

MANCHESTER
METROPOLITAN UNIVERSITY
PRIMARY PROGRAMMES

DEGREES FOR CHANGE

THE INSTITUTE OF EDUCATION

- 4 year BA Programme run at Didsbury and Crewe
- 907 trainees at Didsbury; 355 at Crewe
- 1 year PGCE Programme run at Didsbury (with Early Years and MFL specialisms) and Crewe
- 124 trainees at Didsbury; 74 at Crewe
- Tutors teach on both Programmes and many teach on both sites
- SBT supervision includes trainees from both sites

BACKGROUND TO CHANGE

EXTERNAL FACTORS

- **2007 Primary Programmes Grade 1 M &QA.**
- **Identified by OfSTED as having the following key strengths:**
 - ✓ **Action planning and self evaluation**
 - ✓ **High level of consistency in the quality of provision at both campuses**
 - ✓ **High quality professional studies programme**
 - ✓ **Highly effective leadership**
 - ✓ **Effective partnership with schools**
- **Very healthy recruitment: BA 9:1 ratio applications to places**
- **PGCE 14:1 . 96% of PGCE trainees have a 2:1 or above**

BACKGROUND TO CHANGE

INTERNAL FACTORS

- Builds upon existing high quality provision: Value-Added
- Articulates the ethos and philosophy of the Primary Programme team: The Effective Teacher
- Academic Divisions: positional papers
- Student Voice

DEVELOPMENT OF THE RATIONALE

- Positional papers on Creativity, Subject Pedagogy, Multi-professional Practice contributed to the design of both Programmes
- A robust rebuttal of a reductionist / competency-based initial teacher education training model drive the Primary team and underpin both new degrees
- A culture of reflective, research-informed professional practice is developed from the beginning of the Programmes

THE EFFECTIVE TEACHER

A structured, coherent and progressive Programme aims to develop trainees who:

- **Are critical, reflective thinkers in relationship to the curriculum they teach, educational policy frameworks and their own practices as teachers**
- **Are independent, autonomous learners with sturdy, intellectually and practically tested educational values and beliefs**
- **Use research to inform practice and to enlarge and extend their concept of educational possibilities, opportunities and necessities**
- **Will become life-long learners with a commitment to developing the same qualities in children**
- **Embrace change in a critical and thoughtful way**
- **Are inclusive and creative teachers, positively responsive to new opportunities**
- **Work effectively as members of multi-professional teams**
- **Possess inter-cultural understanding and the ability to relate this to practice**
- **Use digital technologies with confidence and creativity**

THE NATIONAL AGENDA

- Every Child Matters
- Primary National Strategy
- Extended Schools
- Multi-Professional working
- Revised QTS Standards
- 'Futures Thinking'
- Personalisation
- MFL in Key Stage 2

KEY ELEMENTS OF THE REVISED PROGRAMMES

a) Personalisation

- Process begins at interview
- Identification of areas of strength, areas for development; SEN
- Initial Needs Analysis through pre-Programme tasks
- Pre-induction- construction of Individual Learning Plan
- Role of PDR tutor

PERSONALISATION

- Learning Plan enhances existing and highly effective PDR process
- Link of PDR to all elements of the Programme
- Regular tutorials in UBT and SBT enable trainees to make informed choices e.g. additional placements; focus of research; opportunities for collaborative learning, action learning sets

LEARNING AND TEACHING

- b) The learning and teaching methodologies will:
- Provide greater flexibility for trainees
 - Incorporate a range of approaches e.g. action learning sets; collaborative group activities; group tutorials; peer assessment opportunities
 - Build on existing good practice e.g. in TS
 - Provide opportunities to utilise skills of existing and newly appointed staff
 - Develop incrementally, thus avoiding the creation of an 'e-learning elite'

THE LEARNING SELF

- **‘Learning’- what it means to be an effective learner**
- **Model of a learner who is curious, independent, creative, resourceful.**
- **Ways in which adults and children learn**
- **Life-long learners**
- **Learning linked to children’s physical, emotional and social development and the factors that contribute to effective learning.**
- **Notion of transition, recognising the trainee’s own ‘journey’ from learner to teacher**
- **The target setting process**

STUDENT ENQUIRY

- Three elements: generic pedagogy, subject knowledge and enquiry skills
- Thematic teaching approach exploring the similarities and differences between subject pedagogies
- Independent, individualised learning
- Peer discussion, personal enquiry and tutorials to develop both subject and pedagogic knowledge