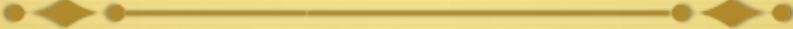


Consider this request



- ✦ Prior to taking up your new post in a school, lease with current staff to:
 1. prepare lesson plans for your first month of teaching,
 2. covering four different year groups,
 3. showing how the meeting of your L.O.'s will enable progression.

- 
- ✦ This same request was put to me before I had undertaken any professional training.
 - ✦ My first response was...





✦ My second was...



The importance of a PGCE



- ✦ Recognising my inability to even fathom the full meaning of that request - whilst knowing that a qualified teacher could take such a request in their stride - I pursued a PGCE to become a fully qualified teacher.

My expectations of the PGCE



- ✦ That the PGCE would give me the skills, knowledge and confidence to accomplish the aforementioned request.

The PGCE “experience”



- ✧ The PGCE challenged our preconceptions about Arabic teaching and learning, many of which were actually misconceptions, such as:
- ✧ The way my teachers taught Arabic was necessarily the best way to teach Arabic.
- ✧ The methods I employed to learn Arabic should work for everyone.
- ✧ The way I like to teach is the best way for my students to learn.

Rather:



- ✧ We should take benefit from our experiences, but not limit ourselves to them.
- ✧ Our preferred teaching methods may not necessarily match the preferred learning styles of our students. Indeed, within a class, multiple learning styles and different intelligences are commonly evident.
- ✧ As such, we needed to learn how to teach according to the needs of our students, not our own needs.

Reflective, Developmental Ethos

- ✦ The PGCE called for us to be reflective,
- ✦ To build on our prior experiences,
- ✦ To be open to new ideas,
- ✦ To integrate theory and practice, observing, trying out, evaluating and refining our methods, strategies and resources.

Collaborative Ethos



- ✦ Whilst at university we had the opportunity to work alongside specialists in different languages and to benefit from sharing all our collective experiences, ideas and resources.
- ✦ During our two 12 week school placements we worked with, and were mentored by other Arabic specialists.
- ✦ Due to the sound foundation the PGCE theory classes gave us in pedagogy, behaviour management etc. we were able to enter into professional discussions with colleagues of different disciplines and benefit from their insights and experiences.

Critical and Inclusive Ethos



- ✦ The bigger picture: we are not just concerned with what transpires in our own classrooms, and only with the teaching and learning of Arabic.
- ✦ Rather, we are teachers, concerned with the holistic wellbeing and progression of all students in all aspects of their school lives.
- ✦ Being critical of our roles in our students' lives will help us fulfil our pastoral responsibilities to them and give strength to their voices within our schools.

Creative Ethos



- ✦ Whilst at university we had workshops with PGCE students of other disciplines, such as Maths and English, to gain better insight into their curricula and explore areas for possible cross curricular work.
- ✦ We visited the Tate Modern Art Gallery to explore first hand how the crossing of curriculum boundaries between Art and Arabic could be used to enable greater learner creativity and provide opportunities for learners to use language in more diverse and meaningful ways.

Professional Ethos



- ✦ The PGCE encouraged us to see ourselves as professionals, and that we should be concerned with our continuous professional development.
- ✦ We learned to conduct our own action research and authored papers at Masters level.
- ✦ Personally, I have attended CPD programmes for teachers of Arabic, convened by Goldsmiths College, teachers of MFL by ALL and Network for Languages - which were all very beneficial – and participated in the Nida Trust forum for Arabic language teachers prior to moving to Birmingham.

The Journey



- ✦ Looking back, completing the PGCE is undoubtedly one of the best decisions I have ever made.
- ✦ I have no doubt that I can today take in my stride a request like the one we began this presentation with.
- ✦ I regard my PGCE as one of my greatest assets and greatest achievements.

Looking Forward



- ✦ I currently teach KS2 Arabic as an NQT in Oldknow Academy, Birmingham, where my mentor, Mr. Qamar Zaman has produced a detailed KS2 scheme of work and related workbooks for years 3-6.
- ✦ Ambitions: I hope to become a mentor for PGCE students, to complete my MA in Education and help develop an Arabic curriculum and resources appropriate for students of Arabic in British Primary and Secondary schools.





**Thank you for your time
and courtesy**