

ITE course and placement information for schools and student teachers

Version 2: updated 21/08/24

School and supervising teacher support resources, including guidance documents and videos, can be found at this web link <https://bit.ly/MH-PGDES>

University name	University of Edinburgh (Moray House School of Education and Sport)
Programme or course name as shown in student placement system	PGDE Secondary
Year	2024/25
Placement name as shown in student placement system	Placement 2

Thank you for agreeing to support a student teacher. Please note that placement allocation is a complex and challenging process, and that 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.** Please do not be concerned if you have not heard from your 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 names of any other students who have been allocated for future placements.

Placement stages Summary of placement block including class, subject requirement and serial days	<p>Student teachers should have opportunities across all year groups and stages where possible.</p> <p>Students should incrementally build the number of teaching hours from about 7 in the first week to a <u>maximum of 13.25</u> in each of the final two weeks. This is dependent on each individual student's progress and some may pick up more teaching hours sooner but all students should be teaching 13.25 hours (or close to this) by the final week.</p> <p>Suggested time increment build up:</p> <table border="1" data-bbox="775 1630 1497 2042"> <tr> <td>Week 1</td><td>Up to 5 hours teaching Up to 10.25 hours observation</td></tr> <tr> <td>Week 2</td><td>Up to 9 hrs teaching Up to 6.25hrs observation</td></tr> <tr> <td>Week 3</td><td>Up to 11 hrs teaching Up to 4.25 hrs observation</td></tr> <tr> <td>Week 4</td><td>Up to 11 hrs Teaching Up to 4.25 hrs observation</td></tr> <tr> <td>Week 5</td><td>Up to 13.25hrs Teaching Up to 2 hours of Observation</td></tr> <tr> <td>Week 6</td><td>13.25 hours teaching Up to 2 hours of Observation</td></tr> </table>	Week 1	Up to 5 hours teaching Up to 10.25 hours observation	Week 2	Up to 9 hrs teaching Up to 6.25hrs observation	Week 3	Up to 11 hrs teaching Up to 4.25 hrs observation	Week 4	Up to 11 hrs Teaching Up to 4.25 hrs observation	Week 5	Up to 13.25hrs Teaching Up to 2 hours of Observation	Week 6	13.25 hours teaching Up to 2 hours of Observation
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	<p>Team teaching can also be used to build experience and confidence and might be particularly appropriate for senior phase exam classes</p> <p>There will be more observation hours to begin with, but some observation of teaching should continue until the end of placement.</p> <p>A guide to tasks that should be undertaken can be found in Appendix A of the Placement Handbook.</p> <p>Student Teachers of Expressive Arts: This group includes students of Art and Design; Drama; Music and PE. It is required for these students to undertake a two day (or four half days) primary school observation and/or, if possible, co-teaching opportunity, which will be completed by students at an appropriate time during the placement.</p> <p>In the interests of progression and continuity, the participating primary school should be one of the secondary school's associated primaries. It would therefore be appreciated if secondary school Regents could liaise with their associate primary Head Teachers in order to facilitate this valuable opportunity for student teachers from these disciplines.</p> <p>Dual subject students: There are additional requirements for dual subject students. These are outlined in a separate document that will be available on SPS, or which can be obtained from the Programme Administrator</p>									
<p>Date, duration and pattern Indicate the start and end date of each separate placement</p>	<p>Placement 2</p> <table><tr><td></td><td>Start</td><td>End</td></tr><tr><td>Placement 2</td><td>Monday 27/1/25</td><td>Friday 14/3/25</td></tr><tr><td>Placement 2 Retrieval: Summer</td><td>Monday 21/04/25</td><td>Friday 30/5/25</td></tr></table> <p>Duration: 7 weeks (but this includes LA school mid-term breaks so all students will have a minimum of 6 weeks on placement)</p> <p>Students will attend full time in each of these weeks.</p> <p>All students are expected to have an allocated supervising teacher who will support and coach them during the placement; and who will take the lead in communications with the university placement tutor, including the writing of the joint report. Supervising teachers must be fully registered with the GTCS and will have appropriate experience.</p>		Start	End	Placement 2	Monday 27/1/25	Friday 14/3/25	Placement 2 Retrieval: Summer	Monday 21/04/25	Friday 30/5/25
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<p>Placement requirements Brief outline of the purpose including summary bullet points identifying key aspects of the placement</p>	<p>With support from school staff and tutors, students learn how to teach a range of age groups and a range of abilities.</p> <p>The aims of the placement are:</p> <ul style="list-style-type: none"> • to build on the experience of Block Placement 1 in order to develop greater independence and reflection in student teachers at classroom level to effect improvement in practice in all the areas outlined in the Placement 1 thumbnail. The Placement Tutor will be happy to offer advice; • to provide opportunities for student teachers to consider and reflect on change in education in order to develop student teachers' understanding of this process in schools and at classroom level; • to give student teachers the opportunity to plan for a systematic enquiry into their own practice; • to give opportunities to student teachers to investigate the ways in which their placement school develops in practice the responsibility of all teachers with regard to learning for sustainability, social justice and the crosscutting themes (literacy, numeracy, Health and Wellbeing and ICT) <p><u>Additional notes:</u></p> <ol style="list-style-type: none"> 1. <i>Student teachers should be supervised by a qualified teacher when teaching classes.</i> 2. <i>Students should be given regular feedback and it is recommended that an agreed weekly time slot is allocated for the supervising teacher and student to discuss this.</i> 3. <i>Under no circumstances can student teachers be used as unsupervised cover for absent staff</i> 4. <i>We expect students to create resources for at least some lessons from scratch. However, in order to ensure that workload is reasonable, students should not be expected to create resources for every lesson from scratch. Where guidance is needed on what is reasonable in terms of workload, the Placement Tutor will be happy to offer advice.</i> 5. <i>Students should have the opportunity to participate in a Regent's programme of discussion and input</i>
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	<p><i>regarding current and contextual educational issues related to teaching in the classroom.</i></p> <p>See the handbook available here: https://bit.ly/MH-PGDES</p>
<p>Tutor Visit/Assessment Provide information about the expected nature of visit and assessment including reports that schools need to complete and feedback to the university</p>	<p>Tutor Observation Visit</p> <ul style="list-style-type: none"> • Normally one tutor visit will take place during the placement period. Where a student requires additional support, an earlier support visit can be arranged. The tutor visit will normally take place in the second half of the placement. • The university tutor will contact the school mentor to arrange a suitable date/time for each visit. • The tutor visits will involve lesson observations, discussion individually, with the student and the school mentor, and reviewing of documentation to monitor student progress. • The role of the university tutor, in addition to supporting the student and school, will involve engaging in professional learning conversations with the student in order to challenge their thinking and assess their progress across the GTCS Standards for Provisional Registration. • For this placement the student's teaching file should be stored digitally in order that the student, school mentor and tutor can access easily upon request. <p>Assessment Students are assessed against the GTCS Standards for Provisional Registration. Details of the main indicators and features of this placement assessment can be found in the placement handbooks.</p> <p>Observation The school mentor should endeavour to formally observe at least one lesson per week and provide written feedback if possible at least once a week. Throughout placement, verbal or written feedback should be provided by class teachers, but this should be consistent with the focus of the placement, and with particular, targets that have been set for the student. Further advice on giving feedback to students can be found in the video section of this https://bit.ly/MH-PGDES.</p> <p>Interim Progress Check Mid-way through placement, mentors will be contacted by the placement tutor and asked to comment on the student's progress to date. This can often be a useful prompt to discuss any pertinent issues, or raise any concerns.</p>

	<p>Summative Joint Reports</p> <p>An end of placement summative joint report will be compiled with contributions from both the mentor and placement tutor. The joint report will require commentary and a satisfactory/unsatisfactory grade allocated to different sections relating to the GTCS Standards for Provisional Registration.</p> <p>The University placement tutor is responsible for leading the completion of the joint report and they will work in conjunction with the supervising teacher to agree to the content of the report, the assessment decisions contained, and how each person will contribute to it.</p> <p>It is essential that <u>by the last day of the placement</u>, the placement tutor and supervising teacher have compiled and agreed to a final commentary and assessment outcomes, and that this has been discussed with the student before they conclude the placement on the last day.</p> <p>The placement tutor will agree with the supervising teacher as to when is best to finalise the joint report. For some students, this may be before the last week, for others it may be on the final day.</p>
<p>Sources of additional support</p> <p>Provide summary information regarding the communication in place for the university to support a student teacher who is experiencing professional and/or personal challenges during placement or where a school requires additional support with a student teacher.</p>	<p>Cause for Concern</p> <p>The school supervising teacher should be in regular communication with the university tutor during the placement and should make early contact with the university tutor to discuss any concerns or indicators that the student is not progressing as expected.</p> <p>Should the school have any emerging concerns over the student's progress, it is particularly important that the university tutor is made aware as soon as possible.</p> <p>Supervising teachers will be prompted by the university tutor to complete a mid-placement review and raise any cause for concerns around the half way point of placement.</p> <p>If there is cause for concern about a student's progress, typically a meeting between the student, the school supervising teacher and/or placement tutor should take place. The focus of a cause for concern meeting is to ensure that there is a shared understanding of the expectations of students on placement in order to meet the GTCS Standards for Provisional Registration and the precise nature of the areas of concern. The cause(s) for concern should be recorded by the university placement tutor using an 'At Risk' form</p> <p>Schools should be reassured that a further placement visit by the tutor may be possible if required.</p> <p>Sources of Support</p> <p>Each student has a student advisor who works with students as part of the University Student Support Service</p>

	<p>who can help with personal issues that may affect the student's progress.</p> <p>They can advise on personal/academic and financial matters.</p> <p>The student also has access to additional emotional and wellbeing support via the Place2Be partnership with the university (https://www.ed.ac.uk/education/partnerships/place2be).</p> <p>School and supervising teacher support resources, including guidance documents and videos, can be found at this web https://bit.ly/MH-PGDES.</p> <p>Student Absence The student should contact the school if they are going to be absent in the normal way staff at the school would be expected to. The student should also make the university aware by contacting their placement tutor and Programme Administrator.</p> <p>Unexpected Absence 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 edupgde@ed.ac.uk and MHSES.SSO@ed.ac.uk and, if they know it, cc'ing the student's Placement Tutor. 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.</p>
Contact information	<p>Contact details for university staff can be found in the handbook which can be found here: https://bit.ly/MH-PGDES</p> <p>Course Organiser, Isobel Finnie: isobel.finnie@ed.ac.uk</p> <p>Programme Administrator: EduPGDE@ed.ac.uk</p> <p><i>Additional information can be found in the placement handbook which will be shared by Local Authority representatives or can be obtained from the Placement Unit at Placement.Unit@ed.ac.uk.</i></p>

If you have any concerns, please contact the relevant university staff member, the programme administrator or the course organiser as indicated in the contact information here <https://bit.ly/MH-PGDES>.