



STRANMILLIS
UNIVERSITY COLLEGE

A College of Queen's University Belfast

Bachelor of Education Year 3 (Primary)

School-Based Work

Module SSW3001

2009- 2010



Head of School Partnerships: Ms Gail Eason

Tel: 028 90384364

Email: g.eason@stran.ac.uk

Adviser of Studies: Laura McClintock

Tel: 028 90384271

Email: l.mcclintock@stran.ac.uk

Module Co-ordinator: Laura McClintock

Tel: 028 90384271

Email: l.mcclintock@stran.ac.uk

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:

In Year 3 you will have 2 Day Visits (**4th & 5th February 2010** - one day in Foundation Stage/Key Stage 1 and the second day in Key Stage 2) before a 6-week teaching block. The 6-week teaching block comprises of:

- Block 1 - **8th March to 26th March 2010** (3 weeks - weeks 21-23)
- Block 2 - **19th April to 7th May 2010** (3 weeks - weeks 24-26)

Your **CHOSEN PHASE WILL COME FIRST**. This will be organised as follows:

Block 1:

2 days of observation (Mon 8th & Tue 9th March)

Teaching period (Wed 10th March - Fri 26th March)

Block 2:

2 days of observation (Mon 19th & Tues 20th April)

Teaching period (Wed 21st April - Fri 7th May)

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

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 Years 1 & 2
- 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 Years 1 & 2
- A developing level of competence to plan and prepare short schemes of work/medium term planning
- A high level of ability in selecting appropriate content from the Revised Curriculum
- An ability to differentiate pupil work
- The capacity to manage a number of 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 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 team
- Have a developed ability to organise an effective work pattern for teaching
- Demonstrate the capacity to work effectively with groups of children

Partnerships with Schools:

Central to your professional preparation is the significant 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

It is recognised that 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 website at the URL below -

http://www.deni.gov.uk/teacher_education_partnership_handbook-3.pdf

Your host teachers will all receive:

- Advice about the teaching commitments the College requires of students in their third year of Initial Teacher Education
- The advice given to College Tutors about the supervision of students
- 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:

As on previous periods of SBW you are required to find out and record:

- Background information 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 **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 schemes (medium term planning), lesson planning and post lesson reviews

Detailed Advice:

While in your Foundation Stage/Key Stage 1 class:

- Teach **FOUR 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 areas of learning 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
- 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 schemes (medium term planning), lesson planning and post lesson reviews

Detailed Advice:

While in your Key Stage 2 class:

- Teach **FOUR 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 organizational patterns - whole class, group teaching and individual support
- You should aim to teach the **full range** of the Northern Ireland Curriculum areas of learning 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

Teaching File:

Your Teaching File should contain the following information:

- First page:
 - Your name
 - Your 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
- Scheme for each area of learning you teach (medium term planning)
- Lesson plans for each lesson you teach
- Evaluations for each lesson you teach (using the Post Lesson Review format which is in the Appendix Section of this Guide)
- Some examples of resources
- 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

PLEASE NOTE: 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:** You will be given one of these forms. 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 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 - in 'College Documents' folder).

Appeals:

Students who are **NOT** satisfied with any aspect of their placement should put in writing, their concern, to the Head of School Partnerships within 10 working days after the end of the placement.....i.e. by close of business on **Friday 21st May 2010**. This will be noted for the meeting of the SBW Board of Examiners. A formal appeal process is set out in the Student Handbook.

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) 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) 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.
- If you are seeking permission to be absent for a non-medical reason please forward your request to 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 Mrs Laura McClintock (Year 3 SBW Module Coordinator) or Ms Gail Eason (Head of School Partnerships).

Assessment of SBW in Year 3:

This year more is expected of you on SBW 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/whiteboard/interactive whiteboard
 - 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 - 4 lessons a day
- Writing Schemes of Work (medium term planning) 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* (5th ed.), London, RoutledgeFalmer.

Companion website: 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

An inspection Report of your placement school will be on the Department of Education website: www.deni.gov.uk

Best wishes for an enjoyable and successful SBW experience!

(Appendix 1)

Evaluation of Teaching - Post-Lesson Review	
Informal Assessment of children's learning	Evaluation of your own teaching
<p>What did they achieve?</p> <ul style="list-style-type: none">• Were the learning objectives met?• How do I know?• What did they actually do?• What did the children learn? <p>Why did this happen?</p> <ul style="list-style-type: none">• Did they know why they were doing what they were doing?• Did the tasks match the children's abilities?• Were the children interested and involved?• Were they able to handle the equipment safely and purposefully?• Did each child perform as expected?• Were they pleased with what they achieved? <p>What 'evidence' do you have for your judgements?</p> <ul style="list-style-type: none">• Did you see the kind of learning behavior you anticipated?• Did you see the kind of outcome or product you anticipated?• Did you have any difficulty in deciding what an individual child has achieved?	<p>What did you learn?</p> <ul style="list-style-type: none">• What did you do that helped or hindered the children's learning?• How do you know? <p>Why did this happen?</p> <ul style="list-style-type: none">• Were your objectives sensible (eg too many, too few, too difficult, too easy, too structured, too vague)?• Was your explanation clear?• Did you keep attention throughout?• Was the content presented in manageable learning steps in the most appropriate sequence?• Did you use your voice effectively?• Was timing satisfactory?• Did the children have sufficient time to apply and practice new skills?• Did you help the children to articulate and organize their ideas?• Were you able to make use of and build upon the children's own contributions?• Did you have sufficiently high expectations of all the pupils?
<p>What are the implications for future planning in terms of:</p> <ul style="list-style-type: none">• Progression in learning?• Your teaching skills?	

(APPENDIX 2)

An Outline for Teaching - SCHEME OF WORK

Subject/Topic:	
Class:	
Learning Outcomes:	

Week	Activities	Resources	Differentiation	Assessment	Subject Links
1					
2					

Continue for as many weeks as you need to plan for.