**Adrian Copping – University of Cumbria**

**Mind the ‘perceived’ gap!**

Early on in their PgCE course our students engage in a two day per week school-embedded learning. This is a non-assessed, immersive experience for larger groups of students going into a school for the purpose of immediately contextualising centre-based learning. With one school, groups of five students worked collaboratively with their class-teacher and a centre-based tutor to devise, plan, team teach and assess two learning experience for a class of children. The first was filmed, deconstructed together, reflected upon and developed before the second piece of teaching. Collaborative reflection and evaluation followed immediately and later, a skype discussion took place with further questions.

*The students;*

“It was great to work through the process we have to do with our tutor and an actual teacher”

“I have now been able to see and discuss some of the nuances and grey areas around teaching children that our tutor told us about”

“Having this shared experience has made me feel more confident in school, to ask questions and feel more of a colleague. It’s only my fourth week!”

“Watching it back I could see how the children responded. I couldn’t believe it”

*The class teacher;*

“My teaching’s better. I had to think through why I do what I do. It was *uncomfortable and exposing but great to do with students and a tutor”*

*The centre-based tutor;*

“Wow, I was in the students’ position. A class I didn’t know, a year group I am not comfortable with, but I learnt a lot about myself and the students.

*Why did this work?*

• Willingness to be open to professional dialogue and challenge from all parties

• Trust environment and relationship created and maintained by school staff and all parties

• Willingness to take a risk by the school colleague and centre-based tutor.