Curriculum and Pedagogical Approach

The PGCE Teacher Development programme is taught through two modules – Module 1: *Thinking about Learning*, and Module 2: *Learning in Teaching*.

Module 1: Thinking about Learning

This module has been designed to engage students in reflecting further on their own professional development to date. It encourages students to use a learning journal developed in response to their current as well as previous teaching. With a focus on learning within their teaching, students reflect through reading material organised into three themes: **Observing Learning; Supporting Learners** and **Teachers as Learners***.* These three themes, taught over ten sessions, enable students to achieve the planned aims and learning outcomes which are assessed through the following three elements of coursework:

1. Responses to activities specified in Module 1 themes,
2. Six recorded observations, and
3. A short, 2,000 word essay

Module 2: Learning in Teaching

This module follows on from the first but focuses, through exploration and reflection of practice, on three further themes: **The Assessment Challenge**, **Supporting Learning,** and **The Reflective Practitioner**. Activities include lesson planning, the creation and development of pedagogic materials, and the evaluation of their use in school settings. They will be supported by professional and academic material available through the VLE on topics such as observing effectively, learner differences, the learning cycle, peer engagement, communities of practice and learning from colleagues. The curriculum will enable participants to continue to achieve the planned learning outcomes of the programme and develop competency in relevant teaching standards. The learning outcomes are assessed as with Module 1 through the following coursework:

1. The completion of responses to activities specified in Module 2 themes,
2. Six recorded observations of teaching, and
3. One 4000 word assignment consisting of three short essays (of approximately 1,000 words each) which critically examine the themes of the module and contextualise them in the Teacher Participants setting; and a further 1000 word essay which offers the opportunity for further discussion, reflection on practice, and a conclusion to the final assignment.

Presenting the Curriculum

The PGCE Teacher Development programme utilises a developing approach to professional development for teachers. In order to open access to low cost but high-quality learning, we have designed a pedagogical approach which 'teaches' through a virtual learning environment employing a range of asynchronous activities which use written, visual and aural texts. The 'voice' of the teaching comes through these and means that the main taught element is created and finalised before the course begins and remotely from the students to be taught. This means the tutors use a different set

of 'teaching tools' relying on knowledge and their understanding of teachers' needs globally rather than the more regular responding to students' needs through interaction.

Teaching through Assessment

Many teachers are aware of Assessment for Learning (AfL) as first outlined by Paul Black and colleagues in 1998 (materials accessible through the Assessment Reform Group accessed September 2021). The approach to supporting students on this programme is an AfL approach where even summative assessment is expected to inform future learning. Assessment pedagogies are a strength of the programme and so we have identified three types we will employ: forum discussion, formative written feedback and summative written feedback.

Forum Discussion

In this programme, forum discussion involves identifying one day when a member of the team will respond to activity on a forum. However, it involves peer engagement as well as tutor input and is articulated as a form of formative assessment in that learning will be facilitated. To minimise tutors' input, as noted, just one day is identified for the tutor to engage but students will be encouraged to interact through the module activities. Through the programme area these forum discussions are linked to pre-course activities and named items for the portfolio, all of which are the remit of the Programme Director. The oversight of this work will take place over a period of time but will be limited to the amount of time identified in table 1. Within the two modules, forum discussion activities have been identified as 'check-in points' and enable the team to see that all students are engaged, give some response on the published 'check-in date' and so support learning. For 2021, the tutors have also agreed to offer virtual F2F check-in opportunities on these dates, which are recorded for those who cannot attend.

Formative written feedback

In this programme, tutors will offer formative written feedback at agreed intervals (see table 1) during the programme. This has been agreed in order to support continued learning throughout the programme rather than just at the end of module teaching which is the norm on other UCL Institute of Education programmes. This formative feedback will be on the following six elements:

- Philosophical Statement
- Observations 1 and 2 (Module 1)
- Draft of Module 1 essay
- Draft of short essay 1 (Module 2)
- Draft of short essay 2 (Module 2)
- Draft of short essay 3 and synopsis (Module 2)

Critical Friend

As we cannot engage with one to one, F2F discussions, and we recognise the importance of these, we have set up a system where each participant teacher identifies a critical friend in their own setting (usually a colleague) to have 'professional discussions' about their teaching. The critical friend is encouraged to observe teaching (each module has at least 6 'observations' – which can be recordings), write some notes for the participant teacher, and discuss with them ways of changing or developing their practice. This process mimics the mentor role in initial teacher education, but as continuing teacher education, it is better done by a colleague who understands the setting. During Covid and lockdown, participant teachers have recorded online sessions, or invited a critical friend to join them. Where no teaching is taking place, we

advise participant teachers to interrupt their studies to the next presentation of the module.

Summative written feedback

Both modules will receive summative written feedback which will be double marked by the programme team against the programme criteria. The portfolio which has a proforma is completed regularly throughout each module. It is marked at the end of each module. The programme cannot be passed without satisfactory completion of the portfolio.

Timetable of support

Supporting students through the programme will follow this plan. There are two presentations of the programme in each academic year, the first being in September. Dates for the second presentation in March are shown in a second table on the next page. Please note, students on this programme must begin with Module 1 and have completed the online elements before beginning Module 2. Students cannot study the two modules in parallel but may begin Module 2 in subsequent academic years (within the 2 year programme registration).

Phase of programme	Date	Submitted Activity	Feedback / Date returned
Pre-course (Programme Area submission before mid Sept)	Through Sept	• Learning Journal Activities and Q&A	Forum engagement
	Mid Sept	• Audit of Needs	Forum engagement
Module 1 (Starts in Sept)	End of Sept	• Check-in Point 1	Forum engagement
Pre-course	Mid Oct	• Philosophical Statement	Formative / Start of Nov
Module 1	End of Oct	• Check-in Point 2	Forum engagement
	End of Nov	• Observations 1&2	Formative / mid Dec
	Start of Jan	• 2000 word essay (draft)	Formative / Start of Feb
Module 2 (Starts in Mar)	End of Mar	• Check-in Point 3	Forum engagement
	Mid Apr	• Check-in Point 4	Forum engagement
	End of Apr	• Short essay 1 (draft)	Formative / Mid May
Module 1	Start of Mar	• Summative Submission M1	Summative / Mid Apr
Module 2	End of May	• Short essay 2 (draft)	Formative / Mid Jun
	Start of July	• Short essays 3 & synopsis (draft)	Formative / End Jul
	Start of Sept+[1]	• Summative Submission M2	Summative / Mid Nov+
Portfolio (submitted with Modules)	Start of Mar & Sept+	• Summative Submission	Summative / Mid Apr & Nov+

Table 1: Timeline showing details of assessment for students starting in September

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[1] Where the month is in the following academic year it is shown with a plus sign, so the following Sept is Sept+

Phase of programme	Date	Submitted Activity	Feedback / Date returned
Pre-course (Programme Area submission before mid Mar)	Through Mar	• Learning Journal Activities and Q&A	Forum engagement
	Mid Sept Mar	• Audit of Needs	Forum engagement
Module 1 (Starts in Mar)	End of Mar	• Check-in Point 1	Forum engagement
Pre-course	Mid Apr	• Philosophical Statement	Formative / Start of May
Module 1	End of Apr	• Check-in Point 2	Forum engagement
	End of May	• Observations 1&2	Formative / mid Jun
	Start of Jul	• 2000 word essay (draft)	Formative / Start of Aug
Module 2 (Starts in Sept+[2])	End of Sept+	• Check-in Point 3	Forum engagement
	Mid Oct+	• Check-in Point 4	Forum engagement
	End of Oct+	• Short essay 1 (draft)	Formative / Mid Nov+
Module 1	Start of Sept+	• Summative Submission M1	Summative / Mid Oct+
Module 2	End of Nov+	• Short essay 2 (draft)	Formative / Mid Dec+
	End of Dec+	• Short essays 3 & synopsis (draft)	Formative / End Jan+
	Start of Mar+	• Summative Submission M2	Summative / Mid May+
Portfolio (submitted with Modules)	Start of Sept+ & Mar+	• Summative Submission	Summative / Mid Oct+ & Apr+

Table 2: Timeline showing details of assessment for students starting in March

Key

Tutor Name	Responsibility
Kim Insley	Programme Director
Beth Stiasny	Module 1 Lead
John Smith	Module 2 Lead

Kim Insley
Programme Director
January 2022

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[2] Where the month is in the following academic year it is shown with a + sign, so the following Sept is Sept+