

ITE Course Design: incorporating the children's agenda

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The changing national context

- The introduction of M level study for PGCE(P)
- Excellence and Enjoyment issues embedded
- PNS
- New Q Standards and ITT Requirements
- And of course, ECM

The changing local context

- Very wide range of school contexts in the Partnership, across a number of Local Authorities
- London based ITE provision (PG – KS1/ KS2 route), at the Urban Learning Foundation – working with schools in Newham and Tower Hamlets
- Wide ranging approaches to curriculum design
 - ‘the creative curriculum’, interpreted as the ‘city curriculum’ and the ‘village curriculum’
 - some schools are using ECM outcomes to design their curricula

Our starting point...

- Previous ITE course design, based on underpinning principles and values, reflecting local Partnership Agreement
 - Core subjects and ICT studied in each year of the UG course
 - Emphasis on developing a non-core foundation subject strength, or RE in the KS1/KS2 route for UG and PG courses
 - ‘Urban issues’ strength for PG course at ULF

What we wanted to achieve...

- ECM issues at the heart of our ITE programme!
- An added emphasis on individualised learning, with more on SEN, inclusion and diversity
- Continuing inclusion of our non-core foundation strengths in the 5-11 routes for Cheltenham based provision
- M level assessment to include ECM

What we did to achieve the aims...

- Firstly, staff development
 - Engagement of all staff!
 - Mapping exercises to address the scope of changes
 - Involvement of partner school staff in staff development meetings, to highlight local changes in schools
 - Greater liaison with L A at a range of levels
- Meetings, talking, attendance at a range of national meetings, hosting an ESCalate Seminar at U of G

Proposals for the UG course – Years 1 and 2

- Revision of Professional Studies, with a double module in Year 1
- Inclusion of a placement in a special school or special unit in Year 1 for all students
- Inclusion of thematic days in Year 1, following ‘strength’ modules
- Moving teaching of general non-core foundation subjects to Year 2

Early Years specialists – Years 1, 2

- Observation and analysis of children learning is central!
- In Year 2, students consider international approaches to early years work – Te Whariki, Reggio Emilia
- All aspects of child development addressed in student led seminars

Year 3

- Inclusion and diversity module for all students
- 5 – 11: Non-core foundation strengths to include:
 - Cross-curricular planning
 - Overt emphasis on ECM outcomes
 - Enhanced work in schools
- 3 – 7: more direct work in local early years settings
- Problem based learning approach to Professional Studies module
 - Inter-agency working
 - Enhancing students' independence, to prepare them to regard teaching as problem solving...