



**PGCE Primary SCITT
Pre-Course Booklet
2021-2022**

Welcome

On behalf of the School of Education and the PGCE Primary team we would like to welcome you to the University of Roehampton's PGCE course for those training to teach with our SCITT partners. We do hope you have a rewarding year and that you enjoy the opportunity to enhance your journey to QTS by studying towards a Masters' level academic qualification - a Post Graduate Certificate in Education (PGCE).

This booklet should help you to prepare for the year ahead. However, please be assured that more information and support will be available to you on the University of Roehampton 'virtual' induction day (Wednesday 8th September), and as the year progresses. **Your Autumn sessions will be delivered 'virtually'. This will be reviewed (in light of guidance) at the end of the Autumn term. Web links for the Video Conferences will be sent to you in September. At present it is likely that we will be using Zoom.**

There are four ways in which you can prepare for the course:

- 1) Read through the plan for the induction day.
- 2) Add the key dates (included in the booklet) to your diary. Therefore, please make sure you refer to the correct key dates.
- 3) The assessment preparation task (detailed within this booklet)

This will be the first piece of written work that you submit (see key dates for hand in). **This piece of work is not assessed.** All students are required to hand in the assessment preparation task and will receive feedback which will support your writing.

You will be able to complete the readings from the internet during the summer. Once you are formally enrolled (September onwards) there are further readings that you can access.

- 4) Preparation for Professional Studies (detailed within this booklet)

You will write three assessed essays throughout the year. The first of these will be a Professional Studies essay. You will be able to start some key reading for this assignment over the summer.

I look forward to meeting you in the Autumn term.

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Primary SCITT Induction day information

Schedule for the day

9.00 - 10.30

Welcome and introductions

Overview of year and timetable

Introduction to three modules.

Moodle Introduction – Our on-line Virtual Learning Environment – VLE

10.30-11.00 Break

11.00-1.00 Professional Studies Lecture – How children learn.

1.00-2.00 Lunch

2.00-4.00 Seminar

The Teachers' Standards

How children learn and classroom practice

Critical thinking

SCITT 2021 - 2022 Key dates

University of Roehampton PGCE Primary Masters component taught sessions and assignments.

Date	Activity
Wednesday 8 th September 2021	Induction Day 9 – 4
Wednesday 15 th September 2021	9 – 4 Professional Studies lecture/ Follow up seminar and support session for writing at M level.
Wednesday 22 nd September 2021	9 – 4 Professional Studies lecture/ Follow up seminar and support session for writing at M level.
Wednesday 29 th September 2021	9 – 4 Professional Studies lecture/ Follow up seminar and support session for writing at M level.
Wednesday 6 th October 2021 2PM	Initial writing task hand in. This is a formative piece of early writing and is not assessed. Online submission. NO TAUGHT SESSION
Wednesday 13 th October 2021	9 – 4 Professional Studies lecture/ Follow up seminar and support session for writing at M level.
Wednesday 24 th November 2021	9 – 4 Core Curriculum assignment input day 1
Wednesday 8 th December 2021	9 – 4 Core Curriculum assignment input day 2
4/1/22 2PM	Professional Studies assignment submission (online submission)
28/2/22 2PM	Core Curriculum essay submission (online submission)
Wednesday 9 th March 2022	9 – 4 Wider curriculum input day 1
Wednesday 23 rd March 2022	9 – 4 Wider curriculum input day 2
25/4/22 2PM	Wider Curriculum essay submission date (online submission)

The Assessment Preparation Task

This task is compulsory and will be handed in online (see key dates). Although this piece of work is not graded, or part of your formal assessment, formative feedback will be given. This provides you with an opportunity to improve the quality of your written work ahead of the submission of your three formally assessed pieces.

You need to write a reflective analysis using the title: The application of theories and research about how children learn to the classroom (750 words).

Securing pupils' learning requires a relationship between knowledge and understanding of theory and the acquisition of the skills of classroom practice (Young, 2015). The three assignments you undertake this year will allow you to explore these crucial links between theory and practice in the context of Professional Studies, a core and a foundation subject. This task is intended to prepare you to be able to make links between theory and practice and explain, analyse and critically evaluate these at Master's level.

Preparation

Read this article about learning:

Deans for Impact (2015). The Science of Learning. Austin, TX: Deans for Impact. Available from: https://deansforimpact.org/wp-content/uploads/2016/12/The_Science_of_Learning.pdf

Read Usha Goswami's Cambridge Primary Review Trust's research report on children's cognitive development and learning using this link:

<https://cprtrust.org.uk/research/learning/>

Read the summaries of the three core theories of learning – Behaviourism, Constructivism and Social Constructivism – using the website: <https://www.simplypsychology.org/>

Once you are enrolled in the library (likely to be after the induction day in September), develop your knowledge and understanding by **reading the chapters below**. These books are all available electronically.

Wray, D. (2018) Looking at Learning. In: Cremin, T. & Burnett, C. (4th edition) *Learning to Teach in the Primary School*. Oxon: Routledge pp. 66 – 77

Robson, S. (2020) Theories of cognitive development: learning to think and learning to learn. In: Robson, S. (3rd edition) *Developing thinking and learning in young children: an introduction for students*. New York: Routledge pp. 19 – 50

Sherrington, T. (2019). *Rosenshine's Principles in Action*. Woodbridge: John Catt Educational Ltd. pp. 55 – 81. (You are recommended to read pp. 5 – 55 during the first half of the October term.)

Observation¹

Choose a subject or area of learning in which to observe children learning. Observe a mixture of whole class / large group teaching and small group or independent work. Identify the ways in which the choices made by expert practitioners reflect theory and research about how children learn.

Science of learning

The term 'science of learning' refers to the use of psychology, including neuropsychology, to understand better how children learn and use this to support teachers' learning and teaching choices. This might include understanding how memory works, including how not to overload working memory and the use of retrieval and spaced practice. It might include elements of Rosenshine's Principles of Instruction (2012), such as those adapted by Sherington (2019) including sequencing and modelling and questioning.

- How is learning planned to ensure that new knowledge builds on prior knowledge and misconceptions are addressed?
- How is complex material broken into manageable, smaller steps?
- How are tasks kept focussed so that there are not too many distractions from learning?

Behaviourism

Behaviourism is primarily concerned with observable behaviour and is the result of a stimulus-response associations. These responses produce behaviour which show that learning has occurred.

- To what extent is behaviourism used to manage children's behaviour for learning?
- What use is made of the stimulus-response association within a subject? How is this used to support learning?
- In what form are learnt associations reinforced?

Constructivism

Children are active learners, who move through age-related stages and seek to construct meaning through their senses and movement. Learning occurs through activities and the objects encountered, rather than through interactions, and so the role of the teacher is to provide a stimulating environment in which this child-initiated, active learning can occur.

- How is the environment or other resources used to promote child-initiated learning?
- Are children genuinely and actively constructing their own learning?
- Is there evidence of children working within the age-related stages identified by Piaget?

Social Constructivism

¹ Please note that if COVID-19 precludes an early observation in school, you will be provided with a video of a lesson on which you can base your assignment preparation task.

Children are active learners whose understanding develops through interactions with more experienced others and the use of cultural tools. The role of the teacher is to understand when and how to intervene in order to move a child on from what they can do with help from more experienced others to what they can do independently.

- What is the role of experienced others in learning? Is the experienced other always an adult?
- In which ways are teachers using information about what children can do with help to move them to independence?
- What is the role of language in learning?

The written task

Having observed in the classroom, and talked to your expert class teacher / mentor, your task is to identify how theory and research have informed practice. It is likely that in your observations you will have seen many different examples of theory and research applied to classroom practice but, for this task, focus primarily on **one** chosen aspect from the science of learning reading *or* **one** of the three theories of learning.

To be successful in this task, you will need to work to the assignment criteria (in bold below) that will be used to assess all three of your written assessments.

Knowledge of relevant module material and learning outcomes:

o Demonstrate that you understand that theory and research underpins classroom practice, drawing on the recommended reading.

Evidence of understanding of literature and key concepts:

o Demonstrate that you have understood one theory of learning or one aspect of the science of learning in depth, drawing this knowledge from the recommended reading.

Evaluation and analysis of practice or experience in relation to theory

o Make links between the theory and research you have chosen and the children's learning you observed i.e. analyse (and do not simply describe) practice in the light of theory and research. You should be specific in your observations (you can use direct quotations from children if you wish to) and explicit about the impact the application of the theory had on children's progress.

o Critically consider if / how / whether the theory and research you have chosen can explain all learning. This could allow you to draw on other theories of learning in your analysis.

Communication, structure and presentation

o Use a clear writing style and standard English. Organise your writing so that there is logical flow to your discussion.

o Use correct referencing using the Harvard system: see Referencing Guide on Moodle (when you start university you can access this). This may differ from how you referenced

during your Undergraduate course so please read this guidance. We do not use footnotes. You must include a reference list of the books/article cited in your writing.

Please note, this task should be word processed in Standard English with correct spelling and punctuation and presented in **Arial 12 with 1.5 line spacing**. It should include a word-count and you are allowed ten per cent above the 750 words. The 750 words includes direct quotations and in-text citations. It should be submitted via Turnitin (on-line submission) on Wednesday 6th October 2021. **Your work will be marked against the above criteria but does not contribute to the assessed PGCE.** Your tutor will use your submission to support you with writing at Master's Level and the task links directly to your first Professional Studies submission.

Supporting reflective writing

There are useful resources from Jenny Moon's Reflective Learning Workshop which are designed to support the use of reflective and experiential learning, available from:

<http://escalate.ac.uk/4214>

Preparation for Professional Studies

Professional Studies is the component of your course that focusses on developing your understanding of learning and teaching in a non-subject specific context and on allowing you time to consider wider professional issues so that you can become an analytical and reflective practitioner. You will learn about pedagogical theory, explore and understand local and national policies and guidelines and use this information to make connections between theory, research and your own teaching practice.

To start the process of understanding some key concepts and ideas, the following preparatory tasks will be helpful and will give you a good foundation for the lecture and seminar content at the beginning of the course and for your assignment.

An introduction to the content and coverage of the PGCE:

Familiarise yourself with the **Core Content Framework** (2019) here: <https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework>

The CCF outlines the minimum expectation of your learning during your PGCE, both in sessions and in school, and provides the bridge to the Early Career Framework which supports your continued professional development as an early career teacher (ECT) in your induction years.

An introduction to learning:

Read the following article on how children learn from the Cambridge Primary Review: <http://cprtrust.org.uk/research/learning/>

This website has other useful links to work on assessment, children's voice, and curriculum content.

Read this article about learning:

Deans for Impact (2015). The Science of Learning. Austin, TX: Deans for Impact. Available from: https://deansforimpact.org/wp-content/uploads/2016/12/The_Science_of_Learning.pdf

Practice and Policy:

Read the Education Policy Institute's annual report from 2020 to secure a view of pupils' outcomes and educational experiences:

Hutchinson, J., Reader, M. and Akhal, A. (2020). Education in England: annual report 2020. Available from: <https://epi.org.uk/publications-and-research/education-in-england-annual-report-2020/>

The University of Roehampton has an '**Educational Priorities**' website. This provides links to key research and policy documents in a range of areas such as assessment, behaviour for learning, SEND and EAL. This will support thinking in the Professional Studies module.

<https://sites.google.com/view/roehamptonitepriorities/home>

Familiarise yourself with the EYFS curriculum, the National Curriculum (2014) and the White Paper on Education.

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf

<https://www.gov.uk/government/publications/the-importance-of-teaching-the-schools-white-paper-2010>

Useful Web Sites

<https://www.gov.uk/government/organisations/department-for-education>

<https://epi.org.uk/>

<https://policyexchange.org.uk/education/>

<https://www.tes.com/>

<https://www.theguardian.com/education>

<https://www.retrievalpractice.org/research>

Professional support

<https://www.bameednetwork.com/>

<https://www.educationsupport.org.uk/>

When you start the course

This is a Master's level course and consequently you are expected to **read widely to support your learning**. The quality and quantity of the reading you undertake will directly influence the outcomes of your assignment. You will receive plenty of guidance and support to direct you to key readings and your understanding will be developed in lectures and seminars.

The following are helpful core text books which provide an excellent foundation to your knowledge. Should you wish to purchase a textbook, the three in bold are **highly recommended**, as they will support you in various elements of the course. All three are also accessible electronically once you start the course, as are the first seven books on the list below. Multiple hard copies are also available in the library.

Cremin, T. & Burnett, C. (eds.) (2018). *Learning to Teach in the Primary School* (4th edition) London: Routledge

Sherrington, T. (2019). *Rosenshine's Principles in Action*. Woodbridge: John Catt Educational Ltd.

Goepel, J., Childerhouse, H. and Sharpe, S. (2015). *Inclusive Primary Teaching: a critical approach to equality and special educational needs*, 2nd edition. Northwich: Critical Publishing

Boyd, D. and Bee, H. (2014). *The Developing Child*. Harlow, Essex: Pearson

McInerney, D. and Putwain, D. *Developmental and Educational Psychology for Teachers: An Applied Approach*. (2nd edition) Oxford: Routledge

Moyle, J. and J. Georgeson & J. Payler (eds.) (2017). *Beginning Teaching: Beginning Learning in Early Years and Primary Education* (4th edition) London: Open University

Pollard, A. (ed.) (2014) *Readings for reflective teaching in schools*. 2nd edition London: Bloomsbury

Sangster, M. (ed.) (2017). *Challenging Perceptions in Primary Education: Exploring Issues in Practice* (1st edition) London: Bloomsbury Academic