

STRANMILLIS UNIVERSITY COLLEGE
A College of Queen's University Belfast

*Guide to
School-Based Work*

Information for
Students and Host Teachers

The University College's vision is to be a centre of excellence in educational, professional and vocational development.

The University College's mission is:

“to sustain a critical community of educational excellence in teaching and research in a shared learning environment where diversity is welcomed, in order to help meet the professional needs of the society in Northern Ireland”.

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SECTION 1: CODE OF PRACTICE

INTRODUCTION

Central to students' professional preparation is the great emphasis placed on School-Based Work (SBW) and the acquisition of professional competences by student teachers. School-Based Work comprises first-hand observation of children of different ages and abilities, practising teaching skills and techniques and participation in the wider aspects of school life. Schools and the University College are in close partnership to ensure the maximum development of these competences. At the appropriate time details of placements will be emailed to students. Within the University College all arrangements for SBW are carried out under the direction of the Head of School Partnerships by the relevant staff at the Schools Desk in the Central Admin Office, in the Central Building. This Code of Practice applies to Primary and Post-Primary Bachelor of Education (BEd) as well Postgraduate Certificate of Education (PGCE) students.

THE STUDENT AND THE SCHOOL

Students are guests in the schools and should cooperate fully with the school principal and his/her staff. In the event of a student being asked to carry out duties which the he/she feels are not appropriate or are contrary to University College instructions, the student concerned should contact the Head of School Partnerships.

The school principal has the right and indeed the duty to refuse admission to students whose personal standards in behaviour, dress and appearance do not conform to the standards set by the school.

Normally on first attendance at a school, students should report to the school principal at 10.00 am. On subsequent days students should arrive 10 minutes before the commencement of each school day and remain **for the full day**. Attendance at schools will not normally be required on Wednesday afternoons. In many schools students will find a teacher-tutor whose duty it is to liaise with them about the practice.

Full, regular and punctual attendance at schools is required. Should a student be unavoidably absent or delayed, the school must be contacted **immediately**, as must the University College (see below). On return to school after an absence, a personal explanation for any inconvenience caused must be made to the principal.

Students are expected to make the most of placements in schools.

In primary schools, since each student is normally attached to one teacher and class at a time, participation in all aspects of professional work is a possibility – marking registers, correction of work, tutoring individual pupils, sharing supervision duties, etc.

In post-primary schools, because of the nature of the timetable which will involve work with various departments, teachers and classes, continuity of contact is more difficult. Some schools provide an observation timetable as well as a teaching timetable for each student; which is helpful in that it permits a student to observe specialist professional teachers at work. However students must take the initiative and, with the cooperation of the relevant heads of departments, spend time in the departments, becoming acquainted with text books, curriculum materials and other facilities as well as departmental organisation and commitments. Only in the most exceptional circumstances should teaching time be spent in staffrooms. **Preparation for teaching is not normally undertaken in school.**

All students are expected to participate fully in the wider life of the school, in attendance at morning assembly, in supervision duties, in extra curricular activities (clubs and societies), and, in the case of post-primary schools, in exploring formal structures set up for pastoral care (guidance, counselling, careers).

This will naturally give students access to confidential information, both through conversation, discussion and observation and in relation to recorded data. **This must be treated professionally and not disclosed, even casually, outside the school environment.**

LEGAL RESPONSIBILITY

Legal responsibility for the student's work in school is covered, provided the student is working under the direction of the school principal, class teacher or form teacher.

Before planning any kind of field trip, the permission of the school principal must be obtained. On all such exercises the pupils must be accompanied by the class teacher or an alternative member of the school staff. Students should also ensure that the adult-pupil ratio complies with current Department of Education regulations.

Because the normal car insurance does not permit it, students should not transport children in their car in connection with educational visits.

If students are invited to participate in an extended school field trip, they require the **prior** permission of the Head of School Partnerships in writing and the student should contact the appropriate University College subject areas and seek specific guidance on safety procedures.

The student should be conversant with the safety routines of the school: for example, fire drill. It is also of vital importance to know about accident procedures, especially those in relation to workshop, gymnasium and laboratory activities.

IN NO CIRCUMSTANCES MAY A STUDENT INFLICT ANY KIND OF PHYSICAL PUNISHMENT ON A CHILD.

THE STUDENT AND THE UNIVERSITY COLLEGE

Choice of school

In general this is made for students by the University College. In recent years, however, the changing demographics of the school population have required the University College to secure placements further outside the Greater Belfast area and more students than hitherto will be granted requests to carry out placements in their home areas. (Halls students are reminded that if they undertake a placement at home, they are still required to pay their Halls fees.) Students can help to avoid inappropriate placements by filling in fully and accurately the information sheets issued before each practice. After school lists have been published, changes are only very exceptionally made; however if a placement produces unforeseen difficulties students should report the fact immediately to the Head of School Partnerships or to the Schools desk in the Central Admin Office.

As far as possible, home-based students are assigned to schools in their own local areas. Students in Halls are normally allocated to schools within Belfast or are conveyed by coach to schools in, for example, Antrim, Ballymena, Bangor, Carrickfergus, Craigavon, Newtownards and Larne.

Absence

On the morning of any absence, as well as informing the school the student, or someone on their behalf, should contact the Schools Desk before 9.00 am on 028 9038 4344 or schools@stran.ac.uk stating name, school, the reason for, and possible duration of the absence. Absence of more than five days must be supported by a doctor's certificate which should be forwarded to the Schools Desk, Central Admin Office. Permission to be absent for exceptional reasons may be granted, provided an application in writing is received by the Head of School Partnerships at least five days beforehand, giving adequate reasons to support the request. Leave of absence for purely personal reasons (dental appointments, driving tests etc) is not normally granted. Where a club or society is applying for leave of absence on behalf of a student, the request must be submitted by the secretary and countersigned by a member of staff.

School-Based Work – a course requirement

The successful completion of School-Based Work is a course requirement and no exceptions are permitted. Hence poor attendance for whatever reason and/or lack of satisfactory progress in teaching may result in the student having to undertake additional practice. For further details see 'Protocols for Student Progress'. Students are reminded that they must be available throughout June and/or September for such demands.

School and College closures

If a school is closed during SBW, the student/s should inform the Schools Desk (028 9038 4344) of the fact at the earliest possible time. No attendance at University College in lieu is normally required. In filling in the School Attendance Record Form, such closures should NOT be recorded as absences (A); instead, an entry should be made indicating the reason for the holiday (eg mid-term, election, etc).

Should the University College be closed at any time during the period of School-Based Work whilst the school remains open, the student should remain at school.

School-Based Work Record

On the last day of School-Based Work the student should complete the front of this form (Appendix 1a and 1b) and hand it to the school principal who will later complete the other side and return it to

the College. Primary students should complete a separate form for each class in which practice has been undertaken. As well as being a record of what a student has taught, these forms invite host teachers, teacher-tutors and principals to record their views about a student's competence and general attitude to teaching. These views are an integral part of the University College's assessment procedures for each year (block in the case of PGCE students) of SBW. **The forms are available from the Central Admin Office before SBW and it is the responsibility of the student to collect these, or to photocopy the form in Appendix 1.**

School Attendance Record

Students complete this form (Appendix 2) and return it to Schools Desk in the Central Admin Office on the final day of SBW or as soon as possible thereafter. On the back, record any reasons for absences. Where the last day of SBW is also the last day of term please post the form to the University College. **Do not keep it until the new term.**

Travelling expenses

Travelling expenses (exceeding normal University College attendance expenses) incurred through school based work programmes are recoverable from the College (Appendix 3). Claims should be lodged promptly. Where students use a car during SBW they do so at their own risk; since no liability is accepted by the College a student should satisfy himself/herself that their insurance cover is in order. Expenses will not be paid until the School Attendance Record has been received and checked. Students conveyed by coach obviously do not submit claims for travelling expenses. Halls students who are permitted to carry out School-Based Work from their home, will NOT be paid travelling expenses as a place is theoretically available for them on the College coach, or convenient to their term time address.

Conclusion of school-based work

Whilst the College and the schools take a great deal of care to try to make school experience as profitable as possible for students, much depends on the students' own enthusiasm, energy and initiative. Lost time and wasted opportunities on SBW cannot be retrieved. Students should maximise their efforts and learn all they can. If, during SBW, students need help or are experiencing any kind of difficulty – in relation to content, teaching techniques, personal relationships with pupils or staff – they should not hesitate to seek advice from tutors who visit students in schools, from tutors who teach students in College or from the Head of School

Partnerships. In certain relevant matters students may wish to consult the Students' Union or the President, Student Representative Council.

AT THE CONCLUSION OF A PERIOD OF SCHOOL-BASED WORK STUDENTS SHOULD ENSURE THAT:

- all borrowed materials have been returned;
- all meals and other refreshments have been paid for; and
- appreciation has been expressed to the principal and school staff for their support and guidance.

JURY SERVICE

Students are sometimes called for jury service. Should this occur (during term time or teaching practice), students should take the details to the relevant Department office, ie Primary or Post Primary which will apply for exemption on the student's behalf.

THIS SIDE TO BE COMPLETED BY THE STUDENT AND THEN GIVEN TO THE SCHOOL PRINCIPAL

STRANMILLIS UNIVERSITY COLLEGE
SCHOOL-BASED WORK RECORD (Primary/Nursery/Special)

Session _____ / _____

1. Name of Student: _____

College Year: (1, 2, 3 or 4) _____ / PG – (EY or Psy): _____

2. Dates of School-Based Work:

--

3. School

Class(es)

--	--

4. Tutors who saw you teach & dates of visits

--

5. Dates of absence:

--

6. Summary of lessons taught:

Subject	Number of lessons
Language & Literacy	
Mathematics & Numeracy	
Creative & Expressive	
Physical Development	
Personal Development	
The World Around Us	

SIGNATURE OF STUDENT _____

(FOR COMPLETION BY THE PRINCIPAL AND CLASS TEACHER)

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

1. *Proved helpful and cooperative*

- Most cooperative Very willing to help Normally helpful Had to be asked to help Uncooperative

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

SIGNATURE OF CLASS TEACHER: _____

SIGNATURE OF PRINCIPAL: _____

Please post this form direct to the Academic Practice Office using the pre-paid envelope

THIS SIDE TO BE COMPLETED BY THE STUDENT AND THEN GIVEN TO THE TEACHER TUTOR

STRANMILLIS UNIVERSITY COLLEGE
SCHOOL-BASED WORK RECORD (POST-PRIMARY)

Session _____ / _____

1. Name of Student: _____

College Year: (1, 2, 3 or 4): _____

2. Dates of School-Based Work:

--

3. School

Subjects/Classes

School	Subjects/Classes

4. Tutors who saw you teach & dates of visits

--

5. Dates of absence:

--

6. Summary of lessons taught:

Subject and class

Number of lessons

<i>Subject and class</i>	<i>Number of lessons</i>

SIGNATURE OF STUDENT _____

(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 cooperative*

Most cooperative Very willing to help Normally helpful Had to be asked to help Uncooperative

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

SIGNATURE OF HEAD OF DEPT: _____

SIGNATURE OF TEACHER TUTOR: _____

Please post this form direct to the Academic Practice Office using the pre-paid envelope



STRANMILLIS UNIVERSITY COLLEGE
A College of The Queen's University of Belfast



PLACEMENT ATTENDANCE RECORD

Student's Name

College Number

School

College Year

Week commencing	Mon	Tues	Wed	Thurs	Fri

- Notes:
- (a) For each day of practice enter either P (Present) or A (Absent)
 - (b) On the reverse side of the form state the reason for each absence

This form must be completed by all students and returned to Academic Practice immediately

SECTION 2: STUDENT TEACHING

TEACHING REQUIREMENTS

The length of time spent in school and the number of teaching activities students are required to plan and teach increase as students progress through the respective programmes. The teaching requirements are fully explained in briefing sessions which are given in all four years for BEd students and before each block for PGCE students. Tables which summarise the assessment, pattern and requirements of each year are found at Appendix 4a – Primary, Appendix 4b – Post-Primary and Appendix 4c - Postgraduate. As well as expecting more quantitatively, more is also expected qualitatively from students, that is, students are expected to demonstrate higher levels of competence as they progress through the programmes.

YEAR 1 BEd AND PGCE OBSERVATION PERIODS

Primary, Post-Primary and Postgraduate students begin their School-Based Work programme with a period of classroom observation.

Primary students

Primary students will be assigned to a primary school for a school year and will undertake 1 week observation in semester 1 – split between a KS1 class and a KS2 class. During this period students must maintain a portfolio in which they will record and analyse information gathered and the activities carried out during the block in school. The artefacts contained in the portfolio will take a range of forms depending on the nature of the task, from readings from the literature, through diagrams and personal observations, to materials from the class teacher and official material from the school, such as the school prospectus and school policy documents.

Activities

Students should not make extensive notes in the classroom – activities should be written up after school and only very brief notes taken in class.

The following issues should be addressed in the context of both placement classes and in the light of reading:

- classroom layout, resources and displays of work
- classroom rules and routines
- range of activities carried out over the week
- analysis of the following within the context of both a literacy and a numeracy lesson
 - starting the lesson/transitions with lesson
 - links made to previous learning
 - teaching strategies
 - pupil activities
 - organisation of the learning whole class/group/individual
 - use of resources including ICT
 - management of pupils' rules and routines
 - strategies for assessing pupil learning
 - consideration of special needs
 - teacher relationship with pupils
 - summarising and extending the learning
 - concluding the lesson.

A proforma for these analyses has been appended (Appendix 5).

With the agreement of the teacher, the student should:

- take notes throughout the week on how a high/middle/low ability child responds to classroom processes; and
- work with different individuals/groups of children under the direction of the teach.

Post-primary students

Post-primary students will be assigned to a post-primary school for a year and will undertake 2 weeks observation in the first semester. The pattern of this 2 week period is as follows:

Week 1 – Observing whole school issues

- A 2-day University College based workshop programme delivered by University College tutors and guest lecturers exploring and critically considering:
 - competences of the post primary teacher
 - behaviour management
 - lesson planning
 - lesson evaluation
 - expectations of the student teacher – a teacher-tutor perspective
- A 3-day programme of visits to a range of post-primary schools which represent the diversity within the sector

Week 2 – Observation week in placement school

Students will

- engage with a range of observation exercises related to their main and subsidiary subjects for which they have been briefed in the University College. They will observe and analyse:
 - classroom climate
 - classroom interaction
 - assessment of pupil activity
 - using resources to support learning
 - Education for Life and Work
 - wider role of post-primary teacher
 - whole school literacy and numeracy strategies;
- obtain a range of school documentation and school policies.

The portfolio of artefacts and analyses which will be collected from this observation period of SBW will be added to in each subsequent year and will be the basis of a Personal Development Portfolio which is a requirement of Queen's University Belfast and of the Higher Education sector in general.

Postgraduate students

Postgraduate students undertake 4 blocks of SBW. This is illustrated below.

Early Years Students
4-Week Block Nursery
4- Week Block Foundation (P1/2)
5-Week Block KS1 (P3/4)
2 Week Block Special Needs (1 week observation and 1 week teaching)

Preceding each block (except the final Special Needs block), all students have 1 day per week observation in the placement school with the class they are going to teach in that block. In the context of each setting they analyse a range of relevant issues including:

- a situational analysis of the school and community
- classroom layout, resources and displays of work
- classroom rules and routines
- teacher expositions
- the variety of teaching and learning methods employed.

Prior to the blocks, students are also expected to have done some teaching in each setting and evaluated this using the Post-Lesson Review.

THE TEACHING BLOCKS

The teaching file

A teaching file must be carefully maintained throughout each block and **always** be available in school for inspection by teachers and tutors. It is recommended that the file should be hardbacked and of at least A4 size. The use of a loose-leaf file enables notes

to be kept in separate sections; for example post-primary students can keep notes of their main and subsidiary teaching subjects together, while primary/nursery/special, students can separate notes on a weekly or thematic basis. **Students should not use plastic wallets in their teaching files.**

General information

Students should enter the following information in the file:

- Name, University College number and class group.
- School details, name of school, principal's name, school telephone number, the name(s) of teacher(s).
- If post-primary, a personal timetable; if primary/nursery/special, the class timetable.
- If primary, names and ages of the children, average class age and age range. A seating plan of the classroom is helpful in learning the children's names.
- List of tutors' visits; names, dates and curriculum areas should be recorded.

Lesson notes

Full lesson notes (Appendix 6) must be prepared for all teaching undertaken and should be available for comment by tutors. Each set of lesson notes should be dated (top right-hand corner). Teaching procedures as well as subject content must be clearly defined and in sufficient detail that the reading of them gives a clear indication of the student's teaching intentions. Detailed advice will be given in BEd and PGCE Teaching Studies classes. Special instructions on the format of notes will be distributed to students engaged in Level 3 Year 4 final practices.

In preparing for teaching students should make full use of College facilities including the Learning Support Services when making audio-visual aids. Students should draw on the Library and Classroom Resources Area for materials (books, charts, pictures). Students should use the Early Years section to inform themselves about any reading

schemes in use in the placement school. In addition to the facilities noted above, students may also make use of the Computer Centre and the borrowing arrangements provided by the Science Subject Area (advice on this service will be distributed by the Subject Area).

During a visit by a tutor, a student may, if he/she wishes, retain his/her notes during the lesson. If students use a loose leaf file, the notes needed may be removed and the file made available for inspection and appraisal by the tutor. The lesson notes should be made available to the tutor before and/or after the lesson.

Schemes of work (not applicable to First Year Students)

These should be prepared in each curriculum area in which three or more 'lessons' are to be taken. Students should judge the adequacy of schemes by asking yourself if they are sufficiently detailed to allow another person to carry out the work in the student's absence without further briefing. Students may devise their own style of proforma – an example is included in Appendix (7).

Each scheme should contain the following information:

- number of 'lessons'/teaching periods/units of work
- brief statement of aims
- learning outcomes for each 'lesson'
- brief statement of children's previous knowledge
- teaching/learning activities
- organisation to be employed (whole class, group or individual work)
- resources required: text books, computer programme, worksheets, equipment
- assessment
- differentiation.

Schemes should be kept in the teaching file in a designated area.

Evaluations of student teaching and learning

Students are required to write evaluations of their teaching and learning.

There are two forms of evaluation:

- evaluating teaching – judging whether the learning outcomes set for pupils were achieved and evaluating their teaching with respect to an individual lesson;
- evaluating personal development – monitoring and noting the development of their general competence over a block of time.

Evaluating teaching

Students will do this mentally after each taught lesson and are required to write one Post-Lesson Review (Appendix 8) per day. This is to judge the effectiveness of the teaching – for example were the learning outcomes stated achieved by the pupils and how did their teaching contribute to this learning? These evaluations start with consideration of the assessment strategies included in the lesson notes. Students should use the Post-Lesson Review. **They should use the categories in the Report on Teaching proforma.**

Evaluating personal development

Students should use the Formative Report on Teaching (Appendix 9) which should be completed after the each block of SBW. Each student should assess their personal development in the Competence areas. Student evaluation should be supported by tutor and teacher comments from completed Reports on Teaching. When completed the Formative Report on Teaching should be sent to the student's main school tutor electronically as an attachment. The tutor will amend as necessary and an agreed version will be signed by student and tutor. A copy will be placed in the student file held in the Central Admin Office and a copy held by the student.

School-Based Work evaluation

As part of the module review and at an appropriate time, students will be asked to complete SBW Evaluation Form (Appendix 10).

PRIMARY SCHOOL-BASED WORK REQUIREMENTS – OVERVIEW – PRACTICAL TEACHING
 (Students are required to act as classroom assistants when not teaching)

YEAR	PATTERN OF VISITS TEACHING REQUIREMENTS	BLOCK PRACTICE FOCUS OF PRACTICE <i>Later years subsume the continuing development of competences identified in earlier years</i>
FIRST ASSESSMENT PASS/FAIL	Semester 1 – Block 1 Observation 1 week split between KS1 and KS2 Semester 2 – Block 2 Teaching – 3 weeks with KS1 and 2 weeks with KS2 Teach two lessons per day (1 Wed)	Observation/analysis of classrooms Teaching single lessons with whole class/one small group Competence in presentational skills – questioning, explaining – using resources Capacity to develop rapport with children Capable of and willing to reflect on practice Maintaining a file with daily lesson notes and post-lesson reviews
SECOND ASSESSMENT 6-POINT SCALE + REFLECTIVE EVALUATION EXERCISE	Semester 2 – 2 Observation Day Visits – Key Stage 1/2 Block Teaching – 3 weeks with KS1 and 3 weeks with KS2 Teach three lessons per day (2 Wed)	Planning – Short schemes of work in all areas of the NIC Managing two reading or work groups Developing competence in teaching strategies Employing some differentiation techniques Developing a range of assessment techniques Competence related to matching of work to pupils
THIRD ASSESSMENT 6-POINT SCALE+ REFLECTIVE EVALUATION EXERCISE	Semester 2 – 2 Observation Day Visits – Key Stage ½ Block Teaching – 3 weeks in non-phase and 3 weeks in chosen phase. Teach four lessons per day (2 Wed)	Schemes of work in all areas of teaching Teaching file by curriculum area to analyse progression and continuity Uses a range of teaching strategies, whole class, groups and individual and can justify choice Differentiation by different modes Uses a range of assessment techniques
FOURTH ASSESSMENT 6-POINT SCALE+ REFLECTIVE EVALUATION EXERCISE	Semester 2 Block – 7 weeks in chosen phase Consecutive teaching sessions and responsibility for totality of the curriculum for a period of time Teach four lessons per day (2 Wed)	Manages transitions between teaching activities Uses assessment to plan further activities May carry out short research projects Compiles portfolios of children’s work

POST-PRIMARY SCHOOL-BASED WORK REQUIREMENTS – OVERVIEW – PRACTICAL TEACHING
(Students are required to act as classroom assistants when not teaching)

YEAR	PATTERN OF VISITS TEACHING REQUIREMENTS	BLOCK PRACTICE FOCUS OF PRACTICE <i>Later years subsume the continuing development of competences identified in earlier years</i>
FIRST ASSESSMENT PASS/FAIL	<p>Semester 1 Block 1 – 1 week Induction and Diversity Placements & 1 week observation in school</p> <p>Semester 2 Block 2 – 4 weeks teaching main and subsidiary subjects and Life and Work preceded by 1 observation day visit</p> <p>7-9 hours teaching per week per day (1/2 day Wed)</p>	<p>Observation/analysis of classrooms and teaching</p> <p>Single lessons with whole class</p> <p>Competence in presentational skills – questioning, explaining – using resources</p> <p>Capacity to develop rapport with children</p> <p>Capable of and willing to reflect on practice</p> <p>Maintaining a file with daily lesson notes and post-lesson reviews</p>
SECOND ASSESSMENT 6-POINT SCALE + REFLECTIVE EVALUATION EXERCISE	<p>Semester 1 – 2 observation day visits</p> <p>Semester 2 – 6 week block</p> <p>Schools may focus timetables on only two areas (main/subsidiary/L and W)</p> <p>9-11 hours teaching per week (1/2 day Wed)</p>	<p>Schemes of work in all subjects</p> <p>Developing competence in a range of teaching strategies</p> <p>Developing a range of assessment techniques</p> <p>Competence related to matching of work to pupils</p>
THIRD ASSESSMENT 6-POINT SCALE+ REFLECTIVE EVALUATION EXERCISE	<p>Semester 1 – 2 observation day visits</p> <p>Semester 2 – 6 week block</p> <p>11-13 hours teaching per week (1/2 day Wed) (main/subsidiary/L and W/Post-16 enrichment)</p> <p>Business Studies students should engage with Special Needs and Adult classes where possible</p>	<p>Schemes of work in all areas of teaching</p> <p>Teaching file by subject to analyse progression and continuity</p> <p>Uses a range of teaching strategies, whole class, groups and individual and can justify choice</p> <p>Differentiation by different modes</p> <p>Uses a range of assessment techniques</p>
FOURTH ASSESSMENT 6-POINT SCALE+ REFLECTIVE EVALUATION EXERCISE	<p>Semester 1 – 2 weeks alternative placement</p> <p>Semester 2 - 7 weeks teaching block</p> <p>13-15 hours teaching per week (1/2 day Wed)</p> <p>Engage with wider aspects of teacher's role</p>	<p>Uses assessment to plan further activities</p> <p>May carry out short research projects</p> <p>Compiles portfolios of children's work</p> <p>Contributes to whole school activities</p>

PGCE EARLY YEAR SCHOOL-BASED WORK REQUIREMENTS – OVERVIEW – PRACTICAL TEACHING

(Students are required to act as classroom assistants when not teaching)

BLOCK	PATTERN OF VISITS TEACHING REQUIREMENTS	BLOCK PRACTICE FOCUS OF PRACTICE <i>Later blocks subsume the continuing development of competences identified in earlier blocks</i>
FIRST ASSESSMENT PASS/FAIL	5 Day Visits – Nursery Block teaching – 4 weeks in Nursery Teach two activities per day (1 Wed) plus one routine per day	Observation/analysis of classrooms Competence in presentational skills – questioning, explaining – using resources Capable of and willing to reflect on practice Maintaining a file with daily lesson notes and post-lesson reviews Planning – schemes of work in all areas of the NIC Managing two reading or work groups Developing competence in teaching strategies Employing some differentiation techniques Developing a range of assessment techniques Competence related to matching of work to pupils
SECOND ASSESSMENT PASS/FAIL	3 Day Visits – Foundation (P1/2) Block teaching – 4 weeks Foundation (P1/2) Teach three lessons per day (2 Wed)	Teaching file by curriculum area to analyse progression and continuity Uses a range of teaching strategies, whole class, groups and individual and can justify choice Differentiation by different modes Uses a range of assessment techniques
THIRD ASSESSMENT PASS/FAIL	4 Day Visits – KS1 (P3/4) Block teaching – 5 weeks in KS1 (P3/4) Teach four lessons per day (2 Wed) and where possible extended periods of teaching	Uses assessment to plan further activities Compiles portfolios of children's work Contributes to whole school activities
FOURTH ASSESSMENT PASS/FAIL	1 week observation – Special Needs Block teaching – 1 week in Special Needs Teach three lessons per day (2 Wed)	

Lesson Observation Format Year 1 Primary

Student's name:	Date and time:
Class:	Lesson topic:
Starting the lesson/transitions within lesson:	Links made to previous learning:
Teaching Strategies:	Pupil activities:
Organisation of the Learning (whole class/group/individual):	Use of resources including ICT:
Management of pupils (rules and routines):	Strategies for assessing pupil learning:
Consideration of special needs:	Teacher relationship with pupils in the classroom:
Summarising and extending the learning:	Concluding the lesson:

A SCRIPT FOR TEACHING – LESSON NOTES**LEFT-HAND PAGE****RIGHT-HAND PAGE****RESOURCES**

This should list all the materials or equipment you need to assemble or check before the beginning of the lesson such as:-

- computer/printer
- CD-ROM
- textbooks
- stimulus materials - poems or prose
- copies of materials for pupils
- maps - charts
- reading materials
- practice materials - papers - paints - scissors
- worksheets

KEY QUESTIONS

Prior thought should be given to these for the different phases of the lesson/activity

ASSESSMENT

CLASS:
SUBJECT/ACTIVITY

DATE:
TIME:

OBJECTIVES/LEARNING OUTCOMES: The children will:

- name
 - identify
 - describe
 - develop
 - understand
 - appreciate
- Verbs express the intended outcomes of teaching
A combination of behavioural and non-behavioural objectives

INTRODUCTION:

Specify exactly how you intend to begin which may include organisational features e.g. - moving children from seats to front of class - P.E. Hall - initial stimulus to gain attention and motivate - 'advance organiser to alert to content'

DEVELOPMENT / CONTINUATION

This may be practical maths examples on board - question and answer session - stimulus to write - children reading individually

CONCLUSION:

Specify how you intend to bring the activity to a close - mark work together - read out examples - collect work.

Proforma – Scheme of Work

Appendix 7

Title of this Unit of Work:		Year/Class	Overall Aims/Learning Objectives:			
Curriculum/Subject Area:		Key Stage:	Key Vocabulary:			
Area of the Northern Ireland Curriculum PoS which will be covered:		Time:	Key Learning Skills:			
Previous Knowledge						
Teaching Sequence and Time	Learning Outcomes	Teaching/Learning Activities		Resources	Opportunities For Assessment	Safety Issues

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 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 had 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 (e.g. 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 practise new skills? • Did you help the children to articulate and organise 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? 	

Formative Report on Teaching

Name:		Year:	School:
PREPARATION	CLASSROOM PRACTICE TEACHING TECHNIQUES	CLASSROOM PRACTICE CLASSROOM MANAGEMENT	EVALUATION
<ul style="list-style-type: none"> Plans appropriate lessons within teaching programmes Can justify the selection of material in terms of curricular principles and child development Plans teaching strategies appropriate to the age, ability, interests, experiences and attainment level of the pupils and to the objectives of the lesson Prepares appropriate learning materials for children 	<ul style="list-style-type: none"> Employs a range of teaching strategies appropriate to the age, ability, interests, experiences and attainment level of the pupils and to the objectives of the lesson Captures and maintains pupils' attention, interest and involvement Questions pupils effectively, responds and supports discussion Provides feedback in a constructive manner Makes appropriate use of resources including ICT 	<ul style="list-style-type: none"> Teaches in whole class, group, pair or individual modes as appropriate for particular learning experiences Maintains pupils' motivation Establishes good classroom rapport Establishes clear rules and expectations Deals effectively with pupil behaviour Identifies and responds to individual differences Manages own time and pupil time effectively Manages play and activity-based learning when appropriate 	<ul style="list-style-type: none"> Uses outcomes to evaluate teaching and plan for the future Can justify teaching methods used Provides pupils with regular feedback on their progress in a constructive manner which fosters their self-confidence and self-esteem Uses different methods of assessment as appropriate Assesses and records pupils' performance in a systematic manner, using attainment targets and level descriptors where necessary Demonstrates awareness of the importance of informed critical reflection in evaluating his or her professional practice

Tutor signature: _____

Student signature: _____

Date: _____

STRANMILLIS UNIVERSITY COLLEGE
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Student Evaluation School-Based Work Questionnaire

The staff of the University College is interested in ascertaining your opinion of the teaching and support offered in the School Based Work module. Your answers will be used in improving the quality of the module.

Module Code _____

PLEASE PUT A SINGLE NUMBER IN THE BOXES CORRESPONDING TO THIS SCALE OR CIRCLE CORRECT ANSWER OR DELETE YES / NO AS APPROPRIATE

5 = Disagree Strongly 4 = Disagree 3 = Uncommitted 2 = Agree 1 = Agree Strongly

SCHOOL BASED WORK PREPARATION

- | | |
|--|----------------------|
| 1. The module learning outcomes were appropriate | <input type="text"/> |
| 2. The learning outcomes were achieved | <input type="text"/> |
| 3. The requirements of School-Based Work were clearly explained | <input type="text"/> |
| 4. The assessment of School-Based Work was clearly explained | <input type="text"/> |
| 5. I was placed in classes according to College requirements Yes <input type="checkbox"/> No <input type="checkbox"/> | |
| 6. I was given information and guidance on the content of my teaching | <input type="text"/> |
| 7. I was given feedback about my teaching in a supportive manner | <input type="text"/> |
| 8. I received sufficient visits from college tutors | <input type="text"/> |
| 9. College tutors were supportive | <input type="text"/> |
| 10. College tutors spoke to me before observing teaching | <input type="text"/> |
| 11. College tutors observed a major part of my lesson | <input type="text"/> |
| 12. College tutors gave me constructive advice | <input type="text"/> |
| 13. College tutors consulted my class teacher about my progress | <input type="text"/> |

PLEASE ANSWER THE FOLLOWING QUESTIONS WITH YOUR OWN COMMENTS

1. What aspects of School-Based Work did you find most satisfying?
2. What aspects of School-Based Work could be modified and how?

SECTION 3: ADVICE ON SUPERVISION & ASSESSMENT

SUPERVISION OF STUDENTS – UNIVERSITY COLLEGE TUTORS

It is important that the college indicates that it recognises the contribution that the school and the classroom teacher make to the professional education of student. In the college – school partnership there are responsibilities shared between the school and the college. College tutors should work to promote and develop partnership between themselves and the school. In the primary sector the principal of the school must be part of that development, but teacher-tutors and classroom teachers are particularly important in relation to individual students. In the secondary sector, teacher-tutors and department heads are likely to play a significant role also.

Tutors and Students

Tutors should ensure that students are made aware of the responsibility that accompanies having the opportunity to undertake school-based work. Students should be encouraged to be co-operative and supportive of their classroom teacher and sensitive to the demands of teaching in someone else's classroom.

Students should display concern for pupils and their development. Tutors should ensure this is the case and should, through discussion with the student and with the teacher-tutor and class teacher safeguard the development of children through guaranteeing that students are meticulous in their preparation. They should continually seek advice from the class teacher with regard to this preparation and the delivery of lessons.

Tutors should make clear to students the general aims of the partnership between college and schools and how these aims are to be manifested.

Tutors and Schools

It is the primary responsibility of college tutors to establish good communications both with the principal of the school, with the teacher-tutor and with classroom teachers with whom the college students are working. Tutors should clarify with participating schools the demands

that they are making on students and ensure that the school is aware of the sorts of exercises and teaching requirements that each student will be expected to fulfill.

Tutors should give sufficient priority to the management of their time, in order to develop and sustain the general concept of partnership and also to engage teachers in the preparation of competent professional practitioners.

The Practice of Supervision

The main purpose of tutor visits to students in schools is to provide guidance, advice and support. However tutors must also report on all teaching observed, and assessments are required. Tutors will first check that the student has the required elements in place in his/her Teaching File using the Checklist for Tutors (Appendix 11a BEd and 11b PGCE). Tutors should always clarify with students the objectives of a lesson and encourage students to place a particular lesson within a subject area, programme of study and, if appropriate, the relevant attainment target and the type of work they will require of the children.

Careful and sensitive observation of lessons should be an integral part of a college tutor's visit to a school, as should the development of an ongoing dialogue between the student and the classroom teacher. When observing teaching, tutors use the Report on Teaching (Appendix 12) in conjunction with the Competence Descriptors. These reports are filed and used to produce cumulative assessments of student progress. They are also part of the overall assessment and grading procedures. Many variables are recognised as affecting these grades – the placement school and its environment, the observations of school staff and their comments on students' attitudes, the imagination, care and thoroughness of preparation as well as the personal and intellectual qualities exhibited in the actual teaching situations observed.

Adequate counseling and support should be provided at the end of all lessons. Students should be encouraged to think through their lesson, indicate its strengths, weaknesses and those areas of competence in the lesson which the student would identify as needing further thought and development. College tutors should engage the classroom teacher at regular

intervals in discussion of student progress and should include the student in a process of mapping out their professional development and progress.

Interim assessments on individual lessons are not made available to students because these could well be misleading. However, interviews with members of staff and/or the Head of School Partnerships usually serve to make students aware of their strengths and weaknesses.

Students will have a member of the University College teaching staff who will act as their personal tutor in each year of their School-Based Work. This tutor's responsibilities will be to:

- meet students before they go into schools and ensure that they are fully prepared and aware of the expectations and demands of each block of School-Based Work;
- act as the main tutor during the block;
- along with other tutors make supervisory visits to the students;
- liaise with the host teacher, teacher tutor and/or school principal about student progress;
- receive and discuss the student's Formative Profile (Appendix 7) or Career Entry Profile after the final block.

Partnership is about the positive and progressive development of student teachers from novices to professional practitioners. In this regard students, tutors and teachers have a full and equal part to play.

SUPERVISION OF STUDENTS – CLASSROOM TEACHERS AND/OR TEACHER TUTORS

The main role of classroom teachers and teacher tutors in relation to students in schools is also to provide guidance, advice and support. The University College very much appreciates the participation of class teachers and teacher tutors in the supervision and assessment of its students. It recognises that a much more rounded assessment of student teaching can be made by the class teacher, particularly in the primary sector where teachers are with the student all day, as compared with the relatively short visits inevitably made by University College tutors. Students should be aware of the importance which is placed on class teacher and teacher tutor

oral comments and written reports on teaching and on the school reports which are returned to the University College after a block of SBW is over.

The University College would very much appreciate it if host teachers could observe the students' teaching more formally on occasions, using the same documentation used by visiting tutors, that is the Report on Teaching (Appendix 12) in conjunction with the Competence Descriptors. A suggested structure for class teacher – student discussion is given in Appendix 13. The proforma for Post-Lesson Observation Discussion (Appendix 8) may also be of help in this regard. The completed observations may be included in the student file.

PROCEDURES FOR PRIMARY AND PGCE STUDENTS IN SCHOOLS

Primary and PGCE students should leave a timetable of the day's teaching with the school principal each morning. This not only informs the principal of the student's activities, but facilitates supervision by visiting tutors. It should include information about the class grouping (e.g. P2/P4), the room number and the class teacher's name.

PROCEDURES FOR POST-PRIMARY STUDENTS IN SCHOOLS

Students should send a copy of their personal teaching timetable to the Schools Desk, Central Admin office as soon as possible after the block of teaching begins. It can be sent by fax (028 9038 4444 marking it for the attention of Schools Desk) or by email (schools@stran.ac.uk).

RECORD OF TUTOR VISITS

Students should make a list of tutors' visits – names, dates and curriculum observed should be recorded in the Teaching File. Tutors are required to leave a form entitled 'Report on Teaching: Student Copy' (Appendix 12) and to discuss with the student what they have observed. Students should not be afraid to ask for help either from visiting tutors or from staff in College. If students are at all anxious about any SBW matter they should contact the Head of School Partnerships.

VISITS BY AN EXTERNAL EXAMINER

As part of Quality Assurance procedures, a number of students in Years 2, 3 and 4 will be observed by an External Examiner. The External Examiner will visit students who demonstrate a range of competence.

Students involved in this moderation exercise will be informed of their inclusion in advance.

ASSESSMENT OF SCHOOL-BASED WORK

School Based Work **must** be passed in each year to progress to the next stage. More is expected of students both qualitatively and quantitatively as they progress through each year. This is illustrated diagrammatically in Appendices 4a, 4b and 4c.

Year 1 BEd

Assessment in Year 1 is on a pass/fail basis. To pass school based work students must show **visiting tutors, class teachers and the principal of the school** that they satisfy the following criteria. They should:

- display a positive and enthusiastic attitude;
- be cooperative and helpful in school;
- be able to establish good relationships with individuals and groups of pupils;
- be able to plan individual lessons/activities for a group of pupils or the whole class in subjects or areas of the Northern Ireland Curriculum for a Key Stage 1 and 2 class (primary students) or a Key Stage 3 and 4 class (post-primary students);
- identify appropriate learning outcomes for the lessons;
- incorporate and use the basic 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 (Appendix 8) and reflecting upon the lessons taught and the experience gained in school.

In subsequent years students will be expected to demonstrate increasingly higher levels of competence in these qualitative aspects.

Years 2, 3 and 4 BEd

The School-Based Work Board of Examiners will consider the following in deciding the grade and mark for the School-Based Work module/s in Years 2, 3 and 4:

- the grades awarded by tutors after observations of practical teaching;
- a reflective evaluation exercise;
- the report submitted by schools after School-Based Work (Appendix 1a & 1b) – in particular comments about student work and attitude made by host teachers and school principals.

Practice teaching is assessed using the Report on Teaching Form on which the tutor assesses each area on a four point scale – Distinction, Merit, Pass or Fail. It should be noted that a new form is being trialed during 2007-2008 with post primary students.

PGCE Programme

Assessment of all blocks of School-Based Work in the PGCE Programme is on a pass/fail basis. To pass school-based work, students must show **visiting tutors, class teachers and the principal of the school** that they satisfy the competence descriptors as in Appendix 4c.

If students are referred in either Block 1 or 2 they **must** pass School-Based Work before they can progress to the third block – see Protocols for Students' Progress PGCE below..

More is expected of students both qualitatively and quantitatively as they progress through each year. This is illustrated diagrammatically in Appendix 4c.

PROTOCOLS FOR STUDENT PROGRESS

BEd School Based Work (SBW)

If a class teacher and/or tutor is concerned about some aspect/s of the student performance during a block of SBW, the following procedure must be adhered to:

Tutor will discuss the student with the class teacher to try to get a rounded picture of the student's performance. If there are still real concerns:

Tutor will complete a Cause for Concern form (Appendix 14)

↓
Tutor will contact Module Coordinator for the specific module of SBW (BEd) with regard to area/s of concern

↓
The Module Coordinator will either visit the student himself/herself or arrange for another tutor to visit the student, liaise with class teacher and focus on the area/s of concern

↓
If these concerns have **not** been adequately addressed by the student and significant improvement made:

↓
The internal SBW Board of Examiners will discuss the student's progress and the alternatives available for action. If the Board feels that a further short period of SBW will allow the student the possibility of demonstrating competence, the student will be recorded as Referred (R)

↓
The student will then undertake a short period of SBW in a school near their home in June and will be supervised by a different tutor. The placement school will be made aware of the areas of concern, as will any visiting tutor and these must be focused on by the tutor. The tutor must also discuss these areas fully with the class teacher to gain a total picture of the student's performance

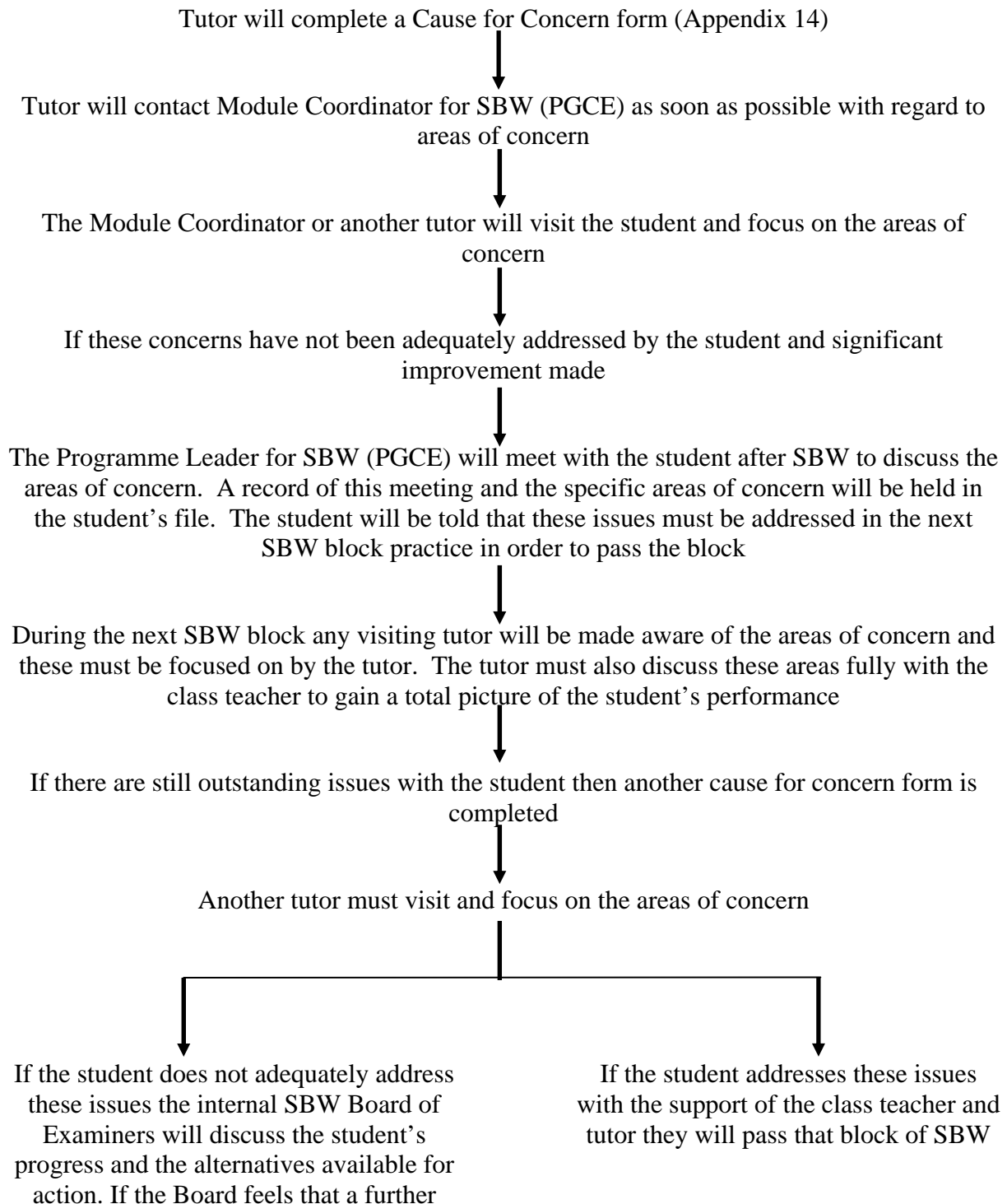
↓
If the student successfully completes this block they will be deemed to have passed SBW for the year and may proceed to the next level and stage of the BEd programme

↓
If there are still outstanding issues with the student then another Cause for Concern form is completed. The Internal SBW Board of Examiners will reconsider the student's progress and, if unsatisfactory, the student will be recorded as a fail. The student may be given the opportunity to re-sit the block of SBW in the following academic year.

PGCE School Based Work

If a class teacher and/or tutor sees a student during the first block of SBW and is concerned with some aspect/s of their performance the following procedure must be adhered to:

Tutor will discuss the student with the class teacher to try to get a rounded picture of the student's performance. If there are still real concerns:



period of SBW will allow the students the possibility of demonstrating competence, the student will be recorded as Referred

(R)



The student must pass the block practice before moving on to the final block practice



All students must pass the final block of School-Based Work

If any student gives cause for concern during the final block the same procedures as above will be repeated

If the Internal Board of Examiners considers that any student has failed the final block of SBW they will be recorded as F and will be given an opportunity to resit in the following academic year.



Student Preparation for Teaching (BEd) – Checklist for Tutors

YEAR 1	YEAR 2	YEAR 3	YEAR 4
<p>The student has</p> <ul style="list-style-type: none"> • a teaching file • dated teaching notes for each lesson which include <ul style="list-style-type: none"> - learning outcomes - introduction, development and conclusion - resources - key questions - assessment as an integral part of planning • a daily post-lesson review/evaluation based on the prescribed format in Teaching Studies Guide • the school Prospectus • Pastoral Care Policy • Child Protection documentation • Marking Policy • Discipline Policy <p style="text-align: center;">Students should teach 2 lessons per day</p>	<p>The student has</p> <ul style="list-style-type: none"> • a teaching file which has all the elements outlined for Year 1 plus • schemes of work in place for most subjects by end of second week where more than 2 lessons have been planned • indications of attempts to differentiate to meet needs of the class • lessons incorporating ICT • the school Prospectus • Pastoral Care Policy • Child Protection documentation • Marking Policy • Discipline Policy <p style="text-align: center;">Students should teach 3 lessons per day</p>	<p>The student has</p> <ul style="list-style-type: none"> • a teaching file which has all the elements outlined in Years 1 and 2 plus • schemes of work in all areas where more than 2 lessons have been planned • indications of differentiation in planning • attempts to use Assessment Levels to plan teaching especially in Literacy and Maths • file re-organised to reflect subject/areas of learning • the school Prospectus • Pastoral Care Policy • Child Protection documentation • Marking Policy • Discipline Policy <p style="text-align: center;">Students should teach 4 lessons per day</p>	<p>The student has</p> <ul style="list-style-type: none"> • a teaching file which has the daily and weekly notes prepared using the format for Year 4 students • schemes of work in all areas where more than 2 lessons are planned • assessment planned as an integral part of teaching, used to monitor learning and plan further teaching • a daily evaluation based on the prescribed format in Teaching Studies Guide • the school's Prospectus, Pastoral Care Policy and Curriculum Documentation • the school Prospectus • Pastoral Care Policy • Child Protection documentation • Marking Policy • Discipline Policy <p style="text-align: center;">Students should teach 4 lessons per day</p>

- Tutors should take particular care to ensure that their comments, written and oral, accurately reflect students' competence.
- Grades should follow the grade descriptors which are based on current competence elements, with the caution that A grades must be awarded circumspectly.
- Tutors should never tell students that they are failing or that one individual tutor has the power to fail a student, but explicitly indicate areas of competence which need to be addressed and that the School-Based Work Board of Examiners may be informed of concerns.
- Cause for Concern forms should be used where tutors feel it to be necessary. Mechanisms now in place ensure that action will be taken.

Student Preparation for Teaching (PGCE) – Checklist for Tutors

First Block Nursery	Second Block Foundation Stage	Third Block Key Stage 1	Fourth Block Special Needs
<p>The student has</p> <ul style="list-style-type: none"> • a teaching file arranged by play areas • a thematic planning grid • dated planning notes for each activity/routine which include <ul style="list-style-type: none"> - learning purposes - possible language and adult's key questions - role of adult - resources and organisation • evaluations of <u>each</u> activity and routine • an observation notebook • Pastoral Care Policy • Child Protection documentation • Marking Policy • Discipline Policy <p>Students should plan and engage in 2 activities and a routine each day or 3 activities if routine not possible</p>	<p>The student has</p> <ul style="list-style-type: none"> • a teaching file arranged by subject/curriculum areas • dated teaching notes for each lesson which include <ul style="list-style-type: none"> - learning outcomes - introduction, development and conclusion - resources - key questions - assessment as an integral part of planning • evaluations of <u>each</u> lesson evaluation based on the post-lesson review format • schemes of work where more than 2 lessons have been planned • indications of attempts to differentiate to meet needs of the class • lessons incorporating ICT • Pastoral Care Policy • Child Protection documentation • Marking Policy • Discipline Policy <p>Students should teach at least 2 lessons per day</p>	<p>The student has</p> <ul style="list-style-type: none"> • a teaching file arranged by subject/curriculum areas • dated teaching notes for each lesson which include <ul style="list-style-type: none"> - learning outcomes - introduction, development and conclusion - resources - key questions - assessment as an integral part of planning • evaluations of <u>each</u> lesson evaluation based on the post-lesson review format • schemes of work where more than 2 lessons have been planned • differentiation in planning to meet needs of the class • lessons incorporating ICT • Pastoral Care Policy • Child Protection documentation • Marking Policy • Discipline Policy <p>Students should teach at least 3 lessons each day and begin, where possible, to engage in extended periods of teaching</p>	<p>The student has</p> <ul style="list-style-type: none"> • a teaching file which has the daily and weekly notes prepared using the agreed format for PGCE students • schemes of work in all areas where more than 2 lessons are planned • assessment planned as an integral part of teaching, used to monitor learning and plan further teaching • a daily evaluation of all teaching based on the post-lesson review format • the school's Prospectus, Pastoral Care Policy and Curriculum Documentation Pastoral Care Policy • Child Protection documentation • Marking Policy • Discipline Policy <p>Students should teach at least 4 lessons each day and where possible engage in extended periods of teaching</p>

- Tutors should take particular care to ensure that their comments, written and oral, accurately reflect students' competence.
- Tutors should never tell students that they are failing or that one individual tutor has the power to fail a student, but explicitly indicate areas of competence which need to be addressed and that the School-Based Work Board of Examiners may be informed of concerns.
- Cause for Concern forms should be used where tutors feel it to be necessary. Mechanisms now in place ensure that action will be taken.



STRANMILLIS UNIVERSITY COLLEGE
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SCHOOL-BASED WORK – REPORT ON TEACHING

Student Details: Student No _____ Surname _____
 Visit Detail: Date _____ School _____
 Subject/Activity observed _____

First Names _____
 Class _____

Year _____

STRENGTHS			AREAS FOR FUTURE PROFESSIONAL DEVELOPMENT
Preparation Areas of Competence: Subject Knowledge, Subject Application, Teaching Strategies: Lesson structure and content: Match: Strategies chosen: Resources	D		
	M		
	P		
	F		
Teaching Technique Lesson Presentation Skills: explanations, instructions, questioning, feedback and discussion techniques: Use of resources.	D		
	M		
	P		
	F		
Classroom Management Rapport: Motivation: Monitoring pupil activity: Organisational patterns.	D		
	M		
	P		
	F		
Monitoring & Evaluation Methods of assessment to monitor pupil progress: Reflection on teaching.	D		
	M		
	P		
	F		

D=75 M=65 P=50 F=35

SIGNED BY:

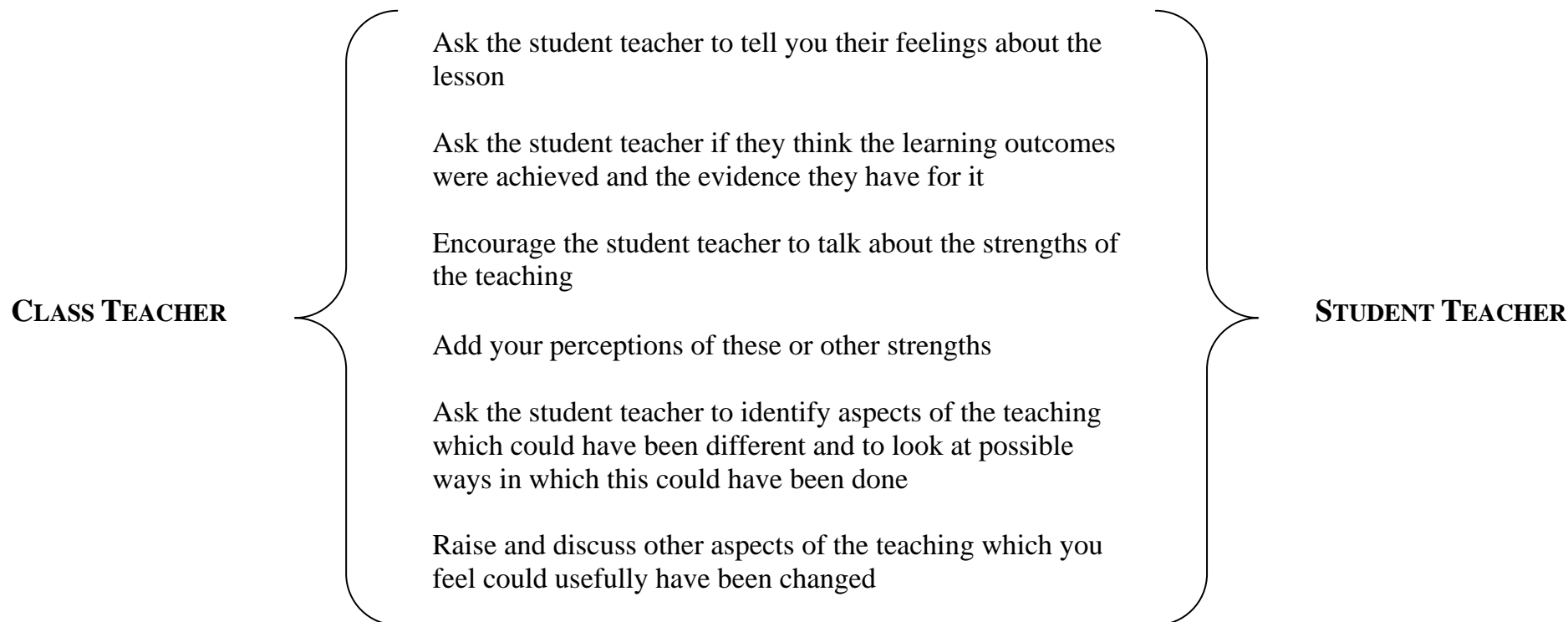
Tutor _____

Class Teacher _____

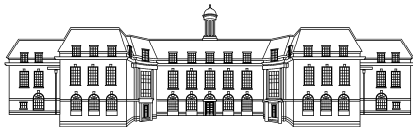
Student _____

Class Teacher and Student signs only to confirm reading the form

Class Teacher – Suggestions for Post-Lesson Discussion with Student Teacher



At conclusion of discussion the class teacher and student teacher can together make plans for the future



STRANMILLIS UNIVERSITY COLLEGE
A College of Queen's University Belfast

SCHOOL-BASED WORK: CAUSE FOR CONCERN

Surname _____ School _____
Forename _____ Tutor _____
Year _____ Date _____

AREAS OF CONCERN

Preparation:

Teaching Skills:

Attitude:

Other:

Please note this form should be completed in addition to the normal SBW Report form and the two forms should be stapled together.

SECTION 4: OPPORTUNITIES FOR INTERNATIONAL SCHOOL-BASED WORK

Stranmillis University College has programmes for study abroad for its students and also receives incoming students for periods of study and School-Based Work.

STUDY ABROAD FOR STRANMILLIS UNIVERSITY COLLEGE STUDENTS

While studying at Stranmillis University College, BEd students may consider a period of study abroad on one of the following programmes:

- Socrates-Erasmus Programme
- Business Education Initiative
- International Student Exchange

Socrates-Erasmus Programme

A 3-4 month study period is spent at one of our partner institutions in Europe, as a recognised part of your degree. This academic experience coupled with the personal development associated with Erasmus will enhance a student's professional development. When included on a CV, the skills acquired through Erasmus will enhance employment potential.

Each year the Socrates-Erasmus Programme enables students at Level 3 BEd to travel to selected EU/EFTA and International countries and undertake study at certain institutions with which the University College has exchange agreements.

Business Education Initiative

A full academic year (at end of Year 2) is spent at a United States College or University studying business and management related subjects and is available to post-primary students.

Business and management skills are important in all careers and coupled with the confidence gained from taking part in this programme this has proved to be a worthwhile experience for students. Over 100 US Colleges and/or Universities offer places – many states are represented with all the amazing geographical and cultural diversity that goes along with them.

International Student Exchange

There is also the opportunity for Year 3 BEd students to spend a semester studying at an American, Chinese, Hong Kong, South African, Ugandan or Zambian institution. Again the skills acquired through this experience will enhance employment potential.

STUDY AT STRANMILLIS UNIVERSITY COLLEGE

Socrates-Erasmus Programme

Under the Socrates-Erasmus Programme students from the institutions with which the University College has exchange agreements send students for a 3-4 month study period at different times of the school year.

International Student Exchange

The international institutions with which the University College has written Memoranda of Understanding also send students to study at the University College. These students will come from an American, Chinese, Hong Kong, South African, Ugandan or Zambian institution.

Schools and International Students

The placement requirements for students tend to be so varied that the University College communicates the requirements on an individual basis.

STRANMILLIS UNIVERSITY COLLEGE
A College of The Queen's University of Belfast

**SCHOOL-BASED WORK RECORD
INTERNATIONAL OUTREACH**

Session: _____ / _____

Name of Student: _____

Dates of Practice: _____

School & Class(es): _____

It would be most helpful if the principal or, if the principal prefers it, the class teacher completed this part of the School-Based Work Record form.

Please tick the appropriate answers below. More than one phase may be ticked under each heading. Please do not treat as a five-point scale.

1. RELATIONSHIPS WITH PUPILS: *How did the student get on with the children?*

Excellent rapport
established

Interested in children/
some rapport

Normally
satisfactory

Impersonal

Insensitive

2. ATTITUDE TO WORK: *Are you satisfied the student was taking the work seriously?*

Extremely
hardworking

Enthusiastic/
interested

Normally
indifferent

Not very
interested

Uninterested

3. COOPERATION: *Was the student helpful and cooperative?*

Most co-
operative

Very willing
to help

Normally
helpful

Had to be
asked to help

Uncooperative

4. COMMUNICATION: *Was the student able to converse with the class fluently?*

Very fluent

Fluent

Somewhat
incoherent

Not clear

5. GENERAL: *Are there any other comments you would like to make with regard to study practice for European students?*

Signature: _____
(Class teacher)

Principal: _____

PLEASE POST THIS FORM DIRECT TO THE COLLEGE USING THE PRE-PAID ENVELOPE PROVIDED.

SECTION 6: CHILD PROTECTION POLICY

INTRODUCTION

We, in Stranmillis University College, have a primary responsibility for the care, welfare and safety of the students in our charge. We will carry out this duty through, amongst other policies, our child protection policy, which aims to provide a caring, supportive and safe environment and values individuals for their unique talents and abilities - an environment in which all our students can learn and develop to their full potential. One way in which we seek to protect our students is by helping them learn about the risks of possible abuse, helping them to recognise unwelcome behaviour in others and to acquire the confidence and skills they need to help keep children safe in their placements/school based settings. Student placement providers will be furnished at the outset with this partnership agreement which outlines the University College's responsibility to report any child protection issues.

PROCEDURES

The central thrust of the Children (N.I) Order 1995, which came into effect on 4 November 1996, is that *the welfare of the child must be the paramount consideration*, and it is this essential principle which underpins the procedural format that follows. These procedures apply to all of the College's full-time and part-time programmes.

Procedures for students on placement/school based work are as follows:

- (a) Student will report the concern to their placement/school based setting line manager (teacher, supervisor, leader)
- (b) Line manager/teacher will notify the designated teacher for child protection in schools or appointed person for educational groups
- (c) The designated teacher/appointed person must notify the Principal/Manager/Owner, and together they will decide, taking advice where necessary, if the information is such that the matter should be referred immediately to the Social Services

- (d) Student will inform the College Child Protection Co-ordinator (CPC) and/or Adviser of Studies that a child protection concern has been reported within their placement/schools based setting
- (e) CPC and/or Adviser of Studies will provide the student with advice and College student support services will be offered where appropriate/necessary.

If a student is still concerned regarding a child protection issue, the following should apply:

- (f) Student reports concern to CPC and/or Adviser of Studies, however, the CPC will be informed of *all* child protection issues
- (g) CPC will initially discuss the concern with the student where necessary and maintain a written record of the details
- (h) CPC will discuss concern with the Adviser of Studies, and together they will decide, taking advice where necessary and maintaining a written record where appropriate if the information is such that the matter should be referred immediately to the Social Services
- (i) If agreement cannot be reached, the decision should be made by the CPC; but where there is doubt, a referral may be made by the Adviser of Studies
- (j) Communication between designated personnel of schools/educational settings should be maintained
- (k) Whatever the decision, the student should be informed of actions taken.

If you have any queries regarding the College Child Protection Policy, please feel free to contact the Child Protection Co-ordinator, Ms Bronagh McKee (028 9038 4405) or the Programme Leader Schools/Partnerships (028 9038 4344).