A person walking on the sidewalk

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**The University of Manchester**

**Manchester Institute of Education**

**Secondary PGCE**

**Pre-programme Handbook 2023-2024**

**Congratulations!**

We are delighted that you have accepted the offer to train as a teacher at the University of Manchester. We are looking forward to welcoming you to our Secondary PGCE Programme for the academic year 2023-2024.

This document provides some examples of pre-programme preparation and reading which will help you to be fully prepared to commence an intensive but highly rewarding year. Our University of Manchester PGCE taught curriculum will not only prepare you for teaching your chosen subject to children and young people, but also prepare you to embody the behaviours and attitudes which set the required standard for professional conduct throughout a teacher’s career. Engaging with the materials and information in this booklet will help you clearly understand the expectations regarding the personal and professional behaviour of a teacher and the associated ethical standards of the teaching profession.

As you embark on your post-graduate studies and school-based teaching placements, we encourage you to become critical thinkers and independent learners. Some of the key attributes associated with training to be a teacher on our programme include:

* Understanding your own professional development needs.
* Proactively identifying and addressing any subject knowledge gaps.
* Developing as a reflective practitioner.
* Participating in professional debate.
* Engaging critically with educational research.
* Using evidence to critique practice.
* Understanding your values and motivation to be a secondary teacher.

In order to sustain this type of professional learning over time, we advise you to start good habits early. The reflective activities in this booklet are optional but we encourage you to work your way through them between now and the start of your programme in September. We hope that engaging with the activities in this booklet will help you begin the process of becoming a self-directed critical thinker and independent learner.

We look forward to meeting you in September!

Dr Rosa Archer (Programme Director)

and the Secondary PGCE team.

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**What our trainees, school partners and external agencies say:**

*“The tutors are fantastic and extremely supportive, the lectures and tutorials are interesting, interactive and provide you with the opportunity to develop the practical skills required to become a competent teacher.” Former trainee, now school-based mentor ​*

*“I had an excellent university tutor who made me excited to be a teacher and gave me all the tools I needed to be a great teacher.” Trainee*

*“All trainees receive highly personalised support to help them succeed, particularly those who are vulnerable.” Ofsted (2018)*

# How to use this booklet

The information in this booklet will provide you with an initial understanding of the structure of our programme and the manner in which we have designed our University of Manchester PGCE curriculum.

It starts with an overview of the teaching timetable and the structure of a ‘typical’ day on campus and on placement. This is followed by information about being a professional and a section on Child Safeguarding and what this means for you in the context of secondary education. It then moves on to the programme structure and curriculum content.

In the final section of this booklet, you will find links to key DfE guidance documents for teachers. This is a good place to start your professional reading. This booklet is a guide for you to gain an initial understanding of what to expect from the programme and establish where you think your subject knowledge gaps may be and will not be marked by tutors.

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# Guidance for international students

If you are travelling to Manchester from overseas to start the programme, it would be beneficial if you could arrive in in plenty of time before the first day of the course on **Monday, 11th September** so that you can make a good start on administration activities. We advise you to start your **Disclosure and Barring Service** (DBS) check early since it must be completed before you can start your school placements.

Opening a bank account in Manchester when many students are also trying to do so in September might also be a lengthy process, so we advise you to do this as soon as possible after arrival.

Please note that, unlike many undergraduate and postgraduate degrees, this is a professional course and therefore we require attendance at all taught sessions on campus, in person from day one of the course.

You can consult the [university website](https://www.manchester.ac.uk/study/international/) for general advice on being an international student at the University of Manchester. Other useful links include: [managing your finance](https://www.manchester.ac.uk/study/international/finance-and-scholarships/)s; [opening a bank account](https://www.manchester.ac.uk/study/international/finance-and-scholarships/banking/); [the International Society at UoM](https://www.manchester.ac.uk/study/international/why-manchester/multicultural/community-societies/society/) and the [Students Union](https://manchesterstudentsunion.com/).

Here are a few introductions to Manchester: [Tourism page](https://www.visitmanchester.com/things-to-see-and-do)  and [Transport for Greater Manchester](https://tfgm.com/)

Please email [pgce@manchester.ac.uk](mailto:pgce@manchester.ac.uk) if you need support with registration.

# Term dates for 2023-2024



Please note that half-term breaks (in October, February and May) and the Spring break holiday vary for different schools, so do not assume that you will be able to book holidays during these weeks.

# A typical day on the programme

Depending on whether the university-based teaching sessions are on campus, or whether you are training in a school on placement, the structure of the day will be slightly different. The models below show what a ‘typical’ day on the programme will look like, with indicative session timings. These timings will be slightly different depending on the subject being taught.

**Please make sure that you have suitable arrangements in place so that you can attend all days on the programme from start to finish.**

## **A typical day on campus looks like this…**

|  |  |
| --- | --- |
| 10:00-11:15 | PGCE curriculum taught course lecture/seminar/workshop |
| 11:15-11:30 | Break |
| 11:30-13:00 | PGCE curriculum taught course lecture/seminar/workshop |
| 13:00-14:00 | Lunch break |
| 14:00-16:00 | PGCE curriculum taught course lecture/seminar/workshop |
| 16:00-17:30 | *Occasionally there will be additional taught sessions: clinics, subject knowledge development, CPD for education, support and intervention, external training e.g., webinars.*  *If you are required to attend a late session you will be given plenty of notice.* |

## **A typical day on placement looks like this…**

|  |  |
| --- | --- |
| 08:00 | Arrive at school (this might vary from school to school) |
|  | Follow the structure of the school day, including planning, preparation and admin time (PPA), staff meetings and INSET days. |
| 16:30 onwards | Leave school  *You may be required to stay for staff meetings, in-service training (known as INSET), planning time with your mentor, pupil progress meetings, parents’ evenings …etc.* |

# Understanding professionalism

Professionalism can mean a variety of different things to different people, depending on place and context. For most, however, being a professional is linked to the manner in which we behave and present ourselves to others. This includes what we do and how we do it. For example, in the context of training to be a teacher, presenting yourself as a professional in a school setting includes things like being punctual, well-prepared and polite (Twiselton & Goepel in Cremin & Burnett, 2018).

When you are on your teaching placements learning from expert colleagues in our partnership schools, you are expected to work, behave and act as a fully professional member of staff. This is a serious undertaking and requires a significant amount of self-control, self-awareness and a high level of personal and professional behaviour. We would like you to use every opportunity to demonstrate the high standards of professionalism by considering how you:

* Interact and communicate with people.
* Interact and present yourself on social media platforms.
* Dress and present yourself for the workplace.
* Engage with work and professional development.

This list is not exhaustive. There are many aspects of professionalism you are likely to develop as you progress through the programme. Please carefully consider how you do these things as you embark on your training and ask for help and support from relevant people such as your university tutor and lecturers, your school-based Subject Mentor and Professional Mentor, and other expert teachers.

|  |
| --- |
| **Reflective activity: Becoming a professional**   1. Write a list of the personal characteristics, skills and qualities you already possess that you will draw from to become an effective teacher. 2. Reflect on how the attributes on your list will help you to uphold the expected standards of behaviour expected of a teacher (within and outside school). Identify any qualities you may need to further develop. 3. Consider how you will you build initial relationships of trust and mutual respect with:  * Your fellow trainees on the programme. * Your university tutors and lecturers. * Senior leaders, teachers and other adults in school settings. * Children and young people. * Parents/carers. |

# Child safeguarding

As you will no doubt be aware, the safeguarding of all pupils in all educational settings is a high national priority. Safeguarding and promoting the welfare of children is defined within the national guidance document, [Keeping Children Safe in Education](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2), as:

* Protecting children from maltreatment.
* Preventing impairment of children’s mental and physical health or development.
* Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
* Taking action to enable all children to have the best outcomes.

|  |
| --- |
| **Reflective activity: How do you know if your pupils are confident and able to learn?**  Drawing from what you already know about working with children, and from reading part 1, pages 5-18 of the DfE guidance document ‘Keeping children safe in education’, consider young children’s social and emotional needs:   1. How will you know if pupils are confident and able to learn? 2. How might pupils show that they do not feel happy and confident? 3. Identify some possible reasons for why your pupils’ social and emotional well-being may be affected. |

There are several other aspects to safeguarding which you will need to consider on a personal level. These are outlined below. Before starting the programme, it is important that you reflect on your own behaviours and practices and make any necessary adjustments to ensure that you have a professional outlook from the very beginning.

**Social media**

Using social media for education can be very beneficial. For example, Twitter has a very vibrant online education community of which we are a part. Whilst we would encourage you to use social media in a professional manner whilst training to be a teacher, we also strongly advise you to check all your accounts, edit appropriately and ensure your privacy settings are high and secure. It is likely that staff, parents/carers and pupils in your placement schools will search for you online. It is not appropriate to share social media information or personal contact details with pupils or their parents/carers. Never discuss schools, pupils, parents/carers, staff or tutors and lecturers on social media platforms.

**Email communication**

This is our main form of communication with you. After registration you will receive a University of Manchester postgrad email address which you should check daily as soon as the programme starts. We will use your university email to communicate all programme information with you. Remember to be professional in all your email communication with university and school staff and please ensure that you respond to requests in a timely manner. To safeguard your personal information, please use your university email address to communicate with placement school staff.

**School safeguarding policies**

As soon as you know the school in which you will begin your training, please access from their website the key policies relating to Child Safeguarding. These include:

* Safeguarding and child protection policies.
* Internet/social media safety policies.
* Behaviour (including anti-bullying) policies.
* Staff conduct policies.
* Any policies related to special educational needs and disabilities (SEND) and inclusion.

Before starting the programme, have a look at some of these policies for a school you are already familiar with on their school website.

**Forming appropriate relationships**

Throughout your training year and teaching career, you will need to forge appropriate professional, working relationships with tutors and lecturers, pupils, school staff and parents/carers as well as your PGCE colleagues. It is important that you understand that pupils are not your ‘friends’. As a safeguarding measure, you should try to avoid, where possible being alone in a room with an individual child and the best advice is to avoid all types of physical contact with pupils.

**Being a role model**

Ensure that you are a role model for professional behaviour in the classroom, around school, in the staff room and when operating in online spaces. For example, when moving around a school building avoid chewing gum, running, shouting to get someone’s attention, drinking or eating in corridors or conducting private conversations in communal areas.

# The UoM secondary PGCE curriculum

Our UoM secondary PGCE curriculum has been carefully co-created with our wider school partnership to ensure that you experience the activities detailed in the Core Content Framework (CCF) for Initial Teacher Education (ITE) through university seminars, Education Professional Studies (EPS), 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 your personal and professional needs and encourages research and critical thinking while addressing local and national priorities and needs.

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

**Teacher 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. 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.

**Educational Professional Studies (EPS)**

EPS the element of the course that addresses the way in which you develop and implement the professional attributes i.e., the values, attitudes, behaviours and responsibilities) expected of teachers. The secondary EPS curriculum includes aspects of teaching and learning that are common to all curriculum areas. EPS is taught at university through whole cohort lectures and small group cross subject tutorials and developed on placement through practical teaching, observation of expert teachers in action, feedback from mentors, reflection and evaluation.

The EPS curriculum includes aspects such as: managing behaviour and high expectations; how children learn; teaching, learning and assessment; diversity and inclusion; special educational needs; professionalism for teaching. We expect that you will be able to identify, through your reflective practice and independent learning, how most of the content of the EPS curriculum relates to and underpins your teaching. Hence many of the issues raised in EPS sessions will also be addressed in subject-specific seminars throughout the course. EPS sessions should not be viewed as ‘one-off’ inputs. They offer opportunities to reflect on your own practice and that of others, prompt further reading and reinforce developing ideas of the role and responsibilities of the teacher.

We hope that as a developing teacher you will bring a dynamic, reflective, evaluative and analytical approach to EPS sessions that will enable you to actively debate the fundamental purposes, practicalities, policies, structures, approaches and content of secondary education.

# Getting ahead with academic writing skills

During your PGCE programme, you will research, write and submit **three academic assignments**. If you haven’t engaged in academic writing for a while, we recommend that you look at some of the university’s online tutorials to help you get started. These resources are freely available and will help you to brush up your writing skills in preparation for writing your PGCE assignments.

Try the following tutorials to start with, then search through the [**My Learning Essentials** catalogue](https://www.library.manchester.ac.uk/training/my-learning-essentials/online-resources/) to find specific tutorials to match your writing needs.

[Understanding the task](https://www.escholar.manchester.ac.uk/learning-objects/mle/understanding-task/story_html5.html): How to analyse your assignment task to ensure that you're clear about what you're being asked to do, giving you some useful techniques to ensure that your work remains focused on directly addressing the question at hand.

[Structure outline for essays](https://www.escholar.manchester.ac.uk/learning-objects/mle/packages/writing/downloads/essay-structure.pdf): How to plan and structure an assignment coherently.

[Thinking, reading and writing critically](https://www.escholar.manchester.ac.uk/learning-objects/mle/being-critical/story_html5.html): How to be critical, highlighting practical strategies you can use in your academic reading and writing that will enable you to demonstrate critical analysis in your assignments.

[Getting started with referencing](https://www.escholar.manchester.ac.uk/learning-objects/mle/introducing-referencing/story_html5.html): How to reference appropriately and how to read a reference when following up a source listed on a reading list or bibliography.

[Getting started with literature reviews](https://www.escholar.manchester.ac.uk/learning-objects/mle/lit-review/story_html5.html): How to prepare for and write a good literature review.

[Avoiding plagiarism](https://www.escholar.manchester.ac.uk/learning-objects/mle/avoiding-plagiarism/story_html5.html): How to avoid plagiarism when referring to the work of others and to add your own voice into your work.

# Disability Advisory and Support Service (DASS)

If you have previously received academic, physical or emotional welfare support, then we encourage you to register with the [**Disability Advisory and Support Service** (DASS)](http://www.dso.manchester.ac.uk/) before the start of the programme. Their dedicated disability advisers provide advice, guidance and support about a range of practical adjustments for placement and/or your studies.

# Initial reading

This is a list of DfE documents which we will refer to at various points throughout the taught course curriculum sessions and during placements. They contain information which will contribute towards your understanding of teaching as a profession and also your development and progression towards becoming an effective teacher.

[The trainee teacher behaviour toolkit (DfE, 2019)](https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework/the-trainee-teacher-behavioural-toolkit-a-summary)

[Keeping children safe in education: statutory guidance for schools and colleges](https://www.gov.uk/government/publications/keeping-children-safe-in-education--2)

[Promoting fundamental British values as part of SMSC in schools (DfE, 2014)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)

[DfE White Paper for schools: Opportunity for all: strong schools with great teachers for your child (DfE, 2022)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1063602/Opportunity_for_all_strong_schools_with_great_teachers_for_your_child__print_version_.pdf)

# Useful links for University of Manchester students

[**Student support**](http://www.studentsupport.manchester.ac.uk/)

  All support for students is via the student support website:

For example:

* Finding academic support
* Solving common worries
* Fees, funding and managing your money
* UK visas and immigration

[**Disability Advisory and Support Service**](http://www.dso.manchester.ac.uk/)

If you have previously received academic, physical or emotional welfare support, then we encourage you to register with the Disability Advisory and Support Service (DASS) before the start of the programme. Their dedicated disability advisers provide advice, guidance and support about a range of practical adjustments for placement and/or your studies.

[**Living cost support fund**](https://www.studentsupport.manchester.ac.uk/finances/funding-opportunities/all/living-cost-support-fund/)

The Living Cost Support Fund is available to assist students with overcoming financial hardship.

**Travel costs**

[Bus](https://www.stagecoachbus.com/promos-and-offers/manchester/unirider)

[Train](https://www.nationalrail.co.uk/times_fares/National-Railcards.aspx)

[Tram](https://metrolinktrains.com/ticketsOverview/discounts/everyday-discounts/)

[**University accommodation**](http://www.accommodation.manchester.ac.uk/ouraccommodation/)

[**Help with getting online**](https://www.welcome.manchester.ac.uk/welcome-and-induction/online-learning/help-me-get-online/)

[**Advice on registering with a GP and accessing healthcare**](http://www.studentsupport.manchester.ac.uk/taking-care/support-services/accessing-healthcare/)

[**Bursaries and Scholarships**](http://www.studentsupport.manchester.ac.uk/finances/funding-opportunities/all/bursaries-and-scholarships/)

Further Bursaries and Scholarships may be available to you, depending on availability. Details will be published at in due course.

[**The University Counselling Service**](http://www.counsellingservice.manchester.ac.uk/)

Their team of professional counsellors and psychotherapists offers confidential help with any personal issues affecting work, self-esteem, relationships, mental health or general wellbeing.

[**The University Careers service**](http://www.careers.manchester.ac.uk/)

[**Sports clubs**](https://www.sport.manchester.ac.uk/sport-and-activity/sport-a-to-z/)

[**Sports facilities**](https://www.sport.manchester.ac.uk/memberships/)