

STRANMILLIS UNIVERSITY COLLEGE  
A College of Queen's University Belfast

## Bachelor of Education Primary

Year 2

# Primary Professional Studies and Placement

### SPS 2004

### Module Guide

### 2018-2019

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## Introduction

### **Welcome to this course!**

As part of your B.Ed programme, there will be a course in **Professional Studies and Placement**. This is one module in each year. These courses are at the core of your professional preparation for teaching and will give you the opportunity to explore a wide range of issues in the context of relevant theoretical frameworks. These will underpin your professional development.

This course will consider a range of issues related to the theme.

## Rationale

This course is about helping you to

- think about a range of issues, which have a bearing upon your professional development.
- making sense of classrooms.
- make sense of working with children.
- think more systematically about teaching.
- become a competent teacher who can make rational and informed choices in classrooms.

The rationale for this course is also based upon the idea 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. For more information on this consult the **GTC publication 'Teaching: The Reflective Profession'. (2007)**

## Module Content

The Module will:

- explore forms of inter and intra class organisation to include streaming, setting, banding and mixed ability teaching
- critically evaluate mixed ability teaching
- critically consider the concept and modes of differentiation in the context of primary classrooms
- explore the development of sequential and non-sequential schemes of work
- involve a number of observational school based tasks that will relate to lectures and seminars

There will be a four week placement in a primary school

## Learning Outcomes

Students should demonstrate knowledge and understanding of:

- forms of inter and intra class organization - streaming, setting, banding and mixed ability teaching

- differentiation – its principles and practice
- classroom processes
- an ability to reflect on developing competence
- the development of schemes of work
- assessment and its effect on teaching and learning

Through all elements of the course you should cultivate the ability to reflect on your competence as a developing teacher

### **Transferable Skills**

Students should:

- have an ability to organize and articulate opinions.
- be competent users of ICT in presentations and assignments.
- develop the ability to function effectively as part of a team.
- develop an ability to work effectively in the school environment.

### **Teaching and Learning**

During the study of this module students will experience a variety of teaching and learning methods and techniques. They will gain knowledge and understanding through lectures, seminars, workshops, peer group discussions and debates, presentations, independent study time and working with children in school.

### **Compulsory element**

- Compulsory attendance
- Coursework submission
- Students must pass the practical element of the placement

### **GTC NI Competences**

- The Course will refer to the four main competence areas
- Professional Knowledge and Understanding
- Planning and Leading
- Teaching and Learning
- Assessment

The Course will hopefully help to realize some of the key skills for higher education e.g. Employability.

### **Student Feedback**

Based on feedback received by students who completed this module in 2016/17:

1. The following features received positive feedback:
  - ✓ Clear guidance and preparation for schemes of work was provided
  - ✓ Good balance of seminars and lectures which were beneficial

- ✓ Assignment and feedback was very relevant and beneficial for SBW in relation to helping us with our planning. Assessment criteria and expectations were clearly explained
- ✓ The tutors were supportive, positive and helpful and provided excellent guidance
- ✓ Lectures and the module was well organised, very relevant, informative, stimulating, and engaging
- ✓ Observation week was felt to be very beneficial
- ✓ SBW tutor feedback was very supportive and helpful, advising me on how I could improve my practice, expectations were clear

2. Staff will endeavour to implement the following change for 18/19:

- ✓ Continued guidance on SBW practice;
- ✓ Continue to support and offer guidance regarding planning.
- ✓ Offer support for EAL

### **Partnership with schools**

Central to your professional preparation is the great emphasis placed on SBW and the acquisition of **professional competences**. Details of these professional competences are available on the www at the URL below

[http://www.gtcni.org.uk/uploads/docs/GTCNI\\_BookmarkedFinal2013th20June2007.pdf](http://www.gtcni.org.uk/uploads/docs/GTCNI_BookmarkedFinal2013th20June2007.pdf)

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

The roles of the partners in Initial Teacher Education are clearly spelt out in the **Teacher Education Partnership** handbook with which you should become familiar. Copies of this are available for consultation in the library and on the www at the URL below

[www.deni.gov.uk/teacher\\_education\\_partnership\\_handbook-3.pdf](http://www.deni.gov.uk/teacher_education_partnership_handbook-3.pdf)

Your host teachers will all receive:

- Advice about the teaching requirements we have of students in their second year of Initial Teacher Education
- The advice given to College Tutors about supervision
- Report on Teaching forms for their use
- The grid of Competence Descriptors
- As guidance a lesson in FD/KS1 should be approximately 25-30 minutes long  
KS2 should be approximately 45 minutes long

Class teachers will be given a copy of any Report on SBW Reporting forms completed by College Tutors.

## **Pattern of School Based Work**

You will be placed in a school for a year.

In Year 2 you will have **10 day** visits in 2018 and **1 day** visit in 2019.

- WEEK 5 Monday 1st October 2018
- WEEK 6 Monday 8th October 2018
- WEEK 7 Monday 15<sup>th</sup> October 2018
- WEEK 8 Monday 22<sup>nd</sup> October 2018
- WEEK 10 Monday 5th November 2018
- WEEK 11 Monday 12th November 2018
- WEEK 12 Monday 19th November 2018
- WEEK 13 Monday 26th November 2018
- WEEK 14 Monday 3rd December 2018
- WEEK 15 Monday 10th December 2018

These day visits will enable to carry out a number of set tasks related to the lectures or seminars you have attended. You will also be required to teach a minimum of at least **1** lesson each observation Monday. As well as being topic based, additionally, this lesson must focus on the particular teaching and learning strategy.

On completion of each weekly task and teaching of your lesson, you must ask your teacher to sign your 'Task and Teaching Sign Off' form and include this at the start of your SBW file.

### **One** day visit in 2018

- WEEK 23 Wednesday 6<sup>th</sup> February 2019

Visit is to allow you to discuss your teaching programme with your host teachers and carry out set tasks.

### **One week** observation visit

- WEEK 19 Monday 7<sup>th</sup> January 2019 – Friday 11<sup>th</sup> January 2019

The **6 week teaching block** comprises of:

- **Key Stage 2** **25<sup>th</sup> February – 15<sup>th</sup> March 2019**  
(3 weeks)
- **Foundation Stage/Key Stage 1** **18<sup>th</sup> March – 5<sup>th</sup> April 2019**  
(3 weeks)

**This will be organised as follows:**

## Key Stage 2 class

- One day of observation 25<sup>th</sup> February 2019
- From Tuesday 26<sup>th</sup> February 2019 - teach 3 lessons per day.

## Foundation Stage / Key Stage 1 class

- One day of observation 18th March 2019
- From 19th March 2019 teach 3 lessons per day.

### **Summary Of College and PSP Primary School based Classes**

<b>Week Beginning</b>	<b>Task in PS</b>	<b>College</b>	<b>Topic</b>
<b>4 24:09:18</b>		<b>Lecture 10.00am - 11.00am CLT3</b>	<ul style="list-style-type: none"> <li>• Introduction to the module</li> <li>• Child Protection</li> </ul>
<b>5 01:10:18</b>	<p><b>TASK 1</b> Introduction and familiarisation <i>Situational analysis of school, familiarisation with classroom routines and resources, discussion with the teacher the module guide and expectations of both the observation days and SBW practice</i></p> <p><b>TASK 2</b> <b>Child Protection</b> <i>"Gather and evaluate evidence of Access to and Awareness of Child Protection Policy and Designated Role(s) in Schools"</i></p>	<b>Lecture 10.00am - 11.00am CLT3</b>	<ul style="list-style-type: none"> <li>• Preparation of Schemes</li> <li>• Professionalism/ Expectations</li> </ul>
<b>6 08:10:18</b>	<p><b>TASK 3</b> <i>Observe how schemes are developed, and how the NIC requirements (such as TS&amp;PCs), are addressed and planned for in the classroom schemes</i></p> <p><b>TASK 4</b> <i>In discussion with your class teachers begin to formulate and develop your scheme work based on either a topic or area of learning.</i></p>		<b>No Class</b>
<b>7 15:10:18</b>			<b>No Class</b>
<b>8 22:10:18</b>		<b>Seminars 10.00am - 11.00am Venues tbc</b>	<p><b>Curriculum Planning Schemes of Work Preparation of Schemes</b> <i>Feedback and further discussion</i></p> <p><i>Discussion of assignment on schemes</i></p>

9 29:10:18		Reading Week	No class
10 05:11:18		INTERNATIONAL DAY	No class
11 12:11:18		Lecture 10.00am - 11.00am CLT3	Mixed ability teaching Differentiation
12 19:11:18	<b>TASK 5</b> <b>Differentiation</b> <i>Observe the different strategies that your class teacher employs to differentiate.</i>	PLICS	No class
13 26:12:18		Lecture 10.00am - 10.30am CLT3 Seminar	<ul style="list-style-type: none"> <li>Behaviour management</li> <li>Followed by</li> <li>Seminar</li> </ul>
14 03:12:18	<b>TASK 6</b> <b>Behaviour management</b> <i>Based on given reading and completion of a series questions</i>	Lecture 10.00am - 10.30am CLT3	<ul style="list-style-type: none"> <li>Questioning</li> </ul>
20 14:01:19	Observation Week		No Class
21 21: 01:19		Lecture 10.00am - 11.00am CLT3	<ul style="list-style-type: none"> <li>Using topics in the early years</li> </ul>
22 28:01:19		Lecture 10.00am - 11.00am CLT3	<ul style="list-style-type: none"> <li>Playful approaches to teaching and learning</li> </ul>
23 04:02:19	Day Visit		No Class
24 11:02:19		Lecture 10.00am - 11.00am CLT3 Seminar	<ul style="list-style-type: none"> <li>School based Work</li> <li>Followed by</li> <li>Seminar</li> </ul>
25 18:02:19			
26 25:02:19		SBW	

<b>27</b> <b>04:03:19</b>		<b>SBW</b>	
<b>28</b> <b>11:03:19</b>		<b>SBW</b>	
<b>29</b> <b>18:03:19</b>		<b>SBW</b>	
<b>30</b> <b>25:03:19</b>		<b>SBW</b>	
<b>31</b> <b>01:04:19</b>		<b>SBW</b>	
<b>35</b> <b>29:04:19</b>		<b>Seminar</b> <b>10.00am -</b> <b>11.00am</b>	<b>Reflection on SBW</b>
<b>36</b> <b>06:05:19</b>			Completion of SBW paperwork and formative report



Week	Date	School & Phase	Activity in Placement School - Mondays	College PSP Session - Wednesday 10-11
4	24:09:18			Introduction to the module Child Protection
5	01:10:18		<p><b>Day Visit 1</b>  <b>TASK 1 -Introduction and familiarisation</b>  <i>Situational analysis of school, familiarisation with classroom routines and resources, discussion with the teacher the module guide and expectations of both the observation days and SBW practice</i></p> <p><b>TASK 2 - Child Protection</b> "Gather and evaluate evidence of Access to and Awareness of Child Protection Policy and Designated Role(s) in Schools"</p>	Preparation of Schemes Professionalism/Expectations
6	8:10:18 11:10:18	FS1/KS1/KS2	<p><b>Day Visit 2</b>  <b>TASK 3 - Preparation of Schemes</b> <i>Observe how schemes are developed, and how the NIC requirements (such as TS&amp;PCs), are addressed and planned for in the classroom schemes</i></p> <p><b>TASK 4 - In discussion with your class teachers begin to formulate and develop your scheme based on either a topic or theme.</b></p> <p><b>Teach at least one lesson that should focus on your lesson planning and meeting the requirements of a daily lesson plan.</b></p>	
7	15:10:18 18:10:18	FS1/KS1/KS2	<p><b>Day visit 3</b>  <b>Teach at least one lesson that should focus on your lesson planning and the development of your scheme.</b></p>	
8	22:10:18 25:10:18	FS1/KS1/KS2	<p><b>Day visit 4</b>  <b>Teach at least one lesson that is based on your assignment scheme</b></p>	Curriculum Planning Schemes of Work Preparation of Schemes
9	29:10:18		<b>READING WEEK</b>	<b>READING WEEK - No Class</b>
10	5:11:18 8:11:18	FS1/KS1/KS2	<p><b>Day visit 5</b>  <b>Teach at least one lesson that is based on your assignment scheme</b></p>	<b>INTERNATIONAL DAY</b>
11	12:11:18 15:11:18	FS1/KS1/KS2	<p><b>Day visit 6</b>  <b>Teach at least one lesson that is based on your assignment scheme</b></p>	Mixed ability teaching /Differentiation

12	19:11:18 22:11:18	FS1/KS1/KS2	<b>Day visit 7</b> <b>TASK 6</b> <b>Differentiation</b> <i>Observe the different strategies that your class teacher employees to differentiate.</i>  <b>Teach at least one lesson with the focus to be on various strategies for differentiation</b>	<b>PLiCS DAY</b>
13	26:11:18 29:11:18	FS1/KS1/KS2	<b>Day visit 8</b>  <b>Teach at least one lesson with your main focus on various classroom management strategies</b>	Behaviour management
14	03:12:18 06:12:18	FS1/KS1/KS2	<b>Day visit 9</b> <b>TASK 7 - Behaviour management</b> <i>Based on given reading and completion of a series of questions</i>  <b>Teach at least one lesson with your focus on employing different types of questioning.</b>	Questioning
15	10:12:18 13:12:18	FS1/KS1/KS2	<b>Day visit 10</b> <b>Teach at least one lesson that is based on your assignment scheme</b>	
			<b>CHRISTMAS BREAK</b>	
20	14:01:19	FS1/KS1/KS2	<b>OBSERVATION WEEK</b>	No Class
21	21:01:19			Playful approaches to teaching and learning
22	28:01:19			Using topics in the early years
23	04:02:19		<b>Day Visit</b> SBW PREPARATION	Preparation for and planning for School based Work
24	11:02:19			School based Work
25	18:02:19	KS2	<b>SBW</b>	
26	25:02:19	KS2	<b>SBW</b>	
27	04:03:19	KS2	<b>SBW</b>	
28	11:03:19	KS2	<b>SBW</b>	

29	18:03:19	FS1/KS1	<b>SBW</b>	
30	25:03:19	FS1/KS1	<b>SBW</b>	
31	01:04:19	FS1/KS1	<b>SBW</b>	
35	29:04:19			<b>Reflection on SBW</b>
36	06:05:19			Completion of SBW paperwork and formative report

## School information

### Find out and record

- Background on the school (location, catchment area, etc.)
- Significant times (school starts, break-time, lunchtime, etc.)
- Number of pupils, teachers, classes
- Facilities in the school (library, ICT resources, etc.)
- Range of extra-curricular activities

### Important documentation

- It would be worthwhile asking the school for copies of the following policies
  - Pastoral care
  - Child protection
  - Discipline
  - Marking

(The school may prefer that you simply read these documents rather than have a copy).

## General Advice – Key Stage 2

During the **6** week block of SBW you will:

- Spend **3** weeks with the Key Stage 2 class
- Use the **observation time** of this Key Stage block to observe and make final preparations for teaching
- Act as a teaching assistant when not teaching
- Engage in extra-curricular activities if requested
- Maintain a file of all your lesson preparations and post lesson reviews

## Detailed Advice

While in your Key Stage 2 class: (tutors can additional advice)

- Teach **3 lessons/activities** each day, with as far as possible, one activity in the afternoon.
- Write a post lesson review for **one** lesson each day and have this review in your file beside the lesson to which it applies.
- You should aim to teach the **full range** of the Northern Ireland Curriculum subjects with a greater emphasis on *language and literacy* and *mathematics and numeracy*.
- Try, on occasions, to teach your lessons consecutively, managing the transition between activities.
- Try to incorporate ICT into your teaching.

## General Advice – Foundation Stage/Key Stage 1

During the **6** week block of SBW you will

- Spend **3** weeks with the Foundation Stage/Key Stage 1 class you worked with on your day visit.

- Use the **observation time** of this Key Stage block to observe and make final preparations for teaching.
- Act as a teaching assistant when not teaching.
- Engage in extra-curricular activities if requested.
- Maintain a file of all your lesson preparations and post lesson reviews.

### Detailed Advice

While in your **Foundation Stage/Key Stage 1** class: (tutors are free to vary this)

- Teach **3 lessons/activities** each day, with as far as possible, one activity in the afternoon.
- Write a post lesson review for **one** lesson each day and have this review in your file beside the lesson to which it applies.
- **Schemes** of work should be included when a series of **three or more** related lessons are being taught.
- Plan to engage in a range of organisational patterns – whole class, group teaching and individual support.
- You should aim to teach the **full range** of the Northern Ireland Curriculum subjects with a greater emphasis on *language and literacy* and *mathematics and numeracy*.
- Negotiate with your class teacher to take age appropriate mental mathematics sessions.
- Try to teach some aspect of number.
- Try, on occasions, to teach your lessons consecutively, managing the transition between activities.
- Try to incorporate ICT into your teaching.

### Teaching File

Your 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 you are working – if you wish to include a list of names, use first names only
- Previous formative report and tutor reports
- Task and Teaching Sign Off form
- Lesson plans for each lesson that you teach
- Evaluations for each lesson that you teach (using the post lesson review format)
- Some examples of resources and pupils' work – be selective!
- Tutors' reports on teaching observed – reports may be retained in a separate section or placed beside the lesson that was observed

- Any other relevant materials or information

**You must have your file with you every day in school.**

### **Evaluating your teaching**

In keeping with the spirit of the **GTCNI document 'Teaching the Reflective Profession'** you will mentally evaluate each taught lesson. You are also required to write a Post Lesson Review per day. It is to judge the effectiveness of your teaching and to judge whether the learning outcomes were achieved. Start by thinking about assessment and use the **Post Lesson Review** as a guide.

### **Documentation that you are required to complete**

- **School Report Form:** You will be given one of these forms. The front of the form will be completed by the student and left with the class teacher who will complete the back of the form. The form will be returned to Stranmillis by the Principal.
- **Attendance Form:** to be completed by the student and submitted to the schools' desk in the central administration office (drama basement) at the end of SBW.
- **Travel Claim Form** (where applicable): to be completed by the student and submitted to the schools' desk at the end of SBW.
- **Formative Profile**
  - . You will also reflect upon your development of the GTCNI Teacher Competences through a Formative Profile based on your block placement.

Documentation must be completed, signed off by your SBW tutor and emailed to schools [placements@stran.ac.uk](mailto:placements@stran.ac.uk) by **Thursday 9<sup>th</sup> May 2019**

### **Assessment of the course**

The module assessment requires a **written element** worth **20%** and a **SBW placement** worth **80%** of the module total marks.

**The written element is as follows:-**

Produce:

- A scheme of work on any topic for Foundation, KS1 or KS2;
- Evidence of these lessons having been taught.

Please see additional guidance notes.

### **Aim of the assignment**

The aim of the assignment is to demonstrate your ability to link lessons together under a general theme or topic, using a scheme of work which shows linkage and development of lessons.

**Submission Date: before 12.00 on 21:01:19**

### **Attendance:**

The B.Ed. is a full-time professional degree course and full attendance is therefore an important expectation in all modules. Module guides will indicate where compulsory attendance at specific modules/lectures is a requirement to pass the module. Where attendance becomes a matter of concern, cases will be reported to and adjudicated by the Board of Examiners.

In all normal circumstances where a student's attendance falls below 80% there will be a 5 mark reduction in the final module score. Should a student's attendance be less than 70%, this will result in a 10 mark reduction in the final module score. Should these reductions result in a student falling below the threshold to pass the module, sanctions will be applied, full details of which are contained in the document entitled *Attendance Penalties*, which can be found on the student intranet.

It is the student's responsibility to ensure he/she is signed in for every session. Any queries relating to signing-in must be raised by the student with the lecturer during the session as attendance registers will not be amended retrospectively.

All students should note that medical and permitted absences do not lower the attendance threshold. Students should inform themselves of procedures to report medical absences or absences due to special circumstances: such submissions will be considered by the Board of Examiners.

In this module attendance at seminars will be formally recorded and assessed by seminar tutors. Attendance at lectures, while not formally assessed, is essential as most of the module content will be delivered and explained in this setting. As part of our commitment to ensuring students feel supported in developing as professionals, and are experiencing the full benefits of the module, all lecture attendance will be informally monitored by the module team.

### **Avoiding Plagiarism**

Students are encouraged to use the originality checking web site 'Turnitin' to help them avoid the suspicion of plagiarism. Staff may avail of their right to put through Turnitin coursework which has been submitted electronically if they feel this is necessary. If coursework has been submitted as a hard copy, the tutor may ask a student to e-mail an electronic copy of the assignment. Alternatively, a tutor may use a search engine web site if he or she is suspicious about the originality of sections of a student's writing.

### **Exceptional Circumstances**

Students have the right to submit a letter to the Director outlining mitigating circumstances which they believe affected their work and progress on SBW placements. Such letters must be received **within 10 working days after the end of the Year placement**. Students and schools should be aware that these are 'discoverable' documents. These letters will be considered by the Exceptional Circumstances Committee which will advise the Board of Examiners before a final decision is made on a student's mark/grade for SBW.

### **Keeping in Touch**

- In the event of school closure (mid-term break, Baker days, heating failure, exceptional closures etc.) please inform the schools' desk (Tel No: 028 9038 4344 or email to [placements@stran.ac.uk](mailto:placements@stran.ac.uk)) as soon as possible.
- If you are absent for any reason during SBW (including the observation period), please inform both the school and the schools' desk (Tel No: 028 9038 4344 or email to [placements@stran.ac.uk](mailto:placements@stran.ac.uk)) as soon as possible. On your return to college please complete the relevant self-certification form and submit a doctor's certificate if necessary to the central administration office (Central Building).
- If you are seeking permission to be absent for a non-medical reason please forward your request to [placements@stran.ac.uk](mailto:placements@stran.ac.uk), giving as much notice as possible.
- If you know that you will not be teaching on a particular day/morning/ afternoon, please inform the schools' desk.  
It would also be helpful to inform your college tutor.

If you are experiencing any difficulties, the university college tutor who is responsible for you during SBW should be contacted in the first instance.



## **Child Protection and Safeguarding in School**

Dr Bronagh E. McKee  
Child Protection and Safeguarding Co-ordinator  
Stranmillis University College, Belfast  
[b.mckee@stran.ac.uk](mailto: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.

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

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

#### **The school's role in child protection:**

- Your 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
- Your school must have a child protection policy. This may be contained within a safeguarding policy or as a separate document. You can ask for a copy of this if you 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

#### **Your role in child protection:**





- In general, students must be observant of children's learning, classroom behaviour and social relationships




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

### School-based work checklist

- Read the NSPCC child protection document (QoL)
- Read the College Child Protection and Safeguarding Policy (internal website)
- Revisit your child protection class notes and presentations
- Read your school Child Protection Policy
- Find out who the school Designated Teacher is
- Ensure you 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 your visit.

### Internal Contacts: Child Protection and Safeguarding Team 2017/2018

<b>Bronagh McKee</b> Child Protection & Safeguarding Co-ordinator		Central Building First Floor  Tel: 028 90 384 405 Email: b.mckee@stran.ac.uk
<b>Noel Purdy</b> Deputy Child Protection & Safeguarding Co-ordinator		Central Building Ground Floor  Tel: 028 90 384 305 Email: n.purdy@stran.ac.uk
<b>Michael Ievers (Post-Primary)</b>		Orchard Building  Tel: 028 90 384 474 Email: m.ievers@stran.ac.uk
<b>Rachel Campbell (Primary)</b>		Orchard Building  Tel: 028 90 384 443 Email: r.campbell@stran.ac.uk

<b>Andy Brown (International)</b>		Central Building Ground Floor Tel: 028 90 384 259 Email: a.brown@stran.ac.uk
<b>Anita Gracie (PGCE)</b>		Central Building First Floor Tel: 028 90 384 391 Email: a.gracie@stran.ac.uk
<b>Brenda Mackay-Redmond (ECS)</b>		Central Building Tel: 028 90 384 426 Email: b.mackayredmond@stran.ac.uk

**Other Internal Contacts:**

Dr Irene Bell, TEd Post Primary Chair  
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Mr Andy Brown, TEd Primary Chair  
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**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:

**Message from the Course Team**

The Course team hopes you will find this module interesting and stimulating. It is designed to link up with your Education Studies. It should also embed your School Based Work placement. The set assignment has been designed to be an integral part of this module

## **Recommended Reading (Electronic Books)**

**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]. SAGE Publications Ltd (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)

**Glenn, A. (2013)** *Play and Learning in the Early Years*. David Fulton Publishers (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]. Taylor and Francis. (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)

**Muijs, D. and Reynolds, D. (2001)** *Effective Teaching: Evidence and Practice*, London: Paul Chapman Publishing

**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*. [online]. 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*. (available as e book in Stranmillis UC library)

## **Additional Assessment Guidance notes for written element:**

Produce:

- A scheme of work on any topic for Fd, KS1 or KS2;
- Evidence of these lessons having been taught.  
This can be in the form of:
  - a small selection of the children's work for each lesson—either originals or photocopies
  - If appropriate photographs of the children at work.
  - Soundbites/recordings of the music or drama that the children produced – these can be submitted on a USB stick.

Your scheme of work should contain:

- The title of the series of lessons or topic of the scheme of work
- The Class that the scheme is being delivered to
- The allocated length of time
- Broad aims and learning intentions
- Previous learning
- Thinking skills and personal capabilities
  - Managing information;
  - Thinking, Problem-solving and Decision-Making;
  - Being Creative
  - Working with Others; and
  - Self- Management.

(these should be specific to your lessons)
- Cross curricular links - Communication
  - Using Mathematics
  - Using ICT
- Key vocabulary
- Differentiation

The details of the lessons in your scheme should contain:

- Lesson title
- Shared learning intentions
- Teaching/learning Activities
  - Introduction
  - Activity
  - Plenary
- Resources
- Assessment
- Cross curriculum links

Your schemes should be coherent and contain enough detail that they can be easily understood and followed – try to envisage that you are writing the scheme so that if

you had to take time off SBW practice someone else would be able to read your scheme and be able to continue to teach the topic based on your planning.

Please refer to the lecture and seminar on schemes for further guidance.