

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 3

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.</p> <p>Students should incrementally build the number of teaching hours to a <u>maximum of</u> 15.25 in the final weeks.</p> <p>During the placement, the student teaching load should increase over the placement so that they are involved in teaching for up to 15.25 hours and involved in teaching and observation for a total of not more than 17.50 hours. It is important that the student has opportunities to observe and learn alongside experienced teachers.</p> <p>Students will attend full time in each of the placement 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> <p>Dual subject students: There are additional requirements for dual subject students. These are outlined in a separate</p>
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	document that will be available on SPS, or which can be obtained from the Programme Administrator.																								
Date, duration and pattern Indicate the start and end date of each separate placement	<p>Placement 3: Mon 21/04/25 – Fri 30/5/25 <i>(Within Block Placement 3)</i></p> <p>Duration: 6 weeks</p> <table border="1"> <thead> <tr> <th>Week No.</th><th>Teaching/Observation Time Guidance</th></tr> </thead> <tbody> <tr> <td>Week 1</td><td>Up to 9hrs teaching / 8hrs observation</td></tr> <tr> <td>Week 2</td><td>Up to 13.25hrs teaching / 4.25hrs observation</td></tr> <tr> <td>Week 3/4/5/6</td><td>Up to 15.25hrs teaching / 2.25hrs observation</td></tr> </tbody> </table> <hr/> <p>Placement 3 (retrieval): Mon 28/10/24– Fri 6/12/24 <i>(Within Block Placement 1)</i></p> <p>Duration: 6 weeks</p> <table border="1"> <thead> <tr> <th>Week No.</th><th>Teaching/Observation Time Guidance</th></tr> </thead> <tbody> <tr> <td>Week 1</td><td>Up to 9hrs teaching / 8hrs observation</td></tr> <tr> <td>Week 2</td><td>Up to 13.25hrs teaching / 4.25hrs observation</td></tr> <tr> <td>Week 3/4/5/6</td><td>Up to 15.25hrs teaching / 2.25hrs observation</td></tr> </tbody> </table> <hr/> <p>Placement 3 (retrieval): Mon 27/1/25 – Fri 14/3/25 <i>(Within Block Placement 2)</i></p> <p>Duration: 7 weeks <i>(but this may include a local authority school mid-term break, so all students will have a minimum of 6 weeks on placement)</i></p> <table border="1"> <thead> <tr> <th>Week No.</th><th>Teaching/Observation Time Guidance</th></tr> </thead> <tbody> <tr> <td>Week 1</td><td>Up to 9hrs teaching / 8hrs observation</td></tr> <tr> <td>Week 2</td><td>Up to 13.25hrs teaching / 4.25hrs observation</td></tr> <tr> <td>Week 3/4/5/6/7</td><td>Up to 15.25hrs teaching / 2.25hrs observation</td></tr> </tbody> </table>	Week No.	Teaching/Observation Time Guidance	Week 1	Up to 9hrs teaching / 8hrs observation	Week 2	Up to 13.25hrs teaching / 4.25hrs observation	Week 3/4/5/6	Up to 15.25hrs teaching / 2.25hrs observation	Week No.	Teaching/Observation Time Guidance	Week 1	Up to 9hrs teaching / 8hrs observation	Week 2	Up to 13.25hrs teaching / 4.25hrs observation	Week 3/4/5/6	Up to 15.25hrs teaching / 2.25hrs observation	Week No.	Teaching/Observation Time Guidance	Week 1	Up to 9hrs teaching / 8hrs observation	Week 2	Up to 13.25hrs teaching / 4.25hrs observation	Week 3/4/5/6/7	Up to 15.25hrs teaching / 2.25hrs observation
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Placement requirements Brief outline of the purpose including summary bullet points identifying key aspects of the placement	<p>The major aspects of the placement are:</p> <ul style="list-style-type: none"> to give student teachers the opportunity to critically consider and engage in the process of planning for teaching and learning across secondary school education taking account of subject disciplines and local and global educational contexts; to give student teachers the opportunity to critically interrogate theories of learning, teaching and assessment within their subject disciplines and in the wider educational, social, cultural and political contexts of the secondary school community; to give student teachers the opportunity to examine the values and ideologies explicit and implicit in 																								

	<p>academic research and policy literature and/or about Scottish education and beyond which relate to central contemporary educational issues such as inclusion, additional support needs, fairness, diversity, social justice and sustainability;</p> <ul style="list-style-type: none"> • to give student teachers the opportunity to engage in reflective and reflexive praxis to ensure how, why and what we teach aligns with our individual and collective professional values and actions. <p><u>Additional notes:</u></p> <ol style="list-style-type: none"> 1. <i>As per usual practice, student teachers will be supervised by a qualified teacher when teaching classes.</i> 2. <i>Where possible, we appreciate it where our partners can find an agreed weekly time slot for the supervising teacher and student to discuss feedback and next steps.</i> 3. <i>We appreciate the support of schools in adhering to the national policy that student teachers cannot 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 regarding current and contextual educational issues related to teaching in the classroom.</i>
<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 Visit</p> <p>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.</p> <p>The university tutor will contact the school supervising teacher to arrange a suitable date/time for the visit. The tutor visit will involve lesson observation(s), discussion individually, with the student and the school supervising teacher, 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</p>

digitally in order that the student, school mentor and tutor can access easily upon request.

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.

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 [link](#).

Interim Progress Check

Mid-way through placement, supervising teachers 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.

Summative Joint Reports

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.

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.

It is essential that by the last day of the placement, 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.

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.

Professional development portfolio (PDP)

Students must keep a PDP of their school placement work. During the placement, the student's teaching file should be stored **digitally** in order that the student, school supervising teacher and tutor can access easily upon request.

The PDP is a professional document and has to be available to the school supervising teacher and university tutor. It is a work in progress document and has to be kept up to date.

Sources of additional support

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.

Wellbeing Concerns

If a school is concerned about student wellbeing, they should contact the Course Organiser (EduPGDE@ed.ac.uk) and Student Support (MHSES.SSO@ed.ac.uk).

Academic Cause for Concern

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.

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.**

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.

Schools should be reassured that a further placement visit by the tutor may be possible if required.

Sources of Support

Each student has a student advisor who works with students as part of the University Student Support Service who can help with personal issues that may affect the student's progress.

They can advise on personal/academic and financial matters.

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>).

School and supervising teacher support resources, including guidance documents and videos, can be found at this [link](#).

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.

Unexpected Absence

	<p>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>Placement 3 Course Organiser: Marie Mcgarrol (marie.mcgarrol@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 university administration staff or the course coordinator directly.