

PGCE Primary and Early Years

Primary Initial Teacher Education



Location: London North campus, Tower Building

Starts September	Yes
Starts February	No
Full-time	Yes
Part-time day	No
Part-time evening	No
Part-time day and evening	No

Aims of the course

The PGCE Primary and Early Years is a one-year, full-time professional course of Initial Teacher Training Education. The course is aimed at graduates wishing to specialise in the Primary Years (5-11) or Early Years (3-7), leading to the award of the Professional Graduate Certificate of Education, or the Postgraduate Certificate of Education (M Level).

The course focuses on preparing teachers to work in urban, multicultural, multilingual schools. Issues of language, diversity and equality of opportunity are addressed across the curriculum. Principles of reflective practice, teamwork and collaboration are fundamental to the PGCE.

Most of the curriculum, and virtually all the school experience, relates to your chosen age range, although some elements of the course are taught to trainees on both the Primary and Early Years routes.

Course structure

Following government requirements for the award of Qualified Teacher Status (QTS), all trainees will receive a general introduction to the whole age range of 3-11. The Primary route is specially constructed to meet the various requirements for the QTS award for teachers specialising in Key Stage 1 and 2. Preparation for teaching in the Primary years is strongly focused on the theories of ways in which children learn in multicultural and multilingual settings. Early Years is currently a national area of growth and development. Preparation for Early Years teaching focuses on the role of language in learning, culture and identity, and theories of how children learn through self-initiated and guided activities, and play. The course builds on your cultural and linguistic experience.

The course works with the early learning goals and the Early Years Foundation Stage. It covers the core and compulsory subjects in the National Curriculum (English, maths, science, information and communications technology and religious education) and also has a focus on the foundation subjects – art, music, drama, physical education, design technology, history and geography. The course also focuses on language and learning, linguistic diversity and education in urban schools. Some teaching in the foundation subjects models an approach which integrates learning across subject areas, and this is enhanced through some dedicated cross-curricular studies.

There is also a strong focus on the role of information and communications

technology across the curriculum. You will gain some experience of the approaches and content for National Curriculum, Primary Framework, Core and Foundation subjects.

We work in partnership with a number of London primary schools and Early Years settings, and 18 weeks of the course are school-based, with the remaining 20 weeks taught in our Department of Education's purpose built accommodation at the Holloway Road site.

Before starting the course you are expected to spend at least a fortnight in a classroom within your chosen age range. In the first week of the course the two routes are largely kept together to gain an overview of a variety of educational issues, including multilingualism, diversity, and theories of how children learn.

Following this introduction, the course splits into age range groups and into curriculum teaching. The first assessed block practice of six weeks comes in early November. In the second term you have the opportunity for three weeks additional school experience. During this time you will be able to gain experience in another age phase and possibly visit some other educational establishments. The final nine-week block practice takes place in the third term. Then you return to the University to reflect on your experience to complete any other outstanding work.

Placements

You must spend a minimum of 90 days in school. A University tutor, school mentor and/or class teacher provide support. By the end of the final teaching practice, you will have gained experience of managing and teaching the whole class, as well as working with individuals, groups and collaborating with colleagues at your school.

Assessment

Your professional competence is assessed summatively through the Professional Standards for Award of Qualified Teacher Status (QTS), which are set out for all primary trainees by the Training and Development Agency for Schools (TDA) and Department for Children, Schools and Families (DCSF). These relate to professional issues, teaching and class management and are introduced early in the year so you become familiar with them.

In addition, you must show competence in subject knowledge and application in English, mathematics, science and information and communication technology. Much of this is assessed on school practice, though there are also audits and assessment of subject knowledge within the taught course.

The Training and Development Agency for Schools has introduced skills tests in numeracy, English and information and communication technology to confirm future teachers' competence to handle various professional roles. These are taken during the academic year and must be passed in order to achieve QTS.

Assessment of the taught course is through written course work, presentations, submission of files and preparation of resources, including those related to school experience. The assessment approach links both theory and practice, and much of it is related to actual preparation and teaching in the classroom.

Entry requirements

You need a relevant degree and GCSEs (minimum Grade C) or equivalent in English language, mathematics and science.

If suitable, you will be invited to attend a group interview and required to undertake tests in English and mathematics.

We particularly welcome your application to Early Years if you can show commitment to this age range. Undergraduate degrees, including the Early Childhood BA, sociology, psychology or a conventional subject within the school setting, are deemed adequate preparation for the course. Your suitability is judged through interview and scrutiny of the subjects offered on your GTTR submission.

You are expected to have at least 10 days experience of working with primary aged or young children in urban, multicultural, multilingual contexts. Such experience does not have to be in a formal setting. If your own background is in an urban, multicultural environment, and/or you are bilingual or multilingual in community languages, your application is particularly welcome.

Career opportunities

We have a very successful track record in terms of our graduates' teaching careers. London schools in particular value the preparation to teach children living in urban areas provided by our Department of Education. Most of our Early Years and Primary trainees who gain QTS obtain work within the year, many in the school in which they did their final practice.

Duration and attendance

The PGCE is an intensive, full-time programme of 38 weeks from September to early July. The course demands commitment, the ability to attend a full-time taught course, to undertake independent study and wide reading, and to meet the school-based requirements.

Fees and Funding

See our website, www.londonmet.ac.uk/tuition-fees, or call the Admissions Office (see Further Information below).

If you are a UK/EU applicant, you may be eligible for a government training bursary. For more information, contact the Training and Development Agency for Schools (TDA) on 0845 6000 991 or www.tda.gov.uk

Accommodation

The University prioritises applications from first year students who have accepted an offer of a place on a course and live further than 25 miles from the University. We allocate in date order and the process begins in April each year so students are encouraged to apply as soon as possible. Full details of all available accommodation can be found in our booklet 'A Guide to Halls of Residence' and on our web page www.londonmet.ac.uk/accommodation

How to apply

You must apply directly to the Graduate Teacher Training Registry for this course, and not to the University.

Graduate Teacher Training Registry
Rosehill

New Barn Lane
Cheltenham
Gloucestershire GL52 3LZ
Tel 0870 1122205
www.gttr.ac.uk

Further information

Admissions Office
London Metropolitan University
166-220 Holloway Road
London N7 8DB
Tel: 020 7133 4202
Email: admissions@londonmet.ac.uk
Web: www.londonmet.ac.uk

For academic enquiries

Patrick Eve
Course Leader
Tel: 020 7133 2616
Email: p.eve@londonmet.ac.uk
Cedra Dyer
Admissions Tutor
Tel: 020 7133 2647
Email: c.dyer@londonmet.ac.uk
www.londonmet.ac.uk/teach

Open Days/Evenings

You can also come to one of our open days and evenings, held throughout the year. See our website www.londonmet.ac.uk, or call the Admissions Office, for up-to-date details.

We do everything to ensure that information in this leaflet is correct however details may change and we cannot accept responsibility for errors and omissions.