

7-14 PGCE, Full-Time

About the course

Level
PGCE

Duration:
One year full-time

Location:
The programme is taught at the Canterbury Campus but a significant amount of time is spent in school.

Open Afternoons

November 15th 2007

March 13th 2008

June 12th 2008

www.canterbury.ac.uk/open-days

About the Programme

The Specialist Subject Pathways currently offered are: Design and Technology; English; Food Technology; Modern Foreign Languages; Geography; History; ICT; Mathematics; Music; Religious Education; Science.

The University's 7-14 PGCE is ideal for those students who are particularly interested in this age group and who:

- have a strong interest in their specialist subject, but also like the idea of working with primary children
- are concerned about smoothing the transition of pupils from primary to secondary education
- are interested in working across two phases such as in middle schools or continental schools
- want to train as a teacher, but do not want to specialise in a particular phase of education at this stage

Primary and secondary head teachers like to employ new teachers who have a hands-on understanding of the education their pupils have experienced before reaching the secondary school, or of the work they will move on to when they leave the primary school. Former students have been employed at the very beginning of their careers in the following ways:

- to work with Year 7 pupils when they first enter their secondary school

- as generalist primary teachers who can offer their subject specialist expertise across the school
- specifically to manage the transition phase between primary and secondary
- as specialists who teach their subject across the primary school
- as teachers in middle schools
- as secondary teachers who specialise in outreach work with feeder schools
- working in an independent or international school which spans 5-18

The 7-14 PGCE is carefully structured to ensure its student teachers have good opportunities to learn both about teaching across the curriculum in the primary school and about teaching a specialist subject in the lower part of the secondary school.

The Faculty of Education has a long established partnership with many schools in Kent, Medway, East Sussex, and South East London. Student teachers spend a total of 24 weeks in two different schools – one in a secondary or middle school, teaching pupils aged between 11-14, the other in a primary or middle school teaching pupils aged between 7-11. They also spend 12 weeks in the University.

In Subject Studies, student teachers work in a group taught by a University subject expert (the Subject Tutor) to learn how to apply their degree level knowledge when teaching their subject. In Professional Studies, student teachers work in a

group led by the Professional Tutor to learn about issues which are important to all new teachers including pupil motivation, behaviour for learning, the teacher's pastoral role and assessment. For their work with primary aged children, they have inputs into the whole range of primary curriculum subjects.

In their two placements, student teachers are supported by school mentors. They learn to apply what they have learned in sessions at the University.

Student teachers work towards the national Professional Standards for Qualified Teacher Status, and to meet the criteria for the academic award of the PGCE. The PGCE courses now include opportunities to gain credit at Master's level, so taking the PGCE can become the first step towards a Masters in Education qualification.

Some of the distinctive features of the programme include:

- OFSTED Grade I management and quality assurance
- an emphasis on the professional values which underpin all teaching
- quality tutor and mentor support which students rate highly in evaluations
- teaching methods in the University which model the good practice of successful teachers
- excellent ICT provision and resources
- a cross-curricular model that emphasises creativity and work from

11-18 PGCE, Full-Time

About the PGCE Programme

Subjects offered: Art and Design; Citizenship; Design and Technology; English; Food Technology; Geography; History; Information and Communication Technology; Mathematics; Modern Foreign Languages; Modern Foreign Languages with Masters 1; Music; Physical Education; Religious Education; Science.

The 11-18 PGCE is designed to develop secondary student teachers who can teach across the age and ability range from 11-18. It sets out to develop independent teachers who are creative and analytical, strong subject teachers and enthusiastic participants in all aspects of the teacher's role in the community of the school.

It is taught in a long-established partnership between the University and over 90 schools mostly in Kent, Medway and South East London. The University also has close links with British Schools in Europe and the Université du Littoral Côte d'Opale in France.

The University works with the Université to provide a special programme for student teachers who wish to study for a PGCE and a Masters 1.

Student teachers spend a total of 24 weeks in two different schools and 12 weeks in University on a one-year programme running from September until late June.

In Curriculum Studies, student teachers work in a group normally taught by a University subject expert (the Curriculum Tutor) to learn how to apply their degree-level subject knowledge when teaching their subject.

In Professional Studies, student teachers work in a group led by another University Tutor (the Professional Tutor) to learn about issues which are important to all new teachers, including pupil motivation, behaviour management, the teacher's pastoral role, literacy and assessment.

In two contrasting school placements, student teachers are supported by a subject expert (the Curriculum Mentor) and a senior member of staff (the Professional Mentor). They learn about the ethos, curriculum and teaching approaches of individual schools, how to apply what they have learned in Curriculum and Professional Studies in the classroom and the school, and take part in a wide range of professional activities which are part of the teacher's role.

Student teachers work towards the national Professional Standards for Qualified Teacher Status, and to meet the criteria for the academic award of the PGCE. The PGCE courses now include opportunities to gain academic credit at Master's level, so taking the PGCE can become the first step towards a Masters in Education qualification.

Some of the distinctive features of the courses include:

- the opportunity to follow an optional Teaching in Denominational Schools pathway, including specialist courses for those who want to teach in Church of England or Roman Catholic schools
- an emphasis on the professional values which underpin all teaching
- quality tutor and mentor support which student teachers rate highly in evaluations
- University teaching methods modelling the good practice of successful teachers
- an interactive professional studies programme some of which takes place in school
- highlighted opportunities to network and learn with student teachers learning to teach the same subject and with others working across thirteen different subjects areas
- teaching placements in richly contrasting schools
- excellent ICT provision and resources

Modular Secondary PGCE

English, Mathematics and Music (Secondary). Please see separate entry on page 61.

About the course

Level:
PGCE

Duration:

One year full-time

Location:

The programme is taught at the Canterbury Campus but a significant amount of time is spent in school.

Open Afternoons

November 15th 2007

March 13th 2008

June 12th 2008

www.canterbury.ac.uk/courses/open-days

General Information

Teaching in Denominational Schools

The University provides an optional Teaching in Denominational Schools pathway for full-time student teachers in all 7-14, 11-18 and 14-19 subjects, which includes opportunities to work in Church schools. The core pathway sessions are led by teachers, headteachers and diocesan educational officers from Church schools. Applicants will also be invited to request a school placement at a Church school at interview.

General Entry Requirements

The University requires all applicants for PGCE programmes to demonstrate that they meet the following national entry requirements, as set out by the Department for Education and Skills:

- that they are capable of meeting the Professional Standards for Qualified Teacher Status by the end of their training
- that they possess appropriate personal and intellectual qualities to be teachers
- that they have achieved a standard equivalent to a grade C in the GCSE examinations in English and mathematics
- that they meet national standards for physical and mental fitness to teach
- that they have not previously been excluded from teaching or working

with children, and do not have a criminal background which might prevent them from working with children or young people

- that they can read effectively and can communicate clearly and accurately in spoken and written English
- that they hold, on entry, a degree awarded by a United Kingdom Higher Education institution or an equivalent qualification

In addition, all applicants who want to enter primary or 7-14 training must have achieved a standard equivalent to a grade C in the GCSE examination in a science subject.

Specific Entry Requirements

Candidates must possess a degree or equivalent qualification by the time the programme starts, either in September, for applicants for full-time study, or at other times of the year, by negotiation, for candidates for the Modular programme. A substantial part of the degree should normally be relevant to the subject specialism to be taken in the PGCE course, and this should be demonstrated in detail in the application by listing courses studied. Most successful candidates will have a degree in which 50% or more of the courses studied are relevant to the PGCE course applied for.

In exceptional cases, applicants who have a degree which is not in a directly relevant subject to the one they wish to teach may be considered if they have sufficient compensating experience which has enabled them to attain relevant degree level knowledge. Examples of significant compensating experience include:

- a candidate for ICT with a degree in another subject, who has worked in the ICT industry for several years
- a candidate for English with a degree in another subject who has a substantial qualification in Teaching English as a Foreign Language and taught young people for several years
- a candidate for Mathematics with a degree in Engineering which included a large component of Mathematics

If you are in doubt about whether you meet the entry requirements then please send an e-mail to admissions@canterbury.ac.uk. Alternatively, please see page 28 for further contact details.

How to Apply

Applications for the full-time PGCE 7-14 and 11-18 are made electronically via the Graduate Teacher Training Registry (GTTR) www.gttr.ac.uk

There is no general closing date, but each programme or subject pathway is closed when it becomes fully subscribed. Early application is strongly advised, both because some subject programmes fill quickly, and because it will help you to plan for your PGCE course if you can get early confirmation of a place.

Modular PGCE: Applicants interested in the Modular PGCE can apply directly to the University. An application form can be downloaded from www.canterbury.ac.uk/courses/prospectus/postgraduate or, contact the Postgraduate Office in the Admissions Department:

Telephone: 01227 782900

Fax: 01227 782888

or email: Admissions@canterbury.ac.uk

Interviews and Offers of a Place

7-14 and 11-18

Application forms are very important in the selection process. Applicants are advised:

- to provide details of all courses taken in their degree or degree equivalent qualification, including percentages of total study time for each course
- to write a carefully proof-read and detailed personal statement which makes it clear why they want to become teachers and what relevant experience they have
- that recent graduates should make the university tutor who can provide most information about their academic work their first referee on the GTTR application
- that those who studied for their degree a long time ago should indicate how they have sustained their subject knowledge in the intervening period, and choose, as first referee a person, preferably a current employer, who can comment in detail on their aptitude for teaching

Those applicants selected are invited for interview as soon as possible after receipt of the application. Candidates are interviewed by University tutors and school teachers in a process which includes an individual interview, a group activity and a written task. Some subjects

have additional requirements which candidates will be advised of when invited for interview.

The interviews are intended to help applicants confirm their decision to apply to the University as well as to help the University make its selection. The activities are challenging, but, we hope, fun. Candidates are also supplied with information about the structure of the PGCE, teaching, learning and assessment on the programme, and school placements. Candidates will be asked to provide information that will help the University find suitable school placements.

Interviews for full-time PGCEs are held between November and August for entry in September. Interviews for part-time and modular routes are held in the periods before the start dates for these programmes that are staggered through the academic year.