Towards a new era: Developing a Combined Primary & Secondary PGDE Programme

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Rationale for Development

- Opportunity
- Move towards more cross-sector teaching – *GTCS Framework for Professional Recognition*
- Inclusive Practice Project
- Opportunity to reduce duplication across existing PGDE programmes
- Existing culture of cross-programme working among School of Education staff
- Development process
Inclusive Practice (IP) as the ‘Driver’

IP is addressed within the core programme in order to prepare NQTs who accept individual and collective responsibility for improving the learning and participation of all children.
Ways of Working

- Tutor Directed Activities (TDA)
- Collaborative workshops
- Lectures
- Self Study Tasks
- Online discussions within VLE

Collaborative

Inclusive

PGDE Programme

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Some feedback from teachers on CPD events:

- **Really helpful** – Scenarios were obviously carefully thought about to address common issues and concerns. I feel that my attendance today will be beneficial to myself, the student and the pupils. Feel much clearer in my role as student supporter.

- **Extremely useful and informative** by far the best course I have attended on supporting students on placement. Far more confident now that I am on the right road and that my support will be focused correctly.

- **Will be able to take back some new strategies**

- **Was great to have the same person talking to the students and us – all singing from the same hymn sheet!**

- **Appreciate input from the university on the student placements and have really enjoyed and benefited from discussions with colleagues**
Supporting Teacher Mentors in Schools

**Key features of CPD events:**

- Participation of primary and secondary teachers together
- Not transmission of paperwork & procedures alone
- Use of case studies – anonymous in terms of name & sector
- Exploration of support mechanisms e.g. Cause for Concern
- Common reporting form used across sectors
Initial successes and challenges

Pedagogy
- How students explore dilemmas for teaching.
- Opportunities for Primary and Secondary students to work collaboratively.
- Students learn to cope positively with a range of school contexts.

Supporting Mentors
- Cross-sector collaboration at CPD events.
- Supporting good practice through dialogue around case studies.
- Collective awareness of expectations and responsibilities of students, schools and University.
- Improved standardisation of assessment and support.

Challenges
- By the end of the programme – Are students still committed to accepting individual and collective responsibility for improving the learning and participation of all children?
- How do we encourage all teacher mentors to engage with CPD opportunities?
For further information about the development and implementation of the PGDE @ Aberdeen contact:

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