



THE UNIVERSITY *of* EDINBURGH  
Moray House School of  
Education and Sport

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# **PGDE (Secondary) Placement Course Handbook**

## **Placement 3 (EDUA10162)**

*2024 – 2025*

## Note to Schools

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 details of any other students who have been allocated for future placements.

To request this document in an alternative format, such as large print or on colour paper, please contact: [edupgde@ed.ac.uk](mailto:edupgde@ed.ac.uk)

## Summary of Placement 3

Dates:	<p>For most students, Placement 3 will last for 6 weeks starting on <b>Monday 21/04/25</b>, and ending on <b>Friday 30/5/25</b>.</p> <p>A small number of students with exceptional circumstances will undertake their placement 3 in term 1 or term 2 instead. The exact dates of each student's placement can be found on the National Placement System (NPS)</p>
Hours:	<p><u>Week 1:</u> Up to 9hrs teaching &amp; 8hrs observation of subject specialist teachers/school community</p> <p><u>Week 2:</u> Up to 13.25hrs teaching &amp; 4.25hrs observation of subject specialist teachers/school community</p> <p><u>Weeks 3, 4, 5 &amp; 6:</u> It is expected that the student will begin their period of full responsibility during week 3. Full responsibility for the purposes of this placement is considered to be <b>up to 15.25hrs teaching</b> &amp; 2.25hrs observation of subject specialist teachers/school community, including an in-person tutor visit by the end of Week 6.</p>
Main Activities:	<p>Developing Planning, Teaching, Observation knowledge and skills through observation, reflection, professional dialogue, responding to feedback, CLPL and whole school engagement.</p> <p>Particular focus for placement 3:</p> <ul style="list-style-type: none"> <li>• Exploring support for learning systems and provisions to meet pupil needs.</li> <li>• Transition processes and links between primary and secondary schools.</li> <li>• Undertake a systematic enquiry into the student's own practice.</li> </ul> <p>Further detail can be found in Appendix A</p>

PDP:	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.
Placement Tutor Visit:	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.
Assessment:	A joint report will be written by the school Supervising Teacher and university tutor based on the SPRs. Satisfactory is needed in all sections of the report to pass placement.
Absence:	Should you be unable to attend placement, you should inform your school as early as is possible on that day, preferably by phone, and email your Placement Tutor and the PGDE Secondary Programme Administrator when you become aware you will be unable to attend. Further guidance on absenteeism can be found on the Placement 3 site on Learn.
Further Support:	<p>The University also has a Student Support service that can advise on personal/academic and financial matters. Usually, the student will contact their Personal Tutor who would then advise them to make contact with Student Support.</p> <p>The student also has access to additional emotional and wellbeing support via the Place2Be partnership with the university  (<a href="https://www.ed.ac.uk/education/partnerships/place2be">https://www.ed.ac.uk/education/partnerships/place2be</a>)</p>

## CONTENTS

<b>1. COURSE DETAILS .....</b>	<b>5</b>
1.1. Teaching staff .....	5
1.2. Placement Courses .....	5
<b>2. PLACEMENT 3 INFORMATION .....</b>	<b>6</b>
2.1. Placement 3 Dates .....	6
2.2. Teaching on Placement 3 .....	6
2.3. Impact of holidays, in-service days, change of timetables, and alternative curriculums in placement 3 .....	6
2.4. Rationale for the Course .....	7
2.5. Placement 3 Aims .....	7
2.6. Course Reading List .....	7
2.7. Main Features and Indicators .....	8
<b>3. PLACEMENT ASSESSMENT PROCESSES AND SUPPORT .....</b>	<b>16</b>
3.1. Evidence Based Assessment .....	16
3.2. Summative Assessment Process .....	16
3.3. Formative Assessment .....	17
3.4. The Professional Development Portfolio (PDP) .....	18
3.5. Cause for Concern Process .....	20
3.6. Moderation of Assessment Process .....	21
3.7. Dual Qualification Student Teachers .....	21
3.8. Retrieval of Fails .....	22
<b>4. PROGRAMME LEARNING OUTCOMES AND GTCS STANDARDS .....</b>	<b>23</b>
4.1. Programme Learning Outcomes .....	23
4.2. The Standard for Provisional Registration .....	23
<b>5. SCHOOL PLACEMENT ORGANISATION .....</b>	<b>24</b>
5.1. How are Students Allocated to Schools? .....	24
5.2. How do Students Learn on Placement? .....	26

5.3. Who Supports the Student Teacher on Placement? .....	27
5.4. Roles and Responsibilities .....	27
<b>6. PROFESSIONALISM ON PLACEMENT .....</b>	<b>29</b>
6.1. Professionalism on Placement.....	29
6.2. Social Media .....	30
6.3. Reminder of absence policy for Initial Teacher Education programmes .....	31
6.4. Being Prepared for Placement.....	31
6.5. Absence from Placement: Procedures .....	32
6.6. Attendance on Placement: Expectations .....	32
6.7. Child Protection .....	34
<b>7. SUPPORT FOR STUDENT TEACHERS ON PLACEMENT .....</b>	<b>34</b>
7.1. Student Teacher Wellbeing.....	35
7.2. Expenses .....	36
7.3. Withdrawing from Placement Early .....	37
<b>8. SCHOOL EXPERIENCE IN ROMAN CATHOLIC SCHOOLS .....</b>	<b>37</b>
<b>9. EXTERNAL EXAMINER.....</b>	<b>38</b>
<b>10. FITNESS TO PRACTICE CONTACT PERSON .....</b>	<b>38</b>
<b>11. STATEMENT OF POLICY ON EQUALITY, DIVERSITY AND RESPECT .....</b>	<b>39</b>
<b>12. COMPLAINT PROCEDURE .....</b>	<b>40</b>
<b>13. APPENDIX A: Placement 3 Tasks &amp; Contact Time.....</b>	<b>41</b>

## **1. COURSE DETAILS**

### **1.1. TEACHING STAFF**

PGDE Secondary programme staff information and contact details can be found on our Placement Providers website via this [link](#).

### **1.2. PLACEMENT COURSES**

Students undertaking the PGDE (Secondary) qualification must undertake 18 weeks of school placement during the PGDE year. This Programme splits the 18 weeks into three placements spread throughout the ITE year, each of which may be undertaken in a different school. Whilst on placement, with support from school staff and tutors, students learn how to teach a range of age groups and a range of abilities.

## **2. PLACEMENT 3 INFORMATION**

### **2.1. PLACEMENT 3 DATES**

**Monday 21 April 2025 to Friday 30th May 2025.**

(Students will attend full time in each of these weeks)

### **2.2. TEACHING ON PLACEMENT 3**

Block Placement 3 should follow an incremental and developmental model of experience with an increase in teaching load and responsibilities as the placement progresses. Students should be teaching **a maximum of 15.25 hours a week** with 2.25 hours of observation by the end of the placement. This will vary from school to school, but it is very important that students continue to observe teachers and to reflect on these observations in relation to their own practice. A suggested structure for time increments and tasks is given in Appendix A.

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.

### **2.3. IMPACT OF HOLIDAYS, IN-SERVICE DAYS, CHANGE OF TIMETABLES, AND ALTERNATIVE CURRICULUMS IN PLACEMENT 3**

Placement 3, when undertaken in the April/May of a school session, can offer students rich and alternative opportunities in the wider school due to the possibilities of engaging in alternative curriculums/suspended timetables, and whole school CPD. Additionally, due to possible bank holidays at this time of year, and change of timetables in some schools, a student's regular engagement with classes can be disrupted to some extent.

Whilst some disruption to 'normal' teaching is often expected during a typical placement 3 experience, the Supervising Teacher should work with the student to create a timetable that will allow for an appropriate degree of consistency and the best opportunities for supporting the student's development needs.

Where a Supervising Teacher or student feels that the school timetable circumstances offer restrictive opportunities for development to meet the placement assessment



standards, they should contact the Placement Tutor for further discussion and guidance as a matter of priority.

## **2.4. RATIONALE FOR THE COURSE**

Placement courses inculcate professional ways of doing and ways of being. Student teachers on placement bring together their University teaching about pedagogy; their academic and policy reading; their knowledge and understanding of young people as individuals and as groups; their emergent practice; and their understanding of their own development as a teacher. This is an interesting and challenging task. It is the beginning of a process towards learning to teach which continues throughout a teacher's professional career.

## **2.5. PLACEMENT 3 AIMS**

The aims of Placement 3 are:

- to build on the experiences of Block Placement 1 and 2 in order to develop sufficient independence in classroom teaching skills and reflective abilities that student teachers are adequately prepared for the probationary year and meet the Standard for Professional Registration;
- to give student teachers the opportunity to conduct a systematic enquiry into their own practice;
- to encourage the student teacher to investigate and where possible engage in the teacher's role in the wider school community in order that they reflect on and analyse these aspects of their profession and their wider professional responsibilities.

## **2.6. COURSE READING LIST**

Reading for Professional Studies and Curriculum and Pedagogy are outlined in other course booklets and in reading lists. All programme reading could/should inform, support and develop student teacher practice and student teacher thinking about practice.

The reading listed below is more directly related to placement and teaching practice.

- Arshad, R., Wrigley, T., & Pratt, L. (2019). Social justice re-examined: dilemmas and solutions for the classroom teacher. Stoke-on-Trent: Trentham Books Ltd.
- Brookfield, S.D. (2017). Becoming a critically reflective teacher, 2nd edition. San Francisco, CA: Jossey-Bass
- Christie, E., Higgins, P., King, B., Collacott, M., Kirk, K. & Smith, H. (2019). From rhetoric to reality: examining the policy vision and the professional enactment of enacting learning for sustainability in Scottish schools', Scottish Educational Review, 51(1), 44-56.
- Dillon, J., & Maguire, M. (2011). Becoming a teacher: issues in secondary teaching, 4th edition. Berkshire: OUP.
- Fill, A. F. & Penz, H. (2017). The Routledge Handbook of Eco-Linguistics. New York: Routledge.
- Olsen, B. (2016). Teaching for success, developing your teacher identity in today's classroom. New York: Routledge.

## **2.7. MAIN FEATURES AND INDICATORS**

### **Professional Values and Personal Commitment**

The following descriptors were developed from existing information sent to school regents in the Regent Pack. They have been adapted to suit the new Standard for Provisional Registration.

Across all three placements student teachers are expected to demonstrate a professional disposition which is evidenced in their teaching identity as honesty, trustworthiness and integrity. They should demonstrate an understanding of ways in which schools can be centres for the promotion of social justice and they should be aware of the potential for teachers to be agents for change in this and other areas of school life and learners' lives. Student teachers can demonstrate this in two ways, firstly, in how they are and who they

are in the classroom and in the school; and secondly within the content of their teaching so that by the end of the three placements teaching for social justice for example, is part of planning and delivery of learning as well as the disposition of the teacher.

### **Placement 3**

Under normal circumstances during this placement 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 per week by the end of the placement.

#### **Minimum teaching time**

There is no set figure for minimum teaching time that student teachers must achieve in order to demonstrate the placement standards. However, we encourage student teachers and schools to get as close to the maximum number of teaching hours stated above as is manageable.

The guiding principle that will be used when making assessment judgements is that by the final week of placement, the University Tutor and school mentor should feel that (in their professional judgement) the student teacher is capable of planning and teaching a sufficient number of lessons to demonstrate that they have met the placement standards.

For most student teachers this would involve them being capable of planning and teaching at least 14 periods by the final week of placement, but this figure may be different for some.

Where student teachers or school mentors have concerns around meeting the requirements for maximum or minimum teaching time, they should initiate a conversation with the University Placement Tutor at the earliest opportunity.

Throughout this placement, student teachers build on learning from Placement 2 and learning from the University-based courses. By the end of Placement 3 student teachers should be working **confidently and independently** when assessed against the SPR elements.

Area of Learning and SPR Elements	Placement 3 Main Features and Indicators
<b>Lesson Planning</b>	<b>The student teacher demonstrates through Curriculum Studies 2, through collecting and evaluating lesson plans in the Professional Development Portfolio:</b>
<p>2.1.1 Have knowledge and understanding of Pedagogical Theories and Professional Practice</p> <p>2.1.3 Have knowledge and understanding of Curriculum Design</p> <p>2.1.4 Have knowledge and understanding of Planning for Assessment, Teaching and Learning</p> <p>3.1.1 Plan effectively to meet learners' needs</p> <p>3.1.2 Utilise pedagogical approaches and resources</p> <p>3.1.4 Employ assessment, evaluate progress, recording and reporting as an integral part of the teaching process to support and enhance learning</p> <p>3.3.1 Engage critically with literature, research and policy</p>	<p>a powerful and increasingly secure knowledge of content, theory and practical skills related to their curricular area and its relevance to the education of every learner which with support, they can turn into good teaching;</p> <p><i>with increasing independence</i> as the placement progresses they can plan individual and short series of lessons on the basis of their understanding of the curriculum guidance and the assessment arrangements in place for that area;</p> <p>well-structured lesson planning, which include elements such as recap, introduction, development and plenary;</p> <p>a secure understanding of interdisciplinary learning, where possible and appropriate, engagement with this in planning and teaching;</p> <p><i>evidence</i> they employ a wider range of teaching strategies and resources, to engage and meet the needs and abilities of every learner;</p> <p><i>increasing</i> knowledge of digital literacy and use of digital approaches in lesson plans;</p> <p>a <i>secure</i> understanding of and ability to underpin planning for teaching with pedagogical and learning theories;</p> <p>a secure understanding to identify the potential barriers to learning and ability to plan differentiated and appropriately challenging learning experiences to ensure learning is accessible for every learner which builds on understanding of national legislation and guidance;</p> <p>evidence in planning that they are taking account of diversity in learners and planning opportunities for the participation of all learners in learning;</p> <p>a <i>secure</i> understanding of the central role of formative assessment in teaching and learning such that their planning would include indication of where evidence would come from to show pupil progress, which methods might be employed to assess learning and where appropriate AiFL strategies might be employed;</p> <p><i>increasing evidence</i> of implementing responsibility for Health and Wellbeing, literacy and numeracy in lesson planning.</p>

Classroom communication, engagement and relationships.	The student teacher will demonstrate that they are <i>increasingly able</i> to turn planning into effective practice in their delivery of teaching in ways which engage and teach learners. In particular, they will demonstrate:
<p>2.1.1 Have knowledge and understanding of Pedagogical Theories and Professional Practice</p> <p>2.1.3 Have knowledge and understanding of Curriculum Design</p> <p>2.1.4 Have knowledge and understanding of Planning for Assessment, Teaching and Learning</p> <p>3.1.2 Utilise pedagogical approaches and resources</p> <p>3.1.3 Utilise partnerships for learning and wellbeing</p> <p>3.2.1 Appropriately organize and manage learning</p> <p>3.2.2 Engage learner participation</p> <p>3.2.3 Build positive, rights respecting relationships for learning</p>	<p><i>confident</i> teaching and relationship building which is based on evidence from professional, educational and research reading and their observation of experienced practitioners;</p> <p>an <i>increasingly secure</i> ability to engage all learners in learning through for example:</p> <ul style="list-style-type: none"> <li>- valuing and embracing diversity and seeking ways to actively engage the participation of all learners;</li> <li>- communicating appropriately with every learner with clear explanation of concepts <i>most of the time</i> within their curricular area;</li> <li>- <i>secure</i> pitching and pace of lessons;</li> <li>- <i>An increasingly secure</i> ability to employ an increasing range of teaching strategies and resources designed to value and meet the needs of all learners;</li> <li>- <i>An increasing</i> ability to identify the potential barriers to learning and plan differentiated and appropriately challenging learning experiences to ensure learning is accessible for every learner;</li> <li>- <i>more secure</i> questioning characterized by for example appropriate wait time; reframing; prompting; summarizing; an understanding of open and closed questions and their application;</li> <li>- <i>increasing</i> employment of digital technology appropriately</li> <li>- Recognising opportunities for and employing interdisciplinary learning if possible.</li> </ul> <p>Modelling and promoting literacy, numeracy and health and wellbeing <i>in a more routine way</i>;</p> <p><i>With increasing confidence</i> create a safe and purposeful learning environment through for example:</p> <ul style="list-style-type: none"> <li>- being welcoming and inclusive;</li> <li>- well organised;</li> <li>- employing a range of meaningful contexts for learners in a purposeful way such as class, group, paired and individual learning experiences;</li> <li>- when appropriate taking into account subject specific safety regulations;</li> <li>- Utilising a developing knowledge of wellbeing indicators and their application.</li> </ul> <p><i>Increasing confidence in</i> building positive, rights respecting relationships for learning through</p> <ul style="list-style-type: none"> <li>- taking account of and implementing relevant whole school inclusion and behaviour policies</li> <li>- utilising strategies to nurture caring, supportive and purposeful relationships with learners</li> </ul>

	<ul style="list-style-type: none"> <li>- utilising opportunities to celebrate success.</li> <li>- Increasingly successful ability to create a learning environment where learners are encouraged to respect and care for themselves, others and the natural world.</li> <li>- <i>Utilising a developing knowledge</i> of wellbeing indicators and their application</li> </ul> <p>With increasing independence be able to evaluate the impact of the learning environment on every learner and learning and to challenge assumptions, surface bias and adapt provision, as appropriate</p> <p>An increasing confidence and ability to reflect in action and to deviate from the lesson plan in response to perception of learner need or interest, or a flaw in the planning;</p> <p>An ability to work with and to seek appropriate advice from others EG. Other teachers, SfL teachers, learning support assistants;</p> <p>Begin to think about creating opportunities for learning to be transformative in terms of challenging assumptions and expanding world views;</p>
<b>Assessment</b>	<b>In their PDP, in discussion with supervising and other teachers; in regent's meetings; in their lesson planning, increasingly in their teaching and in their understanding of their departmental and whole school responsibilities, student teachers will demonstrate:</b>
<p>2.1.4 Have knowledge and understanding of Planning for Assessment, Teaching and Learning</p> <p>3.1.4 Employ assessment, evaluate progress, recording and reporting as an integral part of the teaching process to support and enhance learning</p>	<p>a secure understanding of the role assessment plays in teaching and learning supported by evidence in lesson planning and in teaching;</p> <p>a secure ability to identify where evidence for assessment can come from in a lesson;</p> <p>a secure ability in using appropriate formative and summative assessment strategies to provide opportunities for challenge and growth appropriate to the needs of every learner such as: writing clear learning intentions and success criteria; use of self and peer assessment</p> <p>an <i>increasingly secure</i> ability to collect evidence and use it to inform the next lesson in order to revisit, reteach, or change elements of content and practice to help learners progress at class, group and individual level;</p> <p>an <i>increasing confidence</i> in their ability to communicate clearly in a sensitive and constructive way with learners, the school and parents so that they know how pupils are progressing and how they can improve.</p> <p>evidence, where it is possible, of understanding and applying national guidelines for summative assessment of learners' work.</p>

Critical Reflection	Student teachers will maintain a reflective record of evidence of impact of professional learning on self and learners in the PDP which demonstrates:
<p>2.1.2 Have knowledge and understanding of Research and Engagement in Practitioner Enquiry</p> <p>3.3.1 Engage critically with literature, research and policy</p> <p>3.3.2 Engage in reflective practice to develop and advance career-long professional learning and expertise</p>	<p>Their increasing in independence to reflect critically against the SPR through self-evaluation of their own teaching by identifying the successes and development needs</p> <p>engagement in improving practice as a consequence of reflection</p> <p><i>an increasingly secure</i> ability to seek and receive feedback from staff and pupils and act on it appropriately;</p> <p><i>show an ability</i> to question and challenge educational assumptions, beliefs and values of self and the wider system.</p> <p><i>confidence</i> in justifying the decisions they make in relation to planning and teaching, which draws on their reading of literature, research and policy; their observation of more experienced teachers and their accumulating experience;</p> <p>overall, the student teacher will demonstrate a secure and increasingly sophisticated understanding of the complex and dynamic nature of education and how they attempt to respond to this in their teaching.</p>
Professionalism	Student teachers will demonstrate professionalism:
<p>Professional Values Section of SPR and also</p> <p>3.1.3 Utilise partnerships for learning and wellbeing</p> <p>3.3.1 Engage critically with literature, research and policy</p> <p>3.3.2 Engage in reflective practice to develop and advance career-long professional learning and expertise</p>	<p>by showing familiarity with and acting in accordance with the <b>GTCS Student Teacher Code</b> and the <b>Code of Professionalism and Conduct</b>;</p> <p>by being familiar with national guidelines on child protection and placement school procedures for this;</p> <p>through <i>keeping</i> a well organised <b>Professional Development Portfolio</b> which contains lesson plans, lesson evaluations, critical reflection on placement experiences, critical reflection on theoretical reading in relation to practice and student tracking of their own performance across the SPR;</p> <p>in planning for the Practitioner Inquiry, student teachers should look at the ways in which could improve their practice and the experience and learning of pupils;</p> <p>create and sustain effective working relationships with colleagues, parents/carers, families and the wider school community and partner agencies where appropriate, to support learning and wellbeing across the</p> <p>by engaging in <i>and initiating</i> professional conversations with school colleagues on educational matters and demonstrating thinking which</p>

	<p>is well informed and reflective by attending departmental meetings, regent's meetings, parents' nights or other such events and contributing to these when appropriate;</p> <p>by <i>pro-actively</i> moving beyond the subject department to find out about the wider life of the school and the whole school experience of learners by, for example, attending and participating in extra-curricular activities, peer observation in other subject areas, joining teacher development groups and so forth;</p> <p>by being proactive in taking responsibility for their professional development through attending working groups, school and local authority CPD events and other such opportunities;</p> <p>by examining their own assumptions, beliefs and values in relation to education, learners and schools and reflecting on this in relation to their professional development on placement;</p> <p>through a commitment to social justice and learning for sustainability a developing understanding of what that means within the placement school context and what they as a teacher must do and how they must be to promote this.</p> <p><i>Develop</i> self-care strategies and support the wellbeing of others, seeking support where necessary;</p>
<b>Professional Knowledge and Understanding of Education</b>	<b>Student teachers will demonstrate through their planning of their Practitioner Inquiry in practice and in professional conversations with teachers and tutor:</b>
2.1.3 Have knowledge and understanding of Curriculum Design	<p>powerful, secure subject knowledge in their own field and a willingness to research any gaps or areas with which they are less familiar;</p> <p>a <i>secure</i> understanding of the Scottish Curriculum and how this is implemented in their own subject area;</p>
2.2.1 Have knowledge and understanding of Education Systems	<p>a <i>secure</i> and critical understanding of the nature of Scotland's curriculum and how this is different from and similar to other curricula in other countries;</p> <p>a <i>secure</i> understanding of literacy, numeracy and health and wellbeing and how all teachers must take account of this in planning and teaching and the theoretical underpinning of this;</p> <p>a <i>secure</i> understanding of research and how this can be used to improve practice, in particular as this relates to their systematic investigation of their own practice;</p> <p>a <i>secure</i> understanding of how to use research methods to systematically investigate their own practice;</p>

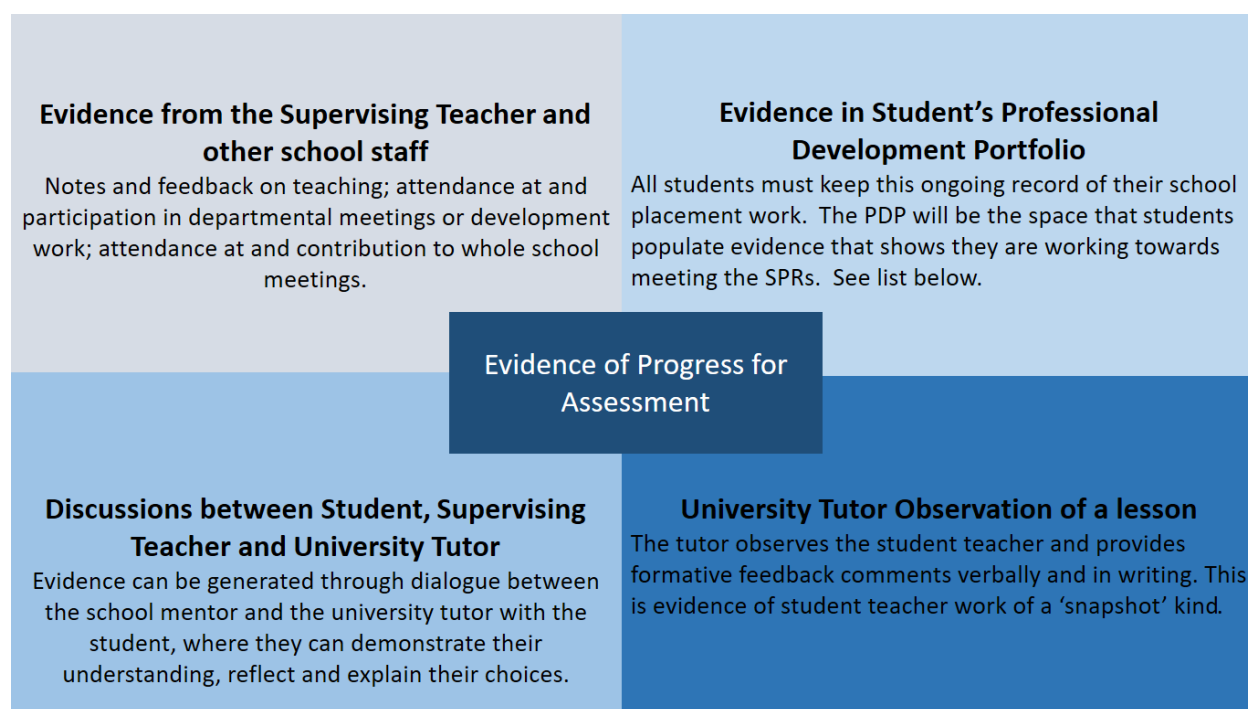


	<p>a <i>secure</i> understanding of priorities in education, where these come from and the teacher's role in responding to priorities in an informed way in their subject teaching;</p> <p>an increasingly secure and well informed understanding of social justice and how the teacher can address these issues through critical reflection on their own values and how these may impact positively in the what, how and why of their teaching.</p>
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### 3. PLACEMENT ASSESSMENT PROCESSES AND SUPPORT

#### 3.1. EVIDENCE BASED ASSESSMENT

Assessment of placement is evidence based. Evidence comes from the following sources:



#### 3.2. SUMMATIVE ASSESSMENT PROCESS

##### Summative 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 section 2.7.

##### Joint Report

An end of placement summative joint report will be compiled with contributions from both the Supervising Teacher and Placement Tutor. This joint report is based on a discussion of evidence from the Supervising Teacher, the tutor's observed lesson notes and the student teacher's PDP, and discussion between the student, Supervising Teacher 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.

In order to pass each placement course, student teachers must be deemed satisfactory (S) in all areas being assessed. A copy of the Joint Report form is available on LEARN.

The joint report must be finalised before the end of the placement and it is **essential** that the student is aware of the assessment outcome by the end of the last day on placement.

It is the Placement Tutor's responsibility to ensure that the joint report is completed and that that assessment outcome is communicated to the student by the end of the last day of placement, though it may be the Supervising Teacher who issues the assessment outcome decision and report to the student after the joint report outcome and commentary is agreed.

It is the responsibility of the student teacher to provide lesson plans for their Supervising Teacher and/or the teachers whose classes they are teaching. This should be done in sufficient time for colleagues to give advice.

### **3.3. FORMATIVE ASSESSMENT**

Students should track their own progress and development against the GTCS SPR, for assessment purposes in their PDP. Students will also receive feedback through the following ways. The Supervising Teacher will have input into formative assessment in direct conversation with the student teacher, completing a short mid-placement update and discussing progress with the university tutor and student towards the end of placement. It is the responsibility of the student to record any feedback given through conversations with the Supervising Teacher or Placement Tutor. Student teachers should be proactive in seeking advice and initiating professional dialogue with school staff.

#### **Observation by Supervising Teacher and Other Colleagues**

The Supervising Teacher should endeavour to formally observe at least one lesson per week and provide written feedback. Throughout placement, feedback should be provided by class teachers, but this should be consistent with the focus of the placement, and in particular, targets that have been set for the student.

### **Tutor Observation Visit**

- Normally one tutor visit will take place during the placement period. This is in most cases the Curriculum & Pedagogy tutor. The tutor visit will normally take place in the second half of the placement. Where a student requires additional support, an earlier support visit can be arranged.
- The university tutor will contact the Supervising Teacher to arrange a suitable date/time for each visit.
- The tutor visits will involve lesson observations, discussion individually, with the student and the Supervising Teacher, and reviewing of documentation and the PDP 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 PDP should be shared digitally in order that Supervising Teacher and Placement Tutor can access and review the PDP evidence throughout the placement.

### **Interim Progress Check**

Mid-way through placement, the Supervising Teacher 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 with the Placement Tutor as well as with the student.

## **3.4. THE PROFESSIONAL DEVELOPMENT PORTFOLIO (PDP)**

- The PDP is a professional document which student teachers have responsibility to provide evidence of their developing practice towards meeting the SPR.
- The student teacher must have access to this in school. It is a work in progress document and has to be kept updated and added to regularly. The

PDP could lead to a placement assessment of unsatisfactory if the portfolio is not kept up-to-date.

- The PDP is a digital notebook, and uses the Microsoft OneNote application.
- The PDP should be managed so that it can be viewed by the Supervising Teacher, and viewed and edited by the tutor remotely at all points during the placement.
- The PDP is a public document and should be kept professionally and to a high standard. Student teachers should be aware of the need for confidentiality and integrity in their PDP. E.g. Do not use pupils' names; if there is a need to include confidential or sensitive information about a person in your PDP, this should be anonymized.
- The PDP should not be considered similar to that of an traditional assignment that will be 'submitted' near the end of placement. The PDP isn't 'submitted' as such, rather it will be reviewed by Placement Tutors at different points of a placement to see evidence of development, and engagement with a process of reflection and planning for improvement. The evidence of engagement with this process should be demonstrated throughout a placement via the PDP, and whilst individual Placement Tutors will advise their students on the date of a 'final review' which will provide evidence to influence the placement assessment outcome, **the notional final review day will be the Wednesday morning of the last week of each placement**, though for some it may be earlier or slightly later.

### **PDP: Suggested Sections**

- **Target and Tracking:** Targets, Next Steps Planning; SPR & Tracking Devices.
- **Professional Reading and Development Opportunities:** Students are expected to engage with reading and other development opportunities to inform, understand and improve practice during placements.

- **Lessons Plans and Evaluations:** Schemes of Work, and detailed lesson plans for illustrating both content and the teaching, learning and assessment processes.
- **Resources and Teaching Aids:** Examples of created teaching materials to help scaffold and support Teaching and Learning.
- **Pupil Assessment:** Examples of pupil assignments and course work with facility for marks and comments; assessment schedules (illustrating relevant and appropriate criteria).
- **School Information and Background:** Some SPRs are evidenced from experiences, discussions or research into elements of school life beyond classroom teaching, these can be recorded as notes and reflections.
- **Weekly Reflection:** Overview of your learning/key issues arising/self-evaluation for “the week that was” cross-referenced with SPR and correlated with experiences and self-evaluations, targets and next step planning.
- **Observation of Other Teachers:** Students should provide evidence of observing and reflecting on the observation of other teachers. Students should use observations as a way to inform, understand and improve their own practice.

Information regarding the minimum expectations of the PDP content can be found on the placement Learn sites.

### 3.5. CAUSE FOR CONCERN PROCESS

The Cause for Concern process is a supportive mechanism that is used to help students get ‘back on track’ if their teaching and placement practice is not meeting the required standards at any point.

If a school feels that a student is no longer maintaining a trajectory for placement assessment success after reasonable opportunities for improvement, it is particularly important that the Placement Tutor is made aware of this as a matter of priority.

If there is a cause for concern about a student's progress, typically a meeting between the student, the 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 actions to support the required improvement.

When a cause for concern is raised, the Placement Tutor, in consultation with the Supervising Teacher and student, will complete a Cause for Concern form. This form will:

- State the precise nature of the student's progress concerns and development needs for improvement, and align these to the relevant GTCS assessment Standards for Provisional Registration.
- Formally make the student aware that without improvement in the identified areas of their practice, they may not be successful in the summative placement assessment.
- Set the action plan for improvement and support.

The Placement tutor will provide a copy of the Cause for Concern form to the student and the Supervising Teacher.

### **3.6. MODERATION OF ASSESSMENT PROCESS**

The assessment process is moderated through an external examiner visiting a selection of schools during observation visits. The external examiner will observe the process including talking with the student and Placement Tutor, looking at the PDP and reading the final joint report. Students will be informed in advance if an external examiner will be visiting.

### **3.7. DUAL QUALIFICATION STUDENT TEACHERS**

Some students are undertaking dual qualification in teaching. Placement arrangements are slightly different for these students in that they are learning in two different areas. The PDP will contain evidence from both subject areas and comments from teachers from both subject areas will inform student progress. A guidance document entitled 'UoE Dual

Subject Guidance to Schools' has been produced to support schools who are hosting dual subject student teachers in placement. This document can either be downloaded by the School Regent from the National Placement System, or can be obtained from the Programme Administrator [EduPGDE@ed.ac.uk](mailto:EduPGDE@ed.ac.uk).

### **3.8. RETRIEVAL OF FAILS**

Sometimes student teachers are given an unsatisfactory grade (U) against some elements of the Joint Report Form. In this case, the student teacher will need to do a resit (retrieval) placement. The Board of Examiners will meet after the placement to confirm the arrangements for this retrieval placement.

When the Board of Examiners confirms the arrangements for a retrieval placement, they will decide if the attempt can be undertaken as a 'concurrent' or 'non-concurrent' placement. A 'concurrent' placement allows a student to retrieve the failed placement and the following placement course together. Or in other words, if for example a student fails Placement 1, then a concurrent retrieval would allow them to undertake the placement 1 and placement 2 assessments at the same time, within the same placement block. A 'non-concurrent' arrangement outcome would only allow a student to retrieve the single failed placement course in the next placement block.

A non-concurrent placement attempt would likely mean that the programme duration would be extended for that student and that they would undertake any outstanding placements in the following academic session.

Where a student fails a placement with more than one unsatisfactory grade awarded, it is possible that a 'non-concurrent' retrieval arrangement will be given.

Students will meet with their University of Placement Tutor at the end of placement to discuss the issues and what kind of supports need to be put in place to retrieve any unsatisfactory elements during the retrieval placement.

An action plan for improvement will be detailed in the joint assessment report for that placement, and can be used by the student and tutors to focus development for the retrieval placement.



## **4. PROGRAMME LEARNING OUTCOMES AND GTCS STANDARDS**

### **4.1. PROGRAMME LEARNING OUTCOMES**

The PGDE (Secondary) is an integrated programme and the Learning Outcomes for the Programme are met in an integrated way across all six courses. This means that whilst on placement student teachers may be meeting the learning outcomes about Teaching, Learning and Assessment, but they will also be meeting some of the learning outcomes about the Curriculum or Research, for example.

**The Programme Learning Outcomes are:**

1. Demonstrate a critical understanding of the ways in which concepts of curriculum, pedagogical theories and approaches impact on learning and teaching.
2. 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.
3. 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.
4. Examine the values and ideologies explicit and implicit in 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.
5. Engage in reflective and reflexive praxis to ensure how, why and what we teach aligns with our individual and collective professional values and actions.

### **4.2. THE STANDARD FOR PROVISIONAL REGISTRATION**

This document is the GTCS standard which student teachers work to achieve over the course of the year. During Placement, student teachers should continue to track their progress against the SPR. Students are taught how to do this in a lecture and in their

Curriculum and Pedagogy tutorials. Student teachers should familiarise themselves with the SPR. This document is available at:

<https://www.gtcs.org.uk/professional-standards/professional-standards-for-teachers/>

PDF version: <https://www.gtcs.org.uk/web/FILES/Professional-Standards/Standard-for-Provisional-Registration.pdf>

The Learning Outcomes for the Programme are clearly developed from and related to the SPR. The SPR describes a teacher at the end of the Initial Teacher Education programme. In order to help student teachers think about how they should progress during placement there is a set of expected features and indicators for each placement in this handbook.

## **5. SCHOOL PLACEMENT ORGANISATION**

### **5.1. HOW ARE STUDENTS ALLOCATED TO SCHOOLS?**

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 via the National Placement System (NPS). Student teachers are not permitted to arrange their own placements independently under any circumstances. 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. You should not normally be required to travel more than 90 minutes each way for your School placement from your 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.**

In placing students using the automated processes, the National Placement System takes account of the following factors when allocating students to schools:

- NPS 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 and faculties/departments can accept student teachers. Not all classes, faculties/departments 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 which we upload into the system.** 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](mailto:Placement.Unit@ed.ac.uk)) of any changes.

**Dual Subject Students:** For dual subject students, we will aim to organise a placement involving both subjects, but because we experience occasional difficulties in arranging dual placements, some placements may be a first or second subject only placement.

## **5.2. HOW DO STUDENTS LEARN ON PLACEMENT?**

On placement students learn to teach by observing, reflecting and practicing. There are a range of suggested tasks in Appendix A to enable students to get the most out of placement.

- they use what they have learned on University based courses about lesson planning and teaching, learning and assessment to plan lessons and deliver them to a range of learners;
- they have opportunity to observe experienced practitioners in the classroom and to learn from this; to discuss teaching with experts and to find out how best to meet the needs and interests of learners within the framework of Curriculum for Excellence;
- they find out about adolescents and adolescence;
- they develop their critical reflective thinking in relation to teaching and learning;
- they find out about diversity in learners and how to respond to this with interesting, relevant and inclusive practice;
- they find out about how the curriculum works and about the particular arrangements in their subject area;
- they find out about the wider remit of classroom and subject teachers within schools;
- they sometimes make mistakes from which they learn.

### **Mistakes**

It is commonly understood that everyone learns from making mistakes. It is very hard however, as academically successful adults – and student teachers are academically

successful adults – to allow ourselves to recognise mistakes; to discuss these honestly and to learn from them. Making mistakes is inevitable when working with young people who are unpredictable and often unintentionally subversive; when fitting in with a department or faculty of other teachers; and learning the culture of a workplace which is a community and dynamic. Making sense of what you learn from making mistakes is an important part of progression in teaching.

### **5.3. WHO SUPPORTS THE STUDENT TEACHER ON PLACEMENT?**

- Students will be allocated a Placement Tutor for the duration of each placement, often this may be student's Curriculum & Pedagogy tutor, but not always. The Placement Tutor works with the Supervising Teacher to support the student during placement.
- School teaching staff usually includes a **Supervising Teacher** along with other teachers in the department.
- All students must 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. The Supervising Teacher will take joint responsibility, alongside the university Placement Tutor, for summatively assessing the student teacher and for contributing to the joint report. Supervising teachers must be fully registered with the GTCS and will have appropriate experience and skills in supporting, coaching and assessment of student teachers. The school Regent may also have a role.

### **5.4. ROLES AND RESPONSIBILITIES**

#### **University Tutor**

The member of university staff has the main responsibility for supporting a student and is usually their Curriculum and Pedagogy tutor or Placement Tutor. The curriculum tutor prepares the student teacher for placement through:

- teaching subject pedagogy whilst students are in the University;

- preparing student teachers in their understanding of how to keep their Professional Development Portfolio;
- organising online discussions where students bring their practice experience to consider their progress reflectively and critically within a tutorial setting;
- Professional Studies tutors prepare student teachers for placement in the Professional Studies sessions and prior to each placement.

### **Supervising Teacher**

One teacher takes on the formal role of supervising the student teacher, although the student may be working with several subject teachers.

This role involves a commitment to:

- regular discussion of progress with the student teacher;
- giving advice and support for improvement and development;
- taking responsibility for collecting evidence about the student teacher's progress from other teachers, observation, discussion with the student and the PDP;
- using the gathered evidence in discussion with the University tutor to write the Joint Report, which summatively assesses overall placement progress.
- 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.

### **School Regent**

The Regent is the person in the school (usually but not always, a member of the Senior Leadership Team) who has the responsibility for managing all student teachers in the school. The University requests that the Regent runs a Regent's Programme which gives students essential information about how the school functions, addressing whole-school issues and policies to support students in making sense of policy in practice.

## **Student Responsibility**

- The student teacher manages and develops their own learning with this support. This is an important element of progress on the Programme. Student teachers are expected to be pro-active in their learning, to reflect critically and at length and to act on this self-evaluation in order to improve.
- The placement starts on day 1 of the placement block and student teachers should not be expected to prepare lessons before day 1 of placement.
- 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.

## **6. PROFESSIONALISM ON PLACEMENT**

### **6.1. PROFESSIONALISM ON PLACEMENT**

Student teachers learn about being professional throughout the year and across the six different courses of the programme.

Part of becoming a teacher is understanding school cultures – and each school is different from other schools. The student teacher therefore has to work hard at understanding and working within the culture of a particular school. Some aspects of such professionalism are straight forward – punctuality, appropriate dress, appropriate language and so forth.

Other aspects of professionalism are cumulatively acquired and part of continuing professional development and engagement, such as: learning how to seek support; engaging in professional dialogue; knowing about and finding out about learners; learning, teaching and assessment; and developing critical reflective skills. These elements of professionalism are directly linked with success in classroom teaching.

Experience suggests that student teachers on placement should:

- be honest;
- be open;

- be sociable;
- produce lesson plans to share with teachers in sufficient time for changes to be made;
- accept constructive criticism;
- demonstrate that they are acting on advice;
- work collegiately with experienced teachers;
- engage willingly and proactively in professional discussion.

It is up to the student to become familiar with the Local authority guidance on online teaching and to follow this guidance if undertaking online teaching. This is in order to keep pupils and student teachers safe when online.

Further advice on professionalism is available from GTCS Scotland. Students and supervisors should download and read both the COPAC document and the Student Teacher Guide prior to placement. These documents can be obtained at the addresses below:

**Code of Professionalism and Conduct (COPAC):**

<https://www.gtcs.org.uk/documents/code-of-professionalism-and-conduct>

**The Student Teacher Code:**

<https://www.gtcs.org.uk/join-the-register/student-teachers/student-teacher-code>

## **6.2. SOCIAL MEDIA**

It is particularly important that student teachers take care when using social media. Please ensure that settings on personal social cover pages are secure and do not post anything related to your school experience on these pages. Do not make comments about pupils, parents/carers, colleagues or educational establishments. This is unprofessional. It does not show respect for your placement school or the school community, and would



not reflect the professional values required to demonstrate satisfactory performance against the Standards for Provisional Registration.

### **6.3. REMINDER OF ABSENCE POLICY FOR INITIAL TEACHER EDUCATION PROGRAMMES**

Whilst we understand that certain absences are unavoidable, it is possible that any absence may impact on the ability to demonstrate the Standards for Provisional Registration. In order to ensure the learning objectives of the course and programme can be met, student teachers are expected to aim to attend all taught classes, and every scheduled day of school experience/placement.

The PGDE Secondary programme is a professional programme, and one of the mandatory professional requirements is to achieve the minimum attendance requirements as set out in the Moray House School of Education and Sport Guidelines and Expectations around Attendance and Engagement relating to Placement/Site-Based Learning for Initial Teacher Education (ITE) Students.

In particular, where attendance falls below 75%, the Board of Examiners may determine that the learning outcomes for a placement course have not been achieved, even if all formal assessments have been carried out to a satisfactory standard.

Where absences are a result of circumstances beyond your control, the University's Special Circumstances Policy may apply. If you wish to discuss this further, please contact your Student Adviser and Programme Director

### **6.4. BEING PREPARED FOR PLACEMENT**

The University of Edinburgh has a duty of care to the children and young people in schools who will be taught by student teachers during school experience. Good attendance in all aspects of the programme is considered an indicator of student teachers' preparedness to go out on school experience.

If engagement falls below 75% for any relevant University-based elements of the programme prior to school experience commencing, student teachers may not be eligible to undertake school experience.

If the student teacher is judged to be unready to begin school experience, they will then use the time that would have been spent on school experience to catch up on the missed learning outcomes. Student teachers will undertake their school experience attempt at a later date instead. This would typically be during the dates used for retrieval placements.

## **6.5. ABSENCE FROM PLACEMENT: PROCEDURES**

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 using the formal absence reporting procedure requested by the school. At the beginning of placement, students should make themselves aware of their placement school's preferred way of communicating any absences;
- and that the University Placement Tutor and Programme Administrator ([edupgde@ed.ac.uk](mailto:edupgde@ed.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.

## **6.6. ATTENDANCE ON PLACEMENT: EXPECTATIONS**

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.

This is a full-time professional programme, whose professional body accreditation 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](mailto:MHSES.SSO@ed.ac.uk)).

Absence from placement above certain thresholds will trigger 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 <i>may</i> need to re-attempt the school experience block, as the requirements of the placement <i>may</i> 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.

## 6.7. 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.

## 7. SUPPORT FOR STUDENT TEACHERS ON PLACEMENT

Professional and academic support during placement comes from:

- School staff (Regent, Supervising Teacher, other teachers)

- University staff (Placement Tutor, Curriculum & Pedagogy Tutor, Student Advisor)
- Other student teachers (either those placed in the same school or student colleagues placed in other schools)
- Placement Online Drop-in Session: The University or Placement Tutor will arrange for students to meet them online to discuss their progress and related issues.
- ‘Settling-in’ Communication: The Placement or University tutor will seek ‘settling-in’ information from students in the early stages of each placement. This allows students to highlight with their tutor any relevant aspects about the placement experience to date, and any support requirements or adjustments.

Other support offered by the university includes:

- Place 2Be: [Kathleen.Forbes@place2be.org.uk](mailto:Kathleen.Forbes@place2be.org.uk)
- The Student Experience and Support Office: [mhses.sso@ed.ac.uk](mailto:mhses.sso@ed.ac.uk)

## 7.1. STUDENT TEACHER WELLBEING

If a school is concerned about student wellbeing, they should contact the Course Organiser ([EduPGDE@ed.ac.uk](mailto:EduPGDE@ed.ac.uk)) and Student Support ([MHSES.SSO@ed.ac.uk](mailto:MHSES.SSO@ed.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 [EduPGDE@ed.ac.uk](mailto:EduPGDE@ed.ac.uk) and Moray House Student Support ([MHSES.SSO@ed.ac.uk](mailto:MHSES.SSO@ed.ac.uk)) and, if they know their email, 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.

## **7.2. EXPENSES**

The current policy for claiming placement expenses is available on the placement 3 Learn site.

IMPORTANT: Students aged under 22 years are eligible for the Young Person' Free Bus Travel Scheme which ensures free bus travel throughout Scotland. All student 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](mailto:MHSES.SSO@ed.ac.uk)).

### **7.3. WITHDRAWING 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 and Student Advisor to discuss this and to explore their options. This must be done before making the final decision. Authorisation from the Programme Director, Director of Undergraduate Studies, or Director of Initial Teacher Education 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.

## **8. SCHOOL EXPERIENCE IN ROMAN CATHOLIC 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](#).

### **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](mailto:MHSES.ACP@ed.ac.uk)). All requests should be submitted by the end of week 1 of semester 1, and earlier where possible.

## **9. EXTERNAL EXAMINER**

Madelaine Baker, Headteacher.

## **10. FITNESS TO PRACTICE CONTACT PERSON**

The School's Fitness to Practice Contact is Dr Andrew Horrell.



## **11. STATEMENT OF POLICY ON EQUALITY, DIVERSITY AND RESPECT**

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 you have experienced harassment, discrimination and/or bullying during any part of your studies (in person, online or during placements) then you should seek advice and support from your Student Advisor and/or The Advice Place [[advice@eusa.ed.ac.uk](mailto:advice@eusa.ed.ac.uk) /0131 650 9225]. The University will support students if there are 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>

## **12. COMPLAINT PROCEDURE**

The complaint procedure is designed to ensure that complaints are properly investigated and are given careful and fair consideration.

The procedure involves up to two stages and adheres, as far as possible, to a specified timescale. Anyone wishing to raise a complaint about a matter which is the responsibility of the University must do so via this procedure. Information and advice on the procedure can be accessed via the link below:

<http://www.ed.ac.uk/schools-departments/student-academic-services/student-complaint-procedure/student-complaint-procedure>

## 13. APPENDIX A: Placement 3 Tasks & Contact Time

### Placement 3 Structured Task Proposals and Contact Time Increments

- Planning and delivery of lessons throughout placement 3 should show an increasing ability to consider the needs of all learners, integrate formative assessment, and the use of a wide variety of pedagogical approaches, including individual and collaborative approaches.
- This task structure proposal gives an overview of key tasks, **however the full list of expected standards/main features/indicators for placement 3 can be found in section 2.7 of this handbook.**

Week Number	Suggested Teaching / observation hours <sup>1</sup>	Suggested tasks to cover each week	With the aim of meeting the SPR standards, over the duration of placement you could also:
Week 1	Up to 9hrs teaching & 8hrs observation of subject specialist teachers/school community	<ul style="list-style-type: none"> <li>• Gather unit overviews and teaching plans for the year groups you are teaching and try and discuss the rationale for curriculum design.</li> <li>• Upload your timetable to your PDP and keep your university Placement Tutor informed of any changes.</li> </ul>	<ul style="list-style-type: none"> <li>• Keep an ongoing record of your school placement work in your PDP to evidence SPRs. The PDP is a work in progress document and has to be kept up to date.</li> <li>• Choose at least 2 readings to study over placement which are related to practice. Reflect on these in your PDP. Topics might include: Behaviour management; Group work; Differentiation; Assessment for Learning; Engaging Learners; Discussion; Inquiry learning.</li> </ul>
Week 2	Up to 13.25hrs teaching & 4.25hrs observation of subject specialist teachers/school community	<ul style="list-style-type: none"> <li>• Inclusion of all learners should start to be considered in your planning and delivery of lessons.</li> <li>• In your planning of lessons, you should be considering how you can find out about what pupils are actually learning in your classes, simple formative assessment strategies should be incorporated into lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Complete the Professional Studies task.</li> <li>• Find and read relevant school policies. Summarise what they mean for you and your practice on placement.</li> <li>• Find out about Additional Support for Learning (ASL), who is responsible, what are the needs of</li> </ul>

	ool community		your pupils, how are they supported, how can you be supported in meeting these need?
Week 3	Up to 15.25hrs teaching & 2.25hrs observation of subject specialist teachers/school community	<ul style="list-style-type: none"> <li>• From this week forward try to expand upon the forms of formative assessment strategies you use with your classes. Reflect on how pupil engaged with these and how it influenced your next steps when teaching that class.</li> <li>• From this week forward, plan to focus on developing you questioning strategies and approaches in greater detail. This might include addressing lower order/ higher order questioning, for example.</li> </ul>	<ul style="list-style-type: none"> <li>• Where feasible, try to spend time in learning support, nurture bases or any other specialist part of the school that work to support learning and pupils needs.</li> <li>• Discuss and make the arrangements, where possible, with the Regent to shadow a class or pupil for a day.</li> <li>• Discuss with your regent or Supervising Teacher, the approaches used in your placement school to make links and transitions between primary and secondary education.</li> </ul>
Week 4	Up to 15.25hrs teaching & 2.25hrs observation of subject specialist teachers/school community	<ul style="list-style-type: none"> <li>• By this week you should have gathered formative assessment information from all classes. You should be able to demonstrate and evidence how you can use this information to adapt your lessons.</li> </ul>	<ul style="list-style-type: none"> <li>• Be involved in whole school meetings, faculty/departmental meetings, extracurricular activities, parents/carer's evenings.</li> <li>• Discuss with your Supervising Teacher, or other member of department staff about how the department and subject has developed over the last five years, and what has influenced these changes to teaching and learning.</li> </ul>

Week 5/6	Up to 15.25hrs teaching & 2.25hrs observation of subject specialist teachers/school community	<ul style="list-style-type: none"> <li>• Continue to consolidate, evaluate and reflect on all teaching skills and approaches to date.</li> <li>• Continue to consolidate, evaluate and reflect on all teaching skills and approaches to date.</li> <li>• Ensure PDP is fully updated by end of placement to allow Supervising Teacher and tutor to make final assessment judgements (if still outstanding by this stage) based on evidence, including that in the PDP.</li> </ul>	<ul style="list-style-type: none"> <li>• Gather pupil feedback and opinions on your teaching/lessons from some of your classes by using simple questionnaires/post-it responses from week 3 onwards.</li> <li>• As part of your timetable, you should demonstrate that you are accepting increasing responsibility and displaying growing independence in leading and delivering longer sequences of lessons with a range of different classes. This should build on your previous experiences in placement one and two.</li> <li>• Complete any tasks given by C &amp; P tutor.</li> </ul>
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<sup>1</sup>The hours indicated here are for guidance only. Some students may choose to progress at a faster or slower pace depending on their needs, confidence or prior experience. Contact hour increments will also depend on the needs of individual classes in respect to such issues as continuity, consistency and progression.