feedback to students. They will develop systems that allow them to make this part of their teaching, including developing exam skills. They will plan lessons following outcomes informed by curriculum plans and exam specifications.	<p>How can marking and feedback be used to ensure better pupil outcomes?</p> <p>What makes effective feedback to students?</p> <p>How do we assess learning better across vocational, GCSE and A level teaching during Placement 2, including the feedback we provide? (Drawing on Pascall and Whitehouse, 2022 on assessment in business and on Crawford-Singh, 2022 on teaching vocational).</p> <p>In University sessions trainees will appreciate that assessment allows students to demonstrate what they have learnt in Business and Economics. This will allow trainees to know what to improve or revise for next time. For example, the use of formative assessment to confirm whether re-teaching is required and when learning can move on. Trainees will plan, observe, rehearse, practise and review the use of specification assessment criteria in Business and Economics and know how this improves outcomes for students.</p>	<p>Business and Economics trainees will now experience more teaching and therefore take more responsibility for progress.</p> <p>They will observe, plan, rehearse and practice retrieval of knowledge from students. They will develop more strategies that allow students to show and develop subject skills across different qualifications. Trainees will reflect on assessment weekly with mentors.</p>
<b>4.4 Adopt marking practices which are effective and efficient</b>	Business and Economics trainees will understand what summative and formative feedback means, use different strategies of assessment for example live marking, peer, self and teacher assessment. Working with their subject mentor they will assess so that all students are able to use feedback to make progress.	<p>How do we assess learning better in Placement 2?</p> <p>How do we assess learning whilst managing workload and wellbeing?</p> <p>In University sessions trainees will understand the place of summative assessment in the teaching of Business and Economics. Trainees will practice marking to exam board criteria, identifying breadth of knowledge, depth of understanding, appreciation of</p>	Business and Economics trainees in contrasting experience will, with the support of mentors and experienced teachers, become more focussed on summative assessments or terminal exams and adequately prepare students for them. They will observe how teachers prepare students for exams but not limit the breadth of the Business and Economics



		<p>connectedness from substantive and disciplinary knowledge.</p> <p>Essentially understanding how to assess for Business and Economics education across different qualification types</p>	<p>curriculum. In their teaching, they will rehearse and practice summative assessing, for example by marking and feedback on end of unit exams and taking part in departmental moderation.</p>
<p><b>Core Area 5. Professional behaviours</b></p> <p><b>5.3 Manage workload and wellbeing</b></p>	<p>Business and Economics trainees will implement strategies and develop strong organisation skills to support delivering an increased number of timetabled lessons and considering a contrasting placement. They will effectively work with Business and Economics staff to meet deadlines in an organised way.</p>	<p>What are practical strategies for success in teaching Business and Economics, including time management, midterm planning and managing wellbeing?</p> <p>Business and Economics trainees will be presented with practical teaching advice from experienced teachers regarding organisation and workload management, for example using diaries and to-do lists and made aware of support services in the University.</p>	<p>Business and Economics trainees in contrasting experience will take part in all aspects of CPD, including those that support the wellbeing of teachers. They will seek advice from mentors about work life balance, marking time scales. They will seek support from Business and Economics networks to assist in answering questions. They will develop organisation skills so that wellbeing and personal time can be enjoyed.</p>
<p><b>5.4 Seek opportunities for effective collaboration with other professionals, and for collaborative enquiry</b></p>	<p>Business and Economics trainees will use networks and learnt knowledge from P1 to expand their opportunities for collaboration in P2, they will continue to develop a collaborative and teamworking approach to achieve curriculum outcomes and progression for their Business and Economics students and classes.</p>	<p>Practical strategies for success in teaching Business and Economics.</p> <p>What is the role of the EBEA and how can it support Business and Economics teachers?</p> <p>What makes a strong professional skill set- lesson reflection, teamworking, joining groups, networking, delivering staff training, using Safeguarding protocols and working with parents/carers?</p> <p>Business and Economics trainees will be encouraged to join subject associations such as the EBEA. They will join networks and community spaces dedicated to teaching of the subject. They will pursue opportunities for conference, online and lecture activities to form subject communities of practice.</p> <p>Trainees may identify opportunities to act as an examiner during the summer series.</p>	<p>Business and Economics trainees in contrasting school experience will consider themselves to be a member of staff in their department, working collectively for the progress of students learning in Business and Economics. They will attend and contribute to departmental meetings and pursue initiatives, for example contributing to staff training as part of assignment 2. Trainees will have increasing direct contact with parents/carers and interact via email and at school/college events.</p>

**Table 6: Overview of curriculum links between university sessions and Placement (U3/P3)**

The table below shows what the Business/Economics curriculum's intentions are for trainees to learn in U3 and P3. U3 and P3 are positioned to provide trainees with an opportunity to return to placement 1 schools and

colleges, to use what they have learnt to deepen their teaching practice with an increased timetable. Trainees have a greater focus on pupil voice and experience of school as their final academic assignment. The table below follows the same format as previous, showing overarching intention, Business/Economics curriculum intention, how it is addressed in University (U3) and what the desired impact is for Placement 3 (P3). Evidence of impact is recorded in the RoAD, which incorporates lesson observations and weekly mentor meetings.

What is the intention of the Business/Economics curriculum in U3/P3	How is the intention implemented in Business/Economics University sessions in U3?	What should trainees be achieving in P3 to show impact in their Business/Economics teaching, therefore making use of U3/ P3 learning?
<p>The overarching intention for U3/ P3 Business/Economics trainees is to become more confident teachers using what they have learnt from contrasting school/college experience, ready to become ECTs. Trainees will have gathered evidence to confidently meet the UoM ITT curriculum and The National Teacher Standards. Trainees will focus more on wider educational debates through their academic assignment, appreciating pupil experience and voice, to shape their teaching practice.</p> <p>Trainees will build upon U2/P2 experience by planning, teaching and assessing a greater number of lessons in U3/P3 and more KS4/ KS5 classes. They will be more specific in their Business/Economics teaching by having a clearer reference and intention to teaching specific pedagogy such as Business/Economics skills. They will plan lessons which are more inclusive and better adapted to the needs of their pupils. Trainees will now be assuming the identity of an experienced member of teaching staff in their department. Trainees are now acting more autonomously and therefore need to be directed less. Trainees can work towards department objectives, for example preparing pupils for terminal examinations etc.</p>	<p>Business/Economics trainees will all experience the following University sessions in U3.</p> <p>This explicitly delivers our Business/Economics intention for P3. Trainees experience a range of input, lectures, seminars, readings, and practice activities that fulfil the aims of each area of focus. U3 focus <b>areas</b> are:</p> <ol style="list-style-type: none"> <li>1. How do we develop effective assessment of exam skills in Business/Economics?</li> <li>2. How can we use success criteria effectively to ensure high expectations and progress?</li> <li>3. What makes effective feedback for students?</li> <li>4. How can we develop literacy and teach writing in Business/Economics?</li> <li>5. What is cultural capital in Business and Economics?</li> <li>6. How can we develop metacognitive skills in students?</li> <li>7. What makes effective planning for the initial teaching years for new Business and Economics teachers?</li> <li>8. What are the attributes of successful leaders of Business/Economics departments and what skills and knowledge are required?</li> <li>9. How do we prepare Business/Economics students for university entry, including Oxbridge?</li> <li>10. How do we work effectively</li> </ol>	<p>Business/Economics trainees should be able to demonstrate the following areas of impact:</p> <p>Trainees should now have a sound understanding of what it means to be a member of the teaching staff in a Business/Economics department, be better at engaging with colleagues and <b>participate</b> in meetings, such as subject meetings, CPD etc.</p> <p>All Business/Economics trainees should identify good practice of experienced Business/Economics teachers and reflect on their observation in the light of the core focus <b>areas</b> from U2, therefore effectively deepening their understanding of Business/Economics.</p> <p>They should have access to KS4 and A level schemes of work and be competently planning more original lessons, with the medium term in mind. They are effective in considering focus areas from U2, such as how Business/Economics teaching can be more inclusive.</p> <p>Trainees' Business/Economics lessons should now demonstrate good understanding of curriculum requirements, powerful knowledge concepts in Business/Economics, clear relevance, support aspirations and enthusiasm for the subject.</p> <p>Lessons should be planned to facilitate good progression through effective adaptive teaching, drawing on taxonomies such as Bloom.</p> <p>Trainees apply understanding of how online sites and digital tools can be used to support learning in Business (drawing on Bright, 2022).</p> <p>Business/Economics trainees in placement will be expected to have an awareness of how pupils are making progress in Business/Economics and illustrate this in their lesson evaluations. Trainees are now competently able to follow and make adaptations in using Business/Economics schemes of work.</p>



	<p>with Teaching Assistants and Specialist Support Assistants?</p> <ol style="list-style-type: none"> <li>11. How do Business/Economics teachers they are growing professionally and making progress? What supports this process?</li> <li>12. What does the future hold for Business/Economics education?</li> <li>13. How can technology support learning in Business/Economics?</li> </ol>	
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**U3/P3: Deepening understanding and impact on learning, developing agency**

**Notes for completing this table: remember that U3 (March and June weeks) is heavily oriented towards pupil voice and the significance of building a pedagogical relationship with pupils, through the Pupil Voice assignment, and subject work on inclusion. This will flavour the statements and activities in this table.**

**P3 is about extending practice, building on experience in a contrasting setting, and also including the AP placement. Pedagogical relationships, but also subject pedagogical expertise.**

<b>Overarching Intention of our UoM curriculum for U3/P3 – Standard across all subjects</b>	<b>Link to UoM Business/Economics intention U3/P3.</b>	<b>How is this addressed in Business/Economics University 3 (U3)?</b>	<b>How is impact developed in Business/Economics Placement 3 (P3)?</b>
	It is our intention that trainees in Business/Economics know how to:	Business/Economics trainees will have opportunity to experience our intent for them in the following Business/Economics themes and rehearse these in Intensive Teacher and Practice (ITAP) days.	Business/Economics trainees will have opportunity to experience our intent for them in the following Business/Economics themes and practice these in Intensive Teacher and Practice (ITAP) days.
<b>Core Area 1. High Expectations</b>  <b>1.2 Demonstrate consistently high expectations of attitudes, values, behaviour, and progress</b>	<ol style="list-style-type: none"> <li>How can we use success criteria effectively to ensure high expectations and progress?</li> <li>What is cultural capital in Business and Economics?</li> <li>How do we prepare Business/Economic s students for university entry, including Oxbridge?</li> </ol>	<p>Business/Economics trainees in U3 sessions will gain a deeper understanding of supporting student aspirations, including a focus on UCAS and course choices. High expectations are set by giving pupils a sense of enthusiasm and an ability to apply their understanding of the subject skills they have learned</p> <p><b>U3 sessions trainees will further explore cultural capital through lecture discussion, then observation, reading and discussion of the values in their teaching, such as, social justice, economic justice, sense of community, empathy and diversity.</b></p>	<p><b>Trainees should now observe, plan and rehearse developing original learning experiences that focus on setting high expectations. This could be done through enquiry, role play simulations, support with UCAS and University choice or developing Business/Economics club activities.</b></p> <p>As trainees are now experienced, lessons should be planned exploring values and cultural capital that are developed alongside learning outcomes. They should observe mentors and pay attention to which values are present and plan to do this for their own teaching.</p>
<b>Core Area 2. Subject and curriculum knowledge</b>  <b>2.4 Deliver a carefully sequenced and coherent curriculum</b>	<ol style="list-style-type: none"> <li>How do we develop effective assessment of exam skills in Business/Economic s?</li> <li>How do we prepare Business/Economic s students for university entry, including Oxbridge?</li> <li>What is cultural capital in Business and Economics?</li> <li>How can technology support learning in Business/Economic s?</li> </ol>	<p>Business/Economics trainees will in U3 sessions develop curriculums that develop the values of Business/Economics such as in curriculum design and development. Using research and experience, they plan a curriculum that has high quality content, organisation of content and choice of teaching approaches and assessment that brings coherence. They will also explore the use of technology and social media to aid learning. Future topics could include those highlighted in their pupil voice enquiry or, for example the Economics of the Doughnut-inequality and climate change.</p>	<p><b>Trainees in U3 should show initiative to develop or create a scheme of work for their placement school. They should follow the guidance shared in U3 sessions to produce programmes of study that are appropriate for challenge and development. Trainees will highlight areas to promote career opportunities and further study, identifying barriers and signposting students accordingly.</b></p>
<b>2.5 Support pupils to think critically and</b>	How can we develop metacognitive skills in	Trainees will be introduced to the research on metacognition and	In P3 trainees will seek to further the

challenge them to construct a deeper level of understanding and skills	students?	how this can be applied to economics teaching. They will also consider research on developing student resilience (Gardner and Stephens-Pisecco, 2019). They will learn how to change their teaching of Business/Economics to allow students to progress through university and into careers.	Business/Economics curriculum further applying heartwork and Rawls' (1974) <i>Difference Principle</i> to appreciate the lives of pupils and how Business/Economics can help pupils to understand and provide opportunities. They will understand the importance of developing student self-awareness and review and what factors bring student stress and anxiety.  ITAP - plan a lesson which is incorporates student self-assessment and review.
<b>Core Area 3. Planning and Teaching</b>  3.1.3 Model processes, ideas and concepts effectively	How do we develop effective assessment of exam skills in Business/Economics?	Trainees in U3 sessions will observe, discuss and research how the subject is examined in KS4 and KS5 and the opportunities to be an Assistant Examiner. They will carefully observe this in practice and then practice within U3 sessions.	In P3, trainees should consistently observe, practice and review the teaching of concepts within Business/Economics. They should seek opportunities to practice marking to exam board requirements.
3.1.4 Stimulate pupil thinking and checking for understanding	What does the future hold for Business/Economics education? How can we develop metacognitive skills in students?	Trainees in U3 sessions will, through the pupil enquiry assignment consider the future of Business/Economics as a subject in schools and how the curriculum should be developed going forward. They will consider work by Butler for the EBEA on the importance of teacher advocacy for the subjects. They should develop student metacognitive practice within their teaching.	In P3, trainees should consider, asking and observing what pupils think about their futures. What are their students concerns? What are the major issues and opportunities they have for the future. With mentors, trainees should consider what implications this has for the departmental curriculum.
3.2.3 Assess and build on pupils' prior knowledge	How can technology support learning in Business/Economics, including in retrieval? What is cultural capital in Business and Economics?	In Business/Economics as a subject, there are numerous online resources for students and teachers to use; the topicality of our subject also means keeping abreast of new subject knowledge but also helping students make sense of the news, with subject enjoyment and exam preparation in mind.  Technology packages such as ScoopIt and Padlet can be used to catalogue stories in the news; trainees will evaluate how Kahoot, Socrative, Blooket and Quizlet can be used for low stakes quizzes, alongside their limitations.	Trainees in P3 should now use their experience to evaluate the effectiveness of technology to support their teaching and develop an awareness of issues in the news.  How do teachers gain an understanding of how to use technology effectively?  How can teachers recognise student prior experience and adjust for different accumulation of cultural capital?

		Trainees will also build on their knowledge of cultural capital to build student knowledge.	
<b>3.3.2 Provide opportunity for all pupils to experience success through task design and careful grouping</b>	<p>How to keep developing your pedagogical content knowledge in Business/Economics. How do we work effectively with Teaching Assistants and Specialist Support Assistants?</p>	<p>In U3 Business/Economics trainees are required to embed what good Business/Economics lessons are. Trainees in U3 will continue to review lessons, reflect and jointly plan lessons that encompass pedagogy for example considering powerful knowledge. This also includes how to work with TAs and SSAs effectively.</p> <p>This includes the careful selection and adaptation of case studies to build context and prepare students for final exams. Does this connect with pupils' everyday experiences (eliciting what pupils know, checking for misunderstandings, finding out pupils' opinions and feelings about a topic and supporting their learning). Trainees in U3 should continue to embed practice that allows pupils to explore new information and relate to what they already know, allow pupils to learn through social constructivist approaches and talk to their peers. At this stage, with exams in mind, lessons should provide opportunities for extended writing to show new learning and linking of ideas, for example, writing about the short- and long-term impacts of poor cash flow for a specific business.</p>	<p>In P3 Business/Economics trainees should observe experienced teachers and focus on how they build from using simple to more advanced Business/Economics contexts in their teaching.</p> <p>They should look specifically how teachers provide geographical information to their pupils, the language they use and how they are specific in pupils using the correct terminology. Trainees should understand how to jointly plan the role of TAs and SSAs with increasing independence and the progress of all students in mind.</p>
<b>3.4.3 Build strong pedagogical relationships with young people</b>	<p>Continue to embed heartwork and the importance of strong teacher-pupil relationships.</p> <p>How do we work effectively with Teaching Assistants and Specialist Support Assistants?</p>	<p>In U3 trainees will continue to reflect on a major reason to teach Business/Economics; helping young people make sense of the challenges the world is facing. Business/Economics needs to be relevant for today and their future.</p> <p>U3 trainees will be shown examples how Business/Economics teachers can establish ways in which pupil already have personal Business/Economics and how these can build motivation and interest in the subject even further. This includes all pupils- with a focus on those with SEND.</p>	<p>In P3, Business/Economics trainees should plan lessons with understanding that pupils have a different experience of Business/Economics than adults, for example; where they live, their part-time jobs, who they live with, where they shop, their aspirations.</p> <p>P3 Business/Economics lessons should help pupils connect their personal Business/Economics with that of the aims of the lesson. It should encourage SEND pupils to know the lesson can be 'about them' too.</p>

3.4.4 Support pupils to develop effective behaviour for learning, including metacognitive strategies	How can we develop metacognitive skills in students?	In U3 trainees will continue to reflect on metacognitive strategies to deepen their own practice. Metacognition involves teaching pupils how to monitor their knowledge and cognitive processes and then teaching pupils how to use these findings to make judgements about the future direction of their learning (Bromley, M. (2018) In the classroom; Metacognition explained). This also includes work on trauma informed practice.	Trainees in P3 will continue to deepen their understanding and practice of metacognition by considering these questions (related to the metacognition cycle). Do I give time for pupils to think about objectives and show prior understanding? Do I suggest pathways and ask pupils how they could complete activities in the lesson today? Do I show pieces of work at different levels and model completion? Do I regularly ask pupils if they are progressing and give opportunities for alternative strategies? Is there enough time for self and peer assessment? Finally do I allow pupils to use success criteria to evaluate and reflect on their own learning; what went well? Could things have been done differently? What was hard to complete and how did they (the pupil) overcome it. Bromley, M. (2018) In the classroom: this extends to the development of self-produced revision materials and planners.
<b>Core Area 4. Assessment</b>  4.3 Provide high-quality, timely and formative feedback which pupils can act on	What makes effective feedback for students? How can we use success criteria effectively to ensure high expectations and progress?	<p>In U3 trainees should be well versed in all aspects of assessment, formative to summative, reflecting on experience from University and Placements. In U3 trainees should reflect on deeply, what assessment is and why it is important. When assessment is done well, it gives pupils a better understanding of their performance and teachers better indications if their pedagogy is working if feedback is effective.</p> <p>Trainees in Business/Economics will consider how feedback can be provided, from live marking to formal summative assessment and one to one intervention. They will be able to identify what makes effective feedback with workload management in mind.</p>	In P3 Business/Economics trainees should now observe and be fully engrained into their school assessment practices and have a better understanding of exam board requirements. Using strategies such as diagnostic assessment, formative assessment, peer and self-assessment. Understanding how to feedback with validity and reliably.
4.4 Adopt marking practices which are effective and	How can assessment be made productive but manageable?	In U3 trainees should normalise their practice of marking pupil work which is a part of assessment. In U3	In P3 Business/Economics trainees will embed marking and feedback practices in the

efficient		<p>trainees will reflect on, and apply the work of Wiliam (2010, 2014) on effective assessment and feedback and make consistent use of AfL to confirm progress across the ability range.</p> <p>Trainees understand that feedback could be written, oral or electronic, or a form of grading. Trainees will understand that accurate feedback or marking can only be accomplished when an accurate assessment of learning has taken place and the pupil fully understands the meaning of feedback. The teacher should be specific about how the pupil should act on feedback, for example next steps. High expectations are clear on feedback, so pupils are motivated to develop their learning. For feedback to be effective pupils need opportunities to carry out follow up activities.</p> <p>Trainees should consider school/college mechanisms for feedback with workload in mind, including sample marking.</p>	<p>lessons they teach. They should read Garder (Gardner et al (2015) pp. 31–3). Black and William (1998) and re-visit Wiliam (2010, 2014) and apply principles. Trainees should observe established teachers giving good, whole class feedback, pupils giving each other feedback, practice giving strong written feedback such as PIE (Praise, improve, encourage) or PEN (Praise, error, next steps), or similar. They should be consistent in their use of verbal feedback during classroom talk, whole class feedback during discussion, live feedback during work, modelling to guide before work takes place, self-assessment through quizzes and game playing or multiple choice and the use of success criteria to meet outcomes. Trainees should reflect on The Education Endowment Foundation (2016), 'A marked improvement? A review of the evidence on written marking'.</p>
<b>Core Area 5. Professional behaviours</b>  <b>5.3 Manage workload and wellbeing</b>	<p>Business/Economics trainees will implement strategies and develop strong organisation skills to train effectively, delivering an increased number of timetabled lessons in a return to Placement 1. They will effectively work with Business/Economics departments to meet deadlines in a controlled, balanced and coordinated way.</p>	<p>Business/Economics trainees will be presented with practical teaching advice from experienced teachers regarding organisation and workload management, for example using diaries and to-do lists and made aware of support services in the University. They use school mentors and University tutors to support their wellbeing and seek independent advice.</p>	<p>Business/Economics trainees returning to Placement 1 schools will continue to take part in all aspects of CPD in school, especially those that support the wellbeing of teachers. They will use University resources and seek advice from mentors about work life balance, marking time scales. They will seek support from Business/Economics networks to assist in answering questions. They will develop organisation skills so that wellbeing and personal time can be enjoyed.</p>
<b>5.4 Seek opportunities for effective collaboration with other professionals, and for collaborative enquiry</b>	<p>What are the attributes of successful leaders of Business/Economics departments and what skills and knowledge are required?</p>	<p>Business/Economics trainees will have joined subject associations such as the Economics and Business Education Association (EBEA). They will join networks and community spaces dedicated to teaching the subjects. They will pursue</p>	<p>Business/Economics trainees returning to P1 schools will consider themselves to be a member of staff in their department, therefore working collectively for the progress of all pupils learning</p>



	<p>How do Business/Economics teachers know they are growing professionally and making progress? What supports this process?</p> <p>How do we work effectively with Teaching Assistants and Specialist Support Assistants?</p> <p>Business/Economics trainees will use networks and learnt knowledge from P2 to expand their opportunities for collaboration for return to P1, they will foster a collaborative and teamwork approach to achieve curriculum outcomes and progression for their Business/Economics pupils and classes.</p>	<p>opportunities for conference and lecture activities to form subject communities of practice. They pursue new ideas of teaching Business/Economics from external sources to share with their departments.</p> <p>They understand the importance of close working with teams of teachers, including Teaching Assistants and Specialist Support Assistants.</p>	<p>in Business/Economics. They will attend and contribute to departmental meetings and pursue initiatives for example guest speakers and business visits. They will contribute regularly to department meetings regarding an area of interest, such as sharing assignment findings.</p>
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### **PGCE Mathematics with Economics (U1/P1 to U3/P3)**

This section outlines the Curriculum intentions of the Economics components of the PGCE Mathematics with Economics course, which maps to the Curriculum in PGCE Economics and Business Education.

The course prepares trainees to teach in post-16/19, with a specific focus on developing effective pedagogy for A level Economics. Pre course sessions on Zoom focus on developing subject knowledge and an action plan, with the identification and filling of knowledge gaps. Such subject knowledge enhancement events take place before the start of the course and during the programme, with action plans reviewed during placement visits and tutorials.

Initial university weeks focus on key aspects of pedagogy- lesson planning (sequencing, scaffolding and modelling), with sessions built around the University curriculum. This is delivered both at the university but also at centre-based days with a specific focus.

Close work with trained subject mentors ensures pedagogy is built incrementally, from lesson planning and evaluation through assessment for learning and marking to awarding body requirements. Tutor visits to observe lessons and meet with the mentor and trainee are designed to shape development, with identification of strengths and action planning on areas for improvement. The focus is on opportunities to gather evidence towards the Teachers' Standards, assessed at the end of the programme. Some university sessions are also led by mentors and wider experts, with a further input from former trainees with their early career advice, teaching strategies and experience.

Subject specific focus is around being an economics teacher. This includes teaching post-16, mixed ability teaching with a focus on adaptations and building understanding of teaching problem topics (working with elasticities, market failure and externalities, New Classical and Keynesian theory, inflation and deflation).

The course is reflexive in nature and likely to change based on trainee progress, specific skills and context. A concise summary is given below for reference; topics covered are recurrent themes

developed over the year.

Typically, trainees will teach economics in their main or contrasting placement and this will form 20% of their timetable. Placements are selected with support and development in mind, as well as providing sufficient contrast and challenge across the course and with opportunities to teach economics in mind.

<b>What is the intention of the Economics curriculum in U1 to U3?</b>	<b>How is the intention implemented in Economics University sessions, U1 to U3?</b>	<b>What should trainees be developing to show impact in their Economics teaching, therefore making use of learning?</b>
<p>The overarching intention for Economics trainees is to start appreciating what teaching Economics means in a contrasting placement and gaining greater awareness of how to adapt teaching, make effective use of assessment. The intention is also to continue to develop and embed elements of their Economics practice.</p> <p>Trainees will develop a clear reference and intention to teach subject specific skills. They will plan Economics lessons which are more inclusive and better adapted to the needs of their students. Trainees will be more embedded into the Economics department and take a greater role in extracurricular activities outside of the classroom.</p> <p>Trainees take on more autonomy and are more effective in using research and other literature to support their thinking and</p>	<p>Economics trainees will experience the following University sessions, including lectures, seminars, readings, and practice activities that fulfil the aims of each area of focus. Focus questions are:</p> <p><b>1] What is the place of economics in school/college?</b> A level entry data (numbers, gender, school type); key components of a good Economics lesson; key traits, behaviours and facets of an effective Economics teacher; pedagogy for A level</p> <p><b>2) What are the subject knowledge requirements of teaching A level Economics?</b> Trainees take part in pre-course sessions in micro and macroeconomics aimed at building their understanding of required subject knowledge and assessment.</p> <p><b>(ITAP 4) Subject knowledge development days and assessment submissions.</b></p>	<p>Economics trainees should be able to demonstrate the following areas:</p> <p>Trainees should have a sound understanding of what it means to be a member of the teaching staff in a Economics department, be more proactive in identifying areas for development and in engaging and participating in meetings, such as subject meetings, CPD etc.</p> <p>All Economics trainees should work proactively to identify good practice of experienced teachers and reflect on their observation in the light of the core focus questions, therefore effectively deepening their understanding of school and college Economics.</p> <p>They should have access to post-16 schemes of work and be moving towards planning and delivering good and outstanding lessons, considering focus areas from U2, such as how developing understanding of misconceptions.</p> <p>Trainees' Economics lessons should develop to demonstrate good understanding of curriculum requirements, powerful knowledge concepts in, clear examples and enthusiasm for the subject.</p>



<p>practice in Economics pedagogy.</p> <p>A focus is on moving trainees to mid-term planning and thinking, building an understanding of Curriculum design in Economics.</p> <p>Trainees are better able to identify the set of professional skills required in teaching: reflecting, teamworking, participation in professional groups (such as in areas of T&amp;L), networking and staff development.</p>	<p><b>3) What are student misconceptions in teaching economics?</b> Trainees take part in sessions on adaptive teaching and planning problem topics, including market failure and the Phillips Curve.</p> <p><b>4) What makes effective lesson planning in teaching Economics?</b> This covers planning; sequencing and scaffolding, adaptation and assessment for learning in A level economics.</p> <p>(ITAP 1)- Lesson plan submission and feedback</p> <p><b>5) Adaptive teaching-</b> the range of students in typical classes, cultural capital; LA, MA, HA; SEND; EAL and stretch and challenge at all levels.</p> <p><b>6) Assessment-</b> assessment for learning, exam practice and skills, marking at A level, use and value of assessment data; effective feedback.</p> <p>(ITAP 3) – Assessment and marking exercise submission and feedback.</p> <p><b>7) What is an effective Economics Curriculum?</b> This covers enrichment, extra-curricular and developing subject interest</p>	<p>Lessons should be planned to facilitate progression through effective adaptive teaching, including the development of subject specific and exam skills. This begins with the preliminary lesson plan submission with feedback.</p> <p>They should be more accurately judging how students are making progress toward exam skills and specification requirements.</p> <p>Trainees take part in PGCE events to present and share their resources with peers. They may also participate in activities around social responsibility, the PGCE Green Conference, buddying with fellow trainees and developing and delivering staff training materials as part of assignment two.</p>
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	and progression opportunities.	
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The Curriculum is designed to support trainee progression, visible in their observed lessons and wider contribution during university sessions. Trainees also draw on evidence generated from Economics teaching in their progress matrix.

#### **ITAP Days- Summary Table- 20 days in total**

**Core Area 1**- Teacher Expectations, including heartwork, cultural capital and supporting aspiration (3 days)

**Core Area 2**: Subject knowledge, Curriculum and using contexts (3 days)

**Core Area 3**- Planning, learning theory and lesson structure; Adaptive Teaching, including resource design and scaffolding (6 days)

**Core Area 4**- Assessment, including Questioning (3 days)

<b>Introduce</b>	<b>Analyse</b>	<b>Prepare</b>	<b>Enact</b>	<b>Assess</b>
Lectures- High expectations and supporting aspiration; Heartwork and Cultural Capital	Lesson observation at Loreto College and TEMA	Lesson plan and catch-up guide submissions	Instructional coaching; mentor and tutor coaching; co-working with other trainees	Lesson observation; lesson evaluations; mentor lesson material review; progress matrix
Subject knowledge and context lectures	Lesson observation at Loreto College Expert modelling Considering examples	Subject knowledge task portfolio	Action plan updates; mentor and tutor coaching; co-working with other trainees	Action plan updates; Lesson observation; lesson evaluations; mentor lesson material review; progress matrix
Lectures on lesson planning and lesson structure	Lesson observation at Loreto College and TEMA	Lesson plan and SoW submission tasks pre-placement	Instructional coaching Co-planning activities Write and submit a lesson plan for A level Business Studies	Lesson observation; lesson plan submission; lesson evaluations; mentor lesson material review; progress matrix
Lectures on adapting teaching and	Lesson observation at Loreto College and TEMA	GCSE teaching resource submission task pre-placement	Co-planning activities and production of scaffolded GCSE	Lesson observation; lesson evaluations;

mixed ability/SEND			Business teaching resource	mentor lesson material review; progress matrix
Lectures on assessment, retrieval practice and success criteria; AQA session on exam assessment and mark schemes	Video of two Business lessons Video on success criteria	Provide feedback to the teacher in the video, using the UoM pro forma	Retrieval activity produced and evaluated	Lesson observation; lesson evaluations; mentor lesson material review; progress matrix

### Which activities might be included as part of intensive practice?

INTRODUCE	ANALYSE	PREPARE	ENACT	ASSESS
<i>Learning about the theory of teaching and learning.</i>	<i>Using representations to analyse expert teaching.</i>	<i>Using approximations to practice and get feedback.</i>	<i>Receiving support to apply learning in the classroom.</i>	<i>Tracking trainees' growing knowledge and skills.</i>
e.g. Lectures	Lesson observations	Instructional rehearsals	Instructional coaching	Lesson observations
Seminars	Video deconstructions	Scenario planning	Team teaching	Classroom artefacts
Assigned readings	Classroom artefacts	Role plays	Co-planning	Quizzes
Interviews	Expert modelling	Digital approximations	Lesson study	Portfolios

Framework informed by: Grossman, P. (2018) (ed.), Teaching Core Practices in Teacher Education, & TeachingWorks (2022). Teacher Education Pedagogies. University of Michigan. [\[URL\]](#)

**September- December 2023: key focus on lesson planning, developing effective assessment to inform progress, managing behaviour and inclusive teaching**

Session title	Session title
Introduction to PGCE and teaching business and economics (S1 parts 2 and 3; S8 parts 3-4)	Introduction to Assessment and Assessment for Learning (S6 1-7)
Subject knowledge update [two days]- A level Business Studies (S3 1-6)	Behaviour for Learning/Teaching in a context with a high proportion of disadvantaged students, literacy [MEA] (S1 parts 3-5; S5 part 6, S7 parts 1-7)
An introduction to Heartwork (S5 parts 1-3, 6)	SEN and Education, Health and Care Plans [Loreto College] (S5 part 7; S8 parts 5 and 6)
Subject knowledge update- Macroeconomics and Microeconomics (S3 1-6)	EAL and working with high needs students [Loreto College] (S5 part 1, 7)
Introduction to lesson planning and lesson evaluation (S1 parts 3 and 4; S2 parts 2-4; S4 parts 1 to 11; S5 part 2)	Engagement, challenge and independent learning (S5 parts 1-5)
Developing resources and differentiation; EEF teacher toolkit (S5 part 1)	Schemes of Work, schema and curriculum mapping (S3 7-8)

Behaviour management and high expectations (S1 parts 1-6; S7 parts 1-7)	An Introduction to Vocational: BTEC, VCERT, Cambridge & OCR Nationals- course units, design and assessment (S6 parts 1-7)
Teaching Online and adjustments with covid-19	Retrieval practice, recap and recall (S2 parts 1-9; S5 part 2)
Assessment and working with specifications- AQA (S6 1-7)	Structure and Scaffolding your lesson (S4 1-4; S2 parts 7-9)
The UK education system and school and college types in 2021	Introduction to GCSE Business Studies (S6 1-7)
Introduction to resilience: managing mood; workplace politics	Marking an A level Business Studies case study (S4 part 11)
Ensuring Pupil Progress (S2; 7-9)	Introduction to teaching KS3 computing (S6 1-7)
Introduction to teaching A level Business Studies (S6 1-7)	Introduction to differentiation (S5 part 1, 3, 4, 6, 7)
Introduction to assignment one: Learning, Teaching and Assessment in the Curriculum	Subject terminology and memory- building understanding of definitions
Achievement gaps and closing them [gender/ethnicity/disadvantage] (S5 1-4)	Self-reflection, evidence building and career planning (S8 1-3, 7)
Cognitive load theory and dual coding (S2 parts 1-9)	

**January- March 2024: key focus on developing assessment, adjusting teaching to ensure progress in a contrasting context, effective mid term planning and curriculum design**

Session title	Session title
Using ICT in teaching: online apps and multiple choice questions (S6 1-7)	Equality and diversity in schools and colleges
EBEA conference: Teaching Business Education for PGCE trainees	Assessment, planning and target setting using ALPS (S6 parts 1-4)
Professionalism and professional conduct refresher (S8; S7 part 3)	Workplace politics in schools and colleges
Differentiation with low and high ability; ensuring 'lost children' are included (S5 parts 1, 3, 4, 6, 7)	First appointments
Positive thinking and dealing with challenge (S7 part 3)	Managing behaviour in context: School visit (S1 part 5; S7 1-7)
Numeracy: Teaching Business Finance- investment appraisal and break even (S3 2-6)	Delivering an outstanding lesson: stretch, challenge and mixed ability (S5 1, 3, 4-7)
Developing Q&A skills (S4 part 6)	Destinations at 18: university, jobs and apprenticeships
An Introduction to Subject Associations- the EBEA	Intro to assignment Two: Inclusive Educational Practice
Disadvantage and poverty [Prof Carlo Raffo] (S5 parts 1-3, 6)	Ofsted priorities and the Education Inspection Framework
Marking in A level Business Studies (S6 1-7)	Introduction to powerful knowledge- curriculum planning S1 parts 3 and 4; S2 parts 2-4; S4 parts 1 to 11; S5 part 2)

Intro to assignment Three: Developing Practitioner Enquiry- Pupil Voice	Research informed teaching cont. – Hattie and effect sizes, EEF toolkit revisited
Using assessment to support teaching and feedback – Dylan William research (S4 part 11; S6 parts 5-7)	Assessment, success criteria and stretch and challenge – Tom Sherrington blogs (S6 parts 1-7)
Safeguarding and student wellbeing update [Loreto College]	Marking A level Economics (S6 parts 1-7)
Working with parents and carers (S8 part 4)	My first year in teaching- the ECT year [guest speaker]
Literacy: Teaching writing (S3 9-10)	Job interview workshop
Cultural Capital (S1 1-3; S5, 2-5)	Using success criteria in the classroom (S5 2-4; S1 1-4)

**April- June 2024: key focus on securing good and outstanding teaching and transition to first post and beyond.**

Session title	Session title
Introduction to Metacognition (S5 parts 5 and 7)	Career planning and CPD
Planning for the year for new teachers	Leading a business department
Oxbridge preparation for business and economics students	Working with TAs and SSAs (S5 part 7; S8 parts 5 and 6)

**Trainees will also need to complete the Skills Audits in Literacy and Numeracy that are introduced early on in the course.**

## **7. Education Professional Studies (EPS)**

Alongside your subject sessions in University and school experience you also follow the Education and Professional Studies Curriculum or EPS. EPS is a tightly constructed course within the PGCE, taught across subjects, and linking to sessions in schools. EPS addresses critical issues for all teachers including inclusion, diversity and equality, safeguarding, special educational needs, relationships and sex education and education and disadvantage. **More information will be provided in terms of reading lists, EPS booklet/ workbook. EPS sessions are excellent and highly regarded by trainees.**

*“The EPS sessions have been a tremendous help with my development as a teacher, as opposed to specifically a science teacher. The sessions on behaviour management in PRUs, the importance of discussing issues surrounding diversity and equality, and the need for decent PSHE education helped me develop a view of a teacher’s role in the lives of their students, rather than just their development as a young scientist, geographer, linguist, etc. This is especially important to my development as I see myself more as a teacher of young people rather than a teacher of science, so being aware of all these issues will aid in this development”.*

## **8. Roles and responsibilities in your PGCE year.**

The PGCE course at The University of Manchester uses a wealth of experience from a range of experienced individuals. In University sessions you’ll get to know your subject tutor, PGCE leader and EPS tutors. You’ll also get to know the Professional Support team (PS) and they are crucial in you navigating the requirements of the course.

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/Principal	<ul style="list-style-type: none"> <li>• Provide overall commitment and structure to facilitate effective ITE in school or college</li> </ul>
Professional mentor *	<ul style="list-style-type: none"> <li>• Ensure the key aspects of the partnership agreement are adhered to</li> <li>• Oversee trainee placements and work with the university to resolve any issues should they emerge</li> <li>• Select mentors who are experienced and able to give the trainee support and mentoring</li> <li>• Ensure subject mentors attend mentor training</li> <li>• Offer moderation observations, support and guidance where needed to both subject mentors and trainees</li> </ul>
Subject mentor *	<ul style="list-style-type: none"> <li>• Attend mentor training to be prepared for and complete the expectations and requirement of the placement</li> <li>• 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</li> <li>• Model good practice and work collaboratively with the trainee to mentor and coach their development</li> </ul>
Other school staff	<ul style="list-style-type: none"> <li>• 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</li> <li>• Model good practice and encourage the trainee to learn from their experience and/or expertise</li> </ul>

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"> <li>• Oversee the trainee cohort and ensure that all course compliance aspects are adhered to for trainees to complete the course and be recommended for QTS</li> <li>• 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</li> <li>• Liaise with SLOs, Professional Mentors and others around any issues emerging from specific trainees, schools or mentors</li> </ul>
School Liaison Officer (Team)	<ul style="list-style-type: none"> <li>• Oversee the partnership as a whole and support the current cohort of trainees to meet the school placement and course requirements</li> <li>• Monitor and QA the partnership, report back to programme director, advisory boards and, where necessary, specific school</li> </ul>

	partners <ul style="list-style-type: none"> <li>• Contribute to Partnership Committee to share appropriate updates and developments with partner schools in order to maintain the collaborative partnership</li> <li>• Support schools, professional tutors, mentors and trainees to resolve any issues that may be a barrier to a trainee making successful progress</li> </ul>
Subject tutor	<ul style="list-style-type: none"> <li>• 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</li> <li>• Support schools, mentor and trainees during school placements including regular visits, moderation observations, file checks and meetings with mentors/trainees</li> <li>• 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</li> <li>• Oversee the assessment of trainees in line with UoM and Teachers' Standards</li> </ul>
Trainee *	<ul style="list-style-type: none"> <li>• Meet the expectations outlined in the Secondary handbook and subject handbook, in terms of professionalism, teaching and record keeping</li> <li>• To be responsive to feedback and open to being mentored to improve their professional skills</li> <li>• Represent the university and the expectations of the course to a high standard.</li> </ul>
Professional Staff      Support	<ul style="list-style-type: none"> <li>• Support students in all compliance and registration checks</li> <li>• Communicate notices from The University of Manchester to students, such Blackboard notifications</li> <li>• Deal with day-to-day enquiries</li> <li>• Help with assignment submissions.</li> <li>• The PS staff are a vital component of the successful running of this course.</li> </ul>

### 9. Your role as a Business/Economics trainee

Your role on this year is exceptionally important, the course is designed in such a way that you should be capable of achieving a PGCE and recommendation for QTS by the end of it. You will need to follow direction from your tutor and school mentor to meet the Teacher's standards and meet the deadlines for academic work.

#### Trainees are expected to:

- Be punctual to all University sessions and all school experiences including teaching, meetings, professional development sessions; report your absence following professional procedures
- Set a good example in the way you present yourself, be that appearance or manner in a professional environment
- Carry out, in a professional manner, tasks required by school/college, 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 their education and welfare



- 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 and quickly seeking advice when needed
- 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 and establishing and maintaining a school file within this. Have both available 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.
- Be expected to display the attributes of wanting to complete the PGCE training year.
- Be involved in wider Business/Economics associations, independently seeking to broaden your experience of debates around Business/Economics education.

#### **10. An overview of your Business/Economics School Experience. What to expect, do and keep a record of.**

Your school experience is crucial in your training to be a good Business/Economics teacher. You'll use what you have learnt in university sessions and apply this to your setting. You'll also learn how Business/Economics departments teach, what resources they have and experience what a career in teaching will look like. It is immensely rewarding. This is what you can expect from your Business/Economics school experience.

#### **What Key stages will I get to teach and qualify in?**

All Business/Economics trainees will gain an overview of Key Stage 2 during the Primary School Placement (PSP). During secondary school/college placements, they will gain experience of teaching Key Stage 4 and Key Stage 5 (post-16) classes. All trainees on the PGCE Business Education and PGCE Economics and Business Education course are on a 14-19 track. Some may also teach in Key Stage 3 depending on the school experience.

#### **Placements or your School Experience**

Practical teaching experience is provided through two main placements. We call this School Experience. The first of these takes place during Term 1 and will be in an 11-16 or 11-18 school or a sixth form or Further Education College. Term 2 will be completed in a contrasting school or college; this could be contrasting by geographical location, school intake, department structure, Ofsted rating or curriculum model. Depending on your professional needs, you will normally return to your first placement during term 3. Your tutor is responsible for your allocation to a school or college. Your tutor will organise your placement and will try to make sure you are able to get there within 1hr of commuting.

#### **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 closer to the time. Transition placement is a great way to orientate yourself in your employing school's Business/Economics department.

### **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. Similarly, all university days are compulsory. Absence procedures must be followed in the event of illness.

### **Mentor Observations and Meetings**

Trainee's teaching will normally be observed at least once per week during placements by the trainee's mentor who will provide a written report. You 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. All observation forms can be found in the RoAD file or where your subject tutor directs you.

### **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. They will normally observe together and feedback to you about your lesson. Remember these observations are developmental, expect some positive feedback and some areas for improvement.

You should ensure that lesson plans are available for tutors and mentors. Make sure that your files such as School Experience and RoAD are available to be seen online.

### **Trainee Timetable**

In placement 1 (term 1) you should be teaching 8 to 10 hours per week. In placement 2 (term 2) this increases to 10 to 12 hours per week. In term 3 (normally in placement 1), you should be teaching 12 to 14 hours per week. There can be a gradual build-up of teaching load and some paired or team teaching. For Business/Economics trainees it is normal to teach other subjects in an 11-16 school setting, including Key Stage 3 computing. However the vast majority (67% or more) should be Business/Economics teaching as that's how your PGCE will be awarded.

### **Planning Expectations**

In Business/Economics all lessons should be planned using the Business/Economics PGCE lesson plan template, all lessons need to be reflected on using the **lesson evaluation form**. Your subject tutor may alter the planning expectations based on need and development as the year progresses.

### **Planning for when you are absent.**

If you are absent from School Experience or University sessions you must email both your tutor and school subject mentor. If you are absent during School Experience you must set cover work. When you are ready to return make sure to contact your subject mentor to discuss when you can resume teaching and what to teach. If you have missed too much school experience, then you may be asked to extend school placement to meet the Teachers' Standards. This will be discussed with good notice and always in collegiate manner. All trainees need to complete 120 days in school.

### **Subject knowledge Audits**

Your Business Studies and/or Economics subject knowledge will grow this year; you are expected to update and record your subject knowledge as the year progresses. In Business/Economics this is completed as a subject knowledge log.

### **Addressing Problems**

The University of Manchester PGCE is a collegiate course, but sometimes problems and differences of opinion do occur. Although it may not seem so at the time, these events are also developmental and from our experience most problems are easily resolved with good communication. The following advice is not set in stone, for Business/Economics trainees, **speak to your university tutor and school/college mentor.**

If problems do occur, try talking to other Business/Economics trainees to get their opinion on the matter, they may interpret the issue a different way to one you see it as. If school/college-based problems arise, the first point of contact is your 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 Programme Director.

As all University of Manchester students are entitled to additional support for coping with variety of matters. Links can be found here. <https://www.studentsupport.manchester.ac.uk/>

If you feel that an issue is starting to overwhelm you or causing you to worry, talk to someone about immediately.

### **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 progress matrix for each placement.

### **School Experience File (part of RoAD)**

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

- schemes of learning for each class or topic taught;
- a lesson plan for each lesson taught, with an accompanying lesson evaluation
- a record of work assessed, including a mark book or spreadsheet of marks for work completed;
- examples of pupils' work including evidence of formative assessment.

Formats for planning may be amended during Placement 3 unless this is a target for development.

Trainees should also keep the following:

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

### 11. Your Business/Economics mentor's role. What they do and what to expect.

Your relationship with your mentor is one of the most valuable you will have this year on the PGCE. Mentors are experienced teachers who will help and guide you in your first steps in teaching Business/Economics, through to the end of the course when you will be more confident. Mentors are all committed teachers who are particularly concerned with assisting new recruits to become good teachers in Business/Economics.

All mentors have attended mentor training sessions at the University of Manchester. It's important to remember that mentors are often busy teachers themselves and have decided to commit to your training needs. The mentor role in Business/Economics is to act as a critical friend during your early steps as a teacher. It is part of his/her task to support you and to try to ensure that you develop as a teacher whilst looking after the students. 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 you receive 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 you to become as good as possible, in as short a time as possible.

For some trainees it will perhaps be the first time that you 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 trainees 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 through the UoM curriculum. Advice about writing reports is given to mentors.

#### **Weekly mentor meeting**

You should expect to have a timetabled weekly meeting with your mentor that lasts approximately one hour. Trainees are asked to let us know immediately if they are not getting this. You are expected to keep a record of this meeting by completing the 'mentor meeting form' in the RoAD.

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.

Some good things to discuss with your Business/Economics mentor in meetings.

- Review how your teaching is developing over the last week.
- Establish when you will give lesson plans to your mentor to check before teaching
- Discuss any successes and challenges you are facing with some of your classes.

- Discuss what you will be teaching next week and be aware of subject knowledge and resources you'll need.
- Discuss any university assignments you need to complete which your mentor can help you with
- Ask about any whole school activities that may disrupt your teaching such as fieldtrips or exams
- Set the focus of your next observation, what do you both agree should be the focus for example, Business/Economics subject knowledge, pace, timings, assessment etc.

## **12. Some pointers to help you get established teaching Business/Economics.**

### **Your University Tutor**

Your development into a teacher is the most important role your University tutor has. You and your tutor will develop a strong relationship throughout the year and in most cases remain in contact after you have qualified. Your tutor will act as a coach, mentor, friend, assessor, and lecturer and will have a variety of responsibilities over the year to aid your teaching and development.

Some of the roles your University tutor has

- Arrange placements and train mentors for your school experience
- Plan and deliver University subject sessions and EPS sessions; hold tutorials
- Go through assignments with you and make sure you are progressing well on the academic course
- Visit trainees in schools and complete observations to ensure you developing well
- Review your evidence of teaching and assess it against the Teachers' Standards
- Mark and assess any academic work
- They also spend a lot of time answering your emails and questions!

### **Advice and possible areas of focus: For placement 1 (TP1)**

1. Get to know your Business department. Who are the key members? What are their specialisms, what interests do they have? Student could share their own dissertation and subject beliefs and interests with their mentor.
2. What resources are available in the department? Where are schemes of work, books and resources? Are they hard copies or electronic? Where do staff get their resources? How are text books set up in the department? What needs to be labelled and which sheets need to be given to pupils?
3. How is learning assessed in your department? What are the key assessments that take place throughout the year? How are they marked and where is the data stored? What are the deadlines and why is it important?
4. What is the vision and ethos of your department? How does your department develop business and economics students to become 'worldly citizens'?
5. Go through your class lists with your subject mentors. Who are the pupils you teach? Who are the keen business and economics students? Who are the characters that you need to pay particular attention to?
6. How can business and economics students really hook pupils into the lesson? Plan a starter activity that really engages and motivates the students. Review starter activities together,
7. Get to know your exam board. Go through the website of the exam board; look at past papers, mark schemes and examiner reports together. How can these resources be used in lessons and to inform lesson planning?
8. Planning for progression. Discuss how schemes of work in your department increase in breadth of study, increase in scale, greater complexity of phenomena, increasing use of abstract ideas and general knowledge and develop thinking skills.
9. How can numeracy be boosted in business and economics lessons?
10. What are the key assignments in vocational business? What do pupils need to do? How is it

done? What data do they collect and how is it written up? What do good examples look like?

**For placement 2 (TP2)**

1. What key subject events have taken place over the Christmas holidays? Where could these stories fit in with the business and economics schemes of work present in the department?
2. How will you be marking key pieces this term? Subject mentor to go through marking and assessment with Students to make sure they know the correct assessment practices in the department.
3. Which twitter feeds can encourage teaching?
4. Trainee to look at @tutor2u and @tutor2uecon hashtags and teaching resources
5. What is the place of business and economics in the curriculum? Student to read 'Constructing a Critical Business Studies' by Dave Hall (2007) <https://www.questia.com/magazine/1P3-1510115401/constructing-a-critical-business-studies>
6. Visits and trips- how do these enrich the teaching of A level and of vocational business? How and why are particular companies selected?
7. Sharing resources. Which activities have worked well this term? Mentor and Student to talk through some of their best teaching resources.

**For final Placement TP3**

1. What were successes and failures regarding teaching last term? Which lesson and schemes or work worked well and which didn't?
2. What are the key dates to be aware of this term such as parents' evenings, trips, assessment opportunities, learning walks and book scrutiny?
3. How will you be marking key assessment pieces this term? Subject mentor to go through marking and assessment with students to make sure they know the correct assessment practices in the department.
4. How can lessons further develop student literacy and numeracy skills? Develop discrete lesson objectives with this in mind.
5. How have you planned lessons to stretch and challenge students at all levels and move them toward and beyond target grades: HA, MA, LA; SEN; DA.
6. How do economics teachers tackle difficult subjects such as income and wealth inequality, wage determination, globalisation and migration, unemployment and the pros and cons of economic growth?
7. How do business teachers tackle business ethics, accounting conventions, money laundering, advertising ethics and the ASA and CSA codes of practice?
8. How can homework be made more meaningful in business and economics lessons? How can the teacher prepare pupils for final exams, key terms, and the wider importance of the subject in society?

## **Appendices**



## Section 2: Intent

The University of Manchester Initial teacher education (ITE) partnership strives for excellence through its high expectations from recruitment, through training and into employment.

Vision – *“Empowering future generations”*

### Curriculum Intent

The University of Manchester PGCE programmes echo the vision, values and principles as outlined by UCET (2020) (<https://www.ucet.ac.uk/11675/intellectual-base-of-teacher-education-report-updated-february-2020>).

And the purpose, vision and values of the University of Manchester [Our future: vision and strategic plan](#)

As a well-established provider of Initial Teacher Education (ITE), the University of Manchester recognises that teaching is:

- a challenging, complex, intellectual and ethical endeavour.
- crucial in improving student learning and in enabling the positive, transformational contribution that education can make to communities, and to the development of more socially just and sustainable societies.

Our Programmes build on the substantial evidence base about teaching and teacher education and draw on a body of knowledge embedded in ethical practice, including robust evidence from research. Our Programmes encourage a lifelong commitment to the education profession and pay careful attention to the factors that promote a healthy learning environment for teachers and learners.

Our PGCE Curriculums are co-created with our wider school partnership and it is our intent to produce teachers who are:

- competent and confident professionals who learn from research, direct experience, their peers and other sources of knowledge.
- epistemic agents, acting as independent thinkers, who learn to search for theories and research that can underpin, challenge or illuminate their practice. Our trainees learn to analyse and interrogate evidence and arguments, drawing critically and self-critically from a wide range of evidence to make informed decisions in the course of their practice.
- able to engage in enquiry-rich practice and are encouraged to be intellectually curious about their work with the capacity to be innovative, creative and receptive to new ideas.
- responsible professionals who embody high standards of professional ethics, who act with integrity and recognise the social responsibilities of education, working towards a socially just and sustainable world.

It is our intent to provide all of our trainee teachers with an inclusive, rich, broad, balanced and challenging curriculum, which is sufficiently flexible and adaptable to meet trainee personal and professional needs whilst also addressing both local and national priorities and needs. The curriculum provides trainees with opportunity to develop:

Knowledge of:

- Primary Curriculum and Assessment Requirements (according to phase of training)

- Secondary and post-16 Curriculums and Assessment requirements (according to phase of training)
- Progression in subjects
- Progression across age phases
- Subject Knowledge
- Knowledge of how children learn
- Pedagogical Knowledge
- Behaviours for Learning
- Theories of teaching and learning
- Inclusion and Diversity
- Statutory Frameworks
- Health and Wellbeing

**Skills to:**

- Meet the Professional Teachers' Standards (2012)
- Be reflective practitioners
- Undertake scholarly activity
- Teach creatively and innovatively
- Be resilient teachers, whilst managing a workload and work life balance
- Be an effective communicator
- Work collaboratively

The ITE Core Content Framework forms a key part of the University of Manchester curriculum. Here's the link to the full document:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/974307/ITT\\_core\\_content\\_framework\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework_.pdf)

## **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.

## Advice on Using Social Media

### 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. Schools are legally obliged to use web filters and audits to ascertain what their learners [and staff] 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.

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

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

Should you be the victim of inappropriate comments made about you on social media- by students, parents/carers or fellow staff, your first point of contact should be the Headteacher or Safeguarding Lead in the school. This includes hate crime of any form [such as race, religion and homophobia] Similarly, if your accounts are hacked and you suspect someone in school. Remember that this is also a criminal offence and breach of privacy: you should consider contacting the police. Greater Manchester Police have a specialist cybercrime team who have worked with university staff and students. You should report any breaches of your university account to IT services.

The University policy on social media references the legal implications of defamation and malicious falsehood, harassment [including trolling and cyber bullying] as well as providing advice for staff and students. You should [read this](#) before posting or engaging with any social media platform:

Further advice on e-safety is provided in the Safeguarding Independent Study Pack and in the Safeguarding lecture that forms part of the EPS programme.

Useful sources include Stay Safe Online <https://staysafeonline.org/> and advice for teachers at Child Net <https://www.childnet.com/teachers-and-professionals>

The 2020 HM Government updated publication *Education for a Connected World* is also a helpful source:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/896323/UKCIS Education for a Connected World .pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/896323/UKCIS_Education_for_a_Connected_World_.pdf)

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

**Adjust all of the settings on your personal social media pages- and consider deleting or archiving past accounts- once you start in school**

**Under no circumstances should you comment critically on your mentor, or placement school/college on any social media platform**

## Assessment

In addition to various pieces of ungraded work (PSP and ISPs) done during the year [on which you will gain general feedback to support your development], you will complete three assignments assessed at Masters level (worth 60 credits in total). QTS [Qualified Teacher Status] is embedded throughout the programmes and trainees must demonstrate the standards required to be a teacher through undertaking school experiences. All this writing should be word-processed using font size 12 (Arial or Times New Roman) and double spaced, with all sources acknowledged using Harvard referencing. T

The table in the Mini Handbook gives the details of the assignments, together with the relevant deadlines. You should consider these very much as final deadlines – experience shows that it is often best to get started with these pieces of work as soon as possible.

Assignments will be assessed using the assessment criteria in the Graded Assignments Handbook

If you feel you are not able to submit an assignment on time you must let your tutor know. If you have a genuine reason for requesting an extension you can submit a request using the mitigating circumstances procedure available on Blackboard to the Chair of Examiners, copied to your tutor. Your tutor will be required to send an email of support before an extension can be granted. Please note that it is much better to ask for an extension than to risk failing an assignment.

Penalties for late submission are as follows:

- A loss of 10 marks per day (sliding scale), for up to 10 days



## **Expectations of trainee teachers**

Being on teaching practice is no different from working as teacher in any institution. Your input will be valued and you will be treated as a member of the school/college staff. Expectations will be high: you must remember to always act professionally.

Your mentor will most probably be one of your referees as you apply for a first post, so it is an important opportunity to impress them with your diligence and wider professionalism. In most institutions, PGCE students attend staff meetings, professional development sessions, extra-curricular activities and parents' evenings amongst other things.

Your Professional Mentor and Subject Mentor will explain the procedures the school follows as part of the Professional Studies Programme, for example access to the building and working hours, notifying absence, dress code and Safeguarding. It is important that you follow these to the letter, as any member of the school/College staff would.

Some general advice for placements includes:

- Find out more about the context of the school/college- where do its students come from? How diverse is it, in terms of ethnicity, socio-economic background and learning difficulty/disability? What are its values? How are these illustrated in its day-to-day practice?
- What practice do you like about the school/college? How might you use this to good effect in the classroom?
- Does the school collaborate with any other institutions? These might include universities, primary schools, community groups and sports clubs.
- What are the school's policies on assessment, feedback and homework?
- What assessment methods does the school use? How do this help to measure its progress to national benchmarks? How does the school perform relative to other schools and why?
- What is the discipline policy at the school? How does this work both in and outside of classroom and who is involved in its execution?
- What are the key themes of the pastoral programme?
- What are the procedures for Safeguarding students? What are the duties of the Designated Safeguarding Officer [DSO]?

The University places students in a range of institutions. Some of these can be challenging but each represent an addition to your professional experience. We are all lifelong learners and the PGCE year is key in shaping professional practice.

In the rare event of absence, you must inform your mentor and university tutor by e-mail of any absence from teaching practice and from university. You must also send the class teacher lesson plans and resources for the sessions you are going to miss.

### **Minimum expectations whilst on placement**

- Produce a carefully thought through lesson plan for each session
- Evaluate the lessons you deliver using the template thoughtfully and honestly
- Keep an up-to-date SoW that is annotated to reflect changes as you progress through its topics
- Regularly update your teaching file
- Attend all Education and Professional Studies meetings arranged by the Professional Mentor
- Update RoAD regularly with the help of your mentor
- Professional conduct always, reflecting on the national standards for teachers

- Hard work and a positive contribution to the school/college and its students
- A good record of attendance, with absence procedures followed in the event of illness
- Observe a range of teaching staff in the department
- Abide by College policies and procedures
- Take part in team meetings and associated training activities

Most importantly, COMMUNICATE, both with your university tutor and mentor!

### Some possible contacts from social media

**Twitter:** a useful vehicle to send weblinks/videos to students. You can set up a 'group' of your 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.

Twitter also houses a network of teachers who share classroom ideas and experiences who you can use as a sounding board, to gain advice or simply to be reassured [more details in *Appendix Six*].

As a starting point, try:

@tutor2u Jim Riley tweets about key business events daily

@pivotalpaul Paul Dix, behaviour management specialist

@tutor2u\_graham, Graham Prior runs business studies education at tutor2u

@tutor20\_econ Geoff Riley is a regular tweeter of articles and ideas, mainly on economics

@dylanwilliam Professor at the IoE in London and with some interesting research on assessment

@suttontrust Organisation that promotes social mobility in education and runs conferences, mentoring opportunities and internships for students from disadvantaged areas

@teacherhead Tom Sherrington's twitter handle and blog are both recommended for practical ideas and discussion of current issues

@Teachertoolkit Excellent support with resources and classroom ideas

@TwoTeachersBiz excellent free resources devoted to teaching Business Studies. Also at:

<https://www.twoteachers.co.uk/>

#### **Teachers tweeting links to articles/resources:** Economics

- @BobHEcon Bob Hindle, economics- PGCE Subject Lead
- [Matt Smith @EconomicsALevel](#) Economics Course Leader and Accounting teacher at Wyggeston and Queen Elizabeth 1 College
- [Phil Holden @pajholden](#) Economics teacher and Headmaster of St. Lawrence College, Athens, Greece. And occasional olive farmer. And aspiring wine producer
- @priestleyecon Useful tweeting on topical economics issues, mainly from the UK, by Dan Martin at Priestley College
- [MandyR @business\\_teach](#) Teach Economics/Business/ICT in an Outstanding North East Secondary school
- [Miss Keys @Keysonomics](#) Teacher of AS/A2 and IB SL/HL Economics at Bromsgrove School. Second in Economics Department. OCR/IB Economics Examiner
- [O M Fernie @OMFteachecon](#) Economics Teacher in London, AS/A2 & iGCSE (both Edexcel) and IB. Interests include behavioural economics
- [Neil Elrick @neilelrick](#) Teacher of IB Econ and Bus in an international school in Asia
- [Mark Johnston @econfix](#) Economics teacher in Auckland, NZ. Run a blog that helps students understand issues in the world economy
- [economicshelp @economicshelp](#) <http://Economicshelp.org> - helping to simplify economics
- [tutor2u Economics @economicsuk](#) All the latest articles, resources and downloads from the tutor2u Economics blog and supporting website
- [Geoff Riley @tutor2u\\_econ](#) Economist, Entrepreneur, Co-Founder of Tutor2u, Fellow of Royal Society of Arts, Sports coach, sports fan

Sites to follow for resources and updates:

[The Economist @ECONdailycharts](#) Official daily charts from The Economist

[IFS @TheIFS](#) Established in 1969, the Institute for Fiscal Studies (IFS) is now established as Britain's

leading independent microeconomic research institute.

**Jonathan Portes** @jdportes Director, National Institute of Economic and Social Research.

Economics, especially fiscal policy, labour markets and immigration

**Danny Blanchflower** @D\_Blanchflower The real David Blanchflower. Economist, professor, ex MPC.

Currently with the Independent, New Statesman and Bloomberg

**Dambisa Moyo** @dambisamoyo Economist & author of NYTimes bestsellers Winner Take All, Dead Aid & How The West Was Lost. Named by @TIME as one of 100 most influential people in the world.

**Tim Harford** Verified account @TimHarford Author of Adapt; Undercover Economist at the FT; presenter of More or Less, Radio 4. (Email v/ website is best for important messages.)

**Robert Peston** @Peston Economics Editor for the BBC, allegedly. Founder of Speakers for Schools (<http://www.speakers4schools.org>).

**Paul Mason** @paulmasonnews Former Channel Four economics editor. Author of Meltdown; Live Working or Die Fighting; Rare Earth; Why It's Kicking Off Everywhere. Visiting prof <http://wlv.ac.uk>

**The Economist** Verified account @TheEconomist Official site for The Economist. Follow for article updates, events and news from The Economist. To subscribe go to: <http://econ.st/ddlkQq>

**Stephen King** @KingEconomist Chief Economist at HSBC, author of When the Money Runs Out (<http://tinyurl.com/apj5doj>) & Losing Control (<http://amzn.to/TVt4Yr>)

**Econ Films** @econfilm Videos/movies about economic ideas, research, debate and stories - for think tanks, universities, charities, companies and sometimes just for the sake of it

**Russell Roberts** @EconTalker Host of EconTalk, econ novelist, co-creator of the Keynes/Hayek rap videos, blogger at Cafe Hayek

**Storify:** create your own online newspaper to collect and share content weekly, daily or just by topic. Used by a large number of business and economics teachers

**Instagram:** Useful to capture student work, keep a record of topics or real time events and signs, shop fronts, etc.

**Edmodo:** A more complex social media platform used by a number of schools. Includes opportunities to share videos, set questions and polls and a portal for students to submit homework

**Kahoot:** online quizzes in a range of styles that are pre-designed or that you can design yourself.

**Memrise:** great site devoted to creating downloadable revision flash cards on key topics. Many have been produced already and are free to use. You can create your own, or get students to do so and share.

**Coursera:** short online courses that serve as good subject knowledge professional development. Produced as part of the open source policy of many leading universities. Many options available in business and in economics.

**Padlet:** an online noticeboard that allows you to pin files and share these with others, such as students. Makes sharing and multiple access possible without having to use platforms such as Moodle.

**Socratic:** another online tool that helps you create quizzes and tests and stores the marks for your students

**Quizlet:** an online tool that lets you design short multiple choice assessments

**Sparcle.com:** a useful site devoted to teachers sharing resources, similar in content to the share point on the TES website

**The flipped classroom:** a new development in teaching in many schools and colleges that focuses on students completing learning tasks via videos, blogs and online platforms such as Moodle before they come to class. Teaching then focuses on answering questions students then have based upon their learning.

**Blogs-** a large number of teachers, headteachers and commentators blog their views on education, including a number of Faculty at MiE [including David Spendlove and Narinder Mann]. Others include

Geoff Barton [@realgeoffbarton, <http://blog.geoffbarton.co.uk/site/Blog/Blog.html>] who also writes for the TES and Tom Sherrington (see above): <https://teacherhead.com/about/>

**Subject Knowledge updates and issues in the news:**

[www.tutor2u.net](http://www.tutor2u.net) Sign up for the daily email of business/economics blogs and general weblinks: <http://beta.tutor2u.net/business> . Invaluable.

**Ian Stewart at Deloitte** also writes a weekly economic briefing. This is great to keep your subject knowledge up to date. Register here: <http://blogs.deloitte.co.uk/mondaybriefing/>

The **Economics and Business Education Association** are also a useful source of information and teaching advice: <https://ebea.org.uk/>

## Wider reading

### a) General texts on teaching

**Beadle, P [2010] *How to Teach***, Crown House Publishing. ISBN: 9781845903930

Phil Beadle came to national attention on *The Unteachables* on Channel 4 in 2005. A former English teacher, he has since established himself as a commentator on secondary comprehensive education, especially in teaching young people in disadvantaged backgrounds. The book offers advice on key issues such as homework and participation, as well as some innovative approaches to use in class.

More at [www.philbeadle.com](http://www.philbeadle.com)

In the same series there is also a '*How to Teach: Plenary*' [2013] and a '*How to Teach: Literacy*' [2015]. Some of his 'Teaching tips for new teachers' here:

<https://www.youtube.com/watch?v=88KmrGQrcI>

**Ginnis, P [2010] *Teacher Toolkit***. Crown House Publishing. ISBN: 1899836764. This book contains some great ideas to be creative and innovative in classroom teaching. Whilst a product of its time to some degree- with limited application of ICT- there are some great activities listed and few take up more than one page of the book.

**Hattie, J [2011] *Visible Learning for Teachers***. Taylor and Francis Ltd. ISBN: 9780415690157. John Hattie, based at the University of Melbourne, completed a huge meta-data study in 2008 that looked at several thousand studies of teacher pedagogy. He tried to establish what research suggested worked in the classroom by judging 'effect sizes', some of the most effective being feedback, peer learning and high expectations. In this book, Hattie explains his results and has advice on how to deliver in class.

**Lemov, D [2015] *Teach Like a Champion 2.0***. ISBN: 1118901851 <http://teachlikeachampion.com> A US academic and teacher/trainer, Doug Lemov's book highlights key barriers to learning, again focusing on young people from disadvantaged backgrounds. It is as much advice on classroom planning and self-evaluation rather than specific resources and approaches.

**Petty, G [2014] *Teaching Today***, Fifth Edition. Oxford University Press. ISBN: 9781408523148. Geoff Petty is a leading UK proponent of 'evidence-based teaching'. His approach is to encourage teachers to conduct 'experiments' with their pedagogy to identify what works and the impact of different approaches. This book offers practical advice on how to use classroom strategies- such as questioning and independent study packs- effectively. [www.geoffpetty.com](http://www.geoffpetty.com)

**Sherrington, T (2020) *Teacher Walkthrus***. John Catt Publishing. ISBN-10: 1912906767

An excellent guide for new teachers, with 'how to' guides on a number of key areas of practice. Strongly recommended. Now one of a series of 3.

### b) Business Education

There are a range of texts devoted to teaching business subjects but these three stand out:

**Pascall, L (Ed) (2022) *Learning to Teach Business in the Secondary School***. Routledge

**Hamid, Y (2022) *How to Teach Economics***. John Catt

**Davies, P and Brant, J (2006) *Teaching School Subjects 11-19: Business***, Economics and Enterprise. London: Routledge.

**Jephcote, M and Abbott, I (eds) (2005) *Teaching Business Education 14-19*** London: David Fulton (in conjunction with the EBEA ([http://www.ebea.org.uk/teaching\\_resources/](http://www.ebea.org.uk/teaching_resources/)))

Also recommended are the subject blogs on [www.tutor2u.net](http://www.tutor2u.net). These are contributed by a range of teachers and examiners: some cover particular topics, others advice on teaching key themes, as well as exam board advice and new resources/approaches.

The **TES website** also has a series of resources [<https://www.tes.co.uk/teaching-resource/business-studies-website-6018785>] that are put together by teachers as a sharepoint. The site also has some generic resources and approaches.

**EBEA [Economics, Business and Enterprise Education Association]**: have a useful website devoted to sharing best practice, networking and promoting the subject: <http://www.ebea.org.uk>

### c) **Business Studies and Economics textbooks**

Textbooks are a thing of the past in many schools, though students continue to use them as a revision tool and staff as a subject knowledge update. Many are now specific to the core requirements of different exam board specifications. Some examples include:

- **Hall, D, Jones, R, Raffo, C [2015]**. Edexcel A level Business Studies. Pearson, ISBN: 1447983548
- **Surridge, M and Gillespie, A [2019]**. AQA A level Business. ISBN: 1471836134. Hodder. ISBN-10: 1510453342
- **Marcouse, I (2019)**. Pearson Edexcel A level Business Studies. Hodder. ISBN-10: 1510452702
- **Marcouse, I [2017]**. Edexcel GCSE (9-1) Business, Second Edition. Hodder. ISBN-10: 1471899357
- **Anderton, A [2015]** Edexcel A level Economics. Pearson. ISBN: 1447990552
- **Powell, R and Powell, J [2019]**. AQA A level Economics 4<sup>th</sup> Edition. Hodder. ISBN-10: 1510451951

### d) **Journal articles and research on teaching Economics and Business**

**Brant, J. W. (2015)**. [\*What's wrong with secondary school economics and how teachers can make it right - Methodological critique and pedagogical possibilities\*](#). Journal of Social Science Education, 14 (4), 7-16

**Brant, J; Cullimore, D (2012)**. *Participation, progression and value added: business and economics for 14–19-year-olds in England*. Curriculum Journal, 2012, Vol.23(1), p.79-98

**Coyle, D (2012)**. *The paradox of popularity in economics*. In Journal of Economic Methodology Vol 19 (3)

**Coyle, D (2012)**. *What is the Use of Economics? Teaching the Dismal Science after the Crisis* Edited by Diane Coyle. London: The London Publishing Partnership, 224 pp. ISBN: 978 1 90799 404 3

**Dziubaniuk, O. and Nyholm, M., 2020**. Constructivist approach in teaching sustainability and business ethics: a case study. *International Journal of Sustainability in Higher Education*.

**Fairhurst, D (2015)**. *Next Generation BTEC*. Teaching Business and Economics Vol 18 (3), 2015

**Hall, D (2007)**. *Constructing a Critical Business Studies*. Teaching Business and Economics 11 (3), 2007.

**Karsenti, T., 2020**. Gamifying economics teaching in secondary school: a case study of a class of 34 students. *Mediterranean Journal of Education*, 1(1).

**Mearman, A., 2020**. Economists: neither emperors nor dentists. *International Journal of Pluralism and Economics Education*, 11(3), pp.221-223.

**Modig, N., 2020**. What do economic scholars consider powerful economic knowledge of importance for people in their private and public lives? Implications for teaching and learning economics in social studies. *Studies in Higher Education*, pp.1-16.

**O'Donoghue, T (2015)**. *Teaching a Behavioral Economics Elective: Highlighting the Science of Economics*. American Economic Review Vol.105(5), pp.391-395

**Peadon, J., 2021**. *An examination of how teachers operationalise formative and summative assessment with students against a backdrop of high stakes testing* (Doctoral dissertation, Durham University).

**Portelli, R., 2020**. *Infusing the United Nations sustainable development goals in the teaching and*



*learning of Business studies* (Master's thesis, University of Malta).

**The Economist (2015).** *The demand side; Teaching Economics*. February 7<sup>th</sup> 2015

**Wooten, J., Al-Bahrani, A., Holder, K. and Patel, D., 2021.** The role of relevance in economics education: A survey. *Journal for Economic Educators*, 21(1), pp.11-34.

### **Mindfulness**

Research suggests teaching is now one of the most stressful jobs<sup>1</sup>. Whilst it is also one of the most enjoyable, it is subject to much political interference in the curriculum and as such, change is something teachers must get used to. Long hours are common during term time and few teachers are able to simply put their feet up during the holidays. As such, anxiety can be commonplace in staffrooms. Also be wary of the stress that many young people are under: this can come from parents, school, peers or social and other media.

Many schools employ counsellors and also work with Occupational Health. Increasingly, institutions engage in mindfulness training for staff, including away days, get togethers and wider social activities. The TES website has some good advice on coping with stress and anxiety here:

<https://www.tes.co.uk/teaching-resource/mindfulness-for-teachers-6453189>

The Mindfulness in Schools project is researching the impact of education policy on the well-being of pupils and teachers in Primary and Secondary schools: <http://mindfulnessinschools.org/>

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<sup>1</sup> <http://www.bbc.co.uk/news/education-31921457>

## Subject knowledge checklists

At the beginning of the year Business Education trainee subject knowledge is assessed. The test provided for this purpose covers most aspects of an A level Business Studies course and takes approximately 3 hours. Trainees attend two subject knowledge booster days at the end of the first week of the programme. The evidence from these will form the basis of a subject knowledge development plan. This will incorporate a subject focus and highlight the nature of A level questions to be undertaken during developmental activities while on school/college placement. Recommended texts and websites are referred to in subject sessions.

Every class is different in terms of prior experience, teaching quality to date, aspirations and literacy and numeracy skills. However, overall, those topics indicated below tend to be the ones student find most difficult.

Often key is understanding of the term itself. For example, an understanding of 'capacity utilisation' might be best tackled by helping students to understand 'capacity' first, by using examples [such as hotels, sports stadiums, bottles, factories]. Language acquisition is an important part of teaching.

Note the specification [the syllabus] tends to differ slightly between exam boards. The list below includes topics up to A level- these are not always part of the specification for GCSE and for BTEC Introductory or BTEC First.

The next few pages include topics that tend to cause difficulty for students. This list is by no means exclusive and is one you should annotate and add to as your experience develops.

### **Business Studies: these tend to be tricky topics**

The nature and purpose of business organisations

- Differences between private limited companies, public limited companies; private sector and public sector
- Mission statements, corporate objectives and strategy

External environment of business organisation

- Exchange rates, interest rates and the impact of government policy on business [such as fiscal policy and monetary policy]
- Globalisation [many students have a limited awareness of the world beyond the UK and Europe]

Management, leadership and decision-making

- Leadership theory and judging the effectiveness of different types
- Critical path analysis and decision trees

Marketing

- Methods of sampling
- Using SWOT analysis, the Boston Matrix, Ansoff's matrix and Porter's Five Forces [often confused]
- Elasticities of demand [price and income]
- The different distribution channels and application of these to contexts

Operations management

- Break-even, margin of safety and capacity utilisation
- Inventory control and lead time

Financial management

- The difference between cash flow and profit
- Putting together cash flow forecasts and profit and loss accounts
- Accounting ratios [all of them, generally... Often best taught in 'sets', e.g. profitability ratios,

liquidity ratios, gearing then shareholder ratios]

- Capital investment appraisal

Human resources

- Confusion between the different motivation theorists, especially Herzberg and McGregor

Strategy and culture

- Growth of firms- including economies of scale and synergy
- Managing change
- Organisational cultures

### Economics- these tend to be tricky topics

Economic methodology

- The margin, value judgements, drawing up PPFs
- Utility theory and maximisation
- Biases in decision making

Supply and demand

- Confusing factors that determine demand with those that determine elasticity of demand; similarly for supply
- Calculating with elasticities
- Shifts in demand and supply versus movement along the curve

Production, costs and revenue

- The difference between production and productivity

Market structures

- Confusing the assumptions of oligopoly, perfect competition, contestable markets and monopolistic competition
- Accurately drawing diagrams that illustrate particular market structures and different objectives, e.g. equilibrium in perfect competition, kinked demand curve model

The market mechanism and market failure

- Different types of economic efficiency
- Being able to define 'market failure' and explain it as a concept
- Confusing public goods with merit goods
- The difference between private and social costs/benefits; drawing diagrams to illustrate these externalities
- The difference between equity and equality, as well as types of equity
- Reasons for government failure [often an alien concept that governments might 'fail' in policy decisions and execution]

The labour market

- Marginal productivity theory of labour
- Monopsony and associated diagrams; impact of a trade union

Macroeconomic objectives

- The difference between a budget deficit and a balance of payments deficit
- Real and nominal GDP
- Calculations with index numbers when dealing with years other than the base year
- Inflation, deflation and disinflation
- Exchange rate calculations and systems
- Factors affecting the size of a balance of payments surplus/deficit

Circular flow of income

- Confusing the multiplier with the accelerator

Aggregate supply and aggregate demand

- Differences between factors affecting aggregate supply in the short run and the long run

Government policy

- Monetary policy: quantitative easing and the quantity theory of money; remembering that interest rates are set by the Bank of England, not the government; definitions of 'money'; relationship between interest rates and the price of bonds; monetary transmission mechanism
- Fiscal policy: how fiscal policy can influence aggregate supply
- Supply-side policies: confusion between free market and interventionist supply-side policies

#### International trade

- Types of protectionism [often confused]
- Types of trading blocs, e.g. customs unions [often confused]
- What goes in the various sections of the balance of payments
- Whether the UK should join the Euro; the process of creating the Euro

