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# PGCE secondary school direct

Ruth Matthewson – Programme lead



# YSJ Initial Teacher Education Partnership



## Vision and Values:

Partnership is at the heart of our provision with a strong commitment from the university and schools to work together to educate and train future teachers. The YSJ ITE partnership is driven by a strong belief that teaching is a challenging, complex, intellectual and ethical endeavour. The partnership recognises the civic duty involved in developing teachers to fulfil a fundamental need in society for our children and young people to have access to high quality education.

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[www.yorksj.ac.uk](http://www.yorksj.ac.uk)

# Programme structure

- 2 weeks preparation phase at University - September
- 4 days in school – Mon, Tues, Thurs and Fri
- Wed University core professional sessions
- 5 subject day sessions (9-5pm)
- Diversity and Inclusion week – January
- Enrichment weeks (1 in school, 1 in University) June
- Placement pattern A,B,A

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# Wednesday professional sessions

- Sessions are run altogether (all subjects, all Alliances) by YSJ staff and some sessions by colleagues in the Alliances.
- Joint partnership – programme designed alongside Alliance leads
- Core Content Framework - The initial teacher training ( ITT ) core content framework defines in detail the minimum entitlement of all trainee teachers
- YSJ curriculum – to enrich and supplement the CCF

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# 5 subject days - structure

Delivered by specialist staff (YSJ and school staff)  
Sessions run from 9-5pm

Time	Task
9-10am	wellbeing and key reminders (assignments, school-based tasks, SE formative assessment continuum, subject knowledge audits)
10-11am	session 1
11-12	session 2
12-1pm	lunch altogether
1-2.30pm	session 3
2.30-4pm	session 4
4-5pm	Supported open learning task

# Content of the sessions

For consistency across subject areas the following themes were established

- Context – history, national curriculum KS1,2,3,4, transition high expectations, research.
- Planning – programmes of study, schemes of work, lesson planning, sequencing, subject pedagogy
- Assessment – Key stage 3,4 and 5, formative and summative, use of feedback and data, examination boards
- Curriculum – subject specific pedagogy, adaptive teaching, subject knowledge.
- Consolidation and enrichment – responding to trainee needs e.g. interview, visits

# Content of the sessions continued

The following themes are integrated across all sessions:

- Behaviour management
- Inclusive and adaptive practice
- Critical evaluation
- Cross-curricular learning
  
- Subject knowledge and pedagogy will be developed throughout your school experiences and Professional Studies sessions, through assignments and wider reading, and in your subject days.
  
- 4-5pm SOL tasks – reinforces and contextualises the subject day focus

# When they take place

- October
- November
- January
- March
- April

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# Link tutor role

- Every placement face to face visit
- Quality assure the mentor
- Opportunity to discuss progress
- Support subject knowledge development
- Ensure quality and purposeful target setting linked to the formative assessment continuum

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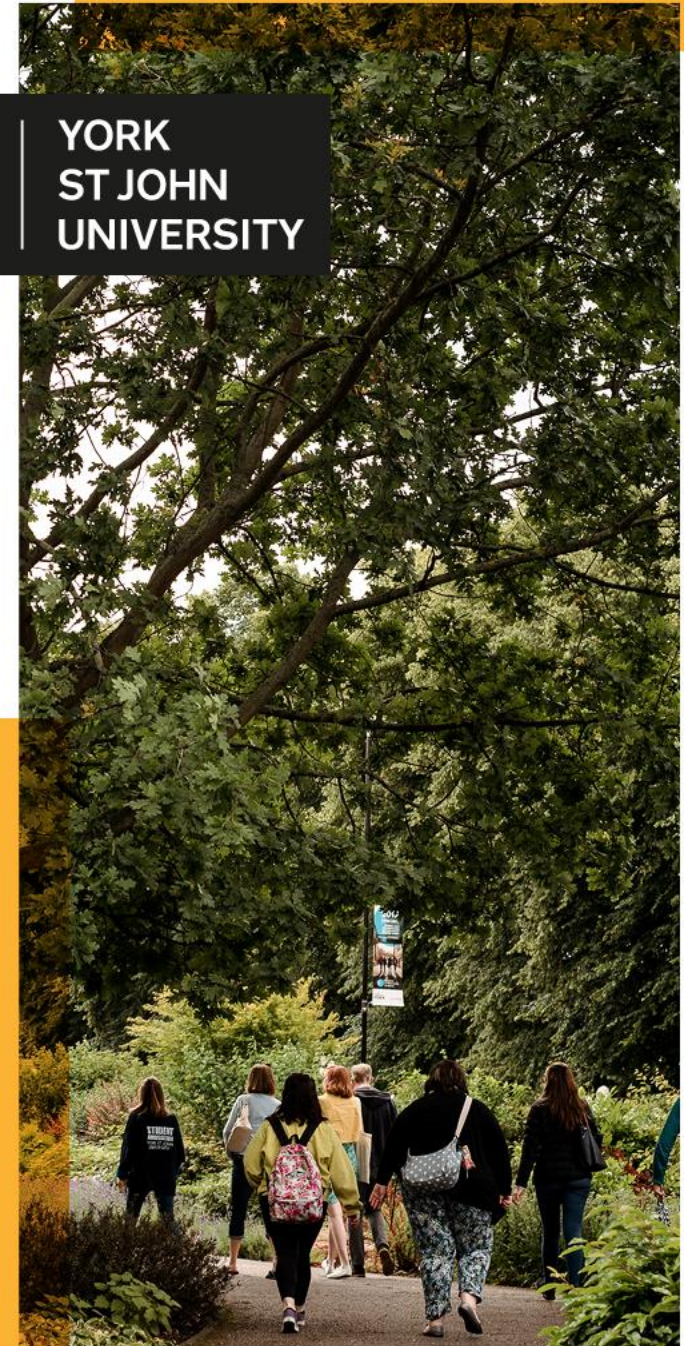
# Subject based tasks

## 15 key areas - optional

- SE1,2 and 3
- Safeguarding
- Assessment and use of data
- Social context of teaching
- Adaptive teaching
- Diversity and inclusion
- Working memory
- SEND
- EAL
- Cross-curricular learning
- Workload
- ECT

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# School based tasks

## 5 areas of the CCF

- Behaviour and high expectations
  - Pedagogy
  - Curriculum
  - Assessment
  - Professional behaviours
- 
- SE1,2 and 3
- 
- Observe, reflect and record how you and expert colleagues...
  - Trainees reflect on these in their weekly progress review meeting form. There are questions that they must complete weekly.

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