

INTRODUCTION

Overall Course Structure

The Course is organised around three interdependent strands

1). History Subject Didactics.

This unit has two key elements. The first is the formal taught programme delivered by your SD tutor and guest speakers which mostly takes place during Serials 1 & 2. The second is lead by your History mentor and is delivered via a series of school based tasks in blocks 1,2 & 3.

2). The Education and Professional Studies Programme.

This unit comprises a series of lectures, seminars and taught workshops in Serials 1 & 2 that is delivered by a range of guest speakers and your EPS tutor. In school the EPS programme consists of a series of school based tasks delivered by your professional tutor. The outline of this programme can be found in the EPS handbook.

3). The Practice of Teaching.

The final unit is your professional placements. You have two placement schools your homeschool and your complementary school. The placements are divided into three teaching blocks. In block1 & 3 are with your homeschool and block 2 is with your complementary school.

Course Staff

Trainees spend one third of the course at the University and two thirds in Partnership schools.

At the University your course tutor is **Alistair Paul**. He co-ordinates the workshops and develops the taught programme and once per block will visit you in school. You will also be assigned an EPS tutor who will oversee your work on both the EPS programme and your Educational Study.

In school you will be assigned a history **mentor**. Your mentor will be an experienced member of staff. He or she will play a key role in overseeing your development and progress against the teaching standards. Your mentor will develop a personalised training programme for you and work with you in completion of the school based tasks. Both your tutor and your mentor work together in partnership to provide support and to respond to your emerging and ever changing needs. Your work in school is also supported by your Professional Tutor (usually a senior teacher in school). Your Professional Tutor will over see the EPS programme and support you in developing your Educational Study.

Course Philosophy

School is the 'one chance' of success for many pupils. Outstanding teaching and learning is the heart of nurturing this success. It is the long term aim of the PGCE History SD programme to develop inspirational professionals who can instill a deep and enduring love of History; while ensuring that all learners develop into critical, productive and successful individuals. The SD course will begin that process by providing the foundations for outstanding practice through strong active partnerships, a supportive learning environment and a reflective approach to teaching.

Course Aims

The aims of the secondary History PGCE are to help you to:

- develop a clear understanding of the nature of history within schools and its place within the curriculum.
- build your own historical knowledge -both substantive knowledge and the deeper understanding of the concepts, structures and process of the discipline.
- balance historical knowledge and historical thinking and to understand the tensions between the two.
- adopt a critical, reflective approach to history teaching through self evaluation, peer reflection and in school observation.
- be able to plan, teach and resource engaging and rigorous history lessons.
- be able to analyse pupils responses and to use them to support pupils; showing a clear and deep understanding of historical progression.
- adopt a creative approach to classroom teaching; developing tasks and resources that engage and motivate pupils promoting a lifelong love of the subject.
- develop a broad repertoire of teaching strategies from the traditional to those involving new technologies.
- develop a range of skills including, explanation, modelling, story telling and questioning.
- develop a range of strategies for the management of classroom activities and creation of a safe learning environment.
- create an element of challenge for all pupils; showing sensitivity to individual pupil needs, identities and backgrounds.
- be able to relate childrens historical development to other aspects of their development such as language, literacy, numeracy, citizenship, moral development and the critical use of information technology.
- develop your basic teaching competencies in line with both national guidelines and the Professional Standards for Qualified Teacher Status (QTS).