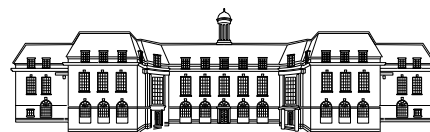


POST-PRIMARY SCHOOL BASED WORK



STRANMILLIS
UNIVERSITY COLLEGE

A College of Queen's University Belfast

Year 3

MODULE 315SSW311

Course Guide

2009-10



Module Coordinator: Dr Brian Cummins Ext:349 e-mail: b.cummins@stran.ac.uk

Adviser of Studies: Mr James Nelson Ext:326 e-mail: j.nelson@stran.ac.uk

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PERSONAL DETAILS

NAME

COLLEGE NUMBER

SCHOOL / FE PLACEMENT

SCHOOL / FE PLACEMENT TUTOR

SCHOOL/ FE PRINCIPAL/ DIRECTOR

TEACHER TUTOR

HOD - MAIN SUBJECT

HOD – SUBSIDIARY SUBJECT

CLASS TEACHERS

SCHOOL-BASED WORK

School Based Work lies at the heart of your professional preparation and occurs in each year of the undergraduate programme. Many parts of your programme contribute to your professional development – Your Main and Subsidiary Subject areas and Education Studies and Professional Studies all add to your performance during SBW. More detailed, subject specific information may be offered to you within, for example, subject application classes. You will also be able to obtain further advice from your allocated SBW Tutor.

During this period of SBW you are encouraged to think more systematically about teaching and to relate the theoretical aspects of your 3rd year academic modules to your practical teaching in a school or further education institution. Relating theory to practice will assist you in becoming a competent teacher who is able to make rational and informed choices in classrooms and to begin to think of your role within the wider school/institution. SBW draws upon the idea of the reflective teacher / practitioner, that is, the teacher who gives serious and critical consideration to his or her work and who evaluates the range of options presented. The concept of a reflective teacher is based upon the notion of core criteria or attributes that teachers and student teachers should possess. These core criteria are presented in the GTCNI competence statements.

http://www.gtcni.org.uk/publications/uploads/document/GTCNI_Comp_Bmrk%20%20Aug%2007.pdf.

MODULE CONTENTS

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 1 and 2. Students will:

- focus on learning outcomes, forms of assessment and levels of pupil attainment and use these to critically evaluate their own practice.
- take responsibility for planning, teaching, assessing and evaluating complete units of work.

- be required to teach in Key Stage 3, 4 and Post 16 as appropriate.
- critically evaluate daily teaching in each phase.
- be supported by a tutor in College and Tutors in School.

As part of the School Based Work Module, in each year of the undergraduate post-primary programme there will be a short briefing devoted to:

The Pattern of SBW
Teaching Requirements for Blocks
Overall Assessment of SBW

PATTERN OF SCHOOL BASED WORK

You will be placed in one School or Further Education Institute for this academic year. In Year 3 you will experience one **Two-Day Block session** of SBW followed later by a **6-week block**. On the first day you are expected to familiarise yourself with the institution. You should also aim to establish a teaching timetable (the classes you will teach on the 6 week block) with your host teachers, and if possible, observe some of the classes that you will be teaching. This pattern is summarised illustrated on the page that follows.

GENERAL ADVICE

- Start teaching as soon as possible, ideally 17 February but no later than the first day of **week 19**, having finalised arrangements during the early part of **week 18**
- Act as classroom assistant and participant observer when not teaching
- Engage in 'Leaning for Life and Work' related activities, both formal taught sessions and informally (form class activity, school assembly etc.)
- Take an interest and assist, if possible, in extra-curricular activities
- Maintain a file of all your lesson preparations (lesson plans and resources) and daily evaluations/reviews. You may also wish to include any comments on your work as a classroom assistant.
- Gather supporting material for the reflective evaluation exercise.

SEMESTER 1

2-Day Session – Establishing a Teaching Timetable and Observing Some Classes

Week 15

Thursday 28 January 10

Friday 29 January 10

SEMESTER 2

6 Week Block Practice

Beginning Week 18, Monday 15 February 2010

During this period you will be expected to deliver your Main and Subsidiary Subjects. However, 15-17 February may be used to observe classes that you are teaching, but have not observed/met before

You are expected to teach **11-14 hours of lessons / activities**

per week. You should also aim to accommodate a balance between your main and subsidiary subjects.

N.B. The above guidance is an ideal, and it may be difficult for your host institution to allocate classes within the above pattern. It is, for example, likely that you will have a lesser number of subsidiary classes. This pattern will also vary for BS Students.

If you have concerns regarding structure and class contact times these should be discussed with your tutor as soon as possible.

MODULE LEARNING OUTCOMES

Students should demonstrate:

- A high level of ability to plan, prepare, teach and assess across the 11-19 Northern Ireland Curriculum.
- The capacity to use assessment data to inform teaching and planning.
- The capacity to use levels of pupil attainment to inform teaching and planning.
- The capacity to evaluate their teaching plans.
- The capacity and willingness to engage in critical reflection about their developing competence.
- An ability to provide a safe, supportive and purposeful learning environment.
- The capacity to make a significant contribution to the work of the school.
- The capacity to form and sustain good working relationships with pupils and significant others.

MODULE SKILLS

Students should:

- Have practiced the ability to organize 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 well-developed ability to function effectively as part of a teaching team.
- Have a well-developed ability to organize an effective work pattern for teaching.

DISCUSSION – WHAT IS EXPECTED IN YEAR 3 SBW

Having experienced two years of School Based Work, you have demonstrated that you are making good progress towards becoming a competent beginning teacher. While it must be remembered that teaching is not an exact science, but rather, a complex interaction between *individuals* and *circumstances*, successful teaching generally depends on appropriate management of this interaction. Although you are assessed and consequently graded this year, SBW continues to be a learning process in which you are likely to meet and address new and unfamiliar situations and issues. As in previous years you may, for example, be observed during a challenging lesson. This may not go as well as you expected, however all teachers experience problematic lessons, and this does not automatically mean that you will receive a poor final grade. It is a competent overall performance that is required. A successful placement will depend on a number of factors, however, the three main things that you are aiming to demonstrate proficiency in, are:

- 1. Thorough planning and preparation.**
- 2. A competent performance, that is, appropriate lesson delivery and management.**
- 3. Documented evaluation of your performance, and pupil/student progress (additional guidance will be offered on evaluations).**

The competence indicators for SBW currently reflect the GTCNI Teacher Competencies. You will be briefed before your block on what these will be and how they will be assessed on during your placement. While they certainly do not cover every facet of the teaching process, they do provide a realistic and manageable framework on which to focus your teaching. You therefore need to be familiar with these indicators and plan accordingly. If you, in your own mind, cannot provide evidence of these competencies, others are equally unlikely to observe them. Any potentially problematic issues that arise should be discussed with your tutor as these may impact upon your ability to meet with the required competences. Also remember that your host institution is internally assessing you and while they may look for evidence similar to the competence descriptors, there are other factors that they will consider (see end of this guide).

There can be little doubt that your actual teaching performance is enhanced through appropriate and thorough pre-planning. This is something that can be readily managed by yourself, but if insufficient attention is paid to planning, it is not unreasonable to suggest that your teaching performance will suffer accordingly. What Stranmillis, and indeed, your host institution will expect is that you clearly **document** planning undertaken. You may know in *your head* what you are aiming to achieve in the classroom, but you must provide documentary evidence; even experienced teachers benefit from this. Not only do teaching notes act as an *aid memoir* during lesson delivery, they also indicate, to others, your lesson rationale and strategy. There is obviously the potential for failure in all lessons and this is a central part of the learning process, however limited evidence of planning will almost certainly lead to a lower grade. Planning is centred on four key areas

- **Schemes / Units of work**
- **Individual Lesson Plans**
(*N.B Both of the above areas should be planned in accordance with the requirements of the 'Big Picture' – explained during oral briefing*)
- **Daily Teaching Evaluations**

Your style of planning is an individual choice, based on your professional judgement, prior experience, reading and the particular requirements within the context of your placement institution. You should also investigate how your host institution addresses planning, what do they include in planning documents, can you build upon this etc? You are expected to draw upon your increased knowledge / skills developed during your academic studies to support your teaching. For example, you should aim to take account of pupil differences and therefore *differentiate* your teaching accordingly.

YOUR TEACHING FILE

You must maintain a file in which you will record all of the planning you have undertaken in your in your host institution. The artefacts contained in your file will take a range of forms depending on the nature of the task from schemes of work, lesson plans, personal observations, to material from your teacher and institutional documentation. In addition to a teaching file you are also

expected to gather and collate additional material for the purposes of module assessment.

ASSESSMENT OF SCHOOL BASED WORK IN YEAR 3

The assessment element of SBW is denoted as Practical Teaching. The final Practical Teaching mark for year 3 SBW consists of two elements:

Element 1: The grades awarded by tutors after lesson observations. Practical teaching (80% weighting)

Assessment for this element is on a 6 point scale. To pass element 1 of school-based work you must show **tutors, Learning Area teachers, teacher tutor and the principal of the school** that you satisfy the following criteria:

1. display a positive, enthusiastic attitude and be co-operative and helpful
2. establish good relationships with individuals and student groups
3. be able to plan individual lessons for a group of students or the whole class in subjects of the Northern Ireland Curriculum, Key Stages 3&4 (Not applicable to FE students) and/or Post-16 syllabi
4. identify appropriate learning outcomes for the lessons
5. incorporate appropriate techniques of lesson presentation including:
 - questioning, including higher order questions
 - explaining, instructing and facilitating pupil activity
 - creating and using resources, including ICT
 - supervising work
 - behaviour management
 - assessing students' work in ways appropriate to their level of competence

You are also expected to write a **daily teaching review/evaluation** reflecting the desired teaching competencies. Following each days teaching, you will:

- Identify 2 strengths and 1 Area for Development (AFD)
- Identify action required for AFD and follow up action in subsequent evaluations.

Sometimes individuals find it difficult to determine what to include in a written evaluation. What we do not want to see in daily evaluations is simply a report of what happened during the day. You must keep the focus on strengths and an area for development in relation to core teaching competencies. There is

considerable literature available to help you to frame your written evaluation of the day's teaching, typical questions may be:

- What is the evidence that all pupils have fulfilled the learning objectives/ intentions and that pupils are achieving appropriate standards in their learning?
- Was a clear lesson structure and progression evident?
- How much progress did pupils make in their learning during this lesson?
- What did pupils learn since the previous lesson?
- Did pupils develop a range of knowledge, skills, capabilities and attitudes?
- Were there opportunities for the pupils to engage in a range of learning situations – for example whole class interactive lessons, group work and individual work?
- Did pupils work effectively with others and independently?
- Were the pupils motivated and engaged throughout the lesson and did they demonstrate interest and enjoyment in their learning?
- Did pupils take any responsibility for organising and developing their own learning?
- Was creativity evident in the classroom (on my part and the pupils)?
- Did pupils have opportunities to problem solve, critically make choices and engage in cross-curricular work if appropriate?
- Was there evidence of the incorporation of a range of teaching strategies?
- Did I use effective questioning, including higher order questions?
- Was my explaining, instructing and facilitating pupil activity appropriate?
- Were the resources I used/created appropriate, including ICT and other adults?
- Was my supervision of pupil work appropriate and did it take account of sound principles within Assessment for Learning- did it achieve this in ways appropriate to the pupils level of competence?
- Were effective behaviour management strategies evident?
- Were differentiation strategies used and were they effective?
- Was the outcome of assessment used to enhance future lessons?

As you can see there are numerous issues you can reflect on. Carry out your own research to identify more that relate to your own specific context.

N.B. In addition to on-going daily evaluations you will be engaged in a specific reflective evaluation exercise for the purposes of assessment element 2, that follows.

Element 2: Individual Reflective Evaluation Exercise (20% weighting - 1200 words). For element two you are required to submit written and supporting documentary *evidence* that will illustrate the *Quality of Teaching* in relation to your implementation of 'Assessment For Learning (AFL)' throughout the 6-week placement. AFL has been chosen as the focus of this reflective task as:

- it is an essential aspect of the *Big Picture*;
- the learning outcomes for this module largely focus on pupil assessment.

You are required to offer evidence of your reflective analysis on 3 of the nine key areas illustrated in the table at the bottom of this page. To ensure that you offer quality teaching it is expected that during your placement you will engage, to varying degrees, with each of the 9 areas below. However for the purposes of the written assignment you should:

1. Choose **2** of the AFL indicators below that you feel were **strengths** of your teaching.
2. Choose another **1** of the AFL indicators below that you feel would benefit from **further development**.
3. Offer 400 words to justify each of your choices above.
4. Provide no more than 4 A4 pages of supporting evidence for each one of the 3 chosen areas.

In order to provide evidence for these sections you need to consider your daily evaluations and comments from other observers. You should also make reference to appropriate literature in support of your claims. The written components should be supported by no more than 4 A4 pages of supporting evidence e.g. tutor comments, extracts from daily reviews, examples of annotated pupil work (this will be explained further during an oral briefing)

9 Elements of Assessment For Learning

building a more open relationship between learner and teacher

clear learning intentions shared with pupils

shared / negotiated success criteria

individual target setting

taking risks for learning

advice on what to improve and how to improve it

peer and self assessment

celebrating success

peer and self evaluation of learning

Element 2 is to be Submitted by noon on Thursday 6 May 2010 to Alice Hamilton in the Central Admin Office, Central Building.

It is essential that you refer to the NI Curriculum website <http://www.nicurriculum.org.uk> to provide you with appropriate background information for assessment task 2. Much of the activity that you are requested to undertake within SBW is discussed in your course text books:

- **Brooks, V., Abbott, I., Bills, L. (2004)** *Preparing to Teach in Secondary Schools: A Student Teacher's Guide to Professional issues in Secondary Education*, OU Press.
- **Capel, S., Leask, M., Turner, T. (2001)** *Learning to Teach in the Secondary School: A Companion to School Experience*, Routledge Falmer.
- **Kyriacou, C. (2001)** *Effective Teaching in Schools, Theory and Practice*, Second Edition, Nelson Thornes
- **Kyriacou, C. (2001)** *Essential Teaching Skills*, Second Edition, Nelson Thornes

You should aim to engage with the above texts to support your teaching, and learning about teaching, they may also help you to evaluate your classroom performance. The information you access from your host institution inspection report (if available) www.deni.gov.uk will provide you with useful background information.

Timetables

An electronic version of these must be with the college by week 18 (earlier if possible). You will be sent a copy of a common Performa which you must use. On this you will see spaces for contact details, classes etc. You will also be expected to attach to this any school closures / non-teaching times etc. Exact details of what is expected regarding this will be reinforced in semester 2.

Absences

Finally – If you are going to be absent from SBW, you must inform the School / FE College and Stranmillis as soon as possible!

The host institution will have a procedure for this, which you must follow.

In Stranmillis the schools desk must be contacted as early as possible as tutors need to be informed well in advance to avoid unnecessary travel /visits.

Contact (02890384277) Pauline Woods / Karen Reid schools@stran.ac.uk

(FOR COMPLETION BY THE TEACHER TUTOR AND HEAD OF DEPT.)

Please tick the appropriate comments which best describe the student's school-based work.

1. *Proved helpful and co-operative*

- Most co-operative Very willing to help Normally helpful Had to be asked to help Unco-operative

2a. *Demonstrated understanding and knowledge of the content of the curriculum*

- Very good Good Satisfactory Poor Unsatisfactory

2b. *Demonstrated appropriate skills in planning and teaching taking account of pupil's needs*

- Very good Good Satisfactory Poor Unsatisfactory

3. *Showed an understanding of and used a range of strategies, techniques and resources to promote learning*

- Very good Good Satisfactory Poor Unsatisfactory

4a. *Created a positive classroom environment with good pupil/teacher interaction*

- Very good Good Satisfactory Poor Unsatisfactory

4b. *Developed strategies for ensuring high pupil participation*

- Very good Good Satisfactory Poor Unsatisfactory

5a. *Devised appropriate consolidation and assessment tasks to monitor pupil performance*

- Very good Good Satisfactory Poor Unsatisfactory

5b. *Provided feedback and reinforcement for pupils*

- Very good Good Satisfactory Poor Unsatisfactory

6. GENERAL: Are there any other comments you would like to make?

I confirm the attendance overleaf: YES / NO

