

7-14 and 11-18 Subjects

Open Afternoons

November 15th 2007

March 13th 2008

June 12th 2008

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All PGCEs include the option of studying for a Postgraduate Certificate with Masters Level Credits or a Professional Graduate Certificate.

Art & Design (11-18)

Subject Studies in Art & Design involves work in two related strands: practical concept-based workshops and lecture/seminars, which together enable student teachers to develop a clear personal rationale, and practical strategies for teaching Art & Design in the Secondary phase.

In the practical workshops, student teachers examine and explore key concepts which underpin the National Curriculum for Art and which will enable them to relate their experience and expertise to the needs of young people, schools and public examinations by inquiring into and challenging their own assumptions and patterns of thinking and working. Student teachers read widely and are encouraged to share their views, findings and experiences through group seminars and presentations.

The practical workshop and the lecture/seminar programmes seek to develop student teachers' knowledge and understanding of major contemporary issues in Art & Design education, e.g. the role of critical and contextual studies in art and design; Art & Design and its relation to technology; multicultural, class and gender issues. The programmes make use of a range of visiting speakers, visits to galleries, museums, studios and sites of interest, offering students a broad range of experiences.

You are encouraged to continue with your own practice as the course believes that your personal development as a practitioner is a vital key in informing your work within the classroom. The University's operating hours offers students extensive access to studio and research facilities.

Facilities for PGCE students include two dedicated specialist Art & Design studios to facilitate a wide range of 2D and 3D activities. ICT facilities in the studios include a dedicated networked computer suite, interactive white boards and data projectors. The University has an excellent, well-resourced learning centre that enables you access to a very wide range of publications, CDs and tapes, videos and visual resources.

The Art & Design course has links with an art teacher's organisation in Chicago, offering students the opportunity to develop projects, visits and exchanging of information with colleagues from the USA. During the course there is also the opportunity for you to take part in a European study visit with the emphasis on personal development.

Citizenship (11-18)

What is Citizenship Education?

Citizenship has been a statutory part of the secondary school curriculum in England since September 2002. This new subject has an exciting curriculum and very ambitious objectives about our vision of society and the world. Desmond Tutu said that an aim for us all is to 'Create a society where people matter more than things', an aim which has been written into the citizenship education National Curriculum document. Bernard Crick, formerly the Government's chief adviser on citizenship education says: 'Citizenship is more than a statutory subject. If taught well and tailored to local needs, its skills and values will enhance democratic life for us all, both rights and responsibilities, beginning in school and radiating out'.

Citizenship is a way of behaving, thinking, and learning which supports personal and community development and life-long learning. The course develops a broad view of education for active citizenship learning, one which is not restricted to traditional classroom teaching. Citizenship centres on the learner, and opportunities are offered in a range of contexts both in and out of school to enable the development of informed citizens with skills of enquiry and communication, participation and research. Making this vision of citizenship education real is one of the most exciting challenges facing schools and teachers today. At its best, citizenship education

enables young people to identify and play an active role in the many layers of their own citizenship from local to global.

Who can teach Citizenship?

Citizenship education includes teaching about local, national and global rights, responsibilities and politics. It also includes exploring spiritual, moral, social and cultural issues, and teaching young people how to participate in the community. It overlaps with many other school subjects including PSHE, RE, History, Geography, English and Science. Citizenship teaching appeals to people who are deeply interested in the personal development of young people as they change to become active and responsible members of society.

Graduates in any discipline are welcome to apply, particularly those whose subjects would not have traditionally qualified them for secondary teacher education (e.g. politics, law, philosophy, environmental studies, international relations, psychology, development studies, sociology), so that they can come into secondary education and use their expertise. Course members need to be enterprising and imaginative, prepared to take responsibility for their own professional development, and determined to shape the future of citizenship education and make a difference to the lives of young people. We are interested to know what knowledge and experience applicants have in their backgrounds, as well as their degree level studies, which makes them believe citizenship education is the right subject for them.

However, we are particularly looking for applicants who can show us that they have the confidence, enthusiasm and initiative to be part of a new development in education. They will need to be capable of working collaboratively with teachers as they develop their approaches to the subject, and to work with other adults in the community. Candidates should also have recently spent some time in a secondary school setting and observed classroom practice. Applicants who have no evidence of this, or who have no experience of working with young people, are unlikely to be invited for interview. Above all, they will need to be as passionate about the importance of this new subject as we are.

What Happens on the Course?

Our partnership schools have a variety of organisational styles for Citizenship and so the course promotes team work, sharing, and flexibility. This includes a collaborative teaching element in which student teachers work in teams to respond to school-provided guidelines to plan and deliver whole-day citizenship activities, working with practicing teachers and school pupils to enable their development in citizenship as well as the development of the student teachers. As Citizenship can be taught through other subjects as well as being offered as a separate subject, most students will have the opportunity to develop skills and insights pertaining to other parts of the school curriculum. This can include A-level and/or vocational

qualification teaching if appropriately qualified in relevant subjects, as well as involvement in a range of subjects at Key Stage 3 and 4.

As well as input from course tutors, there are contributions from other leading exponents of Citizenship education based in the University and from further afield, and from a number of local, national and international agencies. There are also contributions from practicing teachers of Citizenship, including former members of the course teaching locally.

The course examines practical issues such as where and how Citizenship can be delivered and its introduction managed. There is an emphasis on ways in which citizenship education affects – and is affected by – whole school issues, the wider community, classroom styles, and management. Attention is also paid to ethical and philosophical issues underpinning competing notions of citizenship. To complement both abstract and practical elements of the course, students are required to read extensively and to complete a series of activities designed to develop them as reflexive professionals as well as highly effective classroom practitioners. University sessions involve a variety of teaching and learning styles and strategies to enable the development of models for students' own teaching. Reflection on students' experiences as learners and practitioners provides a basis for developing professional awareness.



I chose Canterbury Christ Church because of its reputation for being one of the best ITT providers in the UK. The degree of support I received both in terms of preparing background material and staff support prior to selection was excellent.

The best things are the quality of the teaching and the degree of support from the tutors. That confidence of knowing that your tutors are 100% behind you, that is what makes you think 'I am going to be alright'. If anyone is thinking of doing a PGCE they should come to Canterbury, it is certainly one of the best decisions I have made.

Joy Ngozika Ozobia
11-18 Citizenship

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Design and Technology (7-14 and 11-18)

There are two pathways available within Design and Technology:

- 1) Product Design
- 2) Food Technology

What is Design and Technology in the school curriculum?

'Design and Technology is about making things that people want and that work well. Creating these things is hugely exciting: it is an inventive, fun activity.' (James Dyson) This quotation from the Chairman of Dyson Ltd., which can be found in the pupil National Curriculum, reflects key aims of the well-established Design and Technology PGCE at Canterbury Christ Church University, which are: to prepare new Design and Technology teachers for the profession who will inspire their pupils to be creative and inventive, and to have fun while producing things which are both stylish and practical and which will contribute to the quality of life of those who use them.

The practical Design and Technology curriculum in schools is underpinned by some core processes: pupils learn to develop, plan and communicate ideas; to work with tools, equipment, materials and components to produce quality products; and to evaluate processes and products. Alongside this creative work, pupils develop their knowledge and understanding of materials, components,

systems and control and structures. The Secondary PGCE will prepare teachers to engage pupils with all these processes, understandings and skills.

What technologies does the PGCE engage with?

Pupils can explore the Design and Technology curriculum through a number of different technologies. The PGCE at Canterbury Christ Church University will place work with resistant and compliant materials in pathway one or food technology in pathway two at its core, but there will be opportunities for student teachers to work in systems and control, food technology, graphics and textiles.

The University campus at Canterbury has a multi-media workshop, a food technology facility and works with some of the most successful Design and Technology departments in Kent to provide student teachers with access to cutting edge teaching, learning and resources across a range of technologies.

How will student teachers work on the course?

Subject Studies in Design and Technology involves working in two areas: practical workshops, and lectures and seminars, which will enable you to relate your expertise and experience to the needs of young people, schools and public examinations. This will be achieved by developing an understanding of Design and Technology education in schools, developing an expertise to operate

effectively in this area of study and the development of your teaching of the subject.

The practical workshops and the lecture and seminar programmes will address Design and Technology issues in the National Curriculum, as well as the structuring and organisation of teaching and learning in the classroom and workshop. Our strong partnerships with schools will enable you to become effective in planning, organising, delivering and reflecting on the teaching, learning and assessment of National Curriculum Design and Technology. You will be encouraged to engage in practical design and to participate in projects which will develop your skills and effectiveness in working in Design and Technology. Skill and technique workshops will introduce you to areas outside your established expertise.

English with Drama and Media (7-14 and 11-18)

Subject Studies in English aims to equip student teachers with an understanding of the processes which drive the English curriculum in schools: speaking and listening, reading and writing. This understanding is used to underpin the development of the practical ability to devise and teach imaginative, integrated schemes of work which challenge pupils across the age and ability range to find, make and respond to meaning using language.

The course covers: the teaching of literature and non-literary texts; the theory and practice of teaching oracy and writing; the teaching of language, and the knowledge teachers need themselves to plan and evaluate effectively. It also places emphasis on the strategies that can be used to support individual learners. As student teachers move through the year, there is an increasing emphasis on differentiation strategies, progression and assessment in teaching and learning and equal opportunities.

All student teachers attend sessions that aim to promote the use of Drama and Media methods in the English classroom, and also to provide a base for the teaching of Drama and Media Studies as discrete curriculum subjects.

Course members are expected to read widely in theoretical and practical texts, and are required to develop their familiarity with literature for teenagers. In Subject Studies sessions there are frequent opportunities to model ideas for lessons, to share school experience, and to contribute short presentations. English recruits a large number of student teachers each year, and teaching is organized so that there are opportunities to benefit from the expertise of several tutors, including visitors from partnership schools, and for student teachers to work collaboratively in different groups. Student teachers' subject knowledge is audited before entry to the course, and each course member is supported at University and school in following an individualised programme designed to meet identified development needs.

Geography (7-14 and 11-18)

Geography is a dynamic and challenging subject that has been the focus of much curricular change in schools in recent years. Our PGCE course will prepare you to teach Geography to the full secondary age and ability range. The course includes:

- study of National Curriculum development and course requirements
- gaining experience of working with and alongside teachers in Geography departments
- theoretical study and analysis of classroom practice
- learning and critiquing a wide range of approaches to teaching and learning in Geography
- access to the latest in teaching and learning resources
- study of GCSE and post-16 Geography and associated exam specifications
- first hand experience of local and residential fieldwork
- your development as a reflective practitioner and enthusiastic teacher
- the role and use of ICT in supporting Geography teaching and learning

The course is schools-based utilising the expertise of local teachers whilst University sessions meet the professional and academic needs of students as their experience develops during the year.

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7-14 and 11-18 Subjects continued

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Among the Geography sessions you will experience:

- active learning through workshops, seminars and student presentations
- enquiry approaches to Geography teaching and learning
- the expertise of visiting local teachers and specialists
- analysis of classroom management, organisation and teaching styles
- strategies to develop pupils' thinking skills
- strategies to help meet the needs of all pupils learning Geography
- individual tutorials to prepare for and reflect on school placements and to aid student progression
- residential and local fieldwork
- critical examination of visual aids, video, maps, text and other teaching resources
- the use of Information and Communications Technology in the Geography classroom

The course is designed to prepare student teachers for the rigours of classroom teaching and continuous professional development, based on a philosophy of enquiry-based learning. Student teachers are asked to underpin their notion of good practice by developing a good theoretical understanding. Texts, journals and ICT programmes are recommended to support this development.

Student teachers' evaluations and assessments from recent inspections recognise the successful (and enjoyable) contributions made by the Canterbury Christ Church team to the preparation of tomorrow's teachers of Geography.

History (7-14 and 11-18)

We believe that History has a central role to play in the curriculum in schools today. History continues to be a popular subject in schools. We are looking to recruit student teachers who can demonstrate a knowledge and understanding of the discipline of historical study, who can articulate why history education should continue to play a central role in pupils' secondary school experience, and who can show that they are enthusiastic practising historians.

We recognise that student teachers join the course with a range of subject knowledge expertise, but through a carefully planned programme, we will ensure that they will be able to teach confidently across the age and ability range.

There is a comprehensive subject knowledge audit to complete before the course begins and individual action plans are prepared to ensure all student teachers are able to meet the subject knowledge demands of teaching the National Curriculum and GCSE and Advanced Level courses. Regular reviews are held, where student teachers are encouraged to review the progress they have made against agreed targets. Student teachers are offered a wide range of support, including on-line learning support.

The History Subject Studies course prepares student teachers to teach

active, enquiry-based lessons, where pupils are challenged to think and question. The programme includes a variety of teaching and learning opportunities for the student teacher and draws upon the experience and expertise of a number of History teachers in our Partnership Schools. The approach to University Subject Studies sessions attempts to reflect good classroom practice. Student teachers will be introduced to a wide range of learning and teaching strategies. These include a strong emphasis on collaborative models of working and learning, the examination and analysis of materials and peer group teaching and assessment.

The Subject Studies course is constantly evolving to meet the changing demands of teaching in the secondary phase. The History PGCE course prides itself on being dynamic and responsive to student teachers' needs and their evaluations. Strong emphasis is placed on understanding and using Information Communication Technology to promote good learning and teaching in the History classroom. The course also has a strong commitment to developing a clear understanding of how to exploit the local environment to enhance our understanding of the past. History has a clear role to play in the teaching of Citizenship. Cross-curriculum sessions help student teachers to explore the role they have to play in the teaching of Citizenship.



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Information and Communication Technology (7-14 and 11-18)

"ICT expands horizons by shrinking worlds" to quote the National Curriculum. It is driving many of the new initiatives in education and therefore enjoys a prominent role as both a subject and an enabling tool. ICT can be one of the most creative subjects for pupils by acting as a gateway for their imagination. We need new teachers to enter education and make this real for today's pupils.

In secondary schools, ICT is taught as a core subject from Year 7, usually through to A-level, in a range of courses as well as being used across the curriculum. ICT is taught in discrete lessons at Key Stage 3 and our partner schools offer a range of choices further up the school. Pupils follow GCSE courses in ICT and business and communication systems, the GNVQ and Applied ICT course, the new Diploma in Digital Applications as well as both ICT and computing at A-level standard. Teachers also have the opportunity to support colleagues in other subject areas integrate ICT into their teaching.

Applicants must show they are enthusiastic and committed to ICT as a subject. We accept candidates with a range of degrees and backgrounds onto the programme. Degree level knowledge of ICT must be demonstrated by

applicants but this may have been acquired through academic study and/or through work at an appropriate level in a professional context. A skills audit will be used to develop a learning programme to ensure all students achieve the required subject knowledge. What is important is that applicants can demonstrate they share the vision of ICT as a powerful force for change in people's lives.

Our partner schools have a strong record of teaching ICT, as shown by their results at Key Stages 4 and 5, which makes Canterbury Christ Church a good choice for your training.

The ICT subject studies course enables you to understand how to become a good ICT teacher, with a focus on pupils' engagement and enjoyment and your time in schools will allow you to put these ideas into practice. Topics covered include:

- developing the ability to plan engaging ICT lessons
- teaching ICT in a variety of contexts, including in other subjects
- managing and co-ordinating ICT in schools
- understanding the various national initiatives in ICT teaching
- applying ICT skills to increase pupil learning



I took my degree in 1991 and then worked in the banking sector for 10 years. I then travelled to Switzerland where I lived for four years and studied Computing and French.

I like the fact that I will have experienced two schools and had the support of the University along with my colleagues. My lecturers are relaxed and very professional. The lecturers tend to treat us like colleagues working towards a goal.

I have found the school placements diverse in experience, type, behaviour and attitude. This will help me make a good choice next year when I am looking for a job.

Grace Hourihane
11-18 ICT

■ Mathematics (7-14 and 11-18)

As well as learning about the National Curriculum and National Strategies, student teachers will gain insight into the different approaches that can be used to develop mathematical topics, the advantages and disadvantages of these methods, and the lessons for teachers that can be drawn from an increasing body of research into the mathematical development of pupils. Student teachers will address the teaching methods that cater for the range of ability that exists in any class and also the nature and forms of assessment that are used in schools today. There will be an emphasis on recent developments in mathematics education, including the use of new technology.

There is scope within the course for student teachers to identify aspects of mathematics in which they lack confidence, or perhaps have a particular interest. For this part of the time, student teachers negotiate individual programmes with their course tutor in order to further and enhance their professional development. For example, it is not uncommon for student teachers to lack confidence in sixth form mechanics or statistics, or to wish to look in greater depth at the use of information technology in the teaching of mathematics. Mature students may wish to focus on recent changes of subject content or approach.

The course attracts and recruits mathematics graduates with a range of

ages and experience, and it has a very high success rate in terms of subsequent employment.

■ Modern Foreign Languages (7-14 and 11-18)

The Modern Foreign Languages Subject Studies course reflects the exciting and challenging developments which have taken place in schools as the National Curriculum has worked its way through. Schools have been asked to diversify their language provision, leading to an increase in the demand for French, Spanish and German teachers, who can also offer a second language. Our recruitment policy is positive and effective in that the numbers of student teachers applying for places on the course remains buoyant.

Our students have the opportunity to develop language teaching skills through an organised programme supported by structured experience in schools. Access to the University Language Centre and native tongue tutors enables student teachers to build up their confidence in teaching a second foreign language. Learning experiences are active, and student teachers practise teaching strategies on each other, work collaboratively and enjoy the support of enthusiastic tutors and school-based mentors.

Progression through the course looks at wider issues and long-term planning including policies, schemes of work and links and trips abroad. The course is clearly designed to prepare student

teachers for the rigours of classroom teaching and continuous professional development, based on a philosophy of active learning and communicative teaching. Student teachers are asked to underpin their notion of good practice by developing a sound theoretical understanding. Texts are recommended to support this development. Assessment is continuous, and involves elements of self, peer, mentor and tutor assessment.

Student teachers' evaluations and feedback from recent inspections recognise the successful contribution and enjoyable experiences made by the Canterbury Christ Church team to the preparation of tomorrow's teachers of Modern Foreign Languages.

■ Modern Foreign Languages PGCE/Masters 1 (formerly known as Maîtrise FLE)

A dual certification course

Since September 1998 the University has offered an additional element to the PGCE Secondary Modern Foreign Languages course in partnership with the Université du Littoral in Boulogne-sur-Mer, France. Within an academic year students are able to obtain two postgraduate qualifications: the Post Graduate Certificate in Education and the Masters 1.

Both institutions are keen to establish cross-border links within the EU and consider the development of the programme as mutually beneficial.

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The programme runs separately from the main PGCE programme, but students fulfil all the requirements of the PGCE course. In addition, during a four-month period in France, students complete an intensive Masters 1 programme. The format of the course is:

- beginning of September/October: A five-week induction period to PGCE at Canterbury Christ Church University and in schools
- October to the end of January: A 15-week block at Université du Littoral following Masters 1 intensive programme
- February to July: 21-week block in UK, mostly on school practice

There is a certain amount of integration of course content and certain aspects of assessed work are presented for both qualifications. However, the two qualifications are monitored and assessed separately. Canterbury Christ Church University is responsible for the delivery, assessment, award of qualification and quality of the PGCE component; the Université du Littoral is responsible in the same way for the Masters 1 component.

Prospective candidates should note that given the very demanding nature of this programme a first class or upper second honours degree in French is an entry requirement for UK graduates. French nationals should have either a Licence de Lettres, Licence de Langues, Licence de Science du Langage with a 'mention FLE' or equivalent. For French students experience as an assistant(e) in a British school is desirable.

■ Music (7-14 and 11-18)

Music is a vital and dynamic aspect of the National Curriculum and, as one of the Arts, is an important human practice throughout the world. The PGCE Music course prepares students to teach this challenging and fulfilling subject in a way which reflects the essence of music itself i.e. a unique practical and creative discipline in which we can understand and express our ideas. The course allows student teachers to develop their graduate musicianship in the context of the classroom and thus empower youngsters to use music as part of their lives. The music assignment can lead to the award of Level 4 credits (Master's level).

The aims of the course are:

- to challenge assumptions about the nature of music and music education
- to analyse the various theories and practices of music education through active learning
- to place listening, composing and performing, in a wide range of styles and genres, at the centre of the student teacher's learning experience
- to experience working alongside teachers in music departments
- to give access to the latest teaching and learning resources
- to develop the student teacher as a reflective and enthusiastic practitioner

- to develop skills which complement the student teacher's expertise e.g. music technology and world music
- to help student teachers develop a well-principled philosophy of music education which they are able to use in the profession as the basis of their practice

We use the expertise of local teachers in school and tutors in University sessions to develop the knowledge, skill and understanding required for teaching music to young people, across the full secondary age and ability range.

■ Physical Education (11-18)

If you are considering the PGCE course in Physical Education you should be a graduate in Physical Education, Sports Science or related discipline. Students are expected to have sound subject knowledge in two of the six activity areas identified in the national curriculum at the start of the course (Athletics; Dance; Games; Gymnastics; Outdoor and Adventurous Activities; and Swimming).

The course will prepare you to become competent in planning and teaching with the needs of 11-18 children in mind. Students are expected to reflect on their experiences as pupils in physical education in order to help them uncover their personal theories about the subject. Alongside this, they are expected to become familiar with the literature on the aims of PE and use this and their increased awareness of their own

theories in order to develop their own ideologies towards helping children learn in a physical education context.

The course takes notions of how children learn as a central theme and then seeks to help students understand how these principles can be applied in the different contexts of physical education. Practical sessions seek to develop subject knowledge and induct student teachers into aspects of pedagogy related to particular areas of activity. Seminar sessions are used to introduce theoretical elements, allow students to build knowledge through discussion and to reflect on experiences in school.

During the course students are expected to develop knowledge across a number of fields such as activity specific knowledge; knowledge of children as learners; Knowledge of educational contexts and an understanding of the policy landscape.

Assessment seeks to establish what the students know and then build on this in as flexible a way as possible. Assessment activities include reflective journals, portfolios, teaching files, reflecting on subject tasks, tutorials and peer reviews.

■ Religious Education (7-14 and 11-18)

Religious Education is a dynamic subject within the school curriculum. It involves engaging with young people in their journey for meaning and enabling them

to share beliefs and attitudes with each other. It requires pupils to encounter the myths, beliefs and rituals of individuals and faith communities and challenges pupils to reflect upon moral issues and questions of meaning in human life.

Students come with a range of background degrees including Religious Studies, Theology, Biblical Studies, Philosophy, Social-anthropology and Psychology. Some previous knowledge of secondary RE, such as spending a few days shadowing RE classes, is an advantage. Students should be open-minded, willing to learn and prepared to challenge their own presuppositions and expectations. Successful students of RE are interested in challenging young minds and engaging in ultimate questions as well as exploring topics in a sensitive and challenging way.

The PGCE secondary course in Religious Education will prepare students to teach RE to the full secondary age range and ability. The 7-14 RE course will prepare students to teach RE to Key Stage 3 and 4 pupils and teach the primary age range.

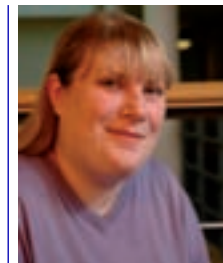
The course aims to include:

- study of the legal requirements within the 1988 Education Reform Act, the local agreed syllabus which govern the teaching of RE
- study of the 2004 Non-statutory National Framework for RE
- study of the legal denominational

schools curricula requirements for RE (including Church of England and Roman Catholic requirements)

- study of the different theories of teaching and learning RE
- opportunities to visit places of worship (student teachers are normally expected to contribute to the cost) and to meet members of faith communities
- opportunities for the students to develop as a reflective practitioner and an enthusiastic teacher

Sessions in the RE course address approaches to teaching and learning about the principal faith traditions represented in the UK. Students devise, with the support of their tutor, a programme of individual study to widen their subject knowledge. Students with degrees in allied subjects such as Philosophy, Sociology, Anthropology and Psychology are given particular support in this way. Students explore the teaching of controversial issues and consider the contribution of Religious Education to pupils' spiritual, moral, social and cultural development. The assessment of pupils' achievement is addressed and the course includes the study of GCSE, Short Course GCSE and, for secondary RE students, A-level programmes in Religious Studies. University sessions reflect good classroom practice and feature experiential learning, discussions and the analysis of current resource materials. Students are expected to participate actively in the course.



I heard that the University had a good reputation for PGCE programmes. I think it is a good University, I was particularly impressed with the first few weeks of induction, as we were eased into the course. I think the best thing about the programme is the way it deals with theory and practice and neatly links the two together. You are offered constant support and guidance from lecturers and mentors (when on placement). The facilities are good – ICT, library etc. My first placement was fantastic. I thoroughly enjoyed myself and learnt a great deal. My mentor was welcoming and extremely supportive and helpful.

Emma Nicholls
11-18 Religious Education

7-14 and 11-18 Subjects continued



The location was close to home, I knew that the University had a good reputation for training teachers.

I think that the University has a modern feel. The tutors are very supportive. The timetable is a good balance between university and school. I have learnt such a lot and it has all been interesting.

Lucy Banfield
11-18 Science

Students seeking to teach in the Church school sector can attend the Church school pathway programme and those seeking to work in the Catholic Schools sector may also take the Catholic Certificate in Religious Studies.

For further information about learning to teach RE, for secondary or 7-14 contact Bob Bowie, Senior Lecturer in RE and PGCE secondary and 7-14 RE course leader, by email: bob.bowie@canterbury.ac.uk

Science (7-14 and 11-18)

The Science course offers the opportunity for graduates from a wide range of backgrounds to capitalise on their specialisms and develop into good teachers of broad and balanced science up to GCSE level. Student teachers will be trained to teach the Science National Curriculum to Key Stage 3 and Chemistry, Physics and Biology as part of a GCSE balanced Science course. They will also be supported in the development of a single subject specialism to be taught post-16.

The course covers all aspects of the National Curriculum. Student teachers with different subject specialisms work alongside one another to provide a supportive and differentiated experience of all aspects of science teaching. University sessions will look in detail at teaching techniques as well as the structure of science in the national curriculum. There will be substantial

amounts of practical and group work, led by tutors with extensive school experience.

The school-based aspect of the work is supported by experienced mentors and requires student teachers to apply their learning through school-based research tasks as well as through classroom teaching. Student teachers are encouraged to develop their own style and a critical, reflective, approach to their performance.

This is a well established course successfully recruiting a wide range of student teachers including many mature students. There is an excellent success rate in future employment including a particularly high uptake of student teachers to Kent schools.

For employment purposes, student teachers should identify themselves as Science-Biology, Science-Chemistry or Science-Physics. Generally student teachers with degrees in Environmental Studies, Genetics and Microbiology would consider themselves as Science-Biology; those with degrees in Geology or Earth Sciences would consider themselves as Science-Chemistry; those with degrees in Engineering, Astronomy or the Technology field would consider themselves as Science-Physics. Degrees in Agriculture or Biochemistry may be classified as Science-Biology or Science-Chemistry depending on the proportions of the different modules within them. We are looking for applicants with good

communication skills, enthusiasm for science and a commitment to develop pupils' learning and interest in science. Applicants should demonstrate a secure understanding of the concepts underpinning the science curriculum for the 7-14 or 11-18 age ranges. For those who have studied a more limited range of science we may recommend that a subject knowledge booster course or an enhancement course is completed before beginning the PGCE.

