



# Initial Teacher Education: A Guide to the Classics PGCEs

by Steven Hunt, Aisha Khan-Evans, Joanne McNamara, Arlene Holmes-Henderson, Jane Ainsworth and Rowlie Darby

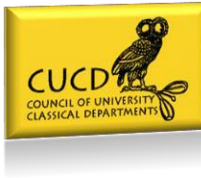
## Contents

Introduction by Steven Hunt .....	1
The PGCE in <i>Latin with Classics</i> at King's College London .....	2
The PGCE in <i>Latin with Classics</i> at Liverpool Hope University .....	5
The PGCE in <i>Latin with Classics</i> at the University of Cambridge .....	7
The PGCE in <i>Latin with Classics</i> at Durham University .....	10
The PGCE in <i>History with Classics</i> at the University of Leicester .....	14
The PGCE in <i>Latin with Classics</i> at the University of Sussex .....	17
References .....	20

## Introduction

### Steven Hunt

This article is a guide for prospective teachers of Classics looking to undertake a taught PGCE (Postgraduate Certificate in Education). It can also be useful for potential mentors of student teachers in Classics who might be considering offering a placement in their school for training, or for those providing references. There's a need for an update as the last guide of a similar nature was published fourteen years ago (Khan-Evans & Hunt, 2010). For a general overview of contemporary types of teacher training in England, see Hunt (2023). I am grateful to my colleagues for their individual contributions to this document.



All PGCE courses provide QTS (Qualified Teacher Status) which enable graduates to teach in state-maintained schools in the UK, and the PGCE (Postgraduate Certificate in Education) which is a teaching qualification recognized worldwide.

Prospective PGCE student teachers should apply through the Department for Education's website [Get Into Teaching](#). The website is now open.

Things to consider:

- Which PGCE programme is suitable for me?
- Where do I want to study?
- How will I support myself financially?
- How much support will I get in school?

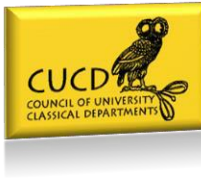
For courses which are predominantly about teaching the ancient languages, bursaries of £26,000 are available. Please check the details on the relevant websites carefully for funding and how to get it.

### **The PGCE in *Latin with Classics* at King's College London**

**Aisha Khan-Evans, Senior Lecturer in Classics Education**

<https://www.kcl.ac.uk/ecs/pgce>

The King's College London's PGCE is designed to prepare trainees for teaching classical subjects from Year 7 to Year 13 (ages 11 to 18). From considering the benefits of learning about the ancient world to working out what to do with an A level unseen, the PGCE at King's examines the 'what' and 'how' of teaching the language, literature and culture of the ancient world. The course combines theoretical perspectives with the practice of teaching Classics in the classroom and beyond. Trainees move from considering learning theories and evaluating courses and lesson/sequence plans to teaching, supported by tutors in college and mentors in our partnership schools, many of whom are former King's PGCE students.

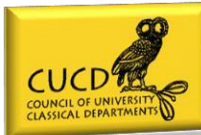


Our trainees will consider big questions such as the place of Classics within the curriculum and the point of teaching and learning classical subjects in the modern world. With this come questions of equality, diversity and inclusion in Classics. What does 'decolonising the curriculum' look like in Classics? For example, when trainees consider course design and resources, it is important to think about the version of the classical world being presented to learners; who is not being represented and whose voices are not heard is as important as those being presented.

Access to Classics also encompasses ways of engaging the full range of learners through adaptive teaching. Access to material culture is important and while this can be done within a classroom setting, we also have sessions focused on off-site teaching, including in recent years sessions and workshops in one or more of: the British Museum; the Museum of London; the National Gallery; Sir John Soane's Museum. While most Classics departments will teach Latin, Classical Civilisation is an increasingly popular element of the curriculum and another of the main elements of the course. We also look at the teaching of Ancient History (looking purely at examination entries, this is also increasingly popular) and Ancient Greek, which is available in a number of our placement schools.

There are several visiting teacher sessions, led by practising teachers at a variety of levels who are able to pass on their knowledge through reflecting on current practice in schools. We have, for example, specialists in teaching and using drama in Classics, a headteacher classicist looking at how to apply for teaching jobs and what schools might be looking for in applications and interviews; we also have a child and educational psychologist presenting the context and practical ideas for addressing Special Educational Needs and Disabilities in the Classics classroom. There are opportunities to meet previous trainees and explore aspects of training along with finding out what it is like to be an Early Career Teacher in Classics.

In practical terms, the first half of the course is structured to allow trainees time to share experiences and reflect on approaches to teaching, in the context of what they have learned and read, while honing their skills on a lighter timetable and settling in to the school environment. It is during the first placement that trainees research and write



an assignment on a general aspect of teaching, chosen from those covered in the Professional Practice and Policy Studies course; topics include social justice in education, Assessment for Learning (whose 'home' is King's College London) and classroom management. This is the first of two Masters-level assignments (worth 60 credits in total, the equivalent of two modules) and acts as an introduction to educational research. These modules also contribute to a full Masters in Education for any trainees wishing to continue studying at some point in the future (currently within ten years of completing the course).

While trainees have some time in college throughout their first placement, continuing to think about aspects of Classics teaching, the second placement, starting after February half-term, is closer to 'real' teaching. Trainees are in school full-time, aside from tutorial days, and have more lessons to teach than in their first school. Planning and preparation are (we hope) taking a little less time and trainees gain more experience of teaching longer sequences, with more responsibility for a greater number of classes. At this point, they are able to focus on their subject studies assignment, researching, planning, teaching and evaluating a short sequence of lessons with one of their classes. Recent topics have included: active and spoken Latin in the classroom; decolonising the classroom at GCSE level; promoting oracy and historical thinking skills in a Year 7 Latin class; and the use of technology in Classics teaching.

All PGCEs and other teacher training courses must now incorporate four explicit weeks of deliberate practice, called Intensive Training and Practice weeks, with each one focused on an aspect of teaching. They are designed to have an explicit focus on an aspect of theory and practice in relation to specific areas of pedagogy. At King's, we spread these across the autumn and spring terms and the areas addressed are: 1) Behaviour Management; 2) How Children Learn; 3) Adaptive Teaching; and 4) Assessment. They revisit aspects of the Latin with Classics course and the format of these weeks and their structured input allows trainees to (re-) engage with a selection of pedagogical principles and consider how best to integrate them into their teaching, before putting them into practice in their placement school.



In short, the course looks to develop teachers who are aware of the transformative potential of education, in Classics and beyond; we aim build teacher knowledge, empower trainees to engage with educational theory and to motivate them to develop their teaching in a reflective and critical manner. Our trainees are 'exceptionally well prepared for teaching in the real world' (Ofsted, 2024a).

### **The PGCE in *Latin with Classics* at Liverpool Hope University**

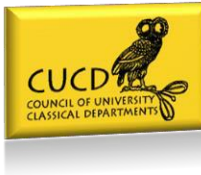
**Dr Joanne McNamara**

<https://www.hope.ac.uk/postgraduate/postgraduatecourses/pgcesecondary>

This year sees the launch of a PGCE in Latin with Classics at Liverpool Hope University (LHU).

A version of this course has been running successfully for seven years under the School Direct programme; trainees were recruited and trained by Liverpool College, a state-maintained academy in Liverpool, and their training was accredited and certificated by LHU. Between 2017 and 2024, 20 new Classics teachers have been trained via this route. We are grateful to LHU for taking this course on as a PGCE, now that the Government has wound up the School Direct route.

There are 4–6 places available each year on this PGCE, and trainees join the Core PGCE cohort at LHU for their generic pedagogical training and Intensive Training and Practice (ITaP) programme. The subject-specific curriculum is delivered by Joanne McNamara over 20 days throughout the year. Trainees submit work or notes at the end of each session, as formative assessment. Two larger research assignments are submitted and marked as summative assessment; these must be passed if the qualification is to be awarded. Topics for these subject days alternate their focus between 'language' and 'civilisation' (though of course there is always cross-over). Language training days include the following topics: developing mastery in Latin, creating an adaptive Latin classroom, planning a successful Latin lesson, assessment in language teaching, and teaching literary texts (making the unfamiliar familiar) There



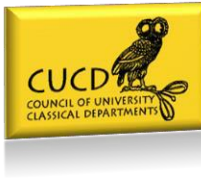
is scope to look at A level language teaching, if the skill-set of the cohort allows it; if not, we spend time developing their language skills instead.

Civilisation topics focus on developing 'Classics' oracy, using retrieval practice to build holistic understanding, creating opportunities for diversity and decolonisation in Classics curricula, and harnessing creativity in the classroom. Exploring ancient sources is a central and repeated focus, because this is the topic of the subject-specific ITaP.

Trainees undertake four weeks of Intensive Training and Practice (ITaP). These are designed to bring theory, practice and feedback together on an area of specific focus. Three of these are generic and set by LHU; 1. Setting High Expectations, 2. Behaviour for Learning and 3. Adaptive Teaching. The fourth, subject-specific ITaP for Latin with Classics concentrates trainees' attention on the direct explanation of ancient sources; trainees learn how building pupils' ability to respond to ancient sources, which are often unfamiliar in both presentation and content, is fundamental to pupils' progress in Latin and Classics.

For their practical training, trainees undertake two contrasting placements in schools around the North-West. Over the past seven years we have developed an outstanding team of mentors whose feedback and monitoring guide the trainees towards qualified teacher status and future careers. I am extremely grateful to all of them. Mentors and trainees upload evidence of teaching and observations onto an e-profile which can be monitored by the course leader. Weekly meetings take place to ensure that trainees understand what to concentrate on in their teaching, and so that mentors can check on the well-being of trainees. The course leader makes a visit to each placement to quality assure the feedback and support that trainees are receiving.

The e-profile remains available to the trainees for the three-year duration as Early-Career Teachers. Career advice is offered within both the generic and subject-specific PGCE training, and we hope to continue the successful employment rate of LHU trainees in Latin with Classics, maintaining or improving upon the 85% of teachers



trained by Liverpool College's School Direct Programme still working as Classics teachers in schools.

Building this course and training new Classics teachers has been a source of huge delight and pride to me; I very much hope that we continue to gain sufficient numbers of applicants to keep this northern PGCE course going in the future, and perhaps even to convince LHU to expand it.

### **The PGCE in *Latin with Classics* at the University of Cambridge**

**Steven Hunt, Associate Teaching Professor in Classics Education**

<https://www.educ.cam.ac.uk/courses/pgce/>

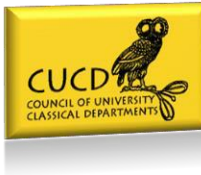
We aim to recruit 18 PGCE students.

Teaching and learning falls into three, interconnected parts: Faculty-based sessions for all PGCE students (including behaviour management, child protection / safety, adolescent well-being), Faculty-based Subject Studies specific to the teaching of the ancient world in secondary schools (ages 11–18), and School Placements.

Subject Studies focus primarily on the teaching of Latin, with further emphasis on the other commonly taught classical subjects: Ancient Greek, Classical Civilization and Ancient History. The principle is that we train the teacher-trainees to take up positions in schools as they stand, but also to offer suggestions and practices that 'might be'.

The basic programme is as follows:

- Primary-secondary transfer (including coursebook materials, word-roots / literacy at Key Stage 2).
- The teaching of classical languages: Traditional, reading-comprehension and active approaches (including coursebooks, theories of second language development).
- The teaching of non-linguistic classical civilisation and ancient history courses.
- Teaching Classics to pupils with Special Educational Needs and Disabilities.



- The use of information-communication technology, Virtual Reality and Generative AI in the teaching of classical subjects (including the use of published course materials and development of practice).
- The use of drama and expressive arts in the teaching of classical subjects.
- Extra-mural classics education (including visits to the British Museum, the Museum of Classical Archaeology at Cambridge and a virtual visit to the John Soane's Museum in London).
- Contemporary concerns, such as decolonising the classics and teaching sensitive issues (including gender and sexuality).
- Becoming a researcher in classics education.

Many of the Subject Studies sessions are delivered by the Subject Lecturers, often with support from mentors from local partnership schools. The Intensive Training and Practice (ITAP) weeks are at the start of the course, where PGCE students are in Faculty for the start of the week and in their first placement schools in the next two days, with a day of reflection at the end. The topics we have chosen for that period are 'Classroom Language', 'Planning Learning', 'Assessment' and 'Inclusion'. Each of these is grounded in the teaching of ancient languages, literature and civilisation.

There are 3 written assignments completed through the year:

- 1A assignment is a series of 3 short essays on the justification for Classics, a comparison of course materials, and lesson planning with inclusion in mind (6,000 words in total).
- 1B assignment is associated with an educational issue more broadly and how it is put into practice in schools. This is non-Classics specific (4,000 words).
- 1C assignment is a personal research project, focused on Classics teaching, carried out in the second placement school (8,000 words).

In 2023–4 we also engaged with research conducted by some of our mentors: the use of digital parsing tools for Latin texts (Coe *et al.*, forthcoming), rethinking Roman Britain, and the impact of Artificial Intelligence on the teaching of Classics. Several

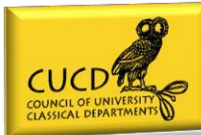




PGCE students took the opportunity with the 1C research assignment to trial some progressive and thought-provoking projects for classical subjects. In particular, there was a strong theme in pedagogical thinking and reflection about teaching ancient history and classical civilisation. In previous years, PGCE students seemed more interested in the potential of creative writing and the use of active approaches for learning ancient languages. There is no set requirement about what PGCE students need to research, as long as it is grounded in theory and is put into practice in the classroom, thereby improving themselves as teachers and the learning outcomes of their pupils – and PGCE students often have something to share within the group and more widely throughout the Classics teaching community as a result. The Cambridge PGCE is a Masters level qualification, equivalent to 50% of a full Masters in Education in Cambridge, provided that it is ‘cashed in’ within three years. Every year, several PGCE students go on to Masters in Education or related qualifications.

There are two school placements – one in the Autumn term and the other in the Spring-Summer terms, totalling 120 days. The two schools are contrasting, and at least one is a state maintained non-selective school. In school, PGCE students make progress through putting into practice ideas and training engaged with in Faculty, and also with the classes supervised by an experienced school-based mentor – also a subject specialist and often an ex-PGCE student from Cambridge into the bargain. Many of the mentors have been longstanding participants in Initial Teacher Education (ITE) with the Faculty, and understand how the course ‘works’ and what the expectations are. This helps when PGCE students are placed in schools which might not be close geographically to Cambridge. Ex-PGCE students / mentors form a tight community with a common sense of outstanding practice, developed and shared between themselves and at twice-yearly mentor meetings.

The final two weeks of the Summer term are spent back in the Faculty. There is a focus on extra-mural education, the use of drama in the classroom, and the promotion of Classics. Trainees are also placed for two days in one of the local partnership schools to develop links with small, off-timetable classes which exist there and to raise awareness of Classics in those schools in general – a form of local outreach activity.



We make great use of local Classics mentors: a professional storyteller and several local mentors are invited to offer their personal and specialised knowledge. The Faculty of Classics also generously continues to offer trainees a small travel grant to help provide resources for their teaching.

In terms of employability, all trainees who complete the course (and the vast majority do so!) go on to take up positions in schools across the UK and further afield. We provide support for applications, CV-writing and mock interviews. Cambridge PGCE students quickly go on to positions of responsibility within their schools, becoming heads of department, assistant headteachers and even headteachers themselves in the fullness of time. According to our last Ofsted Inspection in 2024, 'The secondary training programme is ambitious, high-quality, cohesive and exceptionally well planned. It results in sought after early career teachers who are well equipped to face the challenges of the teaching profession' (Ofsted, 2024b).

- Our entry requirements are Minimum Grade 4 (or C) in Maths and English Language (or equivalent).
- A degree (2.1 or above) in Classics or Classical Civilisation (or related).
- Applicants must have studied Latin to a minimum A level standard as part of their course of study.

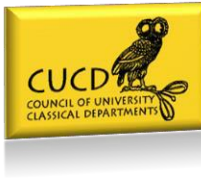
### **The PGCE in *Latin with Classics* at Durham University**

**Arlene Holmes-Henderson, Professor of Classics Education and Public Policy**

<https://www.durham.ac.uk/departments/academic/education/teacher-training/pathways/pgce-programmes/>

The PGCE Secondary course at Durham University is an exciting and innovative programme in Initial Teacher Training which began in 2022. Numbers of students vary but in 2025–2026 we expect to admit 5–10 students.

The PGCE Latin with Classics course supports trainees to develop their subject



knowledge and pedagogical skills for teaching Classics with confidence in secondary schools. The course will:

- Provide you with the necessary knowledge, skills and understanding needed to become an effective and inspirational teacher of Classics.
- Extend your awareness of the role and relevance of Classics in the school curriculum today.
- Explore a variety of approaches to teaching classical subjects to allow you to develop an appreciation of your own areas of expertise and areas that you may wish to develop.
- Help you connect with members of the Classics subject community locally, regionally and nationally via partnerships with subject associations and museums.

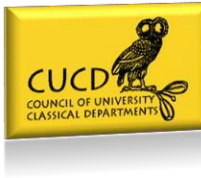
Subject pedagogy (how to teach the subject for understanding and engagement) is explored in an innovative university/partnership model known as the POD (Professional Opportunities and Development). The POD involves a 'hybrid space' where university tutors and classroom practitioners work together. This model provides trainees with the 'best of both worlds'; opportunities to work with university research experts and school practitioners with experience of delivering the National Curriculum who are experts in current classroom practice.

The university-based sessions focus on a weekly specific pedagogical theme, which is integrated with sessions devoted to your subject specialism, delivered by subject specialists from the Department of Classics and Ancient History as well as the School of Education, and the POD school. Wellbeing is at the heart of the PGCE course, and you will receive personal, constructive, and friendly support from your University and School-Based Tutors and our Wellbeing Team.

### **Course structure**

The course is organised into three modules:

1. Professional Issues in School-based Education
2. Teaching and Learning in the Curriculum
3. Self-directed Study



The Professional Issues in School-based Education relates to the Durham University Initial Teacher Education (ITE) and is delivered through the Research Related Professional Practice programme (RRPP).

The RRPP is designed to bridge the gap between research and professional practice. It encourages trainees to focus on key subject specific threshold knowledge linked to deep thinking in terms of how to teach in order to have maximum impact on pupil learning.

Teaching and Learning in the Curriculum and Self-directed Study assignments are studied at Masters Level. The Teaching and Learning in the Curriculum Module draws on the international research expertise within the School of Education enabling student teachers to engage critically with issues relevant to the classroom and school community, particularly those that impact on the success of young people as learners.

The Self-directed Study module draws on aspect of teaching and learning in a small-scale action research piece of work, and links this to critical engagement with published educational research.

These Masters modules provide an opportunity to consolidate theoretical knowledge, through lectures and mixed subject/phase seminar groups taught during a Reflective Practitioner Conference. In addition to covering Teachers' Standards, these modules will enable assessment work to be carried out for the award of the PGCE. On successful completion of the course, our beginning teachers have 90 credits and QTS.

Students who have successfully completed the PGCE at Durham in the previous academic year have the option to use the 90 credits they have accumulated towards a part-time MA in Education. These students only need to do the core modules, Education Enquiry and the Dissertation over 2 years, to complete the course.



## School placements

You'll be placed in schools for most of your course. Latin with Classics trainees enjoy school placements in Durham, Newcastle and York. Mentors are experienced Classics teachers who will support your development as a member of the teaching profession.

Universities can work with over 100 potential placement schools. You can't pick which schools you want to be in, but your university will try to take your journey time into consideration.

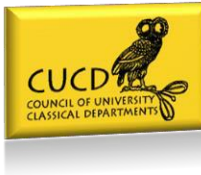
The responsibility for training is shared between schools and the University, providing a supportive professional environment in which you can develop your knowledge, skills, understanding and expertise. Our mentors work in partnership with the University to give you the best possible encouragement and further development as you progress towards your Qualified Teacher Status. The Durham University Schools Partnership has schools across the North-East region and students are required to travel independently to these. The Partnership Team work hard to ensure that travel expectations are reasonable.

## Entry Requirements

- An undergraduate degree at class 2:2 or above, or equivalent.
- Your degree subject should be in Latin, Classics, Ancient World Studies, Classical Civilisation or a similar subject. Otherwise, you'll need to prove your subject knowledge in some other way.
- GCSE grade 4 (C) or above in English and Maths, or equivalent qualification.
- GCSE in Latin (or equivalent qualification). We will support you to develop your subject knowledge to AS/A Level.
- We'll consider candidates who are currently taking GCSEs.
- We'll consider candidates who need to take a GCSE equivalency test in English or maths.

## Personal qualities

During the recruitment process, we will be evaluating your potential to become an



effective teacher. Our preferred applicants will have the following qualities:

- a desire to teach and work with young people from all backgrounds.
- effective communication skills and a collegiate approach.
- a passion for your subject and strong subject knowledge.
- a commitment to teaching and the determination to succeed.
- consistently high standards of personal and professional conduct, upholding public trust in the profession.

### **Student feedback on the course**

*'Durham is a beautiful city and I feel very comfortable here. Considering it is the first year of the course's running, the support I have received from my university mentor has been amazing. I feel both encouraged and challenged by the course and my placement so far has been enjoyable. My placement school has given me the opportunity to teach both Latin and Classical Civilisation from year 7 to GCSE, as well as Ancient Greek off-timetable to a mixed ability group. The POD days at other local schools and colleges have been massively beneficial for me as staff have given practical advice to improve my skills in the classroom.'*

Lucie Kingscott-Marsh, Latin with Classics PGCE student 2022–2023.

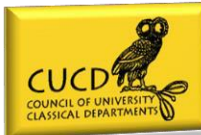
### **The PGCE in *History with Classics* at the University of Leicester**

**Dr Jane Ainsworth**

<https://le.ac.uk/education/study/pgce/courses/history-classics>

**Course Description:** PGCE with QTS, age range 11–18. Ofsted rating February 2024: Outstanding (Ofsted, 2024c).

The History with Classics PGCE course is committed to widening access to the teaching of classics and teaching history as a lively, thought-provoking subject. The two school placements in each student's specialist subject include at least 40% Classics in one placement. Where appropriate, students can practise the teaching of

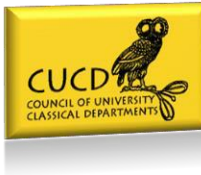


classical languages, with opportunities provided to learn languages from scratch. The course places emphasis on developing students' ability to promote the value of teaching Classics, a non-statutory subject, in today's schools, alongside the National Curriculum. History with Classics students are taught as a PGCE Humanities group for part of the week, allowing them to reflect on the key concepts and curriculum requirements of classical subjects and history, while identifying varied, imaginative strategies for use in the classroom when teaching the ancient world. Students investigate the benefits of teaching with artefacts, drama, role play and re-enactment, local history, and fieldwork.

Students will focus on the realities of teaching the ancient world in schools with different contexts by reflecting on their ability to communicate the intrinsic value of learning about the cross-curricular nature of the ancient world to different audiences in an educational context. The course develops students' abilities to identify best practice in introducing classical modules to National Curriculum schemes of work. Students are challenged to consider how topics as varied as material culture, inscriptions, mythology, ancient theatre, and literature in translation can engage, encourage, and enthuse pupils who may not enjoy reading or creative arts, nor have had the opportunity to visit heritage sites or events.

Continuous assessment is used throughout the course and there are no examinations. History with Classics aims to model good practice for students' work with pupils, with an emphasis on active, student-centred learning. It provides students with opportunities to develop collaboratively with other History and Classics specialist trainees and to develop students' understanding of their professional role as one which contributes within a department and whole school communities. The course reflects critically on the relevance and impact of teaching the ancient world in local communities in the past, present, and future.

After induction students will spend 8 weeks in their Phase A placement school. The course works closely with the Classics for All East Midlands hub's network of schools which are placed in a range of different communities and have varying contexts.



Students therefore benefit from the wider support offered to teachers by the national educational charity's accreditation, training, and resource programme at a formative stage in their development as educational practitioners. The hub provides additional support for teachers through their ECT (Early Career Teacher) programme and beyond. During the placement, they will build on their existing experience and develop new skills with support from the school's Coordinator for Initial Teacher Education and a subject mentor who will oversee their professional development during the placement and liaise closely with the student's university tutor who will also support the student. During this placement the student will be expected to fulfil a 50% timetable. During the Phase B placement, students will spend about 14 weeks in a different school, also supported by a mentor, ITE Coordinator and university tutor, fulfilling a 66% timetable.

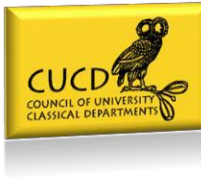
History with Classics students will spend 60% of a Phase A Practicum timetable OR approximately 40% of a Phase B Practicum timetable focusing on Classics.

All students will also undertake a week in a primary school following their Phase A placement to support their understanding of the broader context of education and to support the writing of one of the PGCE assignments.

Applicants without History or Classics as a major subject are expected to undertake essential background reading before the course starts. We expect all prospective students to have spent some days observing, possibly assisting, learners and teachers in History/Classics/Humanities classrooms to familiarise themselves with current developments.

The PGCE is a challenging course, and we are looking for applicants with a wide range of skills, knowledge, experiences and an aptitude for teaching. These skills include the ability to form relationships, good communication, commitment to learning and teaching and reflective qualities. History with Classics students will need to be particularly aware of the importance of reflecting on and communicating the value and relevance of a non-statutory subject. The course places an emphasis on supporting





students to promote and justify the value of teaching the ancient world as both the educational landscape around them and academic research in the discipline changes.

### **Entry Requirements:**

- Grade C in GCSE Mathematics & English.
- A-level and 2:1 or better Honours Degree level History.
- It will be an advantage for students to be able to demonstrate study of ancient history, archaeology, and/ or classical subjects. Those students with joint or combined honours degrees in which Ancient History is a major subject are also welcome to apply.
- Students wishing to teach classical languages must have either an A-Level in the language or undertake the recommended classical language summer school before the course commences.
- See the 'Equivalent Qualifications' section on <https://le.ac.uk/education/study/pgce/applying/entry-requirements> for students from different educational backgrounds

**Numbers anticipated:** 3 (part of a larger cohort of History students)

### **The PGCE in *Latin with Classics* at the University of Sussex**

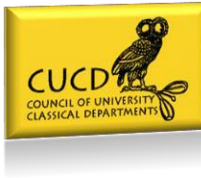
**Rowlie Darby, Associate Initial Teacher Education**

<https://www.sussex.ac.uk/study/masters/courses/secondary-latin-and-classics-pgce>

There are two periods of professional practice:

**Professional Practice 1** runs from September to Christmas. Student teachers spend Monday to Thursday in School and every Friday at university.

**Professional Practice 2** runs from January until the end of June which includes the second placement. During Professional Practice 2 student teachers attend university on fewer numbers of Fridays held at strategic points in the placement.

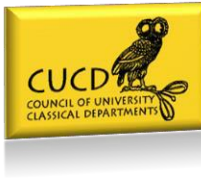


## Core modules

Core modules are taken by all student teachers on the course. They give a solid grounding in the chosen subject and prepare student teachers to explore the topics that interest them most.

## Autumn and Spring teaching

- Applying Professional Knowledge – 30 credits, Level 7 (Masters). This module is delivered over the autumn and spring terms and is integrated into both University and School-based learning. You will complete an assignment of 6000 words, based around the design and delivery of a unit of work centred on a selected pedagogic focus. The assignment will develop your understanding of the ITE (Initial Teacher Education) curriculum relating to your subject/phase curriculum, pedagogy, lesson planning, adaptive teaching, and assessment practices. The assignment will further develop your critical engagement with research, policy and practice and through critical evaluation of your own practice and the impact it has on your placement school. You will consult your tutor at the university and your school-based mentor to identify a focus in your specialist curriculum area (Key Stage 2, Key Stage 3, Key Stage 4 or Post 16) to plan and develop a unit of work responding to the specific needs of pupils in your placement school. Lectures, workshops and seminars provide opportunities for you to explore issues and ideas with tutors and in peer learning situations. Academic tutorials also allow you to present your ideas for your assignment and receive feedback.
- Developing Professional Practice – 30 credits, Level 6. In this module, you develop and apply your knowledge and understanding in a phase/subject specialism in a school and classroom context.
- Reflecting on Professional Knowledge – 30 credits, Level 7 (Masters). This module is delivered over the autumn and spring terms. You will focus on articulating how research, policy and practice from working with colleagues in schools has informed your development, and identify ongoing targets for professional development into your Early Career Teaching.



## Spring teaching

- Advancing Professional Practice – 30 credits, Level 7 (Masters). In this module, you'll enhance your ITE Curriculum knowledge in a distinct school environment, preparing for Qualified Teacher Status through a contrasting second placement, fulfilling Initial Teacher Training requirements.

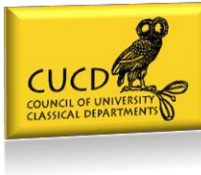
This course prepares students to start their career as a new teacher and be successful. student teachers will learn to teach in schools in East or West Sussex, Brighton & Hove, Surrey, Hampshire or Kent.

Choose to study this course full time or part time, to fit around your work and personal life.

We will develop your skills as a reflective practitioner. We use an innovative range of assessment modes that enable you to succeed. School-led teacher education is run by experienced mentors and professional tutors. You'll be supported by university tutors throughout the year. Our team includes tutors who combine teacher education with teaching in partnership secondary schools. This means they can offer perspectives fresh from the classroom.

We have an excellent record of graduate employment. Our employability records surpass national benchmarks.

To access the course UK Nationals should normally have a lower second-class (2.2) undergraduate honours degree or above. They will need a strong knowledge and understanding of Classics (Latin, Classical Civilisation, Ancient History, Ancient Greek), and a sound awareness of how the classical subjects are currently taught within Secondary state schools; an undergraduate degree in Classics or a related discipline. Candidates with related degrees in Archaeology or History will need to demonstrate that they have a strong foundation in Classics, e.g. an A level in Classical Civilisation or Latin/Greek. Other related degrees and professional experience may be considered if a Subject Knowledge Enhancement (SKE) course is undertaken before



starting the teacher training course. Any Applicants without formal qualifications in Latin/Ancient Languages should be able to demonstrate a keen interest and proven commitment to their study. Those without a Classics (or related) degree will need to undertake a Masters degree before applying. Your qualification must be from an approved Higher Education institution or validating body; GCSE English and Mathematics at grade C (or equivalent). You must provide evidence of these qualifications at interview.

### **References**

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- Hunt, S. (2023) 'Initial Teacher Education for Classics. England, 2023. The current position'. *CUCD Bulletin* 53. Available online: <https://cucd.blogs.sas.ac.uk/files/2023/10/Steven-Hunt-Latin-Education-final-2.10.23.pdf> (accessed 20 September 2024).
- Khan-Evans, A. and Hunt, S. (2010) '(R)evolution in Classics'. *Journal of Classics Teaching* 20, 4–7.
- Ofsted (2024a) Ofsted Inspection Report, King's College London ITE. Available online: <https://files.ofsted.gov.uk/v1/file/50242068> (accessed 20 September 2024).
- Ofsted (2024b) Ofsted Inspection Report, University of Cambridge ITE. Available online: <https://files.ofsted.gov.uk/v1/file/50250253> (accessed 20 September 2024).
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