



Durham  
University

# YEAR 12/13 Taster day BA(Hons) Primary Education with QTS

## WHY DURHAM?

### Welcome & Introduction

Dave Wallace

Admissions Tutor

[david.wallace@durham.ac.uk](mailto:david.wallace@durham.ac.uk)



# Aims

Myth busting

Why choose Durham University?

Teaching: Your profession of choice

Course Structure

The Partnership

Interview

Questions



# Myth busting: perceptions about Durham

- ‘POSH’
- ‘Only for rich kids’
- ‘Must have gone to public school’
- ‘Only for really clever kids’
- ‘I’d never get in’
- ‘I’d never fit in’

The reality is :

- Those perceptions are NOT TRUE for the School of Education
- Listen to what our trainees say and judge for yourselves

So, having heard from our trainees , lets find out more about why you should think about teaching as a career and Durham as the place to train

So what is teaching really like?

It is NOT just about holidays

IT IS

Hard work

Tiring

Well paid

Rewarding and fulfilling



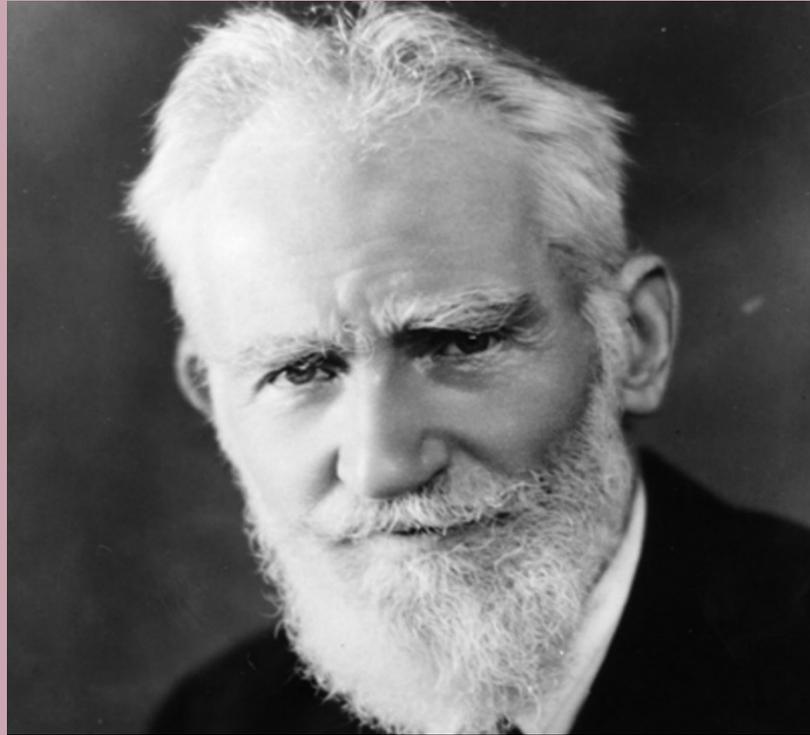
Durham  
University

# Teaching

Teaching is an ancient  
respected profession  
'Teaching is the highest  
form of understanding'

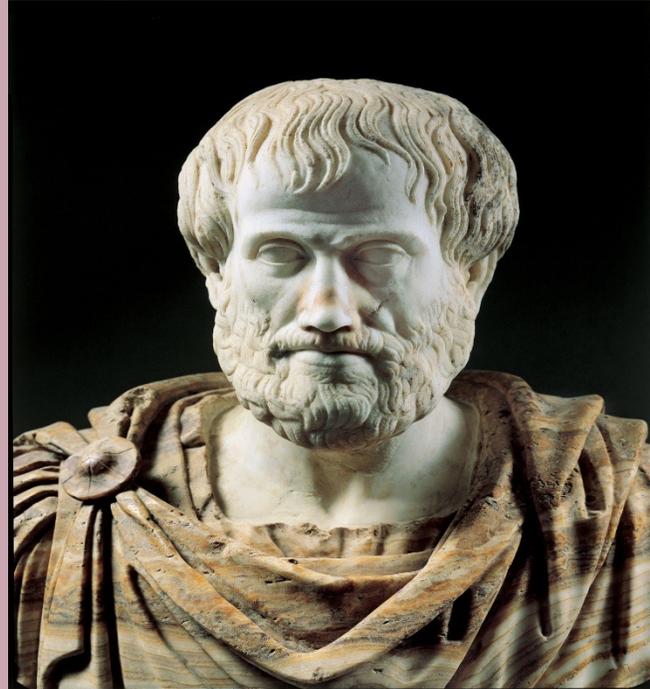
Aristotle

**‘Those who can do, those  
who can’t, teach!’**



**George Bernard Shaw. 1856-1950**

**‘Those that can, do. Those  
that understand, teach!’**



**Aristotle 384-322 B.C.E.**

# Why choose Durham?

- Reputation
- It is the only Russell group University to offer BA in Primary Education ( Honours) with QTS
- Ratings- OFSTED and others
- Our trainees are highly employable at home and abroad
- We outperform the sector in key areas

# Durham and the University

‘If you haven’t been to Durham, go there at once. Take my car. It’s wonderful!’

**Bill Bryson**



# This is why you should choose Durham?

## PLACEMENTS

As a result of outstanding centre- and school-based training and the outstanding impact of leaders and managers, there is high trainee attainment against the Standards for teachers and high employment rates.

The partnership in the primary phase is typified by high expectations of trainees and for the training, and a shared vision, ethos and purpose.

## MATHEMATICS

Mathematics is also of a high quality. Training is based strongly on research and places great emphasis on enhancing trainees' subject knowledge and teaching mathematics for understanding.

## ENGLISH

There is outstanding training in the teaching of English and phonics that equips trainees exceptionally well to teach reading, writing and spelling with confidence and competence in a range of schools.

“There is a  
**relentless** focus on  
producing the best  
teachers possible.”

OFSTED 2013

# Consistent strengths

- Teaching
- Academic Support
- Personal Development
- Employability

“If I had to sum up in a few words what the Durham BA in Primary Teaching offers, it would be tempting to focus upon the clarity of subject knowledge that the course instils. However, it is the fact that upon qualifying, **you will be able to spot good and outstanding teaching a mile off, quite simply because you have been trained to deliver it consistently yourself.**”

New Graduate



# Graduate profiles

‘Each module and teaching practice has made me feel ready to teach my own class to a high standard in September.’

**Harriet**



‘During my 3 years at Durham, I was lucky enough to be surrounded by supportive mentors, teachers, tutors and lecturers.’

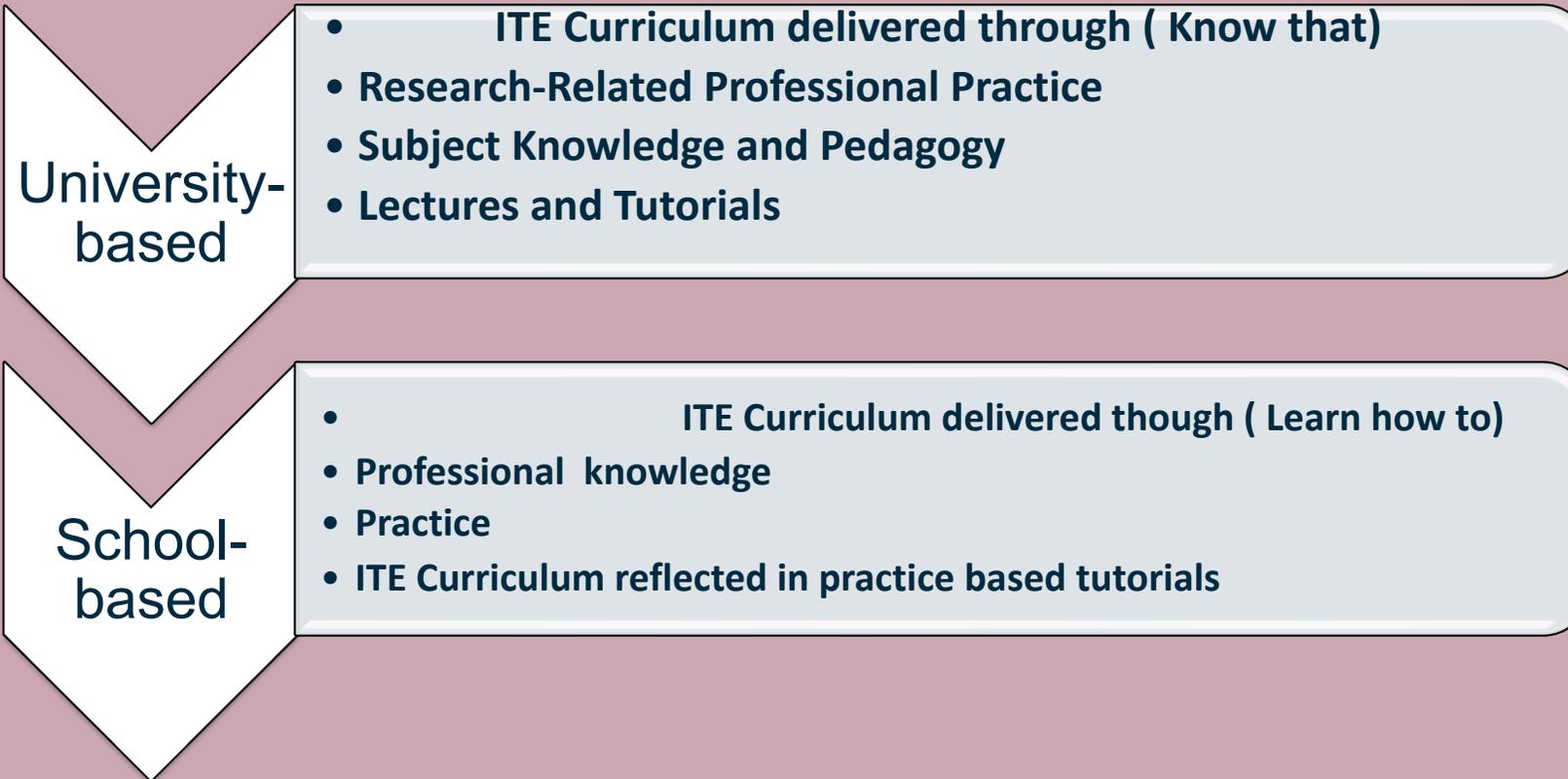
‘I have a lot of fond memories of my time at Durham University, but I have to say one of my favourite memories is meeting some of my now closest friends who are also now fellow teachers.’

**Alex**

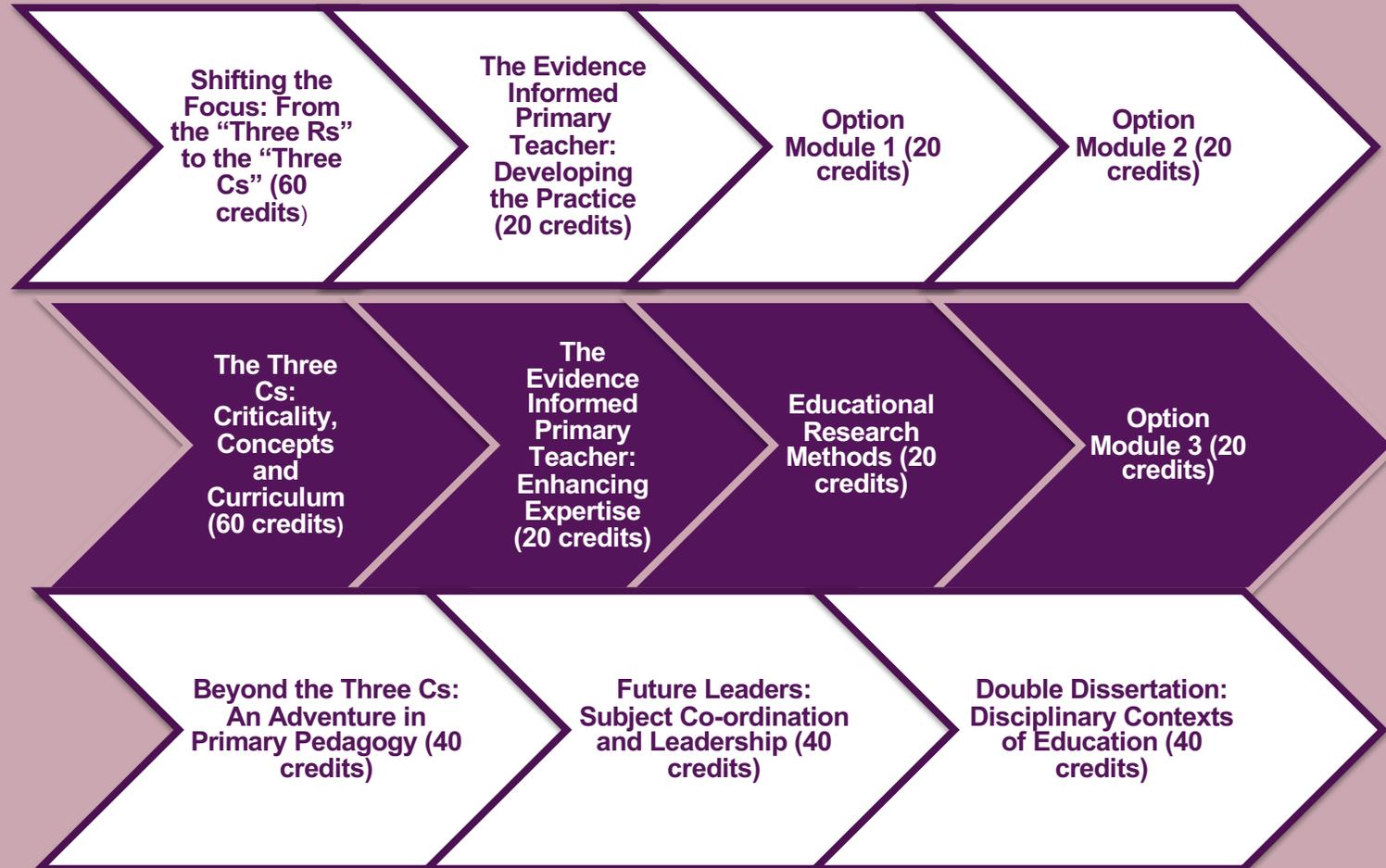


Throughout my last three years, Durham has been consistently amazing. Primary Education socials, events with clubs and societies and college formals and balls have provided a wealth of fantastic memories and lifelong friends. The unique collegiate experience at Durham has provided my fondest memories. I would encourage everyone to make full use of their college and join the many clubs and societies on offer!

# Course structure



# Programme Structure



# Option Modules

## Sociological & Philosophical Education

Context of Education

Constructions of Childhood

## International & Intercultural Education

International & Intercultural Education

Identity, Culture & Education

## Pragmatic Education

Evidence in Education

Assessment & Education

## Psychological Education

Foundations of the Psychology in Education

Learning and Development in Childhood

## Contemporary Education

Disability and Educational Needs: What's so 'Special' about SEND?

Disability and Educational Needs: Impairment, Empowerment & Education

# Assessments

- Degree;
  - A mix of exams and assignments in each year - varies across modules
  - 12,000 word dissertation in year 3
- QTS;
  - School experience days- a minimum number to be successfully undertaken
  - School-based tasks
  - Attendance and participation in professional modules



# Our partnership



# BEST PART!!!!

You get to work with  
children and teachers.



# Pastoral, Collegiate, Departmental and Disability Support.

# Departmental Support

- Dedicated Wellbeing Support
- Academic Tutor
- Subject tutors
- University tutors
- School Training Centre Coordinator



# Collegiate system



George Stephenson



University



St. Chad's



Josephine Butler



Grey



John Snow



St. Mary's



Collingwood



Hatfield



Van Mildert



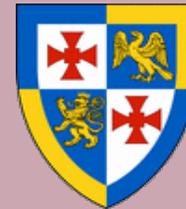
Ustinov



Trevelyan



St. Aidan's



St. John's



St. Hild and Bede



St. Cuthbert Society



South College

# University Support

Disability support:

[disability.support@durham.ac.uk](mailto:disability.support@durham.ac.uk)

Careers:

<https://www.dur.ac.uk/careers/students/>

Academic Writing:

<https://www.dur.ac.uk/dcad/current/academic/as/writing/>

# Prerequisites for a place on the course

- Have at least ABB at A-Level or equivalent grades for other routes – e.g. DDM for BTEC;
- Have obtained a Grade 4 or better in English Language, Mathematics and a science subject at GCSE, O-level or equivalent;
- Fully supportive application
- Successfully undertake an interview



# Admissions

## What our selectors consider

- Prior and predicted grades
- Personal Statement
- Teachers/Academic Reference
- Contextual evidence of merit & potential
- Motivation for the degree programme
- Study & other skills



# Interview

# Further Information

- [durham.ac.uk/education/undergraduate](https://durham.ac.uk/education/undergraduate)
- Email: [ed.qcstudents@durham.ac.uk](mailto:ed.qcstudents@durham.ac.uk)

**And finally,**  
**‘If you can read this, thank  
a teacher!’**

Harry S. Truman

1884-1972

Any questions?