

Cherwell School Direct 2017-18

PGCE Programme with Oxford Brookes University

The PGCE course comprises three Master Level modules. Each module has 20 Masters' level credits so that trainees can finish the programme with 60 credits: a third of a Master's degree.

Below is an overview of the PGCE. More detailed information will be provided by Oxford Brookes in due course.

MODULE 1: THE EXCELLENT PRACTITIONER

Brief Outline: This module aims to support the trainee in identifying and developing the key skills and attributes necessary to become an excellent practitioner. The module has two key underlying themes. Firstly, being reflection: What is reflection? How and why do teachers reflect? How can reflection improve teaching and learning? Secondly, being critical: What does it mean to be critical? How are teachers critical practitioners? How does being critical improve teaching and learning?

The vehicle for exploring these themes, and developing the skills of reflection and criticality, is studying what constitutes excellent classroom practice.

This module will enable trainees to identify and develop the skills and attributes associated with excellent teaching. This will be of essential benefit for their educational studies and future careers as classroom practitioners. This aim is supported by developing academic literacy skills that allow trainees to (a) develop skills of analytical reading to enable the future practice of the trainee to be intelligently informed by initiatives, research and theory; and (b) write reflectively and critically to a high academic standard.

The module also provides the foundational understanding in academic research skills and practice that will be built upon in the modules, Key Themes in Teaching and Learning, and Supporting Evidence Informed Practice.

Topics include:

- Deconstructing excellent teaching
- What is reflection? How and why do teachers reflect? How can reflection improve teaching and learning?
- Writing critically - the reflective journal
- Understanding learning and supporting pupil progress
- What does it mean to be critical? How are teachers critical practitioners? How does being critical improve teaching and learning?
- Reading and writing criticality – evaluating pedagogy

Session Dates

Friday 8/9/17	Introduction and registration	1.30 – 4.30pm
Wednesday 27/09/17		4.30 – 7.30pm
Wednesday 11/10/17		4.30 – 7.30pm
Monday 23/10/17 (half term)		9.00 – 3.00pm
Wednesday 8/11/17		4.30 – 7.30pm
Wednesday 22/11/17		4.30 – 7.30pm

Submission date for part one: Monday 30th October 2017

Submission date for part two: Wednesday 3rd January 2018

MODULE 2: KEY THEMES IN TEACHING AND LEARNING

Brief Outline: This module will enable trainees to consider objectively a number of issues and themes around teaching and learning in their chosen age-phase. Teaching activities will support students in challenging assumptions and viewpoints, understanding the notion of positionality, and presenting critiques and arguments (orally and in writing). These skills, and the issues and themes studied, will be of essential benefit for their future careers as classroom practitioners. Potential issues and themes include: the role of globalisation in the development of policy and curricula, selective education, developing pupils as instructional resources for each other, deployment and impact of teaching assistants, continuing professional development and marking.

Assessment through written assignment (4000 words)

Session Dates

Wednesday 17/01/18	4.30 – 7.30pm
Wednesday 31/01/18	4.30 – 7.30pm
Monday 12/2/18 (half term)	9.00 – 3.00pm
Wednesday 7/3/18	4.30 – 7.30pm

Submission Date: Monday 16th April

MODULE 3: SUPPORTING EVIDENCE INFORMED PRACTICE

Brief Outline: This module enables the developing practitioner to improve their own teaching, and the learning of their students, through studying the role and importance of research in education. It provides trainees with grounding in the approaches, issues and debates surrounding educational research. Students will have the opportunity to apply the understanding and skills developed through the module, The Excellent Practitioner, and undertake focused research and scholarship into an area of their interest. The focus of the research will reflect the trainee's choice of pathway/age phase. In addition to the level 7 expectations within taught sessions, this module is distinguished from its level 6 counterpart by its expected assessment preparation hours and the length and complexity of its assignment.

This module enables you to draw upon your skills as a reflective and critical practitioner and undertake in-depth study of a chosen area of education. It also supports you in developing a wider understanding of the role and importance of research in education. The module has been designed to complement, and build upon, The Excellent Practitioner and Key Issues in Teaching and Learning.

The taught lectures and seminars take place at the beginning of the module. These are designed to help you conceptualise and frame your individual literature-based assignment. After that it is over to you! To make the most of this module, and the opportunity it presents for supporting your evidence informed practice, you will need to use the multiple independent study sessions to develop, explore and refine your ideas and research. This will support you in constructing an excellent assignment.

Assessment through written assignment (4000 words)

Session Dates

Wednesday 25/4/18	4.30 – 7.30pm
Wednesday 16/5/18	4.30 – 7.30pm

Submission date: Monday 4th June 2018