**Appendix One: 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 and how this maps to the Curriculum in PGCE Economics and Business Education and in PGCE Mathematics.

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.

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| **What is the intention of the Economics curriculum in U1 to U3?** | **How is the intention implemented in Economics University sessions, U1 to U3?** | **What should trainees be developing to show impact in their Economics teaching, therefore making use of learning?** |
| 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.  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.  Trainees take on more autonomy and are more effective in using research and other literature to support their thinking and practice in Economics pedagogy.  A focus is on moving trainees to mid-term planning and thinking, building an understanding of Curriculum design in Economics.  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&L), networking and staff development. | 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:  1] **What is the place of economics in school/college?** A levelentry 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  **2) What are the subject knowledge requirements of teaching A level Economics?** Trainees take part in pre-course sessions in micro and macroeconomics aimed at building their understanding of required subject knowledge and assessment.  (ITAP 4) Subject knowledge development days and assessment submissions.  **3) What are student misconceptions in teaching economics?** Trainees take part in sessions on adaptive teaching and planning problem topics, including market failure and the Phillips Curve.  **4) What makes effective lesson planning in teaching Economics?** This coversplanning; sequencing and scaffolding, adaptation and assessment for learning in A level economics.  (ITAP 1)- Lesson plan submission and feedback  **5) Adaptive teaching**- the range of students in typical classes, cultural capital; LA, MA, HA; SEND; EAL and stretch and challenge at all levels.  **6)** **Assessment**- assessment for learning, exam practice and skills, marking at A level, use and value of assessment data; effective feedback.  (ITAP 3) – Assessment and marking exercise submission and feedback.  **7) What is an effective Economics Curriculum?** This covers enrichment, extra-curricular and developing subject interest and progression opportunities. | Economics trainees should be able to demonstrate the following areas:  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.  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.  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.  Trainees’ Economics lessons should develop to demonstrate good understanding of curriculum requirements, powerful knowledge concepts in, clear examples and enthusiasm for the subject.  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.  They should be more accurately judging how students are making progress toward exam skills and specification requirements.  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. |

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.

