Bachelor of Education Primary

Year 4

Professional Studies and Placement 4   SPS 3005

STRANMILLIS UNIVERSITY COLLEGE
A College of Queen's University Belfast

Module Guide

2018- 2019

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Professional Studies Year 4

Rationale

Professional Studies and Placement is interrelated with the other components of the B.Ed. in its general aim of ensuring that students enter the teaching profession with the knowledge, skills, attitudes and values appropriate to professional teachers. In order to respond to the demands of being a teacher, the specific purpose of the course is to enable students to gain theoretical knowledge and practical experience of teaching and learning within the Primary School. This will provide an understanding and awareness of the many factors – cultural, sociological and psychological as well as methodological – which may promote or inhibit learning at both Nursery, Foundation, Key Stage 1 and Key Stage 2 of the Primary School. While the chief objective of the course is to provide for the immediate personal and professional needs of newly qualified teachers, the course as a whole will form a sound foundation for their further professional development.

The rationale for this course is also based upon the concept of the *reflective teacher,* the teacher who gives serious and critical consideration to their work and to the options it presents. *Reflective teaching* is applied in a cyclical or spiraling process, in which teachers monitor, evaluate and revise their practice continuously (GTCNI, 2011)

Learning Outcomes

Students should demonstrate:
- adaptability to respond to the conditions in an alternative educational setting;
- a high level of ability to teach for purposeful learning;
- the capacity to take responsibility for a class for a sustained period of time;
- the capacity and willingness to engage in critical reflection about their developing competence;
- a refined ability to provide a safe, supportive, purposeful and inclusive learning environment;
- the capacity to make a significant contribution to the work of the school;
- a high level of understanding of the complex social, cultural and political factors that impinge upon the teaching / learning process.

Transferable Skills

Students should:
- have a practised ability to organise and articulate opinions and arguments about teaching and learning;
- be competent users of information and communication technology in preparation for teaching and in teaching;
- have a well-developed ability to function effectively as part of a teaching team;
- have a well-developed ability to organise an effective work pattern for teaching.

Teaching and Learning

During the course of the year students will meet as required during the time-tabled slot (Monday 2-4pm) to consider the requirements of SBW and the Reflect-Select-Defend viva,

and to examine the theme of the transition between being a student teacher at Stranmillis University College and employment in schools. In semester one, there will be two compulsory information lectures:

Monday 12th November School-Based Work briefing CLT2 3-4pm
Monday 19th November CCEA assessment training various venues 2-5pm

Dates for Placements

Observation and preparation	Block placement	Post-placement activities
Weeks 6-15 and weeks 22 and 24 5 – 8 observation days to be organised by students with their host school	**Weeks 25 - 31** Monday 18th February until Friday 5th April Chosen Key Stage	**Weeks 35-40** Reflect-Select-Defend project and presentation

Observation days

Students are expected to arrange a minimum of 5 and maximum of 8 observation days with host schools. Once allocated, students should contact their school to arrange this. The purposes of these visits are:

- to allow students to get to know their pupils and their needs, abilities and interests.
- to allow students to discuss their teaching programme with their teacher-mentor and potentially to carry out observations, pupil-monitoring and formative assessment activities to prepare for block practice.

During this time students should:

- engage in discussions about medium-term planning with their teacher-mentor in preparation for students' own Schemes of Work, planners;
- discuss and observe how the teacher uses formative and summative assessment;
- find out about extracurricular activities and avail of any opportunities to assist.

Assessment

1. School Based Work (80%)

Students will normally have:

- 2 assessed visits from the SBW Tutor and;
- 1 assessed visit from an Associate Placement Assessor (APA), who will be a local primary school principal/ vice-principal

General requirements for placement can be found in the Guide to School-Based Work 2018/19

2. Reflect /Select/Defend viva (20%)

- Students will be notified of the date of submission for the RSD files of evidence and for the RSD viva at the RSD Presentation lecture.
- Please note that there will be a member of the university college staff and a school principal on the interviewing panel.

Compulsory elements

- Compulsory attendance at designated Professional Studies classes above.
- Coursework submission: Reflect-Select-Defend portfolio and presentation
- Students must pass the practical element of the module (SBW) in order to complete the module successfully.

GTC NI Competences
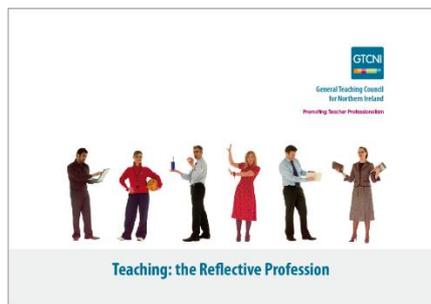
Central to students' professional preparation is the emphasis placed on SBW and the acquisition of *professional competences*. The course will develop competences within four key areas:

Professional Knowledge and Understanding
Planning and Leading
Teaching and Learning
Assessment

Details of these professional competences are available on the www at the URL below:
https://www.gtcni.org.uk//publications/uploads/document/The_Reflective_Profession_3rd-edition.pdf

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

The roles of the partners in Initial Teacher Education are indicated in the **Teacher Education Partnership** handbook. Copies of this are available at the following link:
https://www.education-ni.gov.uk/sites/default/files/publications/de/the-teacher-education-partnership-handbook---august-2010.pdf

Expectations for Year 4

It is expected that Year 4 students engage with the wider aspects of the teacher's role. Students will be expected to manage transitions between teaching activities throughout the day. As in previous years, students are strongly encouraged to make a contribution to extra-curricular activities.

Moreover, it is expected that students develop knowledge, understanding and application of assessment (formative and summative) to inform teaching plans. Students will compile portfolios of evidence-based planning. Students should use marking and observations of the children's learning to inform planning and select and collate evidence of this in an assessment portfolio. Students should aim to build a strong evidence-based profile of each child in their class. (Further details and examples of approaches will be discussed in the SBW briefing on 12th November).

Teaching commitment SBW Block

Chosen phase: Monday 18th February – Friday 5th April 2018 (7 weeks – weeks 25-31)

This will be organised as follows:

- Monday 18th February 2018: observation
- Tuesday 19th February 2018: teach **2** lessons
- Wednesday 20th February 2018: teach **3** lessons
- From Thursday 21st February 2017 teach **4** lessons per day
- Please note subsequent Wednesdays are **full** days with the normal teaching load

Documentation of Professional Competence

1. **Teaching File**

Students must have their file in school every day.

The file should contain the following information:

- First page:
    - Name
    - Student number
    - Name of school
    - Principal's name
    - Year groups (for each phase)
    - Names of class teachers
- A brief description of the school in general and of the pupils with whom students are working – if students wish to include a list of names, use first names only
- Copies of the following policies:
    - Pastoral care
    - Child protection
    - Positive behavior management
    - Marking and homework

(We understand that the school may prefer that students simply read these documents rather than have a copy).

- Schemes of work for literacy, numeracy, area of specialism and any area in which more than three lessons are taught
- Daily lesson notes for each lesson that students teach (these should be as succinct as possible; use bullet points where required).
- A detailed weekly evaluation based on pupil evidence (assessment of pupils' work with some examples) (Further details will be discussed in the SBW briefing on 6th November).
- Tutors' reports on teaching observed – reports may be retained in a separate section or placed beside the lesson that was observed.

2. An assessment portfolio:

Students should also maintain a portfolio of evidence of the formative and summative assessment practices they are developing. Students might wish to highlight their developing awareness of good practice through:

- thoughtful and sustained use of learning intentions and success criteria;
- evidence of giving meaningful feedback to pupils;
- evidence of setting and marking homework;
- monitoring reading groups: creating running records;
- use of summative tests/scores to inform plans;
- annotations/amendments to schemes of work in response to learning observed;
- records of school-based or in-college training.

Appeals regarding School Based Work BEd primary 2018-19

Students have the right to notify the Board of Examiners regarding any aspect of School Based Work (SBW) that they did not find satisfactory. **Please note the matters reported should be of a serious nature.** This would include information regarding adverse personal circumstances encountered during the period of SBW placement, which students believe have affected their work and progress. It is university college practice to allow students 10 working days after the period of School Based Work to make their case.

Students should, however, note the following

- **Verbal complaints cannot be accepted – students must make their case in writing.**
- **Please write in a professional manner – bear in mind that all documents are 'discoverable'. This is a legal term meaning that they can be seen by other professionals (this could possibly include members of staff of the host school –if they requested access)**
- **The matters students raise must be *factually accurate* and of a *serious nature*.**
- **The letter must be received by close of business *10 working days* after the last date of their placement. *Only in very exceptional circumstances will a letter be accepted after this date e.g. in the case of students being hospitalised*.**

- **Students should address the letter, marked *private and confidential*, to**

  Dr P.Eaton
  Director of teaching and learning
  Stranmillis House
  Stranmillis University College
  BELFAST
  BT9 5DY

This letter should be handed into the Academic Office. Students will be issued with a receipt to indicate that this has been lodged. It is important that students retain this receipt as proof of lodging an appeal.

A formal appeal process is set out in the Student Handbook.

Keeping in Touch

- In the event of school closure (mid-term break, Baker days, heating failure, exceptional closures etc.) please inform the placements team
  (Tel No: 028 9038 4344 or email to placements@stran.ac.uk) as soon as possible.
- If students are absent for any reason during SBW (including the observation period), please inform both the school and the placements team
  (Tel No: 028 9038 4344 or email to placements@stran.ac.uk) as soon as possible.
  On return to college please complete the relevant self-certification form and submit a doctor's certificate if necessary to the central administration office (Central Building).
- In exceptional circumstances, if students are seeking permission to be absent for a non-medical reason, please forward a request to placements@stran.ac.uk, 2 weeks in advance of the anticipated absence.
- If students know that students will not be teaching on a particular day/morning/ afternoon, please inform the placements team. It would also be helpful to inform the college tutor.
- Please note that students must make up for all absences, and this should be discussed with the school Principal as to when this is convenient.

If students are experiencing any difficulties, the university college tutor who is responsible for students during SBW should be contacted in the first instance.
If this is not possible, contact Dr Patricia Eaton, Director of Teaching and Learning.

Child Protection Guidance

Child Protection Co-ordinator
Stranmillis University College, Belfast
b.mckee@stran.ac.uk Tel: 028 90 384 405

Children and young people have a fundamental right to be protected from harm.

Everyone in school plays a key part in protecting children and keeping them safe. There are three vital aspects to this role:
- Creating a safe and supportive environment for children
- Recognising pupils who are at risk or suffering from harm
- Taking appropriate action.

Students can contribute to creating a safe and supportive environment for children through their work ethos and professionalism and in the way students communicate with and respond to children directly. By re-familiarising yourself with key indicators of adversity, students will increase the likelihood of recognising when a child is at risk or suffering from harm. Most importantly, if students are concerned about a child students can take appropriate action by reporting their concerns immediately.

This information summary tells students what to do if students are concerned about a pupil during school-based work and where students can get information or help. It is important that students become familiar with their school's legal child protection and safeguarding duty. We strongly suggest that students use the check list contained in this information prior to and during their first day of school-based work (see below).

School's role in child protection:

- The host school will have a designated person/teacher for pastoral care or child protection. This person is responsible for all child protection matters affecting pupils at the school
- The school must have a child protection policy. This may be contained within a safeguarding policy or as a separate document. Students can ask for a copy of this if they would like to see it
- All schools in Northern Ireland must follow the legislation and guidance from the Department of Education and Education and Library Boards
- If a school is worried about a pupil's welfare, they must refer this to the appropriate services, usually the Gateway Team to Children's Social Work Service (see contacts below).
- Schools may wish to inform parents that they have made a referral but they should NOT contact parents if they think that this could put a child at risk of harm.

The student's role in child protection:
- In general, students must be observant of children's learning, classroom behaviour and social relationships
- If students are concerned about the welfare of a pupil, students must report this to the designated person/teacher in their school immediately

- If the designated person/teacher is unavailable, students must report their concern to the class teacher
- If a report about a pupil's welfare is made during school-based work, students must inform any of the College Child Protection Co-ordination Team that students have done so.
- If students are unhappy with decisions made in school about their concern, students must report this to any of the College Child Protection Co-ordination Team immediately
- If students are concerned about a child, students should NOT approach the parent/guardian or discuss their concern with anyone else unless designated i.e. designated teacher.

School-based work checklist

☐ Read the NSPCC child protection document

☐ Read the College Child Protection Policy (internal website)

☐ Revisit the child protection class notes provided in first year

☐ Read the school Child Protection Policy

☐ Find out who the school Designated Teacher is

☐ Ensure to keep a copy of this information leaflet at all times

☐ Keep a note of contacts handy at all times

☐ Relax, take a deep breath and good luck with the visit.

These are the key documents which set out the school's responsibilities for child protection and are available in Stranmillis University College Library:

- ACPC (2005) Regional Policy and Procedures. Belfast: ACPC
- DENI (1999) Pastoral Care in Schools: Child Protection. Belfast: DENI

Internal Contacts: **Child Protection and Safeguarding Team 2017-2018**

Bronagh McKee Child Protection & Safeguarding Co-ordinator		Central Building First Floor Tel: 028 90 384 405 Email: b.mckee@stran.ac.uk
Noel Purdy Deputy Child Protection &		Central Building Ground Floor Tel: 028 90 384 305

Safeguarding Co-ordinator		Email: n.purdy@stran.ac.uk
Brian Delaney (HPAS)		Central Building First Floor Tel: 028 90 384 486 Email: b.delaney@stran.ac.uk
Michael Ievers (Post-Primary)		Orchard Building Tel: 028 90 384 474 Email: m.ievers@stran.ac.uk
Rachel Campbell (Primary)		Orchard Building Tel: 028 90 384 443 Email: r.campbell@stran.ac.uk
Andy Brown (International)		Central Building Ground Floor Tel: 028 90 384 259 Email: a.brown@stran.ac.uk
Anita Gracie (PGCE)		Central Building First Floor Tel: 028 90 384 391 Email: a.gracie@stran.ac.uk
Brenda Mackay-Redmond (ECS)		Central Building Tel: 028 90 384 426 Email: b.mackayredmond@stran.ac.uk

Other Internal Contacts:
Dr Irene Bell, TEd Post Primary Chair
I.Bell@stran.ac.uk Tel: 028 90 384 388

Mr Andy Brown, TEd Primary Chair
a.brown@stran.ac.uk Tel: 028 90 384 259

Dr Noel Purdy, Head of Education Studies
N. Purdy@stran.ac.uk Tel: 028 90 384 326

External Contacts:
PSNI Inquiry Tel: 0845 600 8000

PSNI Crimestoppers Tel: 0800 555 111, Text: 180000.
Gateway to Children's Social Work Service Tel: 028 9050 7000.
Northern Ireland Social Services Departments (see attached).

Insert school details for easy access:

Name of Designated Teacher:

Designated Teacher contact:

The College Child Protection Co-ordination Tea

Recommended Reading)

Atherton, C. (2018) *Assessment: evidence-based teaching for enquiring teachers.* St. Albans: Critical Publishing.

Arthur, J. and Cremin, T. (2014) *Learning to Teach in the Primary School* London: Routledge. *(available as e book in Stranmillis UC library)*

Briggs, S. (2015) *Meeting Special Educational Needs in Primary Classrooms* London: Taylor and Francis *(available as e book in Stranmillis UC library)*

Browne, A. (2001) *Developing Language and Literacy 3-8.* [online]. London: Sage. *(available as e book in Stranmillis UC library)*

Cohen, L., Manion, L and Morrison, I. (2012) *A Guide to Teaching Practice*, London: Routledge. *(available as e book in Stranmillis UC library)*

Drake, J. **(2013)** *Planning for Children's Play and Learning.* London: Routledge. *(available as e book in Stranmillis UC library)*

Fautley, M. and Daubney, A. (2017) *Assessment: getting it right in a week*. St Albans: Critical Publishing.

Glenn, A. (2013) *Play and Learning in the Early Years*. London: David Fulton. (available as e book in Stranmillis UC library)

Hall, D. (2015) *ICT Handbook for Primary Teachers*. London: Taylor and Francis. (available as e book in Stranmillis UC library)

Grigg, R. (2014) Becoming an Outstanding Primary School Teacher. [online]. London: Taylor and Francis. (available as e book in Stranmillis UC library)

Horner, C. and Ryf, V. (2007) *Creative Teaching: English in the Early Years and Primary Classroom*. David Fulton Publishers. (available as e book in Stranmillis UC library)

Kerry, T. (2010) *Cross-Curricular Teaching in the Primary School: Planning and Facilitating Imaginative Lessons.* London: Taylor and Francis. (available as e book in Stranmillis UC library)

Pollard, A., Black-Hawkins, K., Cliff Hodges, G. (2014), *Reflective Teaching in Schools*. London: Bloomsbury. (available as e book in Stranmillis UC library)

Pound, L. and Lee, T. (**2010)** *Teaching Mathematics Creatively.* London: Routledge. (available as e book in Stranmillis UC library)

Pritchard A. (2013) *Ways of Learning*, London: Routledge. (available as e book in Stranmillis UC library)

Whitebread, D. and Coltman, P. (2015) *Teaching and Learning in the Early Years.* 4th edn. London: Routledge (available as e book in Stranmillis UC Library)

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