

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

Secondary PGCE

**Modern Languages Curriculum Handbook
2022-2023**

1: The University of Manchester Secondary PGCE Curriculum

Our University of Manchester Secondary PGCE curriculum has been carefully co-created with our wider school partnership to ensure that our trainees experience the activities detailed in the Initial Teacher Education (ITE) Core Content Framework (CCF) through university seminars, Education Professional Studies (EPS), their school-based placements, and academic work. Together with our partnership schools, we aim to deliver a high-quality curriculum that is inclusive, rich, broad, balanced, and challenging, yet sufficiently adaptable to meet our trainees' personal and professional needs and encourages research and critical thinking whilst addressing local and national priorities and needs.

1a: The University of Manchester Core Areas

Our curriculum enables our trainees to develop across five Core Areas which align with the CCF, the Early Career Framework (ECF), and the Teachers' Standards:

- High Expectations (Core Area 1)*
- Subject and Curriculum Knowledge (Core Area 2)*
- Planning and Teaching (Core Area 3)*
- Assessment (Core Area 4)*
- Professional Behaviours (Core Area 5)*

Our curriculum builds on the substantial evidence base about teaching and ITE, and draws on a body of knowledge embedded in ethical practice, providing our trainees with the opportunity to develop:

<i>Knowledge of:</i>	<i>Skills to:</i>
<ul style="list-style-type: none"> Secondary and post-16 Curricula 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 	<ul style="list-style-type: none"> 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

Our curriculum encourages a lifelong commitment to the education profession, and pays careful attention to the factors that promote a healthy learning environment for teachers and learners, thereby producing:

<i>Teachers who are:</i>
<ul style="list-style-type: none"> 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.

1b: The University of Manchester Curriculum: Intent, Implementation, and Impact

Our intention is to develop beginning teachers who provide high-quality teaching and learning to pupils in all manner of school settings. They will understand Modern Languages as a subject within the National Curriculum (NC) and be prepared to teach to examination specifications. Our trainees will know that Modern Languages are a broad and diverse subject, including subject knowledge, skills, and experiences. They will be able to demonstrate this knowledge through sound pedagogy and will be able to make reflection-based choices on how best to teach their subject. Our trainees will be able to demonstrate sound assessment practices, linked to Modern Languages criteria, to accurately evaluate the progress their pupils have made in an activity, lesson, scheme of work or phase of learning. Most importantly, our trainees will know from academic study and practice that Modern Languages are accessible to all pupils, no matter their need or background, and they will create a culture that fosters inclusion, personal responsibility, and progress for all. Our robust and ambitious curriculum prepares our trainees effectively for their Early Career Teacher Induction Programme.

UoM Curriculum Areas	U1/P1: Introduction, developing skills, foundations	U2/3 and P2/3: Deepening understanding and impact on learning, developing agency
Core Area 1: High Expectations	1.1 Communicate a belief in the academic potential of all pupils	1.2 Demonstrate consistently high expectations of attitudes, values, behaviour, and progress
Core Area 2: Subject and Curriculum knowledge	2.1 Develop pupils' ability to express themselves confidently verbally and in writing 2.2 Anticipate, identify and address misconceptions 2.3 Help pupils apply knowledge and skills to other contexts	2.4 Deliver a carefully sequenced and coherent curriculum 2.5 Support pupils to think critically and challenge them to construct a deeper level of understanding and skills
Core Area 3: Planning and Teaching	3.1.1 Plan effective and well-resourced lessons 3.1.2 Make good use of introductions, guidance, scaffolding, examples, and practice	3.1.3 Model processes, ideas, and concepts effectively 3.1.4 Stimulate pupil thinking and checking for understanding
	3.2.1 Manage cognitive load through planning 3.2.2 Create opportunities for learning through interaction and regular practice	3.2.3 Assess and build on pupils' prior knowledge
	3.3.1 Develop an understanding of different pupil strengths and needs	3.3.2 Provide opportunity for all pupils to experience success through task design and careful grouping
	3.4.1 Establish effective routines and expectations 3.4.2 Develop a positive, predictable, and safe environment for pupils	3.4.3 Build strong pedagogical relationships with young people 3.4.4 Support pupils to develop effective behaviour for learning, including metacognitive strategies
Core Area 4: Assessment	4.1 Check prior knowledge and understanding during lessons 4.2 Use assessment to inform decisions and to challenge assumptions about young people	4.3 Provide high-quality, timely and formative feedback which pupils can act on 4.4 Adopt marking practices which are effective and efficient
Core Area 5: Professional Behaviours	5.1 Develop as a professional through critical, reflective practice, including reading 5.2 Build effective working relationships to support teamwork and professional learning	5.3 Manage workload and wellbeing 5.4 Seek opportunities for effective collaboration with other professionals, and for collaborative enquiry

Figure 1
The University of Manchester Curriculum: Intent, Implementation, and Impact

2: Assessment of Trainee Teachers at The University of Manchester

University of Manchester trainees are assessed formatively throughout the PGCE programme in accordance with the University of Manchester curriculum and at the end of the programme against the Teachers' Standards

2a: The Record of Achievement and Development (RoAD)

Each trainee maintains an electronic Record of Achievement and Development RoAD which forms the evidence base used by Personal Tutors, External Examiners and Ofsted inspectors to assess them throughout the programme. The RoAD contains:

- Lesson Observation Reports;
- Evidence of short- and medium-term planning;
- Evidence of critical reflection on planning and teaching;
- Evidence of pupil assessment;
- Weekly Subject Mentor-Trainee meeting notes;
- End-of-placement Progress Reports
- A Progress Matrix for each placement.

2b: The Teachers' Standards

The Teachers' Standards define the minimum level of practice expected of trainees and teachers from the point of being awarded Qualified Teacher Status (QTS) at the end of the second Early Career Teacher (ECT) year. The University of Manchester curriculum is designed to enable our trainees to develop the skills, knowledge and dispositions required to meet the Teachers' Standards with support from their Personal Tutor and school-based Subject Mentor.

<p>Teachers' Standard (S1):</p> <p><i>'A teacher must set high expectations which inspire, motivate and challenge pupils'</i></p> <p>The University of Manchester Modern Languages curriculum consistently supports trainees to be able to plan exciting lessons which use a range of activities that motivate pupils; to use a range of interesting and differentiated objectives that challenge all pupils to make progress; to model high expectations by being well planned, research the topic well and make sure the Modern Language being taught is pitched appropriately.</p>	<p>Teachers' Standard (S2):</p> <p><i>'A teacher must promote good progress and outcomes by pupils'</i></p> <p>The University of Manchester Modern Languages curriculum consistently supports trainees to track the learning and progress being made by pupils, such as using a test and a mark book; marking pupils work for either homework or classwork and giving feedback that celebrates successes and offers advice for pupils to improve their learning.</p>
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3: Secondary PGCE Modern Languages

3a: The Secondary PGCE Modern Languages Team

The Modern Languages Team believes passionately in the value and importance of Modern Languages, and the benefits of motivating and engaging language lessons. In seminars, quality pedagogy is modelled by highly motivated educators, who combine experience as outstanding teachers with knowledge of current educational research. Interaction is very much encouraged, and our trainees engage in wider debates around the sociological and political factors which influence education and classroom teaching, to become confident, effective, and committed Early Career Teachers (ECTs) who inspire the next generation of language learners. As a team, we are proud that our support is consistently cited by our trainees and school-based colleagues as one of the strongest aspects of the programme.

Joanne Taberner is the Secondary PGCE Modern Languages Subject Leader and a former Deputy Headteacher with nearly twenty-five years' teaching experience. She taught German, Spanish, French, Mathematics and English to classes from Key Stage 2 to Key Stage 5, and contributed to General Studies, Key Skills, and Extended Professional Qualification (EPQ) programmes. Joanne has experience as Charities Co-ordinator, Head of Year, Assistant Head, and Designated Safeguarding Lead, and her interests have focussed on developing pupils' personal learning and emotional resilience and improving support for pupils with Special Educational Needs and Disabilities (SEND). Joanne has a long association with ITE at the University of Manchester, initially as Subject Mentor and latterly as Professional Mentor. Since moving into Higher Education, Joanne has led modules on 'German Communication Studies' and 'Teachers and the Law', has written an online training programme for Child Safeguarding, acted as Admissions Tutor, and sat on various Academic Boards. Joanne has been awarded the status of Fellow of the Higher Education Academy (FHEA), which recognises outstanding learning and teaching, she is a member of the British Psychological Society (MBPSs) and was awarded the Platt Prize for outstanding achievement in the Psychology of Education Master's programme. She is now studying for a PhD in Education.

Karen Roberts was Head of Department at a school in Derbyshire, teaching German and French from Key Stage 3 to Key Stage 5. She was also a teacher governor, examiner for the GCSE Edexcel German Speaking exam, Subject Mentor for the University of Manchester, and she spent a year learning Spanish (and Welsh!) in South America. Karen has been Secondary PGCE Modern Languages Subject Leader, PGCE Secondary Admissions Tutor and Chair of Examiners for the Secondary PGCE programme. She has worked closely with the School of Languages, Linguistics and Culture (SALC), delivering workshops for Key Stage 3 pupils from local schools. Karen's main research interests lie in the teaching of primary languages and transition from Key Stage 2 to Key Stage 3, looking at teachers' conceptualisations of language teaching. She has also been a research fellow with the Teacher Education Research Network, investigating identity issues in education. Additional experience includes being a member of the Association for Language Learning's (ALL) National German Language Committee, and Chair of the Manchester Branch of ALL, and organising professional development sessions for ALL members in the Northwest. She has been an External Examiner for the PGCE Modern Languages courses at the University of St Mark and St John, and Oxford Brookes University.

Andy Rose joined the University of Manchester the team in 2019, having taught Modern Languages to learners aged seven to seventy. He brings with him a wealth of experience, spending nineteen years as Head of Modern Languages in a renowned secondary school in North-West England. Andy has assisted numerous colleagues on their way to senior positions in the world of education, while overseeing numerous changes to the Modern Languages curriculum during his tenure. Under his leadership, the department contributed to Sir Ron Dearing's Languages Review in 2007, and Andy was invited to mediate with Ofqual on the vexed issue of severe grading of Modern Languages at A Level. Whilst Head of Department, Andy installed a state-of-the-art digitised language laboratory, which placed his school firmly at the forefront of information technology innovation. Furthermore, he was asked by a well-known CPD provider to deliver courses on how to lead a Modern Languages Department and is still an Item Assessor for A-Level German with one of the big public examination boards. However, despite his wide array of experiences in the English education system, perhaps his most noteworthy career highlight is to be found near the very beginning, when he was appointed Headteacher at a prestigious preparatory school in Kenya... at the age of twenty-four!

Amanda Barton taught German, French, and English in a 13-18 comprehensive school in Staffordshire before moving to Coventry to complete her PhD. Whilst in Coventry she taught German at the University of Warwick Language Centre and worked as a supply teacher in schools in Coventry and Warwickshire. Amanda's research began by focusing on boys' underachievement in modern foreign language learning, which formed the basis of her PhD and generated many of the ideas for her book *Getting the Buggers into Languages*. Funded research projects have focused on the retention of new teachers, use of ICT in the MFL classroom, metacognition, and language awareness in primary schools. Amanda went on to become Guest Editor of two primary school-focused special issues of *Language Learning Journal* and has co-authored two books for non-specialist teachers: *Teaching Primary French* and *Teaching Primary Spanish* (Bloomsbury, 2016). Amanda sits on the governing body of a secondary school in the High Peak and was a trustee of the Association for Language Learning for a number of years. She has led workshops with teachers across the UK and as far afield as Australia and China and has featured as an expert in the Teachers' TV programme, *Teaching languages at Key Stage 3*.

3b: The Secondary PGCE Modern Languages Curriculum: Intent, Implementation, and Impact

Within the broader aims of the University of Manchester Secondary PGCE programme, the Modern Languages course has been carefully crafted to enable our trainees to engage with, and experience, the full richness of Modern Languages (ML) teaching and learning.

Core Area 1: High Expectations		
University of Manchester Curriculum Statements	Practice Statements	Through our Secondary PGCE Modern Languages course, our trainees learn....
<p>As teachers, our own attitudes, values, and behaviours affect the wellbeing, motivation, and wider social engagement of young people.</p> <p>As teachers, we should Interrogate our own assumptions about young people whose life experience differs from ours.</p> <p>Positive pedagogical relationships help young people to grow.</p> <p>As teachers, we are key role models who can influence the attitudes, values, and behaviours of our pupils.</p> <p>Having appropriately high expectations of pupils requires skill, effort, and professional judgement, and is part of developing a positive classroom and school culture.</p>	<p>Using intentional language that promotes challenge and aspiration.</p> <p>Creating a positive environment, where making mistakes and learning from them is expected and accepted by everyone.</p> <p>Seeking opportunities to engage with parents and carers in the education of their children (e.g., proactively highlighting successes).</p> <p>Having and teaching clear behavioural expectations.</p> <p>Building pedagogical relationships based on mutual trust and respect.</p> <p>Applying rules, sanctions, and rewards in line with school policy.</p> <p>Acknowledging and praising your pupils' effort.</p>	<p>How and why teacher expectations affect pupils' outcomes.</p> <p>How to communicate high expectations to pupils both verbally and non-verbally.</p> <p>How to reward pupils in lessons, where a culture of positive reinforcement is used as a way of learning.</p> <p>How to motivate and engage all pupils through lesson planning, especially those who could become disengaged.</p> <p>Discuss with experienced colleagues what high expectations look like.</p> <p>Observe experienced teachers to see what high expectations look like.</p>

Figure 2

An example of how the CCF has been interwoven into the Secondary PGCE Modern Languages curriculum

Our rigorous and robust Modern Languages curriculum enables our trainees to develop a deep understanding of teaching and learning and their impact on pupils' learning whilst developing as critically reflective and autonomous practitioners. Our intention is that all Modern Languages trainees develop their understanding of:

- The importance of language teaching and learning, and the complexities of the subject as taught in schools;
- The importance of their own subject knowledge in high-quality teaching and learning;
- How young people make sense of language learning;

- How to plan, teach, assess, and reflect on teaching and learning experiences;
- How to develop a range of pedagogical practices which are suited best for pupils' linguistic progression;
- The complexities in attainment variation across certain groups of pupils;
- The importance of research-informed practice;
- The theoretical underpinnings of high-quality teaching and learning;
- The importance of continued reflective and intellectual enquiry.

U1/P1: Introduction, developing skills, foundations	U2/P2: Deepening understanding and impact on learning, developing agency	U3/P3: Deepening understanding and impact on learning, developing agency
<ul style="list-style-type: none"> ○ Becoming a teacher of Modern Languages ○ Transition from Key Stage 2 to Key Stage 3 Modern Languages ○ Subject and curriculum knowledge ○ How pupils learn ○ Pedagogical approaches within Modern Languages ○ Planning to teach Modern Languages ○ Assessment practices in Modern Languages ○ Maintaining a classroom conducive to learning ○ Setting high expectations ○ Professional responsibilities ○ The wider role of the teacher ○ Reflective practice 	<ul style="list-style-type: none"> ○ Equality, diversity, and inclusion ○ Adapting teaching in the Modern Languages classroom ○ Setting high expectations for all learners ○ Subject and curriculum knowledge ○ Preparing to become an Early Career Teacher ○ Reflective practice ○ Professional responsibilities ○ Planning to teach Modern Languages 	<ul style="list-style-type: none"> ○ Maintaining a classroom conducive to learning ○ Participatory learning ○ Developing practitioner enquiry ○ Transitioning to the Early Career Teacher Induction Programme ○ Progressing the Quality of Teaching and Learning as an Early Career Teacher ○ Subject and curriculum knowledge ○ The wider role of the teacher ○ Continued professional development

Figure 3

Implementation of the Secondary PGCE Modern Languages curriculum through university sessions

4: The University of Manchester Initial Teacher Education (ITE) Partnership

The University of Manchester ITE partnership strives for excellence through its high expectations from recruitment, through training, and into employment. This echoes the [purpose, vision and values of the University of Manchester](#) as well as those outlined by the [Universities' Council for the Education of Teachers](#) (UCET, 2020). The University of Manchester ITE partnership is recognised as outstanding by [Ofsted](#) (2018) because excellent leadership in both phases leads to an extremely high-quality training experience for all trainees. Our carefully crafted training programme, coupled with high-quality mentoring in diverse placements, means that our trainees flourish and emerge as highly trained teachers who are sought after within partnership schools, the local region and beyond. Long-standing and trusting relationships are at the heart of our highly successful partnership, and the genuine collaboration that exists between the University and school-based colleagues contributes significantly to the outstanding nature of our provision. All partners embrace their vision of *empowering future generations* and promoting social justice and inclusion.

As a well-established provider of ITE, the University of Manchester recognises that teaching is a challenging, complex, intellectual, and ethical endeavour, which is:

- underpinned by strong professional collaboration;
- makes a positive, transformational contribution to communities;
- makes a positive contribution to the development of more socially just and sustainable societies.

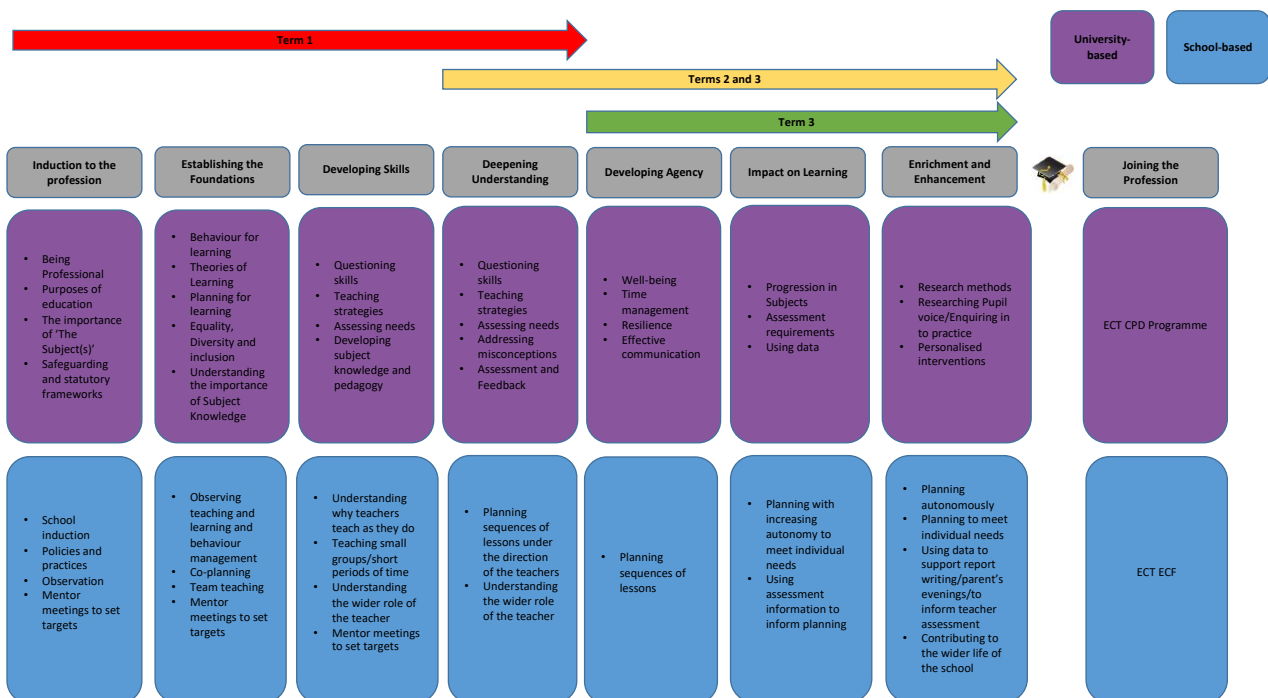


Figure 4
The University of Manchester ITE Partnership

4a: The Secondary PGCE Modern Languages Partnership

The Modern Languages team is committed to a reciprocal and collaborative partnership with a wide variety of schools; comprehensives, grammar schools, special schools and sixth form colleges, allowing us to personalise our trainees' placement experiences to their individual training needs. We have high expectations of our Subject Mentors to ensure our trainees receive a high-quality experience, the best support, training, and outcomes, and are well prepared for the demands of the profession. All stakeholders understand the importance of communicating clearly and collaborating effectively to enable our trainees to achieve their PGCE and recommendation for QTS at the end of the programme.

Role	Key responsibilities
Programme Director	<ul style="list-style-type: none"> ○ Oversee the trainee cohort and ensure that all course compliance aspects are adhered to in order for trainees to be complete the course and be recommended for QTS ○ Meet with trainees who are experiencing significant difficulties or are at risk of not completing the course or school placement, using the warning system where necessary ○ Liaise with School Liaison Tutors, Professional Mentors and others around any issues emerging from specific trainees, schools, or Subject Mentors
School Liaison Tutor	<ul style="list-style-type: none"> ○ Oversee the partnership as a whole and support the current cohort of trainees to meet the school placement and course requirements ○ Monitor and QA the partnership, report back to Programme Director, advisory boards and, where necessary, specific school partners ○ Contribute to Partnership Committee in order to share appropriate updates and developments with partner schools in order to maintain the collaborative partnership ○ Support schools, Personal Tutors, Subject Mentors, and trainees to resolve any issues that may be a barrier to a trainee making successful progress
Personal Tutor	<ul style="list-style-type: none"> ○ To be the main point of contact for their trainees and their placement schools, and be involved with the placing of trainees to ensure they meet the placement requirements ○ Support schools, Subject Mentors, and trainees during school placements including documentation checks and meetings with Subject Mentors /trainees ○ Support trainees and/or Subject Mentors experiencing difficulty or barriers to progress in order to resolve issues and improve trainee outcomes, through setting up and agreeing action plans ○ Oversee the assessment of trainees in line with the UoM Curriculum and the Teachers' Standards
Advanced Skills Mentor	<ul style="list-style-type: none"> ○ An expert teacher of Modern Languages and highly experienced Subject Mentor with the University of Manchester ○ Enhance the PGCE programme by bringing unique skills and knowledge ○ Support schools, Subject Mentors, and trainees during school placements including documentation checks and meetings with Subject Mentors /trainees ○ Support trainees and/or Subject Mentors experiencing difficulty or barriers to progress in order to resolve issues and improve trainee outcomes
Professional Mentor	<ul style="list-style-type: none"> ○ Ensure the key aspects of the partnership agreement are adhered to ○ Oversee trainee placements and work with the University to resolve any issues should they emerge ○ Select Subject Mentors who are experienced and able to give trainees effective support and mentoring ○ Ensure Subject Mentors attend training sessions ○ Offer moderation observations, support and guidance where needed to both Subject Mentors and trainees
Subject Mentor	<ul style="list-style-type: none"> ○ Attend Subject Mentors training, in order to be prepared for and complete the expectations and requirement of the placement ○ Offer time and support to trainees to assist them in making progress across the placement including modelling good practice, agreeing clear targets, and checking planning, with a strong subject specific element ○ Model good practice and work collaboratively with trainees to coach their development
Trainee	<ul style="list-style-type: none"> ○ Meet the expectations outlined in the Secondary PGCE Programme Handbook and Secondary PGCE Modern Languages Handbook, in terms of professionalism, teaching and record keeping ○ To be responsive to feedback and open to mentoring, in order to improve their professional skills ○ Represent the university and the expectations of the course to a high standard
Other school staff	<ul style="list-style-type: none"> ○ Be willing to be approached by trainees if they have a subject or specific leadership role that may support trainees' progress or subject knowledge ○ Model good practice and encourage trainees to learn from their experience and/or expertise

Figure 5

Roles and Responsibilities Within the University of Manchester Secondary PGCE Partnership

4b: The Role and Responsibilities of a Trainee Teacher

Our trainee teachers must meet the expectations outlined in the Secondary PGCE Curriculum Handbook and represent the university and the expectations of the course to a high standard. They must be responsive to feedback and open to mentoring, in order to improve their professional skills. A Modern Languages trainee must

uphold their placement school's ethos and values, and the professional standards of a teacher. **This includes their conduct outside of school and on social media**, as outlined in Part 2 of the Teachers' Standards. As such, a Modern Languages trainee is expected to:

- Arrive in good time and attend for the whole of each school/college day;
- Set a good example to their pupils through their personal presentation and professional conduct;
- Carry out tasks required by the Headteacher, Subject Mentor and University professionally;
- Respect confidentiality of both young people and colleagues, exercising tact at all times;
- Establish professional and effective relationships with colleagues, parents/carers, pupils;
- Plan and prepare good quality lessons and resources in advance, in liaison with you;
- Mark work promptly in accordance with school policy;
- Understand their pastoral responsibilities including the health and safety of their pupils, and dealing with bullying, safeguarding or equal opportunities issues as they arise;
- Become involved in the wider life of the school, attending staff meetings and school events by invitation, including parents' evenings and extracurricular activities when required;
- Listen to and act on constructive advice to the best of their ability;
- Take responsibility for their own professional development;
- Seek to further their experiences, respond to targets, and evaluate their own performance candidly;
- Demonstrate, and collect evidence of, their progress by completing relevant sections of their RoAD in a timely manner;
- Return any resources or materials belonging to the school at the end of each placement;
- Be aware of the wider context of education and that learning takes place both in and out of school.

4c: The Role and Responsibilities of a Subject Mentor

The relationship between a trainee and their Subject Mentor is one of the most important factors for a trainee having a positive school experience and becoming an effective and committed ECT. All of our Subject Mentors are all experienced and committed teachers, who are particularly interested in working with beginning teachers. They attend regular training sessions and have a good understanding of the aims and ethos of our PGCE programme and curriculum. A Subject Mentor will support and guide their trainee on a day-to-day basis, acting as a critical friend from the first teaching episode through to the end of the PGCE programme, whilst maintaining oversight after the pupils in their own and their colleagues' classes. Our Subject Mentors seek to give positive feedback carefully balanced with constructive criticism which enables a trainee to progress and meet expectations. For some trainees, it can be the first time they have received negative comments about their performance, either in an academic or a work setting, which can be difficult to accept. As we all find out, performing as a teacher in the classroom is difficult, and everyone needs to work hard from the outset, even to be able to do a satisfactory job.

Weekly Meeting

There should be a protected weekly meeting between the trainee and their Subject Mentor, lasting approximately one hour, to allow quality time to focus on the trainee's development. The meeting should take place in confidence; the staffroom or during form time are not appropriate places if the discussion can be overheard. Experience shows that the mentoring process works best when the meeting has a structure that is set out in advance, for which the *'Record of weekly Subject Mentor/trainee meetings'* is useful. This includes discussion of feedback, reviewing previous targets, and target-setting for the next week; otherwise, it is easy to fill the time focussing on the detail of teaching particular classes or even individual students without considering the 'bigger picture'. The Progress Matrix (in the RoAD) can usefully form the basis of discussions and can be useful when co-constructing targets for development. An important question a trainee 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?" During the first weekly meeting of Placements 2 and 3, time should be devoted to reviewing the trainee's RoAD, previous placement experiences, and Progress Report targets. There may need to be targeted support in areas where a trainee may be at risk of not meeting any of the Teachers' Standards at the end of Placement 3. A trainee may also seek support with university assignments, assessed tasks and weekly tasks, which form the basis of discussion during university seminars. Additionally, a trainee may need to talk to colleagues such as the SENCO or Designated Safeguarding Lead, as part of their work for the university's Independent Study Packs (ISPs).

Lesson Observation Reports

During the early stages of the Placement 1, it is expected that most of a trainee's lessons will be observed, either by the Subject Mentor, class teacher, or Professional Mentor. It is important for a trainee to be observed several times each week throughout all three placements to ensure their development as a beginning teacher. At least one lesson each week must be observed formally by the Subject Mentor, class teacher, or Professional Mentor and recorded on the university's *Lesson Observation Report*. Trainees benefit enormously from constructive feedback, so observers are asked to give as much written feedback as possible and ensure the trainee receives this as soon as possible after the post-lesson discussion has taken place. The information recorded will be useful in informing the end-of-placement Progress Report.

Verbal feedback on lessons

As we are encouraging our trainees to become reflective practitioners, they should be invited to articulate their own feelings about the lesson before the observer contributes their own thoughts. The feedback might, therefore, begin with a question like "*What were you happy with in the lesson?*" and go on to "*Did you achieve your aims, and what evidence do you have?*", "*How do you know that your pupils made progress?*" and then "*What would you change if you taught the lesson again?*". You may find these questions helpful:

Is there evidence that:

- Pupils achieved the lesson objectives and outcomes.
- Pupils learned something new
- Pupils used a range of skills i.e., reading, listening, speaking, writing.
- Subject knowledge was appropriate e.g., using key terms correctly, addressing misconceptions.
- Activities were modelled and clear instructions were given using success criteria.
- Pupils of different attainment levels were supported, and enough support and challenge were provided.
- Pupils were supported in committing content to long-term memory and not overloading working memory.
- Pupils' learning and progress were checked regularly, and any gaps in knowledge were addressed.
- A supportive environment was created, and rewards were used to encourage engagement and learning.
- Pupils were able to build on their prior knowledge.
- Appropriate, interesting, and engaging activities were used which enabled all pupils to make progress.
- All pupils were required to participate actively in the lesson.
- There were opportunities for paired and group work.
- Pupils were prepared for the next lesson.

Target-setting

The target-setting areas on the *Lesson Observation Report* and in the *Weekly Focus and Subject Mentor Meetings* document support the co-construction of tightly focussed and achievable targets. The process of target-setting is fundamental to the training process; to promote self-efficacy it is essential that there is the opportunity to reflect on their progress towards weekly targets. A trainee should be working on three targets at most at any given time, and they should be given constructive advice and support in working towards and achieving these targets.

Progress Reports

At the end of each placement, an electronic Progress Report is completed by the Subject Mentor and reflects a trainee's achievements and areas for development in each of the four Core Areas. The Progress Report should be discussed by the Subject Mentor and the trainee during the final week of the placement, as much of its value will be lost if it is completed later. In order to support the trainee and the Subject Mentor in the next placement (or ECT Induction Programme), the Progress Report should be as detailed, honest, and constructive as possible, highlighting strengths and areas for development.

5: School-based Placements

During the Secondary PGCE programme, our trainees gain experience of teaching and learning across the Key Stages. They start with their **Preliminary School Practice (PSP)**; a primary school placement which involves observing Key Stage 2 and completing a pass/fail assignment. During the **main placement** (Blocks 1 and 3) and **contrasting placement** (Block 2), our trainees teach a range of Key Stage 3, Key Stage 4, and possibly Key Stage 5 classes. The second placement is intended, as far as is practicable, to provide a contrasting experience to that of the main placement. After the February half-term break, it may be possible for our trainees to undertake an **alternative provision (AP) placement** in a Pupil Referral Unit (PRU), or specialist SEND school. Towards the end of the PGCE programme, trainees complete a **transition placement** and spend four days in their employing school.

5a: Trainee timetable and hours of teaching

Each school-based placement starts with an **Induction Phase** when a trainee observes their classes and undertake various departmental and whole-school activities. After the Induction Phase, a trainee has a gradual introduction to their teaching timetable and continues to observe experienced teachers for at least one hour per week within Modern Languages and in other curriculum areas. Trainees on the *11-18 track* will need to evidence a minimum of 6 hours' planning, teaching, and assessing at Key Stage 5 across the three placements.

Main Placement (Block 1)

A Modern Languages trainee teaches a maximum of 8 hours per week by the end of Placement 1, including one lesson as a Teaching Assistant (TA). This is slightly less than other subjects due to the need to plan both the lesson content and the medium through which the lesson is delivered. The gradual introduction to a trainee's teaching timetable should be as follows:

Induction Phase

Observe classes and undertake programme of induction activities

Week 1: Preliminary teaching

Observe classes and be involved in 2 to 4 hours of team teaching

Week 2: Preliminary teaching

Observe classes and teach 2 to 4 hours, including some team teaching

Week 3: Continued school experience

Observe classes and teach 4 to 6 hours, depending on trainee progress

Week 4: Continued school experience

Teach full timetable (maximum 8 hours)

Contrasting Placement (Block 2)

A Modern Languages trainee teaches 10 to 12 hours per week by the end of Placement 2, including one lesson of PSCE and, where possible, lessons with pupils who have been diagnosed with SEND or pupils for whom English is an additional language (EAL). During the induction phase, a trainee should plan their *Scheme of Work* and *Assessment Portfolio* with help from the Subject Mentor. The gradual introduction to a trainee's teaching timetable should be as follows:

Week 1: Induction Phase

*Observe classes and be involved in 2 hours of team teaching
Create Scheme of Work for one class*

Week 2: Preliminary Teaching

Observe classes and teach 2 to 4 hours, including some team teaching

Week 3: Preliminary Teaching

Observe classes and teach 4 to 6 hours, depending on trainee progress

Weeks 4: Preliminary Teaching

Observe classes and teach 7 to 10 hours, depending on trainee progress

Week 5: Continued School Experience

Teach full timetable (maximum 12 hours), depending on trainee progress

Main Placement (Block 3)

Our trainees will teach 12 to 14 hours per week by the end of the placement. Teaching-related activities, such as compiling a database of resources for the department/supporting small Key Stage 4 and Key Stage 5 groups, are also regarded as teaching, and may be included in the 14 hours requirement. Up to two of the hours could also be working outside the subject area, e.g., teaching PSCE, working with the SEND department. We also encourage our trainees to teach a lesson in another subject (e.g., History, Music, English) to increase their repertoire and employability. Even though most trainees are returning to their Placement 1 school/college or staying on at their Placement 2 school/college, trainees still need a period of induction in order to observe classes they will be teaching and to plan and discuss their *Scheme of Work* and *Assessment Portfolio* with their Subject Mentor. We recommend that a trainee observes all the classes they will be teaching at least once. Again, a trainee should have a gradual introduction to their full teaching timetable as follows:

Week 1: Induction phase and Preliminary teaching

*Observe new classes and teach classes already taught during Placement 1
Create Scheme of Work for one KS4 class*

Week 2: Preliminary teaching

Observe classes and teach 4 to 6 hours, depending on trainee progress

Week 3: Continued school experience

Teach 7 to 9 hours, depending on trainee progress

Week 4: Continued school experience

Teach 10 to 12 hours, depending on trainee progress

Week 5: Continued school experience

Teach full timetable (maximum 14 hours)

5b: The Modern Languages Curriculum, University of Manchester Core Areas, and Placement Expectations

We expect our trainees to engage with our Modern Languages Curriculum and the University of Manchester Core Areas as follows whilst on placement:

UoM Curriculum Areas	Modern Languages Curriculum and Placement Expectations
Core Area 1: High Expectations	We have high expectations of our Modern Languages trainees in terms of their engagement with the programme and personal and professional conduct. We believe that they, in turn, will have high expectations of their pupils with regard to engagement and classroom behaviour.
Core Area 2: Subject and Curriculum knowledge	Modern Languages trainees are expected to demonstrate excellent subject knowledge in at least their first Modern Language (ML1), be passionate and enthusiastic about the teaching and learning of Modern Languages and be committed to maintaining or developing their subject knowledge as appropriate.
Core Area 3: Planning and Teaching	<p>Lesson plans</p> <p>Modern Languages trainees must produce a clear, comprehensive lesson plan for each lesson taught using the <i>Modern Languages lesson plan template</i> for the specific placement. It is essential that a trainee scripts their Target Language on their lesson plan. Particularly during Placement 1 and at the start of Placement 2, trainees need structured support with planning to ensure that lessons are sensibly pitched, with appropriate timings, and supported by effective learning resources. However, there is no longer a requirement that our trainees create everything from scratch, but rather, they should adapt departmental resources as well as trying out their own ideas. This may involve teaching a topic in a way which is not usually adopted within a department and could constitute the focus of discussion during weekly meetings. To encourage a trainee to get into the habit of planning in advance, it is a requirement that they send their lesson plan and PowerPoint for each lesson to the class teacher at least 48 hours (working days only) before each lesson. This will allow time for clear and constructive feedback to be given and acted upon; however, a trainee should not be required to submit a lesson plan for a second time unless the first draft was seriously flawed. In such cases, it can be a good idea for a trainee to submit outline lesson plans a week in advance. Many trainees, even those with outstanding potential, can easily fall into the trap of planning lessons the night before, a habit which they cannot sustain as their timetable increases. Expectations for planning may be reduced in Placement 3 as our trainees develop autonomy and move towards their ECT year.</p>

	<p>Lesson evaluations</p> <p>To support our trainees in becoming reflective practitioners, they must evaluate every lesson on the same day it is taught during Placements 1 and 2. During Placement 3, a Modern Languages trainee can choose to complete an evaluation for every lesson or weekly class evaluations, to facilitate a deeper reflection.</p>
	<p>Schemes of Work</p> <p>During Placement 1, our trainees complete a <i>Learning, Teaching and Assessment Portfolio</i>, which includes a short Scheme of Learning and supports their completion of the first master's assignment. During the first two weeks of Placements 2 and 3, trainees are required to write a full Scheme of Work for one of their classes to practise and evidence medium-term planning. In order to fully engage with the process, a trainee will use their Scheme of Work as a working document, reviewing and evaluating each section as it is taught.</p>
	<p>Team teaching</p> <p>It is advisable for a trainee to begin their placement by team teaching with their Subject Mentor or the class teacher. Together with gaining insight into what constitutes good teaching, this activity builds confidence whilst giving the Subject mentor an insight into key strengths, areas for development, and how best to target support.</p>
	<p>Teaching unsupervised</p> <p>It is anticipated that most trainees will teach some classes unsupervised by the end of Placement 2. However, the Subject Mentor must be satisfied that the trainee is competent and confident in being left alone, and the class teacher must be on hand. Policies and practices should be very clear to the trainee e.g., they must know how to deal with an emergency (e.g., a child being sick, challenging behaviour).</p>
	<p>Use of ICT in teaching</p> <p>ICT has a high profile in all ITE courses, and our trainees are expected to use a wide range of ICT to support their teaching, teach in rooms where ICT equipment is available, and use interactive whiteboards and software as appropriate. Where possible a trainee should have access to a computer for their personal use, to enable them to keep in contact with their colleagues and the Personal Tutor, and access information and resources.</p>
Core Area 4: Assessment	<p>A trainee must be familiar with their placement school's Assessment Policy and, to discourage a backlog at the end of the placement, assess their pupils and mark pupils' work regularly and in line with departmental policy. Where possible, trainees should be involved with statutory assessment exercises, such as moderation and writing reports.</p>
	<p>Assessment Portfolio</p> <p>Modern Languages trainees produce an <i>Assessment Portfolio</i> for each placement, which supports them in collecting quantitative and qualitative data, giving formative feedback, marking according to school policy, and reflecting on pupil progress. Evidence can include writing, listening, or reading tasks and video/sound files. Former Modern Languages trainees have found this useful for job interviews, Parents' Evenings, and their first ECT year.</p>
Core Area 5: Professional Behaviours	<p>Absence procedure</p> <p>If a trainee is absent from university, they must email their Personal Tutor. If a trainee is absent from placement, they must email their Personal Tutor and school-based Subject Mentor before school starts. For any absence, the survey on Blackboard must be completed. The trainee must set cover work if they are well enough to do so, and when they are ready to return to placement, they should discuss when they can resume teaching and what to teach with their Subject mentor. The Subject Mentor will keep a record of a trainee's absences and any late arrivals. If a trainee is late or absent for inadequate reason, or too frequently, may provide early warning of a trainee who is in difficulties so the Personal Tutor will be informed. A trainee with more than 5 days' absence across the PGCE year (excluding interview and University days) may be asked to extend their school placement or complete an additional placement. This would be discussed with good notice and in collegiate manner.</p>
	<p>Early warnings</p> <p>During each placement, the Subject Mentor will receive an 'Interim trainee evaluation' survey, which will alert the trainee's Personal Tutor to any problems or the possibility of a trainee struggling with one or more of the school - based elements of the course. If a Subject Mentor is concerned about any aspect of a trainee's progress, they will speak with the trainee and contact their Personal Tutor so that timely intervention can be arranged.</p>
	<p>Addressing problems</p> <p>If problems arise on placement, the Subject Mentor should be the first point of contact; however, the Professional Mentor can also be an excellent source of support. For university-based issues, a trainee should first speak with their Personal Tutor, but if problems remain unresolved, they should approach the Subject Leader. This will alleviate the immediate stress, as well as helping the trainee to address the issues where appropriate. Additional support can be offered through our Widening Access and Participation Project (WAPP) which entails a designated member of the support team visiting a trainee on placement and using coaching strategies to help them reflect on their working targets and strengths. This provides additional opportunity for professional dialogue with an experienced colleague who is not involved with the direct training and aims to help a trainee challenge their own assumptions and perceptions. Problems of all kinds are minimised if they are diagnosed and tackled early.</p>
	<p>Concerns around trainee professionalism</p> <p>Although rare, any breach of professional conduct will be communicated to the trainee's Professional Mentor and Personal Tutor. This will trigger a cause for concern, as detailed in the <i>Secondary PGCE Curriculum Handbook</i>. We work hard to prevent a trainee from receiving multiple concerns, which would result in dismissal from the course.</p>

Figure 6

Expectations of Engagement with our Modern Languages Curriculum and the University of Manchester Core Areas and Placement Expectations