

A centre based P.G.C.E. Secondary example

Structure and content

The Secondary PGCE was developed with the specific aim of preparing teachers for working in very linguistically diverse environments. The programme is structured around a professional studies programme that aims to:

- model good practice by facilitating team work, collaborative discussion by trainees across subject areas and personal reflection on key issues;
- embed the issues of language diversity, English as an additional language and principles of transferability of language skills within the whole programme
- link the dedicated sessions on language issues in the professional studies programme to directed tasks on teaching practice, which are then followed up by subject tutors.

Sessions last for two hours with a break.

Teacher Education Sessions

- Diversity and Learning: how pupils' diversity - their ethnic, linguistic, national, class, gender and sexual identities - affect their learning experiences in school. Students explore their own linguistic diversity in preparation for completing a language autobiography task and working in multilingual schools.
- Learning in an unfamiliar language: an experience of learning in a new language together with reflection on the needs of bilingual learners and appropriate teaching and learning strategies to meet those needs.
- Urban education: a London headteacher gives an account of the life and organisation of an urban secondary school and the issues it faces.
- Refugees and international migrants: this session addresses the needs of pupils who have recently arrived in the UK and the implications for teachers and schools.

Embedding in subject areas

In all subject areas directed tasks are carried out in school placements. These include:

- lesson observations
- interview with a pupil learning English as an additional language
- data collection on linguistic diversity
- interview of teacher on how linguistic needs are met in the classroom.

School experience

All trainees experience placements in linguistically diverse settings.

Resources:

The programme invites experienced teachers from partnership schools to run sessions.

Key texts

Gravelle, M. (Ed.) (2000) *Planning for Bilingual Learners: an inclusive curriculum* Stoke-on-Trent : Trentham Books

Gibbons, P. (1991) *Learning to learn in a second language*, Newtown, N.S.W.:Primary English Teaching Association

DfES (2003) *Aiming High. Raising Attainment for Minority Ethnic Pupils*. London : DfES.

Rutter, J. (2003) *Supporting Refugee Children in 21st Century Britain*, Stoke on Trent : Trentham Books.