

PgCE/PCE(PCET)

Welcome to the programme





Aims of the session

- To introduce students to the structure of the part-time PCET programme
- To outline expectations for participation within the programme
- To get to know each other as professional educators

Introductions – your teaching team

Academic Director: Caroline Lewis

Tutors: Marc Flagg
Katie Gardner
Marion Phillips

HELLO!!!!!!



The PCET award

- Professional Certificate in Education & Training
- Professional Graduate Certificate in Education & Training
- Postgraduate Certificate in Education & Training

Communicating with you

- **Moodle** – central repository for key programme information, module pages as well as a main PCET Homepage.
- **Teams** – used for group messages and announcements to students and for scheduling synchronous online sessions. Please note this is your space as well
- **Email** – we operate a two working day response policy. Please do not send messages in multiple formats, we will get back to you as soon as we can.
- Please do connect with each other via social media, WhatsApp etc but be mindful of professionalism and the potential for ‘mixed messages’. If in doubt check Moodle, Teams and relevant programme documentation first.

The structure of the PCET programme

Year 1		Year 2	
The Teaching Toolkit 1	20 credits	The Teaching Toolkit 2	20 credits
Digital Innovation and Professional Practice	20 credits	Professional Development and the PCET Practitioner	20 credits
Additional Learning Needs & Inclusive Practice	10 credits	Action Research Project	20 credits
Managing Behaviour and Supporting Learner Engagement	10 credits		



Professional teaching experience

- Completion of **100 teaching hours** over the course of the programme
- Can be a variety of student-facing activities including online teaching
- A OneNote will be set up for you to maintain your teaching experience portfolio, please get into the habit of maintaining it regularly
- You will have regular meetings with your personal tutor to review your portfolio as we progress through the course

Introduce your friend

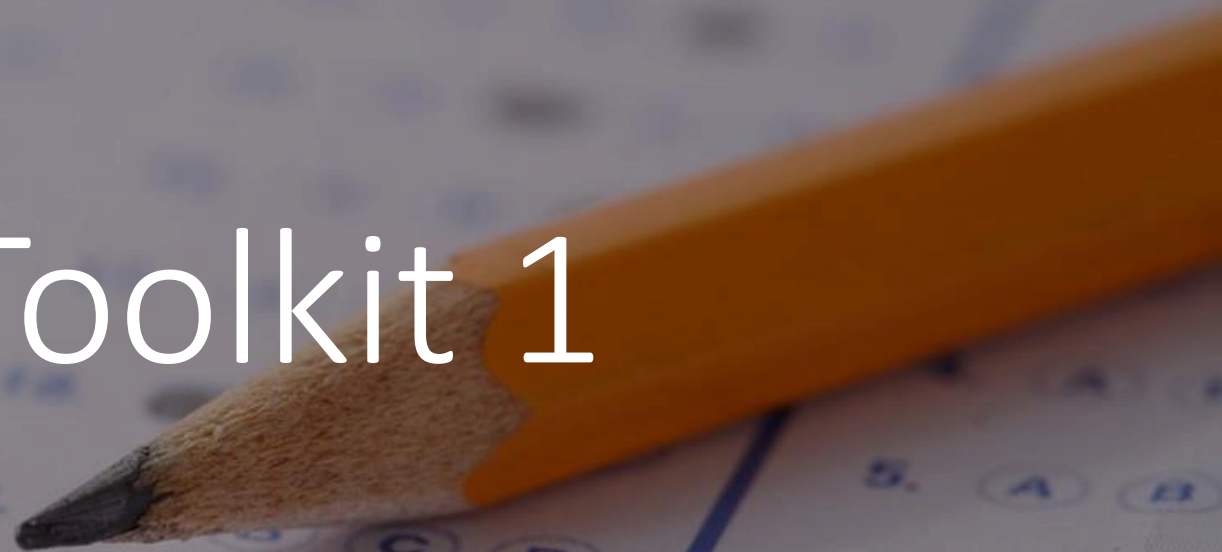
- + What is their name?
- + Where do they live?
- + What is their subject specialism?
- + Why do they want to become a teacher?
- + What are they most looking forward to about the course?
- + One interesting or unusual fact about themselves

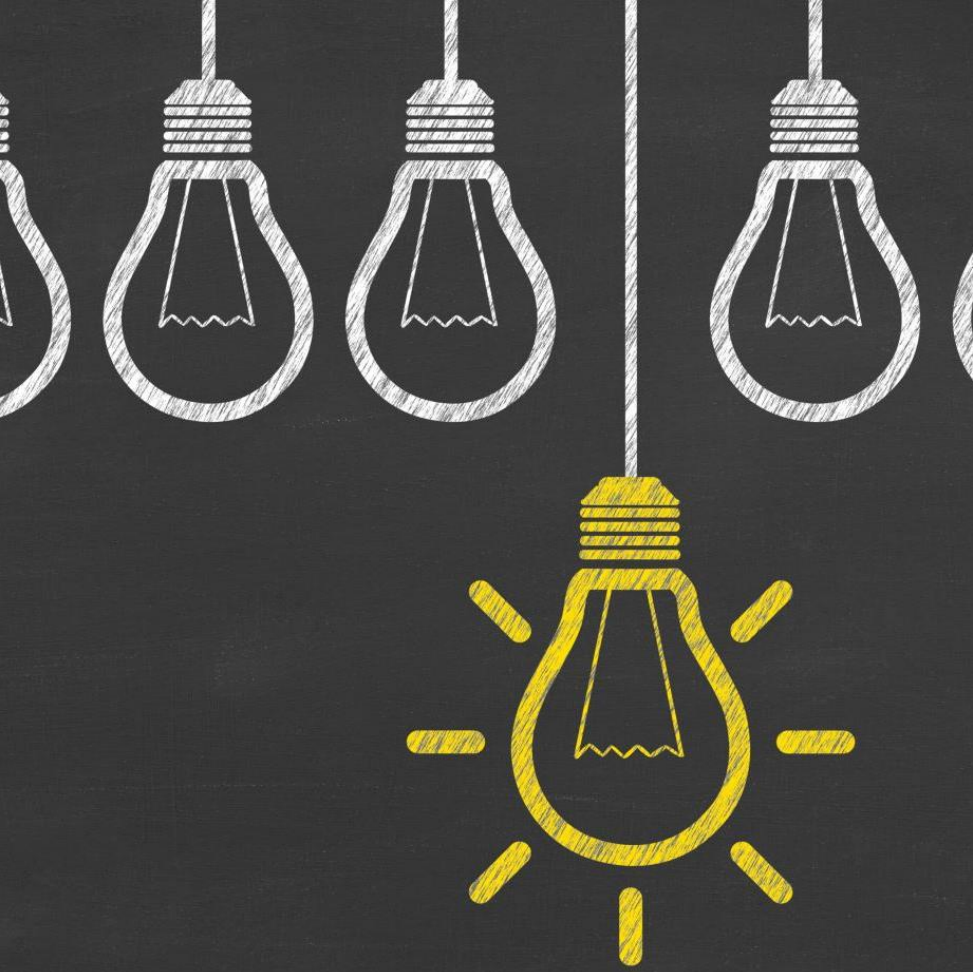


ECPT5001/ECPT6003

The Teaching Toolkit 1

Welcome to the module





Aim of the module

- To develop an understanding of key principles and methods of teaching and learning

Learning outcomes

- Design, plan and deliver a 30-minute teaching session to include relevant learning objectives, appropriate teaching and assessment strategies
- Critically reflect on own teaching practice as well as observations of other experienced teachers to develop targets for own professional development

Module Structure

Date	Focus
25.09.23	Introduction to the module
02.10.23	Introduction to reflective practice
09.10.23	Motivation and learning
16.10.23	Working with learners within the classroom <i>Digiskills session – Gwennan Couch</i>
23.10.23	Working with learners within the classroom
30.10.23	Micro-teaching tutorials – no taught session, appointments to be made with personal tutors.
06.11.23	Working with professional standards
13.11.23	Assessing and evaluating learning within the classroom
20.11.23	Micro-teaching
27.11.23	Micro-teaching

Microteaching

- Part of the assessment for this module requires you to undertake a 30-minute microteaching session to a group of your peers on a subject of your choice
- You will deliver these sessions during the last two weeks of the module



Module Assessments

Assessment 1

Assessment 2



Some questions for reflection...

- Think about a really good teaching experience you have had, this can be from any point in your education. What made it good?
- What makes a good teacher? Work with others to agree on a list of qualities.
- Now rank these qualities in order of important (1 being the most important)

Factors underpinning successful learning (Race 2005)

- Wanting to learn
- Taking ownership of the need to learn
- Learning by doing
- Learning through feedback and feed-forward
- Making sense of what is being learned

These are not however cyclical in nature but continually affect each other and therefore learning cannot be mechanised into sequential steps

Definitions of learning

(adapted from Curzon & Tummons 2013)

- + Any activities that develop new knowledge and abilities in the individual who carries them out, or else cause old knowledge and abilities to acquire new qualities (Galperin, 1965)
- + A process of reorganisation of sensory-feedback patterning which shifts the learner's level of control over his own behaviour in relation to the objects and events of the environment (Smith and Smith, 1966)
- + A change in human disposition or capability, which persists over a period of time, and which is not simply ascribable to the process of growth (Gagne 1983)

Some more definitions

- + The acquisition and retention of knowledge and habits of thought in a way that permits them to be employed in a useful way after the initial exposure has been terminated. (Saunders and Walstad 1990)
- + The alteration of behaviour as a result of individual experience. When an organism can perceive and change its behaviour, it is said to learn. (Encyclopedia Britannica 1989)
- + The active creation of knowledge structures from personal experience (Biehler and Snowman 1994)

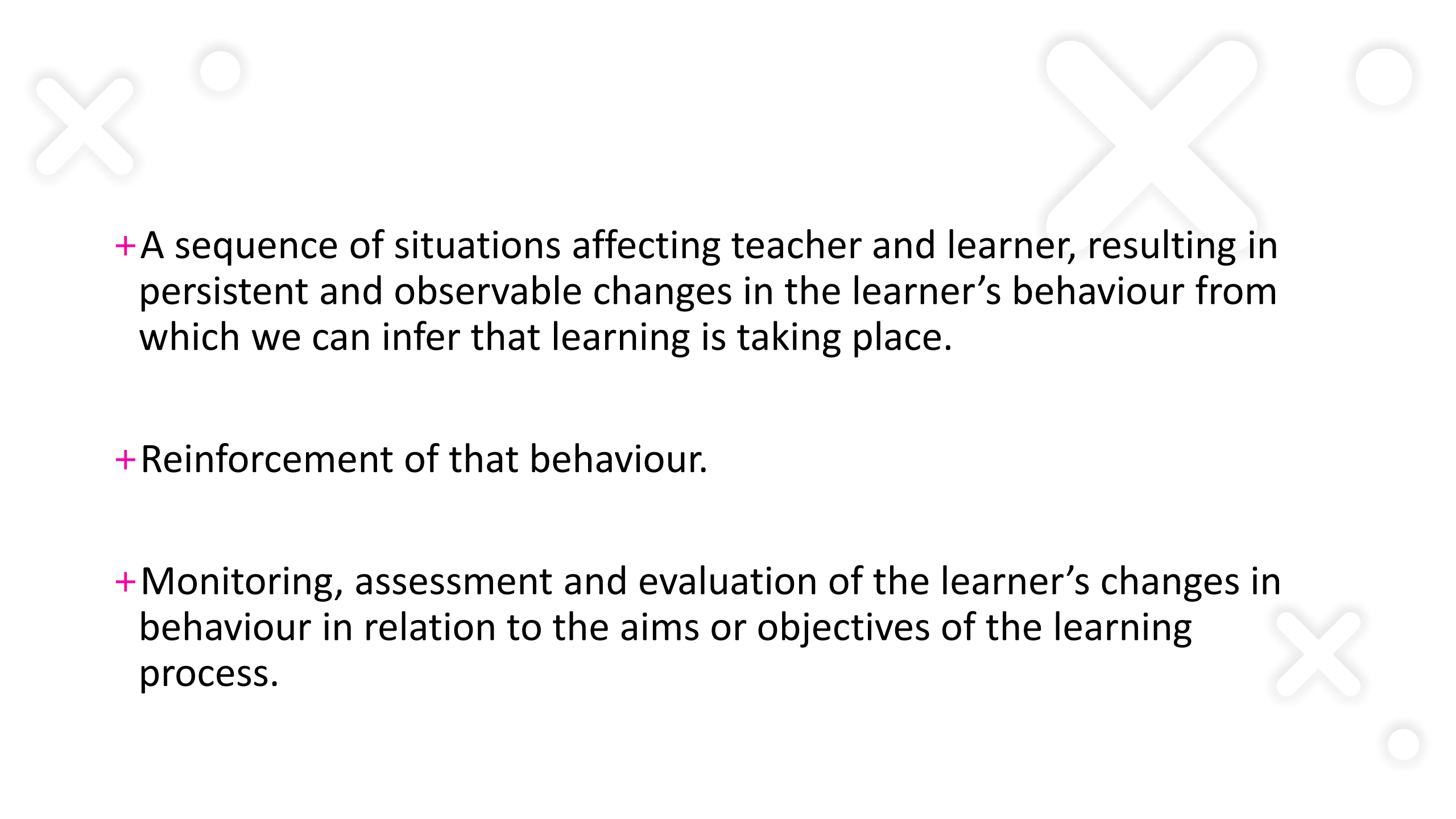
Even more definitions

- + Learning is becoming capable of doing some correct or suitable thing in any situations of certain general sorts. It is becoming prepared for variable calls within certain ranges. (Ryle, 1983)
- + Learning is an improvised practice, a necessary consequence of participation in social practices, changing not only what people know, but how they speak, act and behave within different social contexts. It leads to permanent changes in not just ability or knowledge, but also identity. (Lave and Wenger 1991)

Elements of the teaching-learning process

(adapted from Curzon and Tummons 2013)

- + Learners or students who are operating in sequences of patterned activity which we refer to as behaviour
- + A lecturer or tutor, selecting and organising instruction methods planning and controlling a situation for the achievement of optimum student learning.
- + Clearly stated session topics, aims or objectives, relating to the curriculum being followed and the anticipated or desired behaviour of the students.

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- + A sequence of situations affecting teacher and learner, resulting in persistent and observable changes in the learner's behaviour from which we can infer that learning is taking place.
 - + Reinforcement of that behaviour.
 - + Monitoring, assessment and evaluation of the learner's changes in behaviour in relation to the aims or objectives of the learning process.



A famous quote about teaching

'He who can, does.

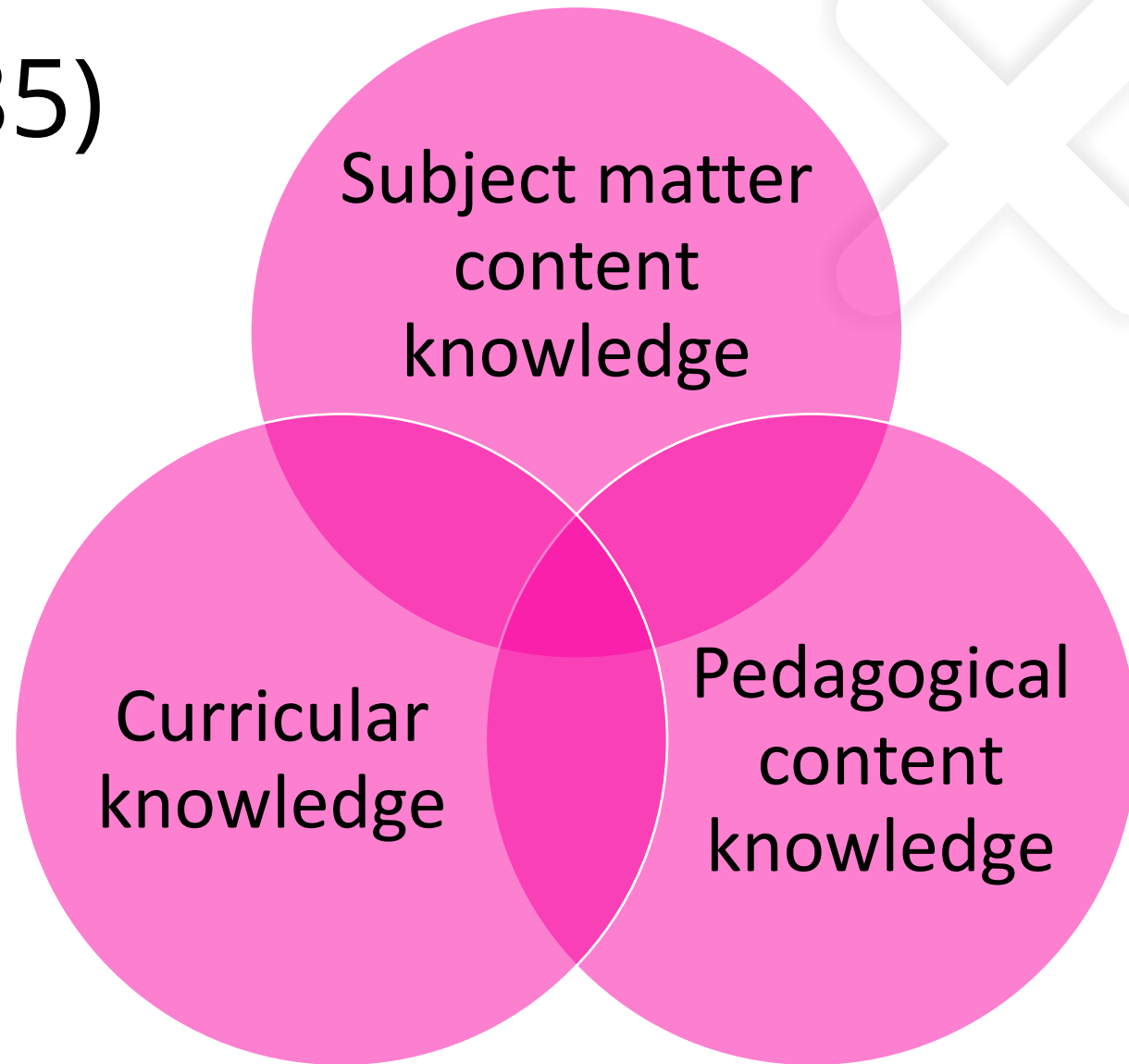
He who cannot, teaches'

(George Bernard Shaw)



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✕ Shulman (1985)

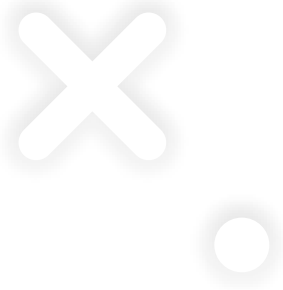


Metaphors for teaching styles

Apps (1991)

- + Lamplighters
- + Gardeners
- + Muscle-builders
- + Bucket-fillers
- + Challengers
- + Travel guides
- + Supervisors
- + Artists
- + Applied scientists
- + Craftspeople

Teaching styles (Jarvis 2006)

- + Didactic
 - + Socratic
 - + Facilitator-style teaching
 - + Experiential
 - + Mentor-style teaching
- 

References/wider reading

- + Bond, L., Smith, T., Baker, W.K., & Hattie, J.A. (2000). *The certification system of the national board for professional teaching standards: A construct and consequential validity study*. Greensboro Center for Educational Research and Evaluation: University of North Carolina at Greensboro.
- + Curzon, L.B., & Tummons, J. (2013) *Teaching in Further Education: An Outline of Principles and Practice*. London: Bloomsbury.
- + De Bruyckere, P. & Kirschner, P.A. (2016). 'Authentic teachers: student criteria for perceiving the authenticity of teachers.' *Cogent Education*, 3(1). 1247609.
- + Jarvis, P. (ed) (2006). *The Theory and Practice of Teaching. Second edition*. London: Routledge.
- + Kirschner, P.A., Hendrick, C., Heal, J. (2022) *How Teaching Happens: Seminal Works in Teacher Effectiveness and What They Mean in Practice*. London: Routledge.
- + Shulman, L.S. (1987). 'Those who understand teach: knowledge growth in teaching'. *Educational Researcher*, 15(2), 4-14