**Drama Initial Teacher Training Secondary Partnership**

**PRE-COURSE TASKS**

Name of Trainee:

Welcome to the PGCE Secondary Education and Drama programme. In order to help you prepare for the demands of the course, particular pre-course tasks are specified below.

It is expected that you will work on these tasks before starting the course, and have experience/evidence that could be used to inform your Individual Learning Profile. You will need to bring evidence of completion of these tasks with you to your first meeting with your University tutor at the beginning of the university programme.

You should start work immediately on the ✓ areas and the areas rated ‘d’ in your Subject Knowledge Audit.

|  |  |  |
| --- | --- | --- |
|  | **No.** | **Tasks**  |
| ✓ | 1. | Complete the Channel online Prevent training & radicalisation awareness course. <https://www.elearning.prevent.homeoffice.gov.uk/channel_awareness/01-welcome.html> |
| ✓ | 2. | Read the Safeguarding document ‘Keeping Children Safe in Education’ (DfE, 2021) available from the Department for Education website [Keeping children safe in education 2021 (publishing.service.gov.uk)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020050/KCSIE_2021_September_guidance.pdf) |
| ✓ | 3. | Familiarise yourself with the Inclusion Development Programme online which is a resource to help improve outcomes for pupils with Special Educational Needs. <https://www.sendgateway.org.uk/> |
|  | 4. | To become familiar with the current GCSE, BTEC, and A level specifications for Drama  |
|  | 5. | Consider how Drama departments support different groups of learners:* EAL
* SEN
* Higher attaining pupils
 |
|  | 6. | Research examples of how Drama departments might use ICT to enhance teaching and learning as well how they support learning outside the classroom e.g. through trips and visits |
|  | 7. | Observe how a variety of topics may be taught within the Drama curriculum. For example:* Characteristics of performance text(s) and dramatic work
* Social, cultural and historical contexts
* Drama and theatre terminology
* Roles and responsibilities of theatre makers in contemporary professional practice
* Set plays, specific genres, theatrical skills, analysis of live theatre
 |
| ✓ | 8 | Essential reading: <https://teacherhead.com/2017/06/03/teaching-and-learning-research-summaries-a-collection-for-easy-access/> |