**PGCE Economics/Business Education curriculum outline 2022/23**

Sessions are informed by the university curriculum and the [DfE Core Content Framework for Initial Teacher Education](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework_.pdf), references to which are in brackets.

**September- December 2022: key focus on lesson planning, developing effective assessment to inform progress, managing behaviour and inclusive teaching**

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| **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 [TEMA] (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) | Using ICT in teaching: online apps and multiple choice questions (S6 1-7) |
| Developing resources and adapting teaching; 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) |
| Ensuring Pupil Progress (S2; 7-9) | 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 2022 | Introduction to GCSE Business Studies (S6 1-7) |
| Introduction to resilience: managing mood and strategies for stressful situations | Marking an A level Business Studies case study (S4 part 11) |
| Introduction to teaching A level Business Studies (S6 1-7) | Introduction to adapting teaching (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) | Teaching Key Stage 3 Computing (S2) |

**January- March 2023: key focus on developing assessment, adjusting teaching to ensure progress in a contrasting context, effective mid term planning and curriculum design**

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| **Session title** | **Session title** |
| Engagement, challenge and independent learning (S5 parts 1-5) | 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 for 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) | Delivering an outstanding lesson: stretch, challenge and mixed ability (S5 1, 3, 4-7) |
| Numeracy: Teaching Business Finance- investment appraisal and break even (S3 2-6) | Safeguarding and student wellbeing update [Loreto College] |
| 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) |
| Professionalism and public service- refresher (S8) | 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 2023: key focus on securing good and outstanding teaching and transition to first post and beyond.**

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| **Session title** | **Session title** |
| Introduction to Metacognition (S5 parts 5 and 7) | Career planning and CPD |
| Planning for the year for new teachers (S1 parts 3 and 4; S2 parts 2-4; S4 parts 1 to 11; S5 part 2) | Leading a business department |
| Ensuring High Expectations (S1 parts 1-6; S7 parts 1-7) | Building relationships and managing behaviour in a challenging context (S1 parts 1-6; S7 parts 1-7) |
| Oxbridge preparation for business and economics students | Working with TAs and SSAs (S5 part 7; S8 parts 5 and 6) |

**Education Programme of Studies (EPS) (All Secondary trainees):**