



STRANMILLIS UNIVERSITY COLLEGE
A College of Queen's University Belfast

Bachelor of Education Year 4 (Primary)

School-Based Work

Module SSW3021

2009- 2010



Head of School Partnerships: Ms Gail Eason

Tel: 028 90384364

Email: g.eason@stran.ac.uk

Adviser of Studies: Dr. Chris Reid

Tel: 028 90384327

Email: ci.reid@srtran.ac.uk

Module Co-ordinator: Dr. Chris Reid

Tel: 028 90384327

Email: ci.reid@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 4 you are responsible for organising your own observation visits before commencing a 7 week teaching block which will occur before and after Easter. The 7 week teaching block comprises of:

- SBW Block - 1 March to 26th March & 19th April to 7th May, 2009

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 - 3
- Consider continuity and progression in lesson planning
- Focus on the issue of differentiation in terms of pupil need, outcomes, behaviour and assessment
- Develop the repertoire of pedagogical skills in terms of whole class teaching & managing groups within the class.

The entire period of SBW this year will be spent in your chosen phase e.g. KS1 or KS2.

Learning Outcomes:

Students should demonstrate:

- Development of the competences established in Years 1 - 3
- A developing level of competence 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 the whole class, and groups within the class
- 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

Expectations of Tutors and Schools for the Teaching of the Curriculum:

Literacy:

- Manage three groups for reading (either guided or shared reading) and literacy activities three times a week
- Use a task board to manage literacy activities
- Carry out running records on at least 2 children
- Observe reading recovery where possible
- Carry out talking and listening activities
- Help children to write poetry through both/either shared writing and independent writing.
- Show evidence of integrating ICT into literacy lessons.

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 evidence of catering for differing levels of ability.
- On the other days, assist with mathematics/numeracy activities under the teacher's direction.
- Use a variety of methods to assess children's progress.
- Incorporate mental mathematics sessions into teaching.
- Show evidence of the use and application of numeracy across the curriculum.
- Show evidence of integrating ICT into mathematics/numeracy lessons.

The World Around Us (Geography, History & Science):

Geography:

Teaching builds on aspects previously introduced in Years 1 - 3. There is a focus on topics with a local emphasis. Students are encouraged to think about designing topics which ask the pupils to work in groups to research and present information to the rest of the class in a variety of ways. Pupil presentations can be by poster, leaflet, 'show and tell' or PowerPoint presentation. An 'issues-based approach' to certain topics is encouraged. Students by this stage should be able to plan and teach a scheme of work (3 + lessons) which demonstrates good knowledge of pupil abilities and incorporates suitable differentiation. They should be confident in using a wide range of resources and a range of strategies to teach geography-based aspects of WAU. They should be able, especially at KS2, to allow pupils to have some control over their own learning and become, for some of the time, facilitators rather than simply didactic teachers.

History:

Teaching should build on aspects of the WAU (History) considered in previous years. The focus is on 'History across the Curriculum'. Students will examine in depth how History can enhance the teaching of all the Areas of Learning in the Northern Ireland Curriculum. They should be able to plan and teach a scheme of work (3 + lessons) which includes cross-curricularity, differentiation, group work and active learning.

Science:

Students will have completed three years of Science & Technology and with their experience on previous SBW would be expected to be teaching within the theme of WAU, and therefore Science & Technology. Within a WAU theme, students would be expected to include at least one Science & Technology lesson which involved an investigation. Pupils would be expected to discuss ideas and develop strategies to answer the question within the investigation through first-hand practical experience. No Science & Technology lesson should start 'cold' - students would be expected to introduce their lesson with stories, discussion about concepts or puppets for example.

Physical Education:

Students at this stage will have examined the rationale and theoretical underpinnings behind the teaching of Physical Education across the primary school. Specifically, students will have undertaken work in the areas of Educational Gymnastics and Dance. Within these areas students examine The Northern Ireland curriculum requirements in Foundation Stage and Key Stages 1 and 2. The planning, teaching and evaluation of these activity areas is explored. Students should be able to plan and teach individual lessons and short units of work in the areas of dance and gymnastics and placement teachers are asked to encourage students to teach these areas. In the area of Educational Gymnastics themes such as travelling, balance and shape have been explored. Students have had training in the use of small apparatus, benches and mats and gym time equipment. In the area of dance students should be able to plan and teach simple action songs and nursery rhymes at FS and KS1 and simple folk dance at Key Stage 2.

Music:

Teaching in this area should focus on creativity and requires a themed approach. Students are encouraged to plan and prepare a small-scale stage production, which involves the writing of a script, the design and creation of backdrops, props and costumes, and the inclusion of songs, sounds and dances. Students are then expected to present the 'show', to the rest of the class, as actors, singers, etc. Students by this stage should be able to plan and teach a range of creative activities within a scheme of work (3 + lessons) which demonstrates good knowledge of pupil abilities and incorporates suitable differentiation. They should be confident in using a wide range of resources and a range of teaching strategies. They should be able to allow pupils to have some control over their own learning and become facilitators when appropriate rather than simply didactic teachers.

Religious Education:

Students should prepare an appropriate scheme of work (3 + lessons) in Religious Education for each class, including where possible a focus on religious and cultural diversity. This should involve teaching time of at least one hour per week, and the approach should be active and interactive.

Art & Design:

The focus in this area is creativity and requires a themed approach. Students are encouraged to plan and prepare a small-scale stage production, which involves the writing of a script, the design and creation of backdrops, props and costumes, and the inclusion of songs, sounds and dances. Students are then expected to present the 'show', to the rest of the class, as actors, singers, etc. Students at this stage should be able to plan and teach a range of creative activities within a scheme of work (3 + lessons) which demonstrates good knowledge of pupil abilities and incorporates suitable differentiation. They should be confident in using a wide range of resources and a range of teaching strategies. They should be able to allow pupils to have some control over their own learning and become facilitators when appropriate rather than simply didactic teachers.

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 fourth 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 (If this is your chosen phase)

During the 7-week block of SBW you will:

- Spend seven weeks with the Foundation Stage/Key Stage 1 class
- Use the **2 observation days** of this SBW 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, 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 all 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 refers
- 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*
- Your lessons need to be consecutive, managing the transition between activities
- Incorporate ICT into your teaching

General Advice - Key Stage 2 (If this is your chosen phase):

During the 7-week block of SBW you will:

- Spend seven weeks with the Key Stage 2 class
- Use the **2 observation days** of this SBW 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, 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 refers
- 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 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
- Teach some aspect of number
- Teach your lessons consecutively, managing the transition between activities
- Incorporate ICT into your teaching

Teaching File:

Your Teaching File should contain the following information:

- First page:
 - Your name & student number
 - Name of school
 - Principal's name
 - Class teacher's name and class e.g. P3 Key Stage 1
- 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 curriculum area in which you teach more than 3 lessons
- Outline planning for each lesson you teach
- Evaluations of lessons you teach - 1 evaluation per day (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 throughout and 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 School 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).

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 **Dr. Chris Reid** (Year 4 SBW Module Coordinator) or **Ms Gail Eason** (Head of School Partnerships).

Assessment of SBW in Year 4:

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 groups of pupils or the whole class in the learning areas of the Northern Ireland Curriculum for a Foundation Stage/Key Stage 1 or a Key Stage 2 class
- Identifying appropriate learning outcomes for 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 - (7 weeks)
- Teaching requirements increased - 4 lessons a day

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!

Appendices

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 judgments?</p> <ul style="list-style-type: none"> • Did you see the kind of learning behaviour 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? 	

