****

**PGDE Primary Education**

**Placement Guidelines**

**For STUDENTS and SCHOOLS**

**2024-2025**

EDUA10215: Teaching in School 1

EDUA10160: Teaching in School 2

EDUA10161: Teaching in School 3

 (v9 last updated 21/10/24 SC)

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# Introduction

This document seeks to outline the expectations of students during the University of Edinburgh’s PGDE Primary programme placement courses and to set out how each placement is structured. Guidelines are given for progression during each placement and details of how students should be supported.

# Programme Contacts Information

|  |  |  |
| --- | --- | --- |
| **Programme Director** | **Dr Sue Chapman** | sue.chapman@ed.ac.uk  |
| Course Organiser | Teaching in School 1 | Dr Sue Chapman | sue.chapman@ed.ac.uk  |
| Teaching in School 2 | Caroline Gordon | caroline.gordon9@ed.ac.uk |
| Teaching in School 3 | Dr Sue Chapman | sue.chapman@ed.ac.uk  |
| Programme Administrator | Syyeda Moini | edpgdep@ed.ac.uk  |
| Placement Unit | placement.unit@ed.ac.uk  |
| External Examiner  | Elaine Sharpling | v1eshar5@ed.ac.uk  |

# Placement Dates

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Course** | **Placement Partnership Meeting** | **Start date[[1]](#footnote-1)** | **End date** | **Progress Check (Mid-Way Review)** | **Visit Period** | **Assessment form submission Deadline** |
| **Teaching in Schools 1** | **Observation** | N/A | 28/10/24 | 01/11/24 | N/A | N/A | N/A[[2]](#footnote-2) |
| **Block** | 23/10/24 | 04/11/24 | 06/12/24 | 19/11/24 | 18/11/24 – 29/11/24 | 11/12/24 |
| **Teaching in School 2[[3]](#footnote-3)** | 22/1/25 | 27/1/25 | 14/3/25 | 19/2/25 | 24/2/25 – 7/3/25 | 19/3/25 |
| **Teaching in School 3** | 2/4/25 | 21/4/25 | 30/5/25 | 14/5/25 | 12/5/25 – 23/5/25 | 3/6/25 |

# Summary of Placement requirements (blocks[[4]](#footnote-4))

|  |  |  |  |
| --- | --- | --- | --- |
|  | Teaching in School 1 (currently Early Years) | Teaching in School 2 (currently Middle Years) | Teaching in School 3 (currently Upper Years) |
| Stages | P1 or P2 | P3 or P4 | P5 or P6 |
| Students work towards taking full responsibility for… | One full day | One full week | Three full weeks |
| Students must plan at least | Sequence of lessons (four) in literacy, numeracy and two other curricular areas (or equivalent – see detail later) | Sequence of lessons (four) in literacy, numeracy and three other curricular areas | Sequence of lessons (four) in literacy, numeracy and four other curricular areas |
| Time for which student to have no class commitment for planning etc  | One afternoon per week | One afternoon per week | One afternoon per week |

# Important Information

## Further Information and a ‘Meet the Programme Director’ opportunity for school staff

For further information about each placement, class teachers and/or members of school leadership teams are invited to attend the Placement Partnership Meeting.

## School closures

Please note where the school is closed during a placement (holiday/extreme weather), the student will be expected to work on aspects of the school placement at the University or at home. The first week of each placement will serve as an opportunity for students and school to establish expectations, back-up procedures and logistics for such eventualities.

If there are staff in-service days during the placement, the student should, at the Headteacher’s discretion either attend the in-service or work in the school on placement preparation. Student learning/activities on these days should be clearly noted in their Teaching File.

Where holidays and closures occur, the schedule for responsibility should be adapted to ensure that students’ professional learning is supported.

## Placement allocations

Placement allocation is a complex and challenging process, and changing circumstances can require us to make last minute adjustments to allocations. **Therefore it is university policy that the earliest we will inform student teachers of their allocated placement school is 2 working weeks before placement is due to begin.** Schools should not be concerned if they have not heard from their allocated student teacher before this time. For this reason, we also ask respectfully that schools do not attempt to make direct contact with a student teacher until the student has been officially informed of their allocation; and that schools do not discuss with any student teachers the details of any other students who have been allocated for future placements.

## Child Protection

As per standard practice in Initial Teacher Education, we always ensure that students are only be permitted to start placement once their PVG clearance has been confirmed by the University. While students are given an introduction to child protection issues as part of the programme, individual schools are asked to ensure that every student visiting their school is made aware of the local procedures for that establishment, including identification of the Designated Member of Staff for child protection issues.

## Travel Time

University-based learning for all Initial Teacher Education (ITE) programmes takes place at our Holyrood campus, and student teachers who accept a place on an ITE programme are required to have a term time address in a location that will allow them to travel to campus on a regular basis for in-person teaching. School-based learning takes place in placement schools. All Student teacher placements are allocated by the Placement Unit at Moray House. Student teachers are not permitted to arrange their own placements independently under any circumstances. Placements in Scotland are matched using a carefully managed process. Schools, Local Authorities and Universities work together to complete this process successfully.

Moray House School of Education and Sport has established partnerships with six Local Authorities. Our Local Authority partners are City of Edinburgh, East Lothian, Fife, Midlothian, Scottish Borders and West Lothian. Whilst the majority of placements are usually located within the partnership authorities, students may be placed in independent schools and other local authorities across Scotland. Students should not normally be required to travel more than 90 minutes each way for a School placement from their stated term time address. **This means that all student teachers at all ITE institutions must be prepared to travel up to 90 minutes to their placement school, although students will be placed closer wherever possible.**

We take account of the following factors when allocating students to schools:

* We will place most student teachers in schools within our six partner authorities in the first instance. However, University of Edinburgh students might also be placed in independent schools or in schools in other Local Authorities.
* Schools are required to provide details of which classes can accept student teachers. Not all classes or schools will be available for placements.
* There is a national agreement that student teachers should not normally be required to travel more than 90 minutes each way to their School placement from their stated term time address. This means that all student teachers at all ITE institutions must be prepared to travel up to 90 minutes to their placement school, although students will be placed closer wherever possible.
* Whether student teachers have access to a car or are dependent on public transport
* The needs of students with exceptional circumstances (for example disabled students, or students with exceptional childcare or caring arrangements) are considered on a case-by-case basis.

Student teachers are responsible for providing the University with accurate details about their address and access to transport. This information is requested by the University at the start of each academic year. Where students need to update the details that they have provided, it is essential that they advise the Placement Unit (Placement.Unit@ed.ac.uk) immediately of any changes.

## Placement Expenses

The current policy for claiming placement expenses is under review and further information will be shared on Learn.

IMPORTANT: Students aged under 22 years are eligible for the Young Persons’ Free Bus Travel Scheme which ensures free bus travel throughout Scotland. All students who will be aged under 22 during placement are expected to apply in advance for the card that will allow them to access free bus travel for travel to placement. Students aged under 22 years will not be eligible for travel expenses if it would have been possible to travel for free by bus in less than 90 minutes. Students who are aged under 22 and have not yet applied for their card should go to <https://freebus.scot/> to begin the process now. Where support and advice is required with your application, contact the Student Experience and Support Office (MHSES.SSO@ed.ac.uk)

## Denominational Schools

Any student teacher may be placed in any school in Scotland, including denominational (Roman Catholic) schools. All Catholic schools in Scotland are inclusive communities which welcome pupils of various religious backgrounds and traditions. At the same time, however, they provide a distinctive form of educational provision which places the traditions and values of the Catholic Christian faith at the heart of the educational experience.

All student teachers should feel welcome in Catholic schools and the Scottish Catholic Education service has produced guidance to assist ‘non-denominational’ students who are placed in Roman Catholic denominational schools for school placement. This guidance can be accessed at this link: <https://gtcsnew.gtcs.org.uk/nmsruntime/saveasdialog.aspx?lID=8572&fileName=Guidance-for-Roman-Catholic-Student-Teacher-Placements.pdf>

Requesting a placement in a denominational school

It is recognised that many Roman Catholic (RC) students would wish to undertake a placement in a denominational RC school. Whilst it is unlikely that it would be possible for Roman Catholic students to have all placements during their Initial Teacher Education Programmes in a denominational school, students can submit a request to undertake a placement in a denominational school. This will be considered and accommodated where possible.

Students should be aware that by requesting a placement in a denominational school, it is possible that their average travel time to their placement school will be longer than to a non-denominational school; but travel time will remain within the national maximum travel time for student teachers.

Students wishing to request placements in a denominational school should submit their request to Paul Hamilton, Academic Coordinator Placement ([MHSES.ACP@ed.ac.uk](file:///C%3A/Users/Sue/Desktop/MHSES.ACP%40ed.ac.uk)). All requests should be submitted by the end of week 1 of semester 1, and earlier where possible.

## Attendance

Full attendance is required and important during placement in order to ensure the learning objectives of the course and programme can be met. Without sufficient attendance, a Board of Examiners may determine that the learning outcomes for a course have not been achieved, even if all formal assessments have been carried out to a satisfactory standard.

GTCS, the body accrediting this full-time professional programme, requires student teachers to complete placement on a full-time basis in order to meet the learning objectives of the programme and the associated professional standards. For this reason, the programme would be incompatible with regular absences that would prevent a student teacher from engaging with placement on all scheduled days (e.g. regular weekly or daily appointments that would prevent a student from being timetabled at specific times of the week). Where a student teacher sees a need for such absences, they should contact the Programme Director at the earliest possible opportunity to discuss their situation.

Moray House is committed to supporting students with their physical and mental health. Where a student teacher is not fit or well enough to attend placement, then they should report their absence in line with the reporting procedures outlined in this handbook. Student teachers should aim to return to placement as soon as they are again fit for work. Where a student requires further support with their physical or mental health, they should contact their Student Advisor or the Student Experience and Support Office ([MHSES.SSO@ed.ac.uk](file:///C%3A/Users/Sue/Desktop/MHSES.SSO%40ed.ac.uk)).

Absence from placement above certain thresholds will lead to a staged system of support for the student teacher as outlined below:

|  |  |
| --- | --- |
| Attendance on placement | Action |
| 85% or lower | A cause for concern will be noted so that University staff can offer the necessary guidance to support the student teacher to return successfully after the absence. |
| 75% or lower | A progression discussion at Board of Examiners (BoE) may be required. This will be to ascertain the student’s progress and whether they *may* need to re-attempt the school experience block, as the requirements of the placement *may* not have been met.  |
| 55% or lower | The placement requirements have not been met and it will not be possible to pass the relevant course. A retrieval school experience opportunity must be undertaken at a later date. |

## Reporting Absence

Notification of absence from school experience

If student teachers are absent from their placement school, it is the student’s professional responsibility to notify both their placement school and the University. In particular, they must ensure that:

* the school is informed before the start of the school teaching day on each day of absence;
* and that the University Placement Tutor and Programme Administrator ([edpgdep@ed.ac.uk](file:///C%3A/Users/Sue/Desktop/edpgdep%40ed.ac.uk)) are also notified of the absence by email.

Students are obliged to fulfil this essential course requirement. This expectation is in line with the University Student Code of Conduct.

Students should take the responsibility to make themselves aware at the start of placement of any specific requirements that their placement school may have with regard to the reporting of absence. For example, most placement schools will expect the school office to be explicitly notified, not just the Regent, mentor or class teacher. A placement school’s policy might also state that absence must be notified before a specific time.

## Permission to withdraw from placement early

There are formal arrangements between the University and placement schools and the expectation is that students attend for the duration of the scheduled school experience.

If for any reason student teachers are considering withdrawing from their placement opportunity before the scheduled end date, it is vital that formal permission to end the placement early is first obtained.

In these situations, student teachers should contact their University Placement Tutor/Student Advisor and Programme Director to discuss this and to explore their options. This must be done before making the final decision. Authorisation from senior University staff will be required before any decision to end a placement can be finalised.

When student teachers withdraw early from placement without permission from the University, it will result in an automatic fail for the placement course.

## Student welfare

If a school is concerned about student wellbeing, they should contact the Course Organiser and Student Support ([MHSES.SSO@ed.ac.uk](file:///C%3A/Users/Sue/Desktop/MHSES.SSO%40ed.ac.uk)).

Placement schools should contact the University on any occasion where a student teacher is unexpectedly absent, and where the student teacher had not contacted the school to advise of their absence. School staff should make contact by emailing both the Programme Administrator ([edpgdep@ed.ac.uk](file:///C%3A/Users/Sue/Desktop/edpgdep%40ed.ac.uk)) and Moray House Student Support ([MHSES.SSO@ed.ac.uk](file:///C%3A/Users/Sue/Desktop/MHSES.SSO%40ed.ac.uk)) and cc’ing the student’s Placement Tutor (email address to be found in the student’s Teaching File).

Communication from schools in such cases will allow the University to contact the student teacher to check on their welfare, and for that reason we appreciate the school communicating with us as soon as they are aware of the absence.

## Social Media

Student teachers should take great care and use common sense when using social media. Students should ensure that settings on personal social media pages are secure, and that material related to school experience is not posted on these pages and that comments about pupils, parents/carers, colleagues or educational establishments are not made. Students are reminded that to do so would be unprofessional, would not show respect for the placement school or the school community, and would not reflect the professional values required to demonstrate satisfactory performance against the Standards for Provisional Registration. Students should refer to the GTCS guidance <https://www.gtcs.org.uk/documents/the-standard-for-provisional-registration>.

## Student Teachers and Cover

As per usual practice, student teachers will be supervised by a qualified teacher when teaching classes.

We appreciate the support of schools in adhering to the national policy that student teachers cannot be used as unsupervised cover for absent staff (this would also include Mentor Teachers being removed from a class where a student teacher is working to cover another area of the school or attend alternative activity etc).

## Equality, Diversity and Inclusion

Freedom of expression is central to the concept of the University. This includes holding unpopular views within the law, arrived at through rigorous reflection in a collegial and constructive manner, critiquing knowledge and deepening understanding. Following from this, whether in person or online, is the expectation that all members of the School treat each other with respect, regardless of race, ethnicity, gender, age, sexual orientation, or religious beliefs.

The Moray House School of Education and Sport has students from many different countries and nations on its programmes, with differing language skills and educational expectations, differing or no faith traditions, and differing assumptions about and experience of social interaction, food, and world-view. Students and staff should behave in a courteous and thoughtful manner at all times, in teaching and study rooms and other common areas, treating each person as an individual.

The University expects all students to conduct themselves in an appropriate manner in their day-to-day activities, including in their dealings with other students, staff and external organisations. To help promote a positive culture which celebrates difference, challenges prejudice, and ensures fairness, resources and training which you can engage with, can be accessed via the link below:

<https://www.ed.ac.uk/equality-diversity/students/unconscious-bias>

If students experienced harassment, discrimination and/or bullying during any part of their studies (in person, online or during placements) then they should seek advice and support from the Programme Director, Student Advisor and/or The Advice Place (advice@eusa.ed.ac.uk / 0131 650 9225). The University will support students in the case of allegations of misconduct, such as, but not limited to, harassment, discrimination and bullying, in a fair and consistent manner.

More information about the support available to you and about the Code of Student Conduct and the University’s Dignity and Respect Policy can be found via the links below:

<https://www.ed.ac.uk/students/health-wellbeing/crisis-support>

<https://www.ed.ac.uk/equality-diversity/respect>

# Expectations of Students

In addition to the Learning Outcomes associated with each Placement Course (detailed in the relevant section of this document), students are expected to demonstrate:

* Capacity to follow the GTCS code of professionalism and conduct (student teacher code) as detailed here <https://www.gtcs.org.uk/fitness-to-teach/code-of-professionalism-and-conduct/>
* Development of teaching skill in accordance with the 2021 Standards for Provisional Registration, as detailed here <https://www.gtcs.org.uk/wp-content/uploads/2021/09/standard-for-provisional-registration.pdf>
* Skills in communication and working with others
* Reflective and reflexive engagement, bringing together theory and practice

# Support for Students

## Mentor Teacher

All students will have an allocated Mentor Teacher who will support and coach them during a placement; and who will take the lead in communications with the university placement tutor. The mentor will take joint responsibility, alongside the university placement tutor, for assessing the student teacher and for contributing to the joint report. Mentors must be fully registered with the GTCS and will have appropriate experience and skills in supporting, coaching and assessment of student teachers.

Where possible, and as detailed below, we appreciate where our partners can find an agreed weekly time slot for the mentor and student to discuss feedback and next steps.

We expect students to create original resources for at least *some* lessons. However, in order to ensure that workload is reasonable, students should not be expected to do this for every lesson. Where guidance is needed on what is reasonable in terms of workload, the Placement Tutor/Course Organiser will be happy to offer advice.

While students can be left alone in the classroom for short periods, particularly as the year progresses, we appreciate the support of schools in ensuring that the Mentor Teacher is always close by and can see/hear the classroom, as well as being available for support should this be required. In the event of Mentor Teacher absence, students should contact their Placement Tutor, and schools can contact the Programme Director for advice.

## Placement Tutor

Each student will be allocated a University-based Placement Tutor who will work with them for the duration of the programme. This tutor will visit the student during each placement, observe teaching and meet with the Mentor Teacher and student.

### Before Placement

Students will complete the Professional Development Consultation (PDC) Progress Review (available on Learn, along with detailed guidance for completion) and discuss this with their Placement Tutor during a meeting.

Students will share the link to their OneNote Teaching File with their Placement Tutor. Not doing so could result in an Unsatisfactory grading.

### Week 1 of placement

Placement Tutors will check in with students by email or Teams.

### Week 2 of placement

Placement Tutors will set up a short digital meeting with the student and the Mentor Teacher. During this meeting, dates for the visit will be discussed and the process for completing the Assessment Form should be discussed and confirmed. Placement Tutors will check that Mentor Teachers have access to the student’s Teaching File and that they have copies of all relevant documents.

### Visit period

Students with a cause for concern or who are retrieving a placement will be prioritised for early visits during the specified period.

## Providing support and feedback

Staff support and feedback is a very important feature of professional placement. Support and feedback enable students and teachers to have an agreed understanding both of progress so far and further development needs to reach the required standards. It provides a context for alerting students to difficulties and issues that have arisen before they become too problematic to overcome on the placement. It provides a basis for reporting any significant cause for concern to the university and identification of difficulties so that support needs can be determined.

Support and feedback should always be based on student self-evaluation and discussion between students and teachers and should result in an agreed action and support plan. Records of such meetings should be kept in the *Teaching File* and reviewed as student’s learning and professional practice progresses.

## Request for Additional Support / Cause for Concern

Students develop at different rates. As part of the partnership between Local Authority, schools and the University we request you contact us if you believe the student teacher working with you would benefit from greater support and guidance. Should the school have cause for concern in relation to a student’s performance or progress, it is very important that the university is notified early so that the Programme Director can initiate action to help overcome the difficulties that have arisen**.** Many problems are resolved through early intervention and support.

### Schools are asked to:

Make concerns known to the student

1. Ask the student teacher for the name/ contact details of their Placement Tutor (this information will be in their teaching file)
2. Email the Placement Tutor to raise the issue of additional support for your student teacher
3. Email the Programme Administrator (edpgdep@ed.ac.uk)

## Weekly Meeting

It is helpful for students if a weekly time for a meeting with their Mentor Teacher can be identified in advance. Students are **required** to:

* Discuss the aims for learning, organisation and agreed responsibility.
* Undertake appropriate preparation for agreed responsibilities.
* Arrange to share lesson plans with the class teacher in advance of teaching to enable feedback.
* Carry out and record observations of children’s participation and learning, becoming increasingly familiar with the school’s approaches to assessment for learning.
* Make notes on observations, actions and experiences (reflecting on children’s learning and also their observations of others’ teaching, as well as reflections and evaluations of their own teaching practice).
* Make notes about professional learning against the action plan set in the Record of Professional Learning.

## Communities of Practice (CoP)

During placements, there will be online drop-in sessions and a series of Twilight CoP sessions (details on LEARN). While attendance at the drop-in session is optional, all students are expected to attend the Twilight CoP sessions. The schedule for these sessions is available on Learn. Students are asked to share the dates of these sessions with their mentors at the start of the placement. These sessions will be devoted to Curricular Areas and/or other areas of interest for students.

## Place2Be Partnership

Building on a successful two-year pilot – this partnership continues to increase knowledge, understanding and skills around children’s mental health for student teachers and the initial teacher education programmes across Moray House as a whole. As a core element of the partnership, our dedicated Place2Be clinician will provide direct support for student teachers, via a reflective space known as ‘Place2Think’. These sessions aim to build emotional resilience and to promote the need for teacher self-care. Students can make direct contact with our clinician to arrange a session.

# Teaching In Schools 1

## Placement A: Observation Week

### Learning Outcomes (these are the same for Placement A and Placement B)

1. Apply knowledge and understanding of curricular content appropriate for early primary years to plan purposeful learning for children.
2. Apply Knowledge, skills, and understanding of early years pedagogy when teaching small groups and whole classes.
3. Engage in reflective and reflexive praxis to ensure how, why and what we teach aligns with our individual and collective professional values and actions.
4. Use a range of communication skills to interact professionally with young children and sustain learning conversations.
5. Work collaboratively under guidance in a collaborative relationship with qualified practitioners and other student teachers.

### Placement Overview

During this placement, students will work collaboratively with staff, and participate in school life.

Students will develop an understanding of:

* **Curriculum**, and the principles for practice in early education
* The role of **practitioners** in collaborative practice
* The use of **observation** in planning for learning and teaching
* **Relations** between home and school
* Approaches to teaching and learning for early **literary** and **numeracy** within the wider curriculum
* Professional learning in relation to the GTCS standards for provisional registration (**SPR**).

The purpose of this observation week is for students to introduce themselves to the school, the staff and children in the setting, and to gather relevant information that will help them to prepare for the rest of the placement.

Notes should be taken and kept safely, in line with professional requirements.

### Learning required, and support needed:

|  |  |
| --- | --- |
| **STUDENT WILL** | **MENTOR SHOULD** |
| * Collect information and documentation about the school context
* Find out about the school’s place within the local community
* Become familiar with the routines of the setting
* Find out about the roles and responsibilities of team members and how they complement each other
* Find out what the children have been learning and what is planned next
* Observe how children participate in opportunities to learn in this environment
* Observe children at play, their interactions and use of various areas
 | * Provide class lists, timetables, and information about any forthcoming trips or visitors
* Share information about the roles and responsibilities of team members, and how the student can participate.
* Share information relevant to individual pupils in the class, including additional support and staff
* Share information about managing positive relationships and strategies used
 |
| Reflect on:* The complex relationships between home, school and community, and how this might influence teaching and learning
* How the environment reflects the Early and First levels of Curriculum for Excellence
 | * Discuss reflections with student to support planning
 |
| Participate in the practice of the class.Undertake observations, conversations, tasks and reflections to study early childhood education, particularly: * Community walk
* Classroom layout
* Learning beyond the classroom
* Resources
* Observations of learning
* Observing your interactions with children\*
 | * Provide and discuss planning to support aspects of teaching and observation and assessment of learning
* Provide feedback on observations and interactions the student has undertaken
* Provide clear points for focussed professional development and link these to the SPR
 |

\*see below for details

### Tasks

#### Community Walk

#### Explore the school’s local community, with a particular focus on the community’s assets and places that might be of local significance. By assets, we mean the spaces / places that could be harnessed to enrich learning and make learning more locally-relevant / meaningful for the children. For example, is there a thriving community centre; a local library; green spaces; a wonky tree; a bench where people stop to chat; a popular take-away restaurant. Map / draw / take photos to document what you find. You may be able to bring what you have learnt into conversation with the children. Although do remember that the children view their local community from a different perspective.

#### Classroom Layout

#### How is the classroom organised? Draw or describe the classroom layout: what kind of furniture is there? How is it arranged? What kind of spaces are created? Are there different ‘zones’? How regularly is the classroom re-arranged? Who decides? (You will need to speak to your mentor teacher about this). If you can look at the classroom while on your knees (to make you child height) – how does this change your perspective – what do you notice that you never noticed before? Are the areas of wonder, intrigue and excitement? Which areas do the children use most? Can they move around the room freely, or is their movement managed / directed by the types of learning activities that are planned for them?

#### Learning Beyond the Classroom

#### What other spaces are used by the class to support and inspire learning? Is there an outdoor space? How regularly is this used and in what ways? Do any of the children ‘come to life’ here? Is there a favourite window, corridor, corner that the children enjoy exploring? Is there a school library? How do the children interact with each other and the available resources when they are in the space? What about the dinner hall? What do you notice: is it calm / lively / sociable?

#### Reflecting on Resources

#### What types of resources are available for the children to use? Are these resources open-ended, i.e., could be used to create / make multiple things, such as blocks / art materials / fabrics? Are the resources freely available for the children to play with, or are they managed in some way? Are the resources more overtly linked to the curriculum, e.g., magnetic letters, counting blocks, etc. or is there a mixture? How are the resources looked after by the children and the adults? Do the resources reflect the social / cultural diversity of the class, i.e., are there books that represent the children? Can they see themselves and their home lives in the classroom?

#### Observations of Learning

#### Try using the different observation schedules you have been introduced to: which schedule works best for you in this context? What does the process of observation help you to notice? Are you managing your biases / stereotypes / assumptions when observing? It is ok if you struggle with this, noticing is an important first step. What have you learnt about a child / group of children that you didn’t previously know?

#### Observing your Interactions with Children

During your placement you are asked to carry out a mini- enquiry into your own style of interacting with children. Keep a record of this in your notes.

Start off by problematising this aspect of your practice. e.g.

* How do I interact with children?
* How does this compare to the ways in which the staff interact?
* How does this link with theory and research I have read?
* Is there anything (one small thing at a time) I would like to change / try about the way I interact? Why? How?

Start the cycle again if you have time.

## Placement B: Block Placement – Early Years

### Learning Outcomes (these are the same for Placement A and Placement B)

1. Apply knowledge and understanding of curricular content appropriate for early primary years to plan purposeful learning for children.
2. Apply knowledge, skills, and understanding of early years pedagogy when teaching small groups and whole classes
3. Engage in reflective and reflexive praxis to ensure how, why and what we teach aligns with our individual and collective professional values and actions.
4. Use a range of communication skills to professionally interact with young children and sustain learning conversations.
5. Work collaboratively under guidance in a collaborative relationship with qualified practitioners and other student teachers.

#### Specific Outcomes for First Level (Placement B)

The aims of the placement are:

 To develop understanding and basic professional competence in:

* Organisation and management of an early years class
* Planning and teaching linked lessons in 4 curriculum areas
* Planning and managing a day’s teaching

To develop the ability to analyse:

* Approaches and issues in the teaching of mathematics
* Children’s development and learning
* Implications for curriculum and teaching

To enhance understanding of:

* How the school and classroom ethos and the teaching environment can promote children’s learning and development and positive behaviour
* How teaching across the curriculum is planned, and how progression of learning within curricular subjects is ensured.
* The help and expertise available in schools, what is involved in being an active member of a school staff.

To achieve these aims the placement course provides opportunities to:

* Work under the guidance of the teacher, taking increasing responsibilities for planning organising and assessing learning
* Use informal and structured observations, interviews and other methods to study early childhood in a range of learning contexts
* Make use of relevant skills, attainments and experiences to understand and contribute to the wider life of the school
* Work effectively in co-operation with parents, colleagues and other adults in order to enhance learning
* Practice in a context with a degree of unpredictability

How we understand a ‘lesson’ is broad and varied. For the purposes of planning for progression at this level, it might be working with a whole class but it might also be working with small groups. ***We welcome students working with small groups, at a teaching table for example, for tutor visits during this placement.***

### Placement Overview

During this placement, students will work collaboratively within the context of a class in the early phase of the school (P1-P2), gradually increasing class responsibility. By the end of this placement students are expected to take responsibility for the class for **one full day**.

As part of working towards this point, students will take responsibility for teaching small groups, planning for sequences of lessons within different areas of the curriculum, and planning for, and teaching, the **whole** class for half days.

These guidelines provide a suggested outline for how this might be scheduled. However, we recognise that the timetables for classes vary significantly between schools, and flexibility and adaptability may be required. For example, in schools where aspects of the curriculum are integrated into topics, a unit of a “lesson” may be a whole afternoon. Alternatively, an afternoon timetable may include two or three lessons. This difference should be acknowledged in the sequence planning and perhaps the way in which students plan for elements of teaching alongside the class teacher.

### First Day

The purpose of this first day of placement is for students to introduce themselves to the school, the staff and children in the setting, and to gather relevant information that will help them to prepare for the rest of the placement.

Notes should be taken and kept in the Teaching File.

One afternoon a week should be set aside in advance to be free of classroom commitments for the students to engage in planning and professional development. It is helpful if this time is discussed and decided upon during the first few days of the placement.

### Learning required and support needed:

(these tasks are progressive – please note that there is not an expected day by day or week by week progression – expectations should match the progress of the individual student).

|  |  |
| --- | --- |
| STUDENT WILL | MENTOR SHOULD |
| * Collect information and documentation about the nursery/school context
* Start to find out about the school’s place within the local community
* Familiarise yourself with the routines of the class and school
* Find out about the roles and responsibilities of the people who work with the class over the course of a week.
* Find out what the children have been learning and what is planned next –
* Identify, as far as possible, with the class teacher what preparation will be helpful
* Discuss with the class teacher when you could lead a short (10-15 minutes) “getting to know you” activity with the class during the first few days of the placement
* Observe how children participate in opportunities to learn in this environment
* Observe how staff work to facilitate and support children’s learning, and discuss how you can participate in the first few days – for example, working with children in small groups in maths; supporting child-planned experiments outside as part of their science topic work.
 | * Provide class lists, timetables, and information about any forthcoming trips or visitors
* Provide examples of planning and assessment relevant to the last few weeks; and, expectations for curriculum coverage in the next 5 weeks
* Share and discuss information relevant to individual pupils in the class, including additional support and staff.
* Share information about managing positive relationships and strategies used.
* Provide school guidance for marking work and photocopied examples for students to become familiar with expectations.
 |
| Reflect on:* The complex relationships between home, school and community, and how this might influence teaching and learning
* How the school environment reflects the early years levels of a Curriculum for Excellence
 | * Discuss reflections with student to support planning
 |
| * Participate in the practice of the class setting, including **observing, assessing and planning** for teaching and learning.
* Teach a short (15min) “getting to know you” lesson (probably in week 1)
* Observe mentor’s teaching, organisation and management of the class.
* Teach and assess learning of groups and individuals as part of supporting the class.
 | * Discuss a timetable for the student – over the course of the placement they will need to teach a sequence (4 lessons) for maths, literacies, and 2 other curriculum areas.
* Provide and discuss planning to support aspects of teaching and observation and assessment of learning.
* Provide feedback on teaching/ participation the student has undertaken.
* Provide clear points for focussed professional development, alongside a clear identification of the student’s strengths.
 |
| * Participate in the practice of the class setting, including **observing, assessing and planning** for teaching and learning.
* Teach one lesson each day from sequence plans (probably from week 2)
 | * Provide and discuss planning to support aspects of teaching and observation and assessment of learning.
* Provide feedback on planning/ teaching/ participation the student has undertaken.
* Provide clear points for focussed professional development, alongside a clear identification of the student’s strengths.
 |
| * Participate in the practice of the class setting, including **observing, assessing and planning** for teaching and learning.
* Continue to teach from sequence plans.
* Gradually increase the responsibility within the class – for example, plan for and teach a small group for maths, but take responsibility for classroom organisation and time management.
* Towards end of week 5 students should take responsibility for planning, organising and teaching the class for one full day (or two consecutive half days – Monday afternoon and Tuesday morning for example).
 | Be available for discussion about professional practice and professional learning. This will include: * Planning teaching and focus for pupils’ learning;
* assessments made of pupil learning;
* planning for next steps in teaching,
* resources available in schools;
* classroom management and organisation, including managing positive relationships;
* working with members of support and specialist staff;
* communicating with parents.
 |

Each week throughout the placement, **student teachers will be provided with half a day for planning and preparation**. It would be helpful if this could be decided before the placement begins. Mentors and student teachers may decide to vary which half-day is taken to ensure the possibility of observing and teaching across the curriculum.

**No student should undertake teaching PE without a fully qualified teacher present for the whole lesson.**

Please note: throughout the placement, students have additional responsibilities, such as documenting the evaluation of all teaching, writing weekly reflections, and other curricular tasks. A full outline of all placement tasks is included below.

### Placement Tasks

#### Curricular tasks

Curricular tutors will provide details about work leading to these tasks before the placement begins and students should make space in their Teaching Files for these.

#### Plan of learning environment

Draw a plan of the school/ classroom environment (including outside spaces), and note key resources, or important features about the spaces, such as whether children have access supervised/ unsupervised/ independent/ guided.

#### Assessment of Children’s Learning

Find out how evidence of children’s learning is gathered (what strategies or processes are used) and how this is recorded and used to inform subsequent actions/intervention. Participate in the process of gathering evidence of children’s learning. At a general level you might consider these questions to guide your thinking:

* What strategies did the child use in the activity?
* What kind of language did the child use in the activity?
* How did the child interact with the other children and or an adult?
* What kind of physical interactions did the child employ - cutting, reading from left to right, experimenting?

#### Working Within a Team

Participate in the work of the team, gradually increasing and being more proactive in your role within the team. Be proactive – learn how to “see” what needs doing and offer to help and assist whenever possible. Take part in team meetings and make notes. Reflect on the different roles played by members of the wider school staff team.

#### Parents and Wider Community Context

Collect examples of ways in which the school communicates with parents and how agencies from the wider community communicate with the school. Discuss with the teacher your potential involvement in working with parents.

Talk to staff about the roles of other professionals within the school and in the wider community. Find out how transition from Nursery was supported.

#### Peer Learning

Professional peer learning is considered essential. With an increasing expectation that teachers will work more closely with a range of professionals, it is important that you begin to develop the capacity to be collaborative. Peer Learning Opportunities are intended to:

* Support professional learning and knowledge building
* Foster critical, evaluative and reflective skills
* Encourage the development of interpersonal skills
* Increase your awareness of your own learning

If possible, students may make arrangements to visit another student (in your own school or a student in a nearby school setting), to observe that person in an interactive teaching capacity and provide feedback. You will also be observed and receive comments on your teaching from them. The time commitment should be around one hour in total for both the observation and the discussion. The peer learning experience should be recorded in your Teaching File. If you are not placed with or near another student teacher, a digital peer learning dialogue can take place via Microsoft Teams with an identified partner (no digital observations should be arranged, but reflective conversations before and/or after an agreed activity are appropriate). It is essential that any arrangements made are negotiated with the staff of the school setting and with school staff where appropriate.

# Teaching In Schools 2: Middle Years

## Learning Outcomes

1. Apply Knowledge and understanding of middle primary years curricular content in order to plan purposeful lines of development for children's learning.
2. Apply Knowledge, Skills, and understanding of pedagogy and assessment in order to plan, teach and assess small groups and whole class contexts
3. Engage in reflective and reflexive praxis to ensure how, why and what we teach aligns with our individual and collective professional values and actions.
4. Use a range of communication skills to interact professionally with young children and sustain learning conversations.
5. Work collaboratively under guidance in a collaborative relationship with qualified practitioners and other student teachers, while becoming increasingly autonomous as a teacher in the classroom.

## Placement Overview

During this placement, you will work collaboratively within the context of a class in the middle phase of the school (P3-P4). You will gradually increase class responsibility. By the end of this placement, you are expected to plan, organize, manage, teach and assess learning for the class for **one full week**.

These guidelines provide a suggested outline for how this might be scheduled. However, we recognise that the timetables for classes vary significantly between schools, and flexibility and adaptability may be required. For example, in schools where aspects of the curriculum are integrated into topics, a unit of a “lesson” may be a whole afternoon. Alternatively, an afternoon timetable may include two or three lessons. This difference should be acknowledged in the sequence planning and perhaps the way in which, as a student, you plan for elements of teaching alongside the class teacher.

By the end of this course you will be able to:

Knowledge and Understanding

* Evaluate opportunities for discrete curricular learning in placement settings
* Demonstrate familiarity with first (and if appropriate to context, second levels) of Curriculum for Excellence
* Explain the rationale underlying the design, resourcing and management of middle primary classrooms

Practice Applied Knowledge and Understanding

* Gather information to inform planning for children’s learning
* Plan purposeful learning activities for children in all curriculum areas at first (and if necessary) second levels of a Curriculum for Excellence (sequences in Mathematics, Language and three other curriculum areas)
* Demonstrate increased skill in planning for differentiated learning
* Manage and organise learning for individuals, small groups and, the whole class for one full week.
* Assess children’s learning in all curriculum areas at first (and if necessary, second) level of a Curriculum for Excellence
* Evaluate teaching in all curriculum areas at first (and if necessary second) level of a Curriculum for Excellence
* Use practitioner enquiry approach to gathering data for Reading Comprehension presentation

Generic Cognitive Skills

* Critically review and consolidate knowledge skills and practices through the process of assessment of children’s learning and evaluations of teaching
* Offer professional level insights into interpretations and solutions to problems and issues using a Practitioner Enquiry approach

Communication, ICT and Numeracy Skills

* Professional communication with specialist teachers in school (ASL) with regards to supporting inclusion of all pupils in teaching, and accurate assessment of learning.

Autonomy, accountability and working with others

* Work effectively in a collaborative relationship with qualified practitioners, university tutors and other student teachers.
* Take significant responsibility for pupil learning, the organisation and management of the class. Working up to taking responsibility for the class for one week.

## Introductory Day

The purpose of this first day of placement is for students to introduce themselves to the school, the staff and children in the setting, and to gather relevant information that will help them to prepare for the rest of the placement.

Notes should be taken and kept in the Teaching File.

One afternoon a week should be set aside in advance to be free of classroom commitments for the students to engage in planning and professional development. It is helpful if this time is discussed and decided upon during the first few days of the block placement.

## Learning required, and support needed:

(these tasks are progressive – please note that there is not an expected day by day or week by week progression – expectations should match the progress of the individual student).

|  |  |
| --- | --- |
| STUDENT WILL | MENTOR SHOULD |
| * Collect information and documentation about the nursery/school context
* Start to find out about the school’s place within the local community
* Familiarise yourself with the routines of the class and school
* Find out about the roles and responsibilities of the people who work with the class over the course of a week.
* Find out what the children have been learning and what is planned next
* Identify, as far as possible, with the class teacher what preparation will be helpful
* Discuss with the class teacher when you could lead a short (30 minutes) “getting to know you” activity with the class during the first few days of the placement.
* Observe how children participate in opportunities to learn in this environment
* Observe how staff work to facilitate and support children’s learning, and discuss how you can participate in the first few days – for example, working with children in small groups in maths; supporting child-planned experiments outside as part of their science topic work…
 | * Provide class lists, timetables, and information about any forthcoming trips or visitors
* Provide examples of planning and assessment relevant to the last few weeks; and, expectations for curriculum coverage in the next 6 weeks
* Share and discuss information relevant to individual pupils in the class, including additional support and staff.
* Share information about managing positive relationships and strategies used
* Provide school guidance for marking work and photocopied examples for students to become familiar with expectations.
 |
| * The complex relationships between home, school and community, and how this might influence teaching and learning.
* How the class environment reflects the first level of Curriculum for Excellence
 | * Discuss reflections with student to support planning
 |
| * Observe and engage with children and staff in the class environment.
* Gather information about what the children have been learning, and topics/ themes that may be on-going.
* Familiarise themselves with the routine of the class, and available resources, including ICT.
* Become familiar with health and safety requirements and guidance in the school context – ask if there are any questions or uncertainties.
* Seek to understand and prepare for the logistics of a local school or LA school closure/disruption. Ask for appropriate staff contact details you will need during a school closure and consider how you will make yourself available to assist in distance (non-face-to-face-teaching) if such closures occur.
* Participate in the class setting, including observing, assessing and planning for teaching and learning.
* Teach a short (30 min) “getting to know you” lesson
* Everyday: lead a whole class interaction (read a story/ take register/ discussion)
* Observe mentor’s teaching, organisation and management of the class.
 | As above and:* **Discuss a timetable for the student – over the course of the placement they will need to teach a sequence (4 lessons) for maths, literacies, and 3 other curricular areas.**
* Provide school guidance for health and safety procedures.
* Assist the student in understanding the school’s back-up plans and procedures for teaching and learning should there be Covid related disruption
* Consider how your student teacher could assist and learn from any school closures and need for distance teaching and learning with pupils.
 |
| * Participate in the class setting, including observing, assessing and planning for teaching and learning.
* Observe mentor’s teaching, organisation and management of the class.
* Teach and assess learning of groups and individuals, following teacher’s plans.

Students might (if ready):* Teach one lesson each day from sequence plans
* Take full responsibility for the class for half a day
 | * Provide and discuss planning to support aspects of teaching and observation and assessment of learning
* Provide feedback on teaching/ participation the student has undertaken
* Provide clear points for focused professional development.
 |
| * Participate in the practice of the class setting, including observing, assessing and planning for teaching and learning.
* Continue to teach from sequence plans.
* Gradually increase the responsibility within the class – for example: teach a lesson *and* take responsibility for transitions between lessons/ break times;

Students might:* take full responsibility for the class for an afternoon and the following morning;
* assume responsibility for 2 or 3 days
 | * Provide support and feedback on planning/ assessment/ preparation/ teaching/ evaluations the student has undertaken.
* Be present in class while the student is teaching. You may support them by teaching small groups but when the student has full responsibility you should be working from their planning.
* Be available for discussion about professional practice and professional learning. This will include:

Planning teaching and focus for pupils’ learning; assessments made of pupil learning; resources available in schools; classroom management and organisation, including managing positive relationships; working with members of support and specialist staff; and communicating with parents. |
| * For the final week, students should take responsibility for planning, organising and teaching the class for the whole week (although this could happen in Week 5, or straddle a weekend).
 | Please continue to be available for discussion about professional practice and professional learning. This final week should offer opportunity to work on an individualised plan for development with continued feedback and discussion between you. Depending on student needs, this may include: * Planning teaching and focus for pupils’ learning;
* Consideration of early years pedagogy
* assessments made of pupil learning;
* planning for next steps in teaching,
* resources available in schools;
* classroom management and organisation, including managing positive relationships;
* working with members of support and specialist staff; communicating with parents..
 |

**No student should undertake teaching PE without a fully qualified teacher present for the whole lesson.**

## Placement Tasks

#### Curricular Area tasks

See Learn for details – you should copy the task details from Learn into the relevant tab in your Teaching File.

#### Plan of learning environment

Draw a plan of the school/ classroom environment (including outside spaces), and note key resources, or important features about the spaces, such as whether children have access supervised/ unsupervised/ independent/ guided…

#### Assessment of Children’s Learning

Find out how evidence of children’s learning is gathered (what strategies or processes are used) and how this is recorded and used to inform subsequent actions/intervention. Participate in the process of gathering evidence of, and analyzing children’s learning, you may choose to focus on a group of learners rather than the whole class. At a general level you might consider these questions to guide your thinking:

* What strategies are children using in their learning?
* What languages are children using?
* How are the children interacting with each other, or other adults?

#### Working Within a Team

Participate in the work of the team, gradually increasing and being more proactive in your role within the team. Be proactive – learn how to “see” what needs doing, and offer to help and assist whenever possible. Take part in team meetings and make notes. Reflect on the different roles played by members of the wider community of the class, including additional support for learning. Reflect on how this is different to your previous placement, and why.

#### Parents and Wider Community Context

Collect examples of ways in which the school communicates with parents, and how agencies from the wider community communicate with the school. Discuss with the teacher your involvement in working with parents. Reflect on how this is different to your previous placement, and why.

Talk to staff about the roles of other professionals (within the school and in the wider community), in relation to supporting children in the class. Find out how transition between classes is facilitated.

#### Peer Learning

Professional peer learning is considered essential. With an increasing expectation that teachers will work more closely with a range of professionals, it is important that you begin to develop the capacity to be collaborative. Peer Learning Opportunities are intended to:

* Support professional learning and knowledge building
* Foster critical, evaluative and reflective skills
* Encourage the development of interpersonal skills
* Increase your awareness of your own learning

If possible, students may make arrangements to visit another student (in your own setting or a student in a nearby setting), to observe that person in an interactive teaching capacity and provide feedback. You can also be observed and receive comments on your teaching from them. The time commitment should be around one hour in total for both the observation and the discussion. The peer learning experience should be recorded in your Teaching File. If you are not placed with or near another student teacher, a digital peer learning dialogue can take place via Microsoft Teams with an identified partner (no digital observations should be arranged, but reflective conversations before and/or after an agreed activity are appropriate). It is essential that any arrangements made are negotiated with the staff of the setting and with school staff where appropriate.

**It is essential that any arrangements made are negotiated with the class teachers/ school staff as appropriate.**

# Teaching in Schools 3: Upper Years

## Learning Outcomes

1. Apply Knowledge and understanding of curricular content, pedagogy and assessment in order to plan, teach and assess purposeful learning for children.
2. Apply Knowledge and understanding of curricular design in order to plan, teach and assess a unit of learning
3. Critically review and consolidate one’s own professional knowledge, skills and practices through evaluations of teaching, daily organizational plans and other working documents.
4. Use a range of communication skills to professionally interact with children and adults in the school setting
5. Work collaboratively and under guidance while becoming increasingly autonomous as a teacher.

## Placement Overview

During this placement, you will work collaboratively within the context of a class in the upper phase of the school (P5-P6). You will gradually increase class responsibility. By the end of this placement you are expected to take responsibility for planning, organising, managing, teaching and assessing learning for the whole class for three full weeks.

As part of working towards this point, you will take responsibility for teaching small groups, planning for sequences of lessons within different areas of the curriculum, and planning for and teaching the whole class for half and whole days. These guidelines provide a suggested outline for how this might be scheduled. However, we recognise that the timetables for classes vary significantly between schools, and flexibility and adaptability may be required. For example, in schools where aspects of the curriculum are integrated into topics, a unit of a “lesson” may be a whole afternoon. Alternatively, an afternoon timetable may include two or three lessons. This difference should be acknowledged in the sequence planning and perhaps the way in which, as a student, you plan for elements of teaching alongside the class teacher.

In the summer term in Upper Years classes, you may also encounter a number of school trips, which may be residential. This will almost certainly impact on the way in which you plan for learning. If you are concerned about what you are expected to/ can fit in, please contact your Placement Tutor or Programme Director.

Your Placement Tutor will visit you in week 3 or 4 of this placement and assess your progress. You may additionally be visited in week 4 or 5 by the External Examiner.

By the end of this course you will be able to:

Knowledge and Understanding

* Explain the rationale underlying the design, resourcing and management of upper primary classrooms
* Research transition arrangements from primary to secondary school in the context of the placement school

Practice Applied Knowledge and Understanding

* Gather information to inform planning for children’s learning
* Plan purposeful learning activities for children in all curriculum areas at second levels of a Curriculum for Excellence (sequences in Mathematics, Language and four other curriculum areas which may be brought together as part of interdisciplinary teaching)
* Demonstrate increased skill in planning for differentiated learning
* Manage and organise learning for individuals, small groups and, the whole class for three full weeks.
* Assess children’s learning in all curriculum areas at secondary (and if necessary, first) level of Curriculum for Excellence
* Use data from assessment of children’s learning and evaluation of own teaching to modify and adapt future planning and practice
* Practice in a context which includes a degree of unpredictability.

Generic Cognitive Skills

* Critically review and consolidate knowledge skills and practices through the process of assessment of children’s learning and evaluations of teaching
* Offer professional level insights into interpretations and solutions to problems and issues using a Practitioner Enquiry approach
* Analyse and compare primary and secondary approaches to pedagogy

Communication, ICT and Numeracy Skills

* Communicate with specialist teachers in school.
* Participate in the wider life of the school, including collaborating with school staff.
* Demonstrate skills in communicating with and reporting to parents

Autonomy, accountability and working with others

* Exercise autonomy and initiative in professional activities.
* Work effectively in a collaborative relationship with school colleagues, university tutors and other student teachers.
* Take significant responsibility for pupil learning, the organisation and management of the class.
* Practice in ways that demonstrate a clear awareness of own and others’ roles and responsibilities
* Deal with complex professional and ethical issues in accordance with professional codes of practice, and seek guidance when appropriate.

## Introductory Day

The purpose of this first day of placement is for students to introduce themselves to the school, the staff and children in the setting, and to gather relevant information that will help them to prepare for the rest of the placement.

Notes should be taken and kept in the Teaching File.

One afternoon a week should be set aside in advance to be free of classroom commitments for the students to engage in planning and professional development. It is helpful if this time is discussed and decided upon during the first few days of the placement.

## Learning required and support needed:

|  |  |
| --- | --- |
| STUDENT WILL | MENTOR SHOULD |
| * Introduce themselves to the class, and teaching and support staff
* Gather information required for planning for pupil learning during placement – including marking
* Familiarise themselves with the routine of the class, and available resources, including ICT.
* Discuss with mentor how much preparation and planning can be achieved before the start of the block placement
* Discuss planning a “getting to know you” lesson
* Discuss the possibility of visiting a local secondary school, and attending parents’ consultations.
 | * Provide class lists, timetables, and information about any forthcoming trips or visitors
* Provide examples of planning and assessment relevant to the last 6 weeks; and, expectations for curriculum coverage in the next 6 weeks
* Provide school guidance for marking work and photocopied examples for students to become familiar with expectations.
* Share information relevant to individual pupils in the class, including additional support and staff
* Share information about managing positive relationships and strategies used.
* Facilitate a visit to a local secondary school, if possible.
 |
| * Observe and record pupil learning.
* Observe mentor’s teaching, organisation and management of the class.
* Teach and assess learning of groups and individuals as part of supporting the class.
* Plan and teach a “getting to know you” lesson during week 1

Students might:* Take full responsibility for up to two half days – write daily organisational plans, using mentor’s planning as guide
 | * **Discuss a timetable for the student – over the course of the placement they will need to teach a sequence (4 lessons) for maths, literacies, and 4 other curricular areas.**
* Provide and discuss planning to support aspects of teaching on days that falls outwith the student’s sequence plans.
* Provide feedback on teaching undertaken
* Provide clear points for focussed professional development
* Decide the “forecast” for teaching responsibility across the placement
 |
| * Take full responsibility for half days/whole days where the student is ready
* Observe and record pupil learning.
* Observe mentor’s teaching, organisation and management of the class.
* Teach and assess learning of groups and individuals as part of supporting the class.
 | * Provide and discuss planning to support aspects of teaching on days that falls outwith the student’s sequence plans.
* Provide feedback on teaching undertaken
* Discuss planning and preparation for forthcoming week - full responsibility
* Provide clear points for focussed professional development
 |
| * Take on full responsibility for teaching, learning and assessment.
* Continue to teach from your sequence plans.
* Outwith the planned lessons as part of the sequences, follow (and develop) planned curriculum coverage.
* Continue to assess the pupil’s learning. Inform the class teacher of your progress and note any modifications to future lessons on your sequence plans.
 | Be available every day for discussion about professional practice and professional learning. This will include: * Planning teaching and focus for pupils’ learning;
* assessments made of pupil learning,
* planning for next steps in teaching,
* resources available in schools,
* classroom management and organisation, including managing positive relationships, managing members of support and specialist staff; communicating with parents.
 |
| * Return all resources and (marked) books, assessment information, and any other professionally relevant information.
 |  |

## Placement Tasks

*Curricular Area tasks*

See Learn for details – you should copy the task details from Learn into the relevant tab in your Teaching File.

*Plan of learning environment*

Draw a plan of the school/ classroom environment (including outside spaces), and note key resources, or important features about the spaces, such as whether children have access supervised/ unsupervised/ independent/ guided…

*Assessment of Children’s Learning*

Find out how evidence of children’s learning is gathered (what strategies or processes are used) and how this is recorded and used to inform subsequent actions/intervention. Participate in the process of gathering evidence of, and analyzing children’s learning, you may choose to focus on a group of learners rather than the whole class. At a general level you might consider these questions to guide your thinking:

* What strategies are children using in their learning?
* What languages are children using?
* How are the children interacting with each other, or other adults?

*Working Within a Team*

Participate in the work of the team, gradually increasing and being more proactive in your role within the team. Be proactive – learn how to “see” what needs doing, and offer to help and assist whenever possible. Take part in team meetings and make notes. Reflect on the different roles played by members of the wider community of the class, including additional support for learning. Reflect on how this is different to your previous placement, and why.

*Parents and Wider Community Context*

Collect examples of ways in which the school communicates with parents, and how agencies from the wider community communicate with the school. Discuss with the teacher your involvement in working with parents. Reflect on how this is different to your previous placement, and why.

Talk to staff about the roles of other professionals (within the school and in the wider community), in relation to supporting children in the class. Find out how transition between classes is facilitated.

*Peer Learning*

Professional peer learning is considered essential. With an increasing expectation that teachers will work more closely with a range of professionals, it is important that you begin to develop the capacity to be collaborative. Peer Learning Opportunities are intended to:

* Support professional learning and knowledge building
* Foster critical, evaluative and reflective skills
* Encourage the development of interpersonal skills
* Increase your awareness of your own learning

If possible, students may make arrangements to visit another student (in your own setting or a student in a nearby setting), to observe that person in an interactive teaching capacity and provide feedback. You will also be observed and receive comments on your teaching from them. The time commitment should be around one hour in total for both the observation and the discussion. The peer learning experience should be recorded in your Teaching File. If you are not placed with or near another student teacher, a digital peer learning dialogue can take place via Microsoft Teams with an identified partner (no digital observations should be arranged, but reflective conversations before and/or after an agreed activity are appropriate). It is essential that any arrangements made are negotiated with the staff of the setting and with school staff where appropriate.

**It is essential that any arrangements made are negotiated with the class teachers/ school staff as appropriate.**

# Assessment

## Joint Assessment

School experience is always a joint assessment between the Mentor Teacher and the University Placement Tutor. **One** assessment form will be completed at the end of the placement to which the Mentor Teacher, Placement Tutor and student will all contribute. Placement Tutors will hold a ‘live’ document on OneDrive that can be edited by the Placement Tutor and the Mentor Teacher and read by the student.

Either a satisfactory (S) or unsatisfactory (U) grade is awarded for each of the eight categories. Each category covers a breadth of skills and capacities. Comments should reflect the overall decisions made. Grades should reflect an assessment of placement practice, including the regular scrutiny and discussion of the Teaching File, and should be consistent with the comments and advice written on the report. It is important to include formative comments, including when summative comments are positive.

Ideally, the form is to be completed with the student present. It is essential that the contents are shared with and explained to the student before the end of placement. With on-going discussion and reflection, there should be no surprises in the Placement Assessment Form for the student.

Students must understand the outcome of their placement (whether they have been graded as Satisfactory or Unsatisfactory across the 8 areas of the SPR) before the end date of the placement.

Please note: a single ‘U’, denotes unsatisfactory progression by the student. A judgment of ‘U’ should be given if the student has not yet met the *minimum* requirements for the standard *in relation to the placement course outcomes*.

In cases where a “U” grade is given, this would *usually* result in a FAIL for the course’s learning outcomes.  This outcome will be confirmed by the Board of Examiners at Moray House who will discuss and communicate next steps. To determine this, all sources of evidence will be taken into account (school and tutor reports, the Teaching File and any other relevant information)

Placement Tutors are responsible for sending the completed assessment Form to the Programme Administrator by the given deadline (see the Placement Dates page at the beginning of this document).

## Mid-Way Review

To ensure that students are on a trajectory to pass and that any concerns and communicated and recorded early, we ask all Mentor Teachers to complete a short Mid-Way review at the end of Week 3 of each placement. Students will give this form to Mentor Teachers in time for completion by the deadline noted at the beginning of this document.

## Moderation of Assessment Process

The assessment process is moderated through an external examiner visiting a selection of schools during observation visits, usually during the final placement. The external examiner will observe the process, including talking with the student and tutor, looking at the electronic teaching file and reading the final joint report. Students will be informed in advance if an external examiner will be accompanying their placement tutor on a visit.

# The Teaching File

## Overview

The Teaching File is a source of evidence of student’s constant reflective engagement with the practice of teaching and learning, and the student’s own professional learning. All students must keep **up-to-date** versions of all documents in their Teaching File.

The Teaching File will be completed using Microsoft OneNote and the template provided. It will be shared with the student’s Placement Tutor and Mentor Teacher and must be available at all times. The expectation is that documents will include captures of hand-written notes, and a sense of the constant revision and tweaking necessary as they become more familiar with the children and the curriculum. The file should exemplify a depth of engagement that reflects their professional commitment to enable and enhance learning.

## Necessary Components

Students will take part in a University-based session focusing on all aspects of the Teaching File and that material is not reproduced here. Summaries and accompanying material will be found on LEARN.

This section summarises the documents that must be completed as part of the Teaching File.

Lesson Plans (including Assessment of Learning and Evaluation of Teaching)

A lesson plan should be completed for every lesson taught during placement. During Teaching in Schools 3, after week 2, in discussion with the Placement Tutor and Mentor Teacher, students can choose to include this planning on the weekly/daily plan and not produce a separate lesson plan.

The Assessment of Learning and Evaluation of Teaching sections of the lesson plan template should be completed as soon after the lesson as possible and definitely the same day. These reflective and reflexive sections will critically inform planning for the next day and must be completed in good time.

### Sequence Plans

A sequence plan (or equivalent for Early Years – refer to EY guidance) should be completed at the beginning of the placement for each sequence that a student is intending to teach. This acts as the overview and should be amended as progress is made.

### Record of Professional Learning (RPL)

The Record of Professional Learning is a progress review and target setting document. It is available on LEARN for students to download and must be completed in full every week and signed by the Mentor Teacher.

### Weekly Reflections

While the expectation is that students will complete the Assessment of Learning and Evaluation of Teaching parts of the lesson plan on a daily basis, there is an additional requirement for a weekly written reflection. This should be linked to academic reading and linked in some way to the target setting document.

Placement Tutors will be engaging with the Teaching File at a number of points during the placement.

A random selection of Teaching Files (and those belonging to any student who has received an Unsatisfactory grading) will be moderated at the end of each placement and a small number will be reviewed by the External Examiner.

**It is important to note that not keeping the Teaching File up to date could lead to a placement assessment of unsatisfactory.**

# Appendices

## Appendix 1: National Placement Assessment Form

(also available for students on LEARN)

**UNIVERSITY OF EDINBURGH**

**STUDENT TEACHER PLACEMENT ASSESSMENT FORM**



|  |  |  |
| --- | --- | --- |
| **Student Name:** | **School:** | **Date:** |
| **Programme: PGDE Primary Education** | **Placement:** Early/Middle/Upper Years**Class:** |
| ***This form should be completed in partnership between school and university.*****Names of persons contributing to the report** |
| **University Tutor:** |  |
| **School Mentor/Supervising Teacher:** | *Name:**Role* (e.g. Class Teacher, PT, DHT, HT): |
| **Total length of placement:**  | 7/6/5 weeks |
| **No of days absence**: |  |
| **I confirm that the content of the Report has been discussed with the student:***Yes / No**(delete as appropriate)* | *If ‘No’ please indicate why this was not possible* |
| **Overall outcome (state number of S/U grades):**  | **S:** | **U:** | *(total = 8)* |

**Please provide an overall grade, making a holistic judgement, for each of the eight areas as Satisfactory or Unsatisfactory (S/U) using the following guidelines:**

**• S -** Satisfactory: has made sufficient progress for this stage of development, with an appropriate level of support.

**• U -** Unsatisfactory: has not made sufficient progress, for this stage of development, even with support.

***If progress is Unsatisfactory, this should be clearly communicated to the student and substantiating evidence provided in the report. A supportive action plan should be developed to inform next steps.***

**If either the school or tutor record ‘unsatisfactory’ against any of the areas of the Standard of Provisional Registration, then the Board of Examiners will examine all available evidence to determine if the Learning Outcomes have been met and whether the student is able to progress on the programme or whether a resit is recommended.**

|  |
| --- |
| **The Standard for Provisional Registration** |
| 1. **Being a Teacher in Scotland**
 |
| * 1. **Professional Values**
 | **S / U** | **Comments on progress to date drawing on evidence** |
| * **Social justice** is the view that everyone deserves equal economic, political and social rights and opportunities now and in the future.
* **Trust and Respect** are expectations of positive actions that support authentic relationship building and show care for the needs and feelings of the people involved and respect for our natural world and its limited resources.
* **Integrity** is the practice of being honest and showing a consistent and uncompromising adherence to strong moral and ethical principles and values

*(please also refer to Professional Actions detailed in the SPR for indicative actions)* |  |  |
| * 1. **Professional Commitment**
 | **S / U** | **Comments on progress to date drawing on evidence** |
| Teachers commit to living the professional values and: * Develop deep knowledge of learning and teaching
* Value the contribution of others, challenge biases and assumptions, and apply critical thinking to make effective decisions
* Engage in continuous professional learning, reflection, enquiry, leadership of learning and collaborative practice as key aspects of their professionalism
* Promote equality and diversity, develop deep awareness of culturally responsive pedagogies and understanding needs of all learners.

*(please also refer to Professional Actions detailed in the SPR for indicative actions)* |  |  |
| * 1. **Engaging with the Standard for Provisional Registration**
 | **S / U** | **Comments on progress to date drawing on evidence** |
| * Actively embracing and promoting principles and practices of sustainability in all aspects of work
* Understand what it means to be leaders of learning. Seeking opportunities to lead learning for, and with, all learners with whom they engage. Work with and support development of colleagues and other partners.
* Engage with the SPR, and as part of self-evaluation reflect on practices and own development and professional learning needs

*(please also refer to Professional Actions detailed in the SPR for indicative actions)* |  |  |

|  |
| --- |
| 1. **Professional Knowledge and Understanding**
 |
| **2.1 Curriculum and Pedagogy** | **S / U** | **Comments on progress to date drawing on evidence** |
| **Have knowledge and understanding of:*** Pedagogical Theories and Professional Practice
* Research and Engagement in Practitioner Enquiry
* Curriculum Design
* Planning for Assessment, Teaching and Learning

*(please also refer to Professional Actions detailed in the SPR for indicative actions)* |  |  |
| **2.2 Professional Responsibilities** | **S / U** | **Comments on progress to date drawing on evidence** |
| **Have knowledge and understanding of:*** Education Systems
* Learning Communities

*(please also refer to Professional Actions detailed in the SPR for indicative actions)* |  |  |

|  |
| --- |
| 1. **Professional Skills and Abilities**
 |
| **3.1 Curriculum and Pedagogy** | **S / U** | **Comments on progress to date drawing on evidence** |
| * Plan effectively to meet learners’ needs
* Utilise pedagogical approaches and resources
* Utilise partnerships for learning and wellbeing
* Employ assessment, evaluate progress, recording and reporting as an integral part of the teaching process to support and enhance learning

*(please also refer to Professional Actions detailed in the SPR for indicative actions)* |  |  |
| **3.2 The Learning Context** | **S / U** | **Comments on progress to date drawing on evidence** |
| * Appropriately organise and manage learning
* Engage learner participation
* Build positive, rights

respecting relationships for learning*(please also refer to Professional Actions detailed in the SPR for indicative actions)* |  |  |
| **3.3 Professional Learning**  | **S / U** | **Comments on progress to date drawing on evidence** |
| * Engage critically with literature, research and policy
* Engage in reflective practice to develop and advance career-long professional learning and expertise

*(please also refer to Professional Actions detailed in the SPR for indicative actions)* |  |  |

|  |
| --- |
| **Any additional comments, including specific areas for development or next steps not identified above**: |

|  |  |
| --- | --- |
| If any **UNSATISFACTORY** grades noted: |  |
| Was a ‘**cause for concern’** identified at an earlier stage of placement with a clear ‘action plan’ for support, development and next steps.  | Yes/No |
| **Action Plan to overcome Unsatisfactory grades:** *(please note below the key areas of development the students should undertake and possible support required)* |
|  |

Please ensure a copy of the form has been shared with student, school **and** university tutor

UNIVERSITY PLACEMENT TUTOR SHOULD SEND A COPY OF THIS FORM TO THE PROGRAMME ADMINISTRATOR edpgdep@ed.ac.uk

## Appendix 2: Plan for Learning and Teaching

|  |
| --- |
| ***CURRICULUM AREA***  |
| ***CONTEXT***  |
|  |
| **Resources needed** |  |
| **Staffing** |  |
| **Notes for inclusion and assessment** | **Prior learning (include observations):**  |
| **Whole class** |
| **Specific children** |
| **Curriculum links & starting points** |  |
| **Key vocabulary** |  |
| **Key questions/concepts related to the Learning Intention** |  |
| **Learning intention** |  |
| **Success criteria** |  |
| **Contextualise & frame learning*****(bigger picture framing, including links to previous and future learning)*** |  |
| **Lesson development****(*step by step, including all major elements, for example a 4 phase lesson with appropriate questions and activities*)** |  |
| **Assessment of learning***(Revisit your learning intentions and assessment criteria and ask yourself:**How did the children approach the task?**Which children did well – what and why?**Which children did not do so well – what and why?**What might be the next steps for children’s learning?**What, if any, incidental learning occurred?)* |  |
| **Evaluation of teaching***(What went well and why?**What is the evidence for this?**What did not go so well and why?**What insights/teaching issues has this raised for you?* *How might you enhance your teaching?**Can you discuss this by drawing on theory and research?)* |  |

**The boxes will expand when you type in them.**

**Write all over your plans as you go – it is a working document.**

## Appendix 3: Sequence Plan

|  |
| --- |
| **Curriculum Area:*****And links with other sequence plans, if interdisciplinary.*** |
| **Observations*****What have you seen in your observations of childrens’ learning etc that is the starting point for this sequence?*** |
| **Sequence Overview:*****Context/ topic/ theme*** |
| **Experience and Outcome (focus on one):** ***Refer to Curriculum for Excellence*** |
| **Learning intentions****(anticipated learning)**  | **Assessment focus** **Success criteria** | **Key teaching focus/ outline of lesson** | **Assessment methods** | **Assessment notes (actual learning)/ modifications for future teaching** |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |
|  |  |  |  |  |

1. Students should attend their placement when the school they are placed in is open, and work from home if the school is closed for holidays etc. Students should attend in-service days where possible. [↑](#footnote-ref-1)
2. Report sheet submission date TBC [↑](#footnote-ref-2)
3. Students must complete a 6 week placement, following the term/holiday dates for the school they are placed in. [↑](#footnote-ref-3)
4. Different arrangements apply for Observation week – see later [↑](#footnote-ref-4)