



STRANMILLIS  
UNIVERSITY COLLEGE

A College of Queen's University Belfast

**Bachelor of Education (Primary)  
Year 2**

**School-Based Work**

**Module SSW2001**

**2009- 2010**



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## **Introduction**

School-based work (SBW) lies at the heart of your professional preparation. It occurs in each year of the undergraduate programme and represents a half module in Year 1 rising progressively to represent 2 modules in Year 4. Many parts of your programme contribute to your professional development – Education Studies, including Teaching Studies, and Curriculum Studies.

As part of the School Based Work Module/s in each year of the undergraduate programme there will be a session devoted to:

- Pattern of SBW Activities – Day Visits and Blocks
- Teaching Requirements for Blocks
- Assessment of Blocks
- Overall Assessment of SBW

## **Pattern of School Based Work**

You will be placed in a school for a year.

In Year 2 you will have 2 Day Visits (**4<sup>th</sup> & 5<sup>th</sup> February 2010** – one day in Foundation Stage/Key Stage 1 and the second day in Key Stage 2) before a 6-week teaching block before Easter.

Visits are to allow you to discuss your teaching programme with your host teachers.

The **6-week teaching block** comprises of:

- Key Stage 2 – **8<sup>th</sup> to 26<sup>th</sup> March 2010** (3 weeks – weeks 21 -23)
- Foundation Stage/Key Stage 1 – **19<sup>th</sup> April to 7<sup>th</sup> May 2010** (3 weeks – weeks 22-24)

This will be organised as follows:

### **Key Stage 2 class**

2 days of observation (Monday 8<sup>th</sup> & Tue 9<sup>th</sup> March)

Start teaching on Wednesday 10<sup>th</sup> March –do **1** lesson that day

Thursday 11<sup>th</sup> March –do **2** lessons that day

Friday 12<sup>th</sup> March – do **3** lessons that day.

Students should do **3** lessons per day after that – with **2** lessons on a Wednesday

### **Foundation Stage / Key Stage 1 class**

1 day of observation (Monday 19<sup>th</sup> April )

Tuesday 20<sup>th</sup> April - teach 1 lesson

Wednesday 21<sup>st</sup> April - teach 2 lessons

Thursday 22<sup>nd</sup> April – teach 3 lessons

Students should do **3** lessons per day after that – with **2** lessons on a Wednesday.

## **Module content**

In the context of developing competence in Teaching Strategies and Techniques and Classroom Management, this module will:

- Consolidate and develop knowledge and understanding gained in Year One
- Consider continuity and progression in schemes of work
- Focus on the issue of differentiation in terms of pupil need, outcomes, behaviour and assessment
- Develop the repertoire of pedagogical skills

Students will be placed in a Foundation Stage/Key Stage 1 class and a Key Stage 2 class for day visits and short blocks of School Based Work. Students will be supported by a tutor in college and in school.

## **Learning outcomes**

Students should demonstrate:

- Development of the competences established in Year 1
- A developing level of ability to plan and prepare short schemes of work
- A high level of ability in selecting appropriate content from the Curriculum Programmes of Study – including the Revised Curriculum
- An ability to differentiate pupil work
- The capacity to manage two work groups
- The capacity and willingness to engage in critical reflection about their developing competence
- An increased ability to form good working relationships with pupils and significant others

## **Skills**

Students should:

- Have a growing ability to organise and articulate opinions and arguments about teaching and learning
- Be reasonably competent users of information and communication technology in preparation for teaching and in teaching
- Have a developed ability to function effectively as part of a teaching team
- Have a developed ability to organise an effective work pattern for teaching
- Demonstrate the capacity to work effectively with groups of children

## **Partnership with schools**

Central to your professional preparation is the great emphasis placed on SBW and the acquisition of *professional competences*. Details of these professional competences are available on the www at the URL below

[http://www.gtcni.org.uk/uploads/docs/GTCNI\\_Bookmarked%20Final%2013th%20June%2007.pdf](http://www.gtcni.org.uk/uploads/docs/GTCNI_Bookmarked%20Final%2013th%20June%2007.pdf)

Some competences can best be developed and extended during the school-based aspect of the course. Schools and College are in close partnership to ensure the maximum development of these competences.

The roles of the partners in Initial Teacher Education are clearly spelt out in the **Teacher Education Partnership** handbook with which you should become familiar. Copies of this are available for consultation in the library and on the www at the URL below

[http://www.deni.gov.uk/teacher\\_education\\_partnership\\_handbook-3.pdf](http://www.deni.gov.uk/teacher_education_partnership_handbook-3.pdf)

Your host teachers will all receive:

- Advice about the teaching requirements we have of students in their second year of Initial Teacher Education
- The advice given to College Tutors about supervision
- Report on Teaching forms for their use
- The grid of Competence Descriptors

Class teachers will be given a copy of any Report on SBW Reporting forms completed by College Tutors.

## **School information**

Find out and record

- Background on the school (location, catchment area, etc)
- Significant times (school starts, break-time, lunchtime, etc)
- Number of pupils, teachers, classes
- Facilities in the school (library, ICT resources, etc)
- Range of extra-curricular activities

## **Important documentation**

- It would be worthwhile asking the school for copies of the following policies
  - Pastoral care
  - Child protection
  - Discipline
  - Marking

(The school may prefer that you simply read these documents rather than have a copy).

## **General Advice – Foundation Stage/Key Stage 1**

During the 3-week block of SBW you will:

- Spend three weeks with the Foundation Stage/Key Stage 1 class
- Use the **observation day** of this Key Stage block to observe and make final preparations for teaching
- Act as a teaching assistant when not teaching
- Engage in PDMU – related activities and extra-curricular activities if requested
- Maintain a file of all your lesson preparations and post lesson reviews

### **Detailed Advice**

While in your Foundation Stage/Key Stage 1 class:

- Teach **three lessons/activities** each day (**two** on Wednesday), with as far as possible, one activity in the afternoon
- On two days per week one of these lessons will be a thoroughly prepared two-group reading lesson **if possible**
- On the other three days you may take a reading activity under the teacher's direction and none of your prepared lessons will be a reading lesson
- Write a post lesson review for **one** lesson each day and have this review in your file beside the lesson to which it applies
- You should aim to teach the **full range** of the Northern Ireland Curriculum subjects with a greater emphasis on *language and literacy* and *mathematics and numeracy*
- Try, on occasions, to teach your lessons consecutively, managing the transition between activities
- Try to incorporate ICT into your teaching

## **General Advice – Key Stage 2**

During the 3-week block of SBW you will:

- Spend three weeks with the Key Stage 2 class you worked with on your Day visit
- Use the **2 observation days** of this Key Stage block to observe and make final preparations for teaching
- Act as a teaching assistant when not teaching
- Engage in PDMU – related activities and extra-curricular activities if requested
- Maintain a file of all your lesson preparations and post lesson reviews

### **Detailed Advice**

While in your Key Stage 2 class:

- Teach **three lessons/activities** each day (**two** on Wednesday), with as far as possible, one activity in the afternoon

- Write a post lesson review for **one** lesson each day and have this review in your file beside the lesson to which it applies
- Plan to engage in a range of organisational patterns – whole class, group teaching and individual support
- You should aim to teach the **full range** of the Northern Ireland Curriculum subjects with a greater emphasis on *language and literacy* and *mathematics and numeracy*
- Negotiate with your class teacher to take age appropriate mental mathematics sessions
- Try to teach some aspect of number
- Try, on occasions, to teach your lessons consecutively, managing the transition between activities
- Try to incorporate ICT into your teaching

**Specific Advice in relation to the following subject/learning areas:**

**Literacy**

- Manage two groups for reading (either guided or shared reading) and literacy activities twice a week.
- Carry out practical phonic activities in Foundation/Key Stage One.
- Carry out talking and listening activities.
- Engage children in shared/independent writing across a range of forms.

**Mathematics and Numeracy**

- Plan and manage mathematics/numeracy lessons at least three times a week. There should be a balance between whole class teaching and group teaching, showing some evidence of catering for differing levels of ability.
- On the other days, assist with mathematics/numeracy activities under the teacher's direction.
- Incorporate mental mathematics sessions into teaching, with an emphasis on number.
- Assess children's progress.
- Show some evidence of the use and application of numeracy across the curriculum.
- Show some evidence of integrating ICT into mathematics/numeracy lessons.

**Reference should be made to document  
'Summary of Expectations for College Tutors for the Primary Curriculum'  
For the other areas of the curriculum**

## **Teaching file**

Your file should contain the following information:

- First page:
  - Name
  - Student number
  - Name of school
  - Principal's name
  - Year groups (for each phase)
  - Names of class teachers
- A brief description of the school in general and of the pupils with whom you are working – if you wish to include a list of names, use first names only
- Lesson plans for each lesson that you teach
- Evaluations for each lesson that you teach (using the post lesson review format)
- Some examples of resources and pupils' work – be selective!
- Tutors' reports on teaching observed – reports may be retained in a separate section or placed beside the lesson that was observed
- Any other relevant materials or information

**You must have your file with you everyday in school.**

## **Evaluating your teaching**

You will do this mentally after each taught lesson but you are also required to write **one** Post Lesson Review per day. It is to judge the effectiveness of your teaching and to judge whether the learning outcomes were achieved. Start by thinking about assessment and use the **Post Lesson Review** as a guide.

## **Form Filling**

- **School Report Form:**  
The front of the form will be completed by the student and left with the class teacher who will complete the back of the form. The form will be returned to Stranmillis by the Principal.
- **Attendance Form:**  
to be completed by the student and submitted to the schools' desk in the central administration office (drama basement) at the end of SBW.
- **Travel Claim Form** (where applicable):  
to be completed by the student and submitted to the schools' desk at the end of SBW.
- **Formative Profile Report:**  
to be completed by the student in liaison with the university college tutor following the period of SBW. This will be completed electronically and, once agreed and signed by the student and tutor, a copy will be given to the student (a copy of the formative profile can be found in the SBW folder in student public files).

- **Signing off Form:**  
To be completed by the student and tutor after SBW and handed in to Academic Practice before the end of June 2010.

### **Keeping in Touch**

- In the event of school closure (mid-term break, Baker days, heating failure, exceptional closures etc.) please inform the schools' desk (Tel No: 028 9038 4344 or email to [schools@stran.ac.uk](mailto:schools@stran.ac.uk) ) as soon as possible.
- If you are absent for any reason during SBW (including the observation period), please inform both the school and the schools' desk (Tel No: 028 9038 4344 or email to [schools@stran.ac.uk](mailto:schools@stran.ac.uk) ) as soon as possible. On your return to college please complete the relevant self-certification form and submit a doctor's certificate if necessary to the central administration office (drama basement).
- If you are seeking permission to be absent for a non-medical reason please forward your request to [schools@stran.ac.uk](mailto:schools@stran.ac.uk) , giving as much notice as possible.
- If you know that you will not be teaching on a particular day/morning/ afternoon, please inform the schools' desk. It would also be helpful to inform your college tutor.

If you are experiencing any difficulties, the university college tutor who is responsible for you during SBW should be contacted in the first instance. If this is not possible, contact Ms Gail Eason (Head of School Partnerships).

### **Assessment of SBW in Year 2**

More is expected of you both qualitatively and quantitatively.

**Qualitatively** you should demonstrate a higher level of competence in:

- Displaying a positive and enthusiastic attitude
- Being co-operative and helpful in school
- Being able to establish good relationships with individuals and groups of pupils
- Being able to plan individual lessons/activities for a group of pupils or the whole class in the learning areas of the Northern Ireland Curriculum for a Foundation Stage/Key Stage 1 and a Key Stage 2 class
- Identifying appropriate learning outcomes for the lessons
- Incorporating and using the basic techniques of lesson presentation skills of
  - questioning
  - explaining
  - instructing
  - creating and using resources
  - using the chalkboard
  - supervising pupils' work
  - assessing pupils' work in ways appropriate to the level of competence

- writing post lesson reviews and reflecting upon the lessons taught and the experience gained in the context of the theoretical constructs considered in class

**Quantitatively:**

- Having a longer time in school – 3 weeks with each Key Stage
- Teaching requirements increased – 3 lessons a day
- Writing schemes of work and incorporating differentiation into your teaching.

**The School Based Work Board of Examiners will consider the following in deciding the grade and mark for the SBW module:**

- The grades awarded by tutors after observations of practical teaching
- The report submitted by schools after SBW – in particular comments about your work and attitude made by host teachers and school principals.

## **References**

Cohen, L., Manion, L. & Morrison, K. (2004) *A guide to teaching practice* (5<sup>th</sup> ed.), London, RoutledgeFalmer.

Companion website: [www.routledgefalmer.com/companion/0145306752](http://www.routledgefalmer.com/companion/0145306752)

Pollard, A. (ed.). (2002) *Reflective teaching*, London, Continuum.

Pollard, A. (ed.). (2002) *Readings for Reflective Teaching*, London, Continuum.

Companion website: [www.rtweb.info](http://www.rtweb.info)

An inspection Report of your placement school will be on the Department of Education website: [www.deni.gov.uk](http://www.deni.gov.uk)

**Best wishes for an enjoyable and successful SBW experience!**