CENTRE FOR TEACHER EDUCATION

Excellent teachers, need excellent teachers

WARWICK
THE UNIVERSITY OF WARWICK
We understand that teaching is more than just a job. We also know that you are more than just another applicant. That’s why our approach is tailored around your needs. We’re focused on getting you prepared to enter the classroom, and ready for all the challenges that teaching throws at you. We won’t drop you in at the deep end, but we will help you become accustomed to different school environments.

We have a long history of providing students with the best access to the contacts, resources and facilities needed to fulfil teaching promise. You’ll also benefit from our research-informed teaching, delivered at an acclaimed university with a reputation for excellence. That teaching will come from people who truly understand about the journey that you’re taking.

So choose Warwick, and give yourself the ideal start for that journey. Be somewhere which believes your teaching career can be as long, rewarding and enjoyable as you want it to be. Be somewhere that trusts you to follow a more personalised teaching path, but will be there for you wherever that path takes you.
For all of our routes into teaching, Warwick and our partner schools and settings share a commitment to teaching as an evidence-based profession.

Time is built into each placement to ensure you observe children as they learn, and understand the role of the adult in facilitating children’s learning. Our seminar programme includes time for you to discuss and debate relevant research, comparing this with your own experience and that of others.

Regular tutorials and a flexible seminar programme ensure that you are treated as an individual from the outset and are supported to progress according to your ability, taking account of your professional and personal development needs.

Fostering your values

By being at Warwick, you’ll be joining a community of student teachers who are talented, hard-working and ambitious. Each one of you will also share a common set of values, which will be explored throughout your learning.

Social justice: You’ll be encouraged to be ethical in your approach to young people’s learning, inclusive of all young people in your work, and be conscious of social justice throughout your education.

Intellectual curiosity: You’ll be curious to learn about learning, passionate about the mastery of teaching expertise, and display critical thinking in examining evidence for practice.

Creativity: You’ll be receptive and resilient to challenge and change, open to imaginative ways of working, and resourceful in acquiring new skills.

Therefore, it’s vital you receive the right kind of support, and that you feel cared for too. It’s something we strongly believe in, and it’s why we ensure that support is available when you need it, in an environment that gives you the space to think.

We’ll treat you as an individual from the outset, allowing us to find the right placements for you, and supply you with structured support from dedicated mentors. That guidance will be there for you as your career progresses, and in the years after you complete your studies.

You’ll also be able to call upon the friendship and guidance of your fellow trainees, and find plenty of opportunities to study quietly on your own, or collaboratively within groups.

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SUPPORTING YOUR JOURNEY

There’s a lot to take in when becoming a teacher.

Ways of learning and ways of teaching

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There’s a lot to take in when becoming a teacher.
WAYS TO GET INTO TEACHING

If you feel passionate about teaching but would like a more gradual introduction to the classroom, this may be the best option for you.

From September to the end of May you’ll spend four days a week in school across two placements, and spend one day a week at the university.

You may be eligible to receive a bursary whilst you train.

No bursaries are currently available.

The statutory induction is the bridge between initial teacher training and a career in teaching. It combines a personalised programme of development, support and professional dialogue with monitoring and an assessment of performance against the Teachers' Standards.

Award of PGCE with recommendation for QTS (Qualified Teacher Status)

If you’d rather be slightly more immersed in the classroom environment, consider the School Direct route. Most of the year will be spent in your host school, but you’ll also complete a further placement in another school.

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Award of PGCE with recommendation for QTS (Qualified Teacher Status)

The salaried route is ideal for graduates with extensive work experience, who have worked in a school or similar setting for some time and would like to be immersed further into school life.

You’ll be employed by the school so will spend most of your time there. You will spend one day a week at university until the end of May and you will also complete a further placement in one other school.

You’ll receive a salary whilst you train. You are not eligible for a bursary/scholarship alongside your training salary.

No bursaries are currently available.

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Inclusive teaching across a breadth of subjects

The first few weeks are primarily based at university to develop your subject knowledge and pedagogy before you spend three block placements in three different schools to provide a variety of experiences and settings.

No bursaries are currently available.

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Choose a specific subject to teach

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Award of PGCE with recommendation for QTS (Qualified Teacher Status)
Our Primary (age 2-7 or age 5-11) Postgraduate Certificate in Education (PGCE) is based on a partnership with schools within the region.

Course Content:

Core | University-led

On the Core (university-led) PGCE programme for both the primary phases, 120 days are spent in school and the rest of the programme will consist of sessions taught by the University of Warwick as well as independent study.

School Direct

On the School Direct PGCE programme for both the primary phases, approx. 145 days are spent in school and the rest of the programme will consist of sessions taught by the University of Warwick, some school-led sessions and independent study.

Modules

- Professional Practice: this module is concerned with ensuring that you are able to teach children English, Mathematics and Science as well as all of the foundation subjects. It will develop your subject knowledge as well as provide you with a wealth of teaching approaches and activities for each subject.

Entry Requirements

You must hold a UK Bachelors degree with Honours at 2:2 or above, or equivalent level. You must also hold at least a Grade C in GCSE English Language, Mathematics and Science (or equivalent). Please note, the new Grade 4 is considered equivalent to the old Grade C within the new grading system from 2017 onwards.

Your spoken and written English must be of an adequate standard for postgraduate study. If English is not your first language, you will need a minimum score of 7.0 under the International English Language Testing System (IELTS). Please see their website for details.

Practical Experience:

On the university-led programme, in addition to block placements, you will have the opportunity to experience a range of school settings through our programme of short Enhanced Placement Opportunities, during which you’re able to focus closely on a particular aspect of practice. This may include supporting pupils with special needs, English as an additional language, the teaching of phonics and early reading or how to support learning in contexts outside the classroom. You will also have an opportunity to spend a week in a special school, observing lessons and developing your knowledge of strategies to support pupils with SEND.

On the School Direct programme, you will spend the autumn and summer terms teaching in different age phases within your host school. A further placement takes place during the spring term in a complementary setting to offer breadth of experience. During each placement, you’ll take on a gradually increasing level of responsibility which will include planning and teaching, and you can expect to gain experience within two relevant key stages.

In school, you will directly observe pupils as they learn and teachers as they teach, as well as trying out ideas in practice for yourself in the classroom. The course is designed to ensure that your experience in schools complements and builds on what is addressed in university taught sessions. In addition to lectures and seminars, you will have the opportunity for independent study and you’ll be able to take advantage of the university’s study resources and facilities.

Assessment

You will be assessed through written Master’s level assignments, which are aimed at assessing your professional and subject specific learning. You’ll also be assessed on whether you meet the Teachers’ Standards at a level appropriate for a newly qualified teacher.

"When I began my PGCE, my goal in teaching was to leave my footprint and make an impact within all children’s learning. I wanted to be an effective teacher who challenged and creatively inspired all children individually. I am very grateful for the outstanding training the University of Warwick offered me. Its thorough and thoughtful provision has developed my pedagogy to allow all children to maximise their learning progress. Teaching is an extremely rewarding profession that provides the opportunity to make a difference to the lives of many children. The children are at the heart of all I do; ensuring that they have an enriched education (and the very best start in life) inspires my pedagogy each and every day.”

Josh | Science Lead. CTE PGCE Alumnus, Graduated 2018
Our Secondary Postgraduate Certificate In Education (PGCE) focuses on the 11-18 age range (Core (university-led)) and 11-16 (School Direct).

Our course aims to develop you into a highly effective reflective practitioner, equipped with the skills and knowledge to become a successful teacher.

You’ll be committed to promoting the educational achievements of all pupils, and have a deep respect for their diverse cultural, religious and ethnic backgrounds. You’ll be equipped with a secure subject knowledge base, and the ability to plan and teach in order to maximise pupil achievement. You’ll also gain the ability to assess, record and monitor the outcomes of learning, and have an understanding of the critically important processes of reflection. We will equip you with the skills needed to forge a strong personal and professional identity, which you will continue to develop throughout your career.

Subjects

The secondary course is offered across the following subjects:

- **Art & Design**
- **Computer Science**
- **Music**
- **History**
- **Drama**
- **Geography**
- **English**
- **Modern Foreign Languages**
- **Biology**
- **Physical Education**
- **Chemistry**
- **Physics**
- **Physical Education**
- **Mathematics**
- **Religious Education**

**Course Content**

Throughout the year, both the Core (university-led) and School Direct routes are taught together. From September until the end of May, you will spend one day a week at the university. During the final few weeks of the course, you will experience five days a week in school.

There are regular personal tutorials with your university personal tutor throughout the year, as well as weekly mentor meetings in school and termly school visits from your mentor tutor. A minimum of 120 days are spent on school placement and a five day primary school placement is undertaken during the year. A limited number of optional three day placements in a special school are also available to students on the Core (university-led) route.

**Modular Content**

- **Subject Studies:** this module is taught by a subject specialist and focuses on the theory, method and practice of teaching your own subject.
- **Professional Enquiry:** this module aims to add depth and breadth to your professional development by supplementing the practical, school-based components of your training, by developing you as an effective reflective practitioner who is able to engage critically with both academic research and your own practice.
- **Professional Practice:** this module contains both taught content and school placements, focusing on the Teachers’ Standards which range from behaviour management and lesson planning to personal and professional conduct.

**Entry Requirements**

You must hold a UK Bachelors degree with an average of 2:1 or above, or equivalent level. You must also hold at least a Grade C in GCSE English Language, Mathematics and Science (or equivalent). Please note, the new Grade 4 is considered equivalent to the old Grade C within the new grading system from 2017 onwards.

Your spoken and written English must be of an adequate standard for postgraduate study. If English is not your first language, you will need a minimum score of seven under the International English Language Testing System (IELTS). Please see their website for details.

**Assessment**

You will be assessed through written Masters’ level assignments, which are aimed at assessing your professional and subject specific knowledge. You’ll also be assessed on whether you meet the Teachers’ Standards at a level appropriate for a newly qualified teacher.

Our Secondary Postgraduate Certificate In Education (PGCE) focuses on the 11-18 age range (Core (university-led)) and 11-16 (School Direct).
Assessment Only Route to Qualified Teacher Status

If you have been working as an unqualified teacher for a minimum of 2 years and want to take the next step in your career, then completing the Assessment Only route will award you with Qualified Teacher Status (QTS). You’ll have significant experience teaching across consecutive age phases in the classroom and be able to deliver lessons across a teacher’s timetable.

There is a rigorous initial admission process, which is followed by a 12 week programme. At the end of the 12 week period, you will gain QTS and also immediately progress to the Newly Qualified Teacher (NQT) programme within the school.

Professional Development

Our 20 month part-time Master’s programme is designed for you if you are in full-time or part-time practice or taking a career break, whether you are based in the UK or overseas.

The weekend seminars and personal tutorials can be attended online or in person to best suit your needs, however during 2020/21 all MA Professional Education teaching will be delivered remotely. We hope to resume face-to-face sessions for 2021/22.

The course aims to equip you for your future career by giving you time to study in depth, an area of education that is relevant to your current practice and/or future career aspirations.

The programme can help you understand your current policy context and how to use research to good effect in your setting. You will learn skills that you can use to conduct strategic research whatever career path you follow. Your research can help prepare you for middle and/or senior leadership positions, pastoral roles and expert classroom practice.

You will develop a good understanding of how research is used in education, through undertaking the Research in Professional Practice module. This will help you generate ideas for a research study and design an appropriate methodology. The Ethics Portfolio module will give you a deeper understanding of the ethics of educational research.

If you complete your PGCE with us, you already have half the credits required for our MA in Professional Education. You can upgrade and complete your Master’s with us in just under two years (this route takes a semester) followed by an Ethics Application (supported by the Ethics Portfolio module) plus some planning time to agree your research focus in your workplace. This is followed by 12 months for the Dissertation stage. Students are actively encouraged to think about publishing and presenting their work from an early stage, and have previously been successfully published across a wide range of publications.

MA in Professional Education

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"I want to become a key name in educational research, especially in teacher wellbeing. I hope to change and influence key policies on teacher retention and wellbeing. The first research module of my MA, shaped my interest in teacher wellbeing. The initial study focused on factors contributing to teacher burnout and the stories and experiences I heard were a key motivator for me to continue research in this area. Teaching is a very stressful and difficult profession and the teachers I had throughout my MA were very strong and inspiring, they are the drivers to my passion."

Tayeba | Education Supply Teacher, PGCE Alumna, Graduated 2016, MA Alumna, Graduated 2020

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www.warwick.ac.uk/cte
STRONG PARTNERSHIPS

We believe that the schools in the Warwick Partnership and in the local community trust that our trainees will be of the calibre they want to employ - every time.

We asked our partner schools what a Warwick trainee means to them:

“For well over 20 years we have enjoyed a mutually beneficial relationship with Warwick. Warwick trainees are always of the highest calibre. Not only do they add capacity to our mission but they energise our permanent staff. We have been fortunate in being able to offer permanent contracts to many of the teachers we have trained.”

Francis Peacock
Deputy Head Teacher, Blue Coat Church of England Secondary School, Coventry

“We at Aldermoor Farm Primary School are proud to have a very strong relationship with Warwick. We are all leaders who are learners and together we have an absolute commitment to improve not only the practice of our trainees but also that of others.”

Tracey Metcalf
Deputy Head Teacher, Aldermoor Farm Primary School, Coventry

“You’ve been an integral part of the professional development of our current teaching staff and will continue to do so in the future.”

Sally Snooks
Head Teacher, Edgewick Community Primary School, Coventry

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Deputy Head Teacher, Aldermoor Farm Primary School, Coventry

You’ll be nurtured throughout your study

You can be assured that you’ll be placed with consideration, that you’ll be nurtured throughout your study, and that guidance will be available to you as your career progresses.

“Many Warwick graduates have since taken up senior roles at our school and have done much to both maintain and extend our reputation for supplying the best standards of education.”

Francis Peacock
Deputy Head Teacher, Blue Coat Church of England Secondary School, Coventry

“The high-quality partnership in teacher education has had a positive and sustained impact on the school community, providing access to highly skilled newly qualified teachers (NQTs) who have become part of the workforce and are the teacher talent of the future.”

Sally Snooks
Head Teacher, Edgewick Community Primary School, Coventry
The photographs within this brochure are Warwick trainees and children in our partnership schools.