



**University of
Nottingham**

UK | CHINA | MALAYSIA

Welcome to the event

We will start at 5pm

**Please can you mute your
microphones and turn off your
cameras**



University of
Nottingham

UK | CHINA | MALAYSIA

A photograph of a modern university building at night, illuminated from within. The building has a curved, multi-story structure with large glass windows and a wooden facade. The lights are reflected in a pool of water in the foreground. A white rectangular box is overlaid on the center of the image, containing the text.

Becoming a teacher – postgraduate options



- Stef Sullivan – Director of ITE
- Paula Hancock – Professional Practice and Partnerships Lead





Aims of the session

- To support you to consider whether teaching is for you and to think about the age group you wish to teach
- To help you to understand the current application process
- To introduce you to the unique and innovative post graduate teacher training routes offered by the University of Nottingham
- To give you guidance on what we look for in an application

If you are joining us tonight from overseas and have specific questions about your options and/or finances then please visit the [Get into Teaching](#) website where you will be able to access specialised advice.

Why am I interested in teaching?

Questions to ask yourself:

- Do I like young people?
- What experience have I had in schools other than my own?
- Am I prepared to do something in which I am not going to succeed all the time?
- Do I want to be part of an educational community that is always learning and growing?



Routes into Teaching

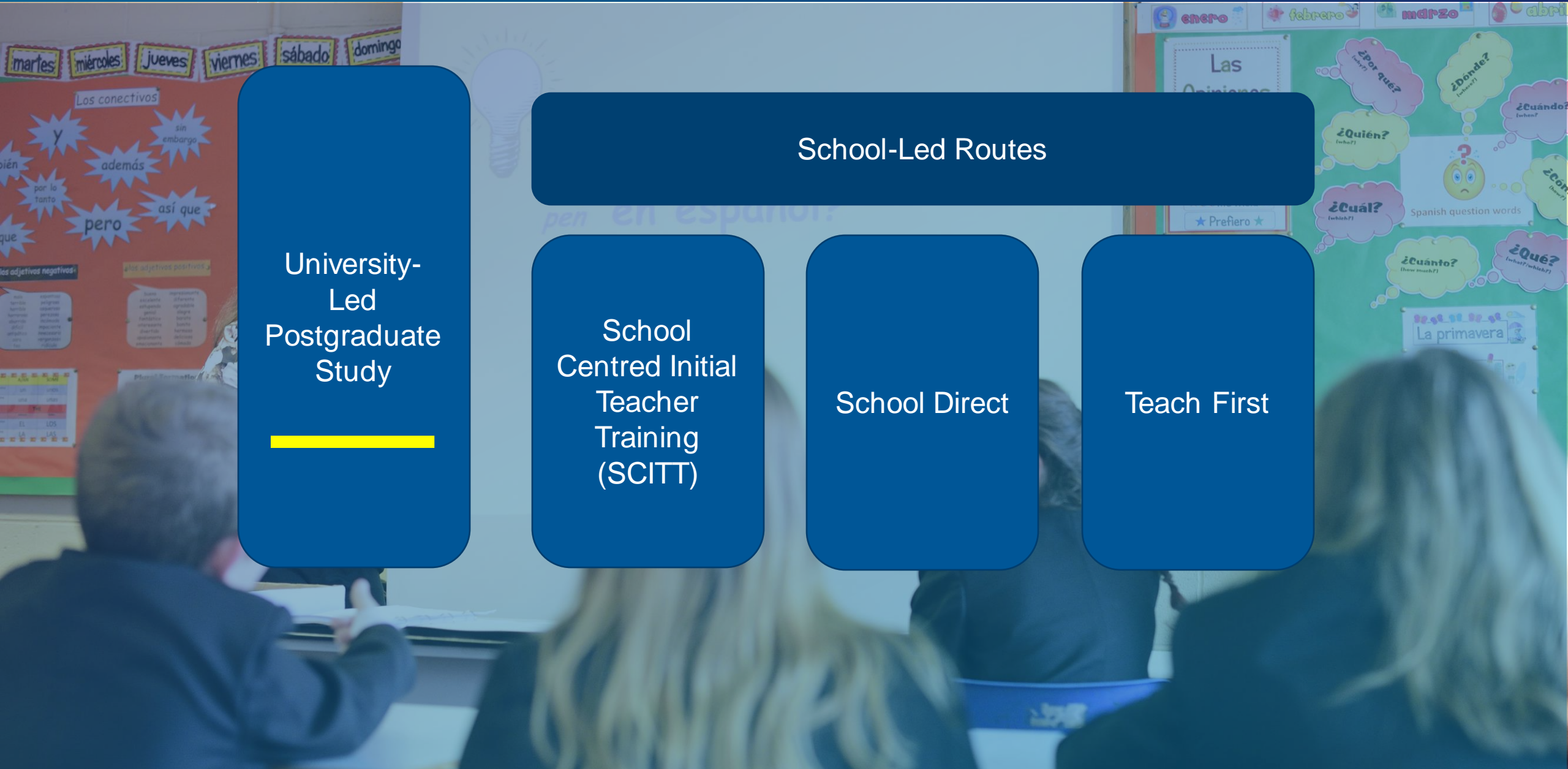
University-
Led
Postgraduate
Study

School
Centred Initial
Teacher
Training
(SCITT)

School Direct

Teach First

School-Led Routes





- Undergraduate degree
- GCSE grade C / 4 in English and mathematics for secondary teaching, the same grade in science is also needed for primary teaching
- Enhanced DBS check
- Fitness to teach occupational health assessment



Applying

- Apply online through DfE Apply
- Choose up to four courses/places

Screening and interviewing

- Providers have 40 days to make a decision

Accepting an offer

- You have ten days to decide after all your providers have made a decision



- Name referees when you apply
- These can be amended – e.g. following advice at interview
- Once you accept an offer references will be requested – they will be a condition of your offer



There are bursaries for some secondary subjects.

See Get into Teaching website
www.getintoteaching.com

Teaching 
Every Lesson Shapes a Life

Home Steps to become a teacher Ways to train **Funding your training**

Funding your training.

[Home](#)

Bursaries and scholarships

Bursaries and scholarships are tax-free amounts of money for certain subjects. You don't need to pay them back.

You'll need a first, 2:1, 2:2 degree or a PhD or Master's degree to get a bursary.

For a scholarship, each professional scholarship board has its own criteria.

You could get a bursary of up to £24,000 or apply for a scholarship.



Checks and questions for choosing a course

- What qualification does the course give you?
- Where is the course based and what can I find out about the provider?
- How is the course structured and why?
- What you will learn and from whom?
- What support will you receive?



Checks and questions for choosing a course

- What qualification does the course give you?



We offer the following courses

- Primary PGCE
- Secondary PGCE:
 - English
 - Geography
 - History
 - Maths
 - Modern Languages
 - Science: biology, chemistry, physics
 - Engineers Teach Physics



What qualification do you get?

- If you are successful on a UoN course you gain QTS and a PGCE
- Your PGCE is an integrated element of the course



- Where is the course based and what can I find out about the provider?



Busting some myths

- You are training to be a teacher so, of course, you are mostly in school! – **your time in school starts from week one of the course**
- When you are in university you have a very different experience to being an undergraduate – **it is not sitting in silence in large lecture theatres!**
- We do challenge you to engage with research but **only to make you a better teacher** – everything you do is linked to practice
- We are not ‘out of touch ex-teachers’ who don’t understand the real world – university tutors are all highly experienced teachers and now **expert teacher educators** and we work in partnership with practising expert teachers



Why come to a Russell Group university to train to be a teacher?

- We have a reputation that is recognised globally
- We are part of a vibrant, and well-established community of teacher educators and educational researchers
- We can draw on national and international expertise and cutting edge research and innovation

Why is this important for a trainee teacher?

- Our courses are underpinned by high quality research into teaching and learning and teacher development
- We offer you unique experiences
- Your qualification is recognised for its quality





Why come to the University of Nottingham?

- Our courses are underpinned by a carefully constructed ITE curriculum that is built on national and international research into ITE
- Our partnership is special
- We are expert teacher educators
- We have a strong focus on subject expertise and pedagogy
- We offer a personalised approach to your journey that takes account of your strengths and areas of interest with a range of enrichment and support opportunities
- You qualify with a PGCE alongside QTS and this gives you 60 Masters level credits





Why come to the city of Nottingham?

- One of Europe's' cleanest cities
- *Sunday Times* one of 'the best cities to live'
- 'Great city with thriving arts, music scene and nightlife'
Rough Guide 2019
- 'One of the happiest places to work in the UK' *Guardian*
- UNESCO City of Literature 2016
- Excellent transport networks and *Guardian's Climate champion overall winner* (carbon neutral by 2028)
- Cutting edge university campuses





Our partnership

- A long history
- Unique contributions from different experts
- Reciprocal, collaborative and open
- Creative and innovative

“The shared vision and ethos, which permeates the partnership, is characterised by very strong and active partnerships with schools, a highly inclusive approach, high expectations, the relentless pursuit of excellence and the continual drive to improve further in order to enhance the quality of training and ensure trainees enter the profession as good or outstanding teachers.”

Most recent Ofsted report



- One of only four providers
- Only university provider

'The exceptional curriculum is taught by experts. Trainees develop confident subject knowledge and a passion for their subject. They then skilfully teach this knowledge and communicate their passion for learning with pupils.'

'Trainees are proud to complete their teacher education at the University of Nottingham. They appreciate the remarkable efforts taken by leaders, tutors and mentors to ensure that they succeed. One trainee spoke for very many when they said: 'Tutors and mentors are constantly on hand to support with any aspect of the course. I cannot recommend this course highly enough.'



- How is the course structured and why?



Ethos statement

Teacher training courses at the University of Nottingham educate teachers... who are able to make informed and thoughtful judgements about what is educationally worthwhile, informed by their evolving philosophy of education, which is shaped and re-shaped by research, debate and their own intellectual curiosity



We believe that such teachers:

- are committed to working in a variety of schools within diverse communities
- act as role models for the young people they teach
- underpin their practice with a sense of responsibility towards the social, emotional and intellectual wellbeing of children

This is itself manifested in their:

- passion for teaching
- passion for their subject
- desire to support their students in developing qualities, skills and dispositions required for our fast-changing world



Phases and Strands

Teacher as professional	This strand explores the breadth of the roles and responsibilities of a primary teacher, all within an asset-based approach to education. You will develop an understanding of how to take ownership of, and be proactive about, your professional development, your professional identity and your wellbeing.
Teacher as thinker	This strand focuses on your growing knowledge as a teacher and how this knowledge develops through: reflection and professional dialogue; engagement with theory, research and expertise in the field. You will develop an understanding of practice based inquiry and research methodology in order to theorise your practice. You will explore what is known about how children learn, generally and in your subject, and consider how this affects your decisions as a teacher. Your goal will be to develop an informed philosophy by drawing on experience and expert thinking in the field and to maintain, and develop, your intellectual curiosity.
Subject knowledge for teaching	The key purposes of this strand are to: understand and appreciate the nature of teaching and learning each subject; explore how knowledge in each subject is constructed and develop an understanding of conceptual progression within each subject. As you build your knowledge of each subject as a teacher , you will develop an informed confidence in the decisions you make at all stages of the planning, teaching, assessment cycle.
Pedagogies	This strand explores general pedagogies and core practices that all primary teachers should be familiar and confident with. You will gradually develop your confidence and competence in these pedagogies and practices across the primary age range and within a range of contexts.
Progressing learning for all	This strand focuses on your growing understanding of planning and assessment and how to ensure all pupils make progress and maximise their potential. You will develop your understanding of how lessons are structured, how to effectively (and, over time, efficiently) plan lessons and how to assess pupils' progress. You will develop your understanding of how teachers, and schools, gather and use data in a range of ways and what a teacher's responsibilities are in relation to this. You will explore potential reasons why pupils may not reach their potential, barriers to learning and issues related to special educational needs and disabilities, with a focus on inclusion.
Curriculum	This strand explores how curricula are designed and the factors that influence this. Throughout the year you will explore the National Curriculum. You will locate the curriculum within a broader historical, social and political context and consider how schools interpret and develop the curriculum.
Building positive relationships	Throughout the year you will explore educational relationships and how these impact on pupils' learning. These relationships include those with pupils, teachers and other colleagues, schools and their communities. You will consider different approaches to classroom management and explore ways of creating a positive learning environment and culture in your classroom. By the end of the year you should feel confident to start your NQT year and set up effective relationships with new learners.



Phases of the programme

Phase	Timing	Key question
1	Pre course	How ready are you for your teacher preparation year?
2	Start of course to Friday 1 November	In what ways can you develop an understanding of the specialised knowledge a teacher needs?
3	Monday 4 November to Friday 6 December	What are the ways in which you plan, teach and evaluate lessons?
4	Monday 9 December to Friday 10 January	New ways of thinking?
5	Monday 13 January to Friday 3 April	What does it mean to be a good beginning teacher?
6	Monday 6 April to end of course	How do you maximise your potential as a beginning teacher?
7	Beyond the course	How do you sustain your professional development, and passion for teaching, through the next stage of your career and beyond?



The ITE year

Phase	w/c	Mon	Tues	Wed	Thurs	Fri		
P1: How ready are you for your teacher preparation year?	24 Aug							
	31 Aug				Registration and induction			
	7 Sep							
P2: In what ways can you develop an understanding of the specialised knowledge a teacher needs?	14 Sep							
	21 Sep							
	28 Sep							
	5 Oct							
	12 Oct							
	19 Oct							
	26 Oct	Independent Study Week						
P3: What are the ways in which you plan, teach and evaluate lessons?	2 Nov							
	9 Nov							
	16 Nov							
	23 Nov							
	30 Nov						Autumn Term Profile due	
P4: New ways of thinking?	7 Dec							
	14 Dec	Enrichment and personalised professional development		Visit to TP2 school	Enrichment and personalised professional development			
	21 Dec	Christmas Vacation						
	28 Dec	Christmas Vacation						
	4 Jan	Christmas Vacation						
P5: What does it mean to be a good beginning teacher?	11 Jan						Inquiry	
	18 Jan							
	25 Jan							
	1 Feb							
	8 Feb							Half Term Progress Check due
	15 Feb	Independent Study Week						
	22 Feb							
	1 Mar							
	8 Mar							
	15 Mar							
22 Mar						Spring Term Profile due		
P6: How do you maximise your potential as a beginning teacher?	29 Mar						Inquiry	
	5 April	Easter Monday						
	12 April							
	19 April							
	26 April							
	3 May	Bank holiday						
	10 May							
	17 May							
	24 May							
	31 May	Independent Study Week						
	7 June							Summer Term Profile due
P7: How do you sustain your professional development, and passion for teaching, through the next stage of your career and beyond?	14 June						Phase to include Alternative Professional Experience of two weeks (max one-week out of school)	
	21 June							
	July						Preparation for NQT year	



- Meets all the Core Content Framework requirements
- Is built on a deep understanding of how beginning teachers learn and what knowledge and expertise they need to develop
- Takes account of individual needs and journeys
- Supports you to become the teacher you want to be



- What you will learn and from whom?



School-based learning

- Carefully structured programme to scaffold your progress each term
- Gradual build-up of teaching
- Observations across all key stages with expert teachers
- Weekly mentor meetings
- Involvement in all aspects of school life





- Working with a large group of beginning teachers of your subject or phase
- Modelling of teaching approaches you can use in your classroom
- Exploring research and practice
- Keynote inputs from experts
- Peer teaching and learning
- Exploring and practising all elements of being a teacher in a 'safe' space



What our course design allows

- We can revisit key concepts about teaching and learning through a spiral curriculum
- We can constantly connect theory and practice, both in school and the University
- We can have a strong focus on subject expertise and pedagogy
- We can offer personalised support and enrichment
- We can have a strong focus on individual wellbeing and identity



- Alternative school experiences
- SEND opportunities
- Immersion days
- MHFA England First Aider Youth course



- Meeting the Teachers' Standards leading to Qualified Teacher Status
- Assignments





- What support will you receive?



- Personal tutor
- Mentor
- Coordinator/ITE Lead
- School of Education Welfare Officer
- Wider university support services





Equality and diversity

- We are committed to promoting and celebrating diversity in the teacher workforce
- We have led on the development of an Equality and Diversity Pledge that ITE providers in Nottingham and Nottinghamshire can sign up to
- We have also led on the launch of two regional networks for beginning teachers – Black and global majority, LGBT+
- For further details visit: <https://www.nottingham.ac.uk/education/schools-partnership-gateway/pledge/index.aspx>





Our enactment of the pledge

Network groups:

- Career changers
- Care givers
- Internationally educated students
- Neurodiverse students
- Students with mental health concerns

Safe space to share concerns without fear of judgement

Commitment to working together to respond to concerns





- Screening
- Interview
- Post interview





Screening – the personal statement

- The personal statement is very important: why teaching and why the phase/subject?
- The presentation and information you give are important too - spelling and accuracy matter!
- Say what knowledge and experience of schools/teaching/learning you have had or are seeking.
- Show your curiosity and passion





A typical interview at the University of Nottingham

- Group task
- Written task
- Presentation
- Individual interview



- Pre-course website
- Preparation tasks
- Specific recommendations
- Contact with tutors





University of
Nottingham

UK | CHINA | MALAYSIA

A photograph of a modern university building at night, illuminated from within. The building has a curved facade with large windows and is reflected in a pool of water in the foreground. The sky is dark blue.

Any
questions?