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BIRMINGHAM CITY University

PGCE Secondary Music with Instrumental Enhancement Route



Instrumental / Peripatetic Teaching



- Don't necessarily need QTS to be able to be a peripatetic music teacher but some schools/hubs might put you on a higher pay scale if you have QTS.
- 'Portfolio career' – becoming more popular – i.e. not just becoming a classroom specialist but an instrumental/classroom specialist combined.
- Some PGCE Secondary routes linked to an instrumental option delivered in collaboration with a local music hub.

PGCE Secondary Music with Instrumental Enhancement Route (BCU)



- In collaboration with Birmingham Music Hub (Services for Education) our PGCE Secondary Music students apply for the instrumental route in the Spring term of their PGCE if they want to take the Instrumental Enhancement Route
- The application process involves a short interview and an audition with the expectation of Grade 8 standard as minimum.
- We are very lucky that Birmingham Music Hub offers a broad range of specialists – last year we had trainees working with brass, woodwind, vocal and string specialists.

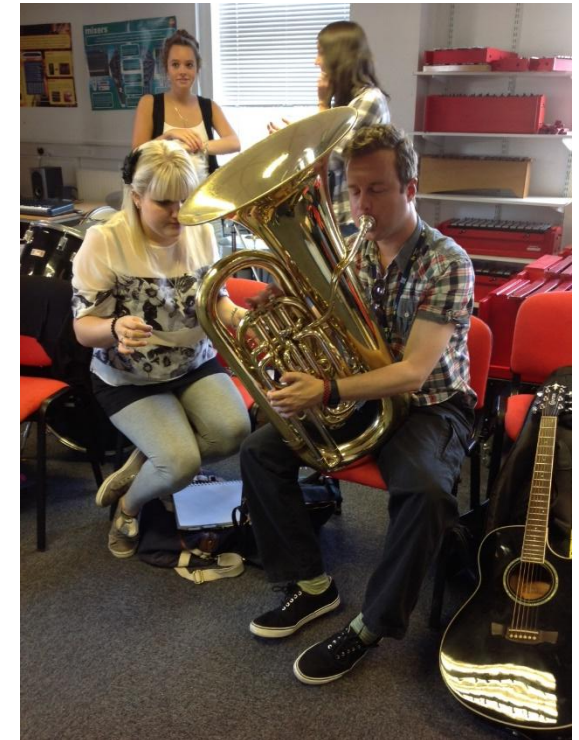
PGCE Secondary Music with Instrumental Enhancement Route (BCU)



- Each trainee on the Instrumental Enhancement Route is paired with a mentor who is an instrumental teacher. They spend one day a week in the summer term working with the instrumental teacher and the remaining 4 days are in their main placement school (focusing on classroom teaching).
- Instrumental teaching can take place in both primary and secondary settings and we have some opportunities to be involved in WCET too.
- An ideal route for trainees who would like to broaden their experience and possibly work exclusively as an instrumental teacher after training.
- We do have quite a few alumni who have part-time roles split between a classroom role in school and peripatetic teaching.

Behind the scenes of a PGCE

- PGCEs are a year long
- You will be placed in at least one school
- Usually one third of your time is with your University/training provider and two thirds are spent teaching with a school placement
- You have mentors in school – usually a subject mentor and a professional mentor
- You will have a university-based tutor (some providers have subject specific tutors).
- Typical first term will involve taught sessions at the University/training provider and a first school placement that eases you into teaching a reduced timetable
- Typical second term will involve more taught sessions at the University/training provider and a second/extended placement that increases your timetable and builds towards you demonstrating achievement of the Teachers' Standards.



Behind the scenes of a PGCE

Content of a PGCE usually includes:

- Sessions linked to Professional Studies – this covers all of the generic aspects of becoming a teacher, e.g. assessment, behaviour management, SEND, EAL, etc.
- Sessions that are subject specific, e.g. Music Pedagogy (see next slide)
- Research element – most PGCEs are completed at Masters' level where an element of research is required.
- School placements to achieve QTS.
- Thinking about professional and online identity
- Teaching a second subject



Subject Pedagogy

Active Music Making

Musicians as Learners

Musical Openings

Making Music Together

Music and Meaning

Links and Legends (Musical Futures)

Singing in the Classroom

Why the Blues?

Improvisation and Creativity in Instrumental Teaching

Patterns and Places (World Music)

Group Instrumental Teaching

Assessment in Music Education

Post-16 Music (A Level, IB, BTEC & beyond)

Working with Music Hubs

Music Technology in the Classroom

Behind the scenes of a PGCE

To succeed...

- Need to be willing to identify gaps in subject knowledge and work to close those gaps
- Need to be willing to listen to feedback and take on board advice from mentors and university tutors
- Need to make the realisation that it isn't all about you! Once you shift your thinking priorities from being internalised and focused on yourself to the 30 faces sitting in front of you, progress happens!
- Never forget that you are musician – share your musicianship with your pupils.



Qualifications required...

- ✓ Degree in a *relevant* subject (2:2 or above)
- ✓ GCSE English *Language* (C/4 or above)
- ✓ GCSE Mathematics (C/4 or above)
- ✓ We will look at A Level / post-16 Music engagement

Applying for a PGCE Music course

- ✓ New DfE Apply system. The [Get Into Teaching](#) website will help you to navigate to the correct application system.
- ✓ Be prepared to write a personal statement that clearly sets out WHY you want to be a teacher (specifically secondary). In personal statements we are looking for potential. Talk about experiences in the classroom if you have any, if not, explain the transferable skills you have developed in other jobs or your studying that will be applicable to a teaching career.
- ✓ Be prepared to provide two references – ideally one should be an academic reference.
- ✓ Apply sooner rather than later as many courses shut once their places are filled.
- ✓ Attend ALL interviews that you are offered (before accepting an offer) so that you can make an informed decision about the best place for YOU to do your teacher training.

Preparing for a PGCE Music interview

- ✓ Be prepared to teach! This could be in the format of a mini 'teaching episode' which will demonstrate your musicianship and give an indicator as to how you might perform in the classroom.
- ✓ Review current policies and practice in music education.
- ✓ Read the TES – great way to keep on top of current issues in education.
- ✓ You will usually complete a subject knowledge audit or discuss your subject knowledge at interview – be honest about your gaps as tasks will likely be set to help you address some gaps before the PGCE begins.

Recommended reading:

Swanwick, K. (1999) *Teaching Music Musically*. Abingdon: Routledge

Green, L. (2008) *Music, Informal Learning and the School: A New Classroom Pedagogy*. Farnham: Ashgate

Fautley, M. (2010) *Assessment in Music Education*. Oxford: Oxford University Press