

STRANMILLIS UNIVERSITY COLLEGE
A College of Queen's University Belfast

Bachelor of Education (Post-Primary)

Year 2

Module Guide
(2018-2019)

Personal and Professional Learning 2

Module number: SPS2003

Module Coordinator: Patricia Corrigan
p.corrigan@stran.ac.uk (028 90384390)

Advisor of Studies: Dr. Anita Gracie
a.gracie@stran.ac.uk (028 90384391)



RATIONALE

This module on personal and professional learning lies at the heart of the journey to becoming a successful teacher and within this double module you will have the opportunity to draw together the personal and professional aspects of your learning. To this end, you will continue to build professional competence in the classroom by focussing upon the Year 2 pertinent themes of units of work, thinking skills and personal capabilities, differentiation, assessment for learning and classroom management. Also you will further develop your personal abilities in the areas of literacy, numeracy and UICT. You are required to demonstrate transferability of knowledge and skills to the professional placement context, your school based work (SBW) placement. {See schedule Appendix 1}

SBW is a major element of this module as it is worth 30% of the overall double module mark *and must be passed*. As part of your SBW placement you are also expected to reflect upon the appropriate GTC (NI) competences.

LEARNING OUTCOMES

Students should further develop a personal and professional stance which draws on their knowledge and understanding of in the following areas:

- the diversity of learners;
- the complexity of interaction between learning and contexts;
- use a wide range of evidence to formulate appropriate and justified ways forward and potential changes in practice;
- Develop awareness of child protection and safeguarding procedures for school based work.

TRANSFERABLE SKILLS

Students should further develop a personal stance which draws on their knowledge and understanding; the diversity of learners; the complexity of interaction between learning and contexts; and use a wide range of evidence to formulate appropriate and justified ways forward on any potential changes in practice. In particular:

- Develop UICT in their study and in their placement setting as appropriate;
- Improve upon their communication with peers, pupils and other professionals both orally and in writing;
- Collaborate and plan as part of a team.
- Improve upon their competency in numeracy skills and incorporate such skills as part of their lesson planning;
- Develop subject knowledge in an effective and well-managed manner
- Promote behaviour management within a classroom environment

PPL2 COMPRISES TWO PARTS:

Part A consists of the SBW placement (which is graded) and two elements of Subject Application, one for Main Subject and the other for 2nd subject. Both elements of Subject Application focus upon microteaching. Students will *individually* prepare, present and video part of a lesson of **15 minutes** duration to their peers in the Stranmillis setting. Assessed by their tutor against the standard SBW template and competences, students will produce the associated lesson plan and resources, a copy of the microteach video (uploaded on to One Drive) and a 500 word evaluation, which includes a minimum of two academic references and which clearly identifies and addresses the selected aspect for development. Peer assessment is employed to aid the evaluation content. This microteach assignment must be uploaded to One Drive (including evaluation) or submitted to **Mrs. Angela Murtagh in the Central Administration Office noon Friday 25th January 2019 (with the exception of PE second subject).**

Part B addresses the content of Professional Studies and is assessed through a portfolio of evidence. Evidence should be compiled during SBW (both block and Mondays) and submitted after completion of SBW when the portfolio will be assessed by your SBW tutor. Remember that you need just one piece of evidence for each area - you could put in more if you wish, but remember that it is the quality of that evidence and engagement that is assessed, as opposed to the quantity. An example of evidence is given in Appendix 2. The specific areas of Professional Studies that are assessed are listed in the marking grid, Appendix 3 along with the assessment criteria that will be used. Evidence should focus upon **one** aspect of **each** of the areas to be assessed. Your evidence must be presented to clearly demonstrate:

- Engagement with an identified area in the school environment
- Evaluation of the engagement
- A plan for further development
- A realisation of the plan

Assessment	
Part A	
SBW Block Placement (6 weeks)	60 marks
Main Subject Application (Microteaching)	30 marks
Second Subject Application (Microteaching)	30 marks
Part B	
Portfolio of evidence	80 marks

TEACHING AND LEARNING Appendix 5,6, 7 and 8

Teaching methods include lectures, seminars and practical microteaching workshops. Throughout this course students are encouraged to consider the implications and applications of the various taught elements on their school-based work and wider professional practice.

School placement is central to your professional learning.

<p>Prior to the beginning your Monday placement:</p> <ul style="list-style-type: none"> • Update your CV from Year 1 and forward it to the Principal of your host school. • Contact the school to make arrangement for your first meeting with your school mentor. <p>During the Monday placements you are required to complete the following:</p> <ul style="list-style-type: none"> • A resource for use within the department which has been agreed in advance by the Head of Department. • Written confirmation from the Head of Department that the resource has been prepared satisfactorily. • A journal on activities from the menu provided in the first lecture lecture.Appendix 9 	
<p>Block Practice 25th February 2019 until Friday 5th April 2019 Observation Week: 7th-11th January 2019 Observation Day: Wed 23rd January 2019</p> <p>During the SBW block practice, you are required to complete the following: Competent teaching (incl. lesson preparation,two units of work Appendix 6 and daily evaluation of a lesson) Development of SBW File content during the SBW practice Appendix 5 These will form part of your SBW assessment</p>	

TAUGHT ELEMENTS

LECTURERS

Mrs. Diane McClelland(DMcC)
 Dr. William Kitchen (WK)

Dr. Michael Ievers (MI)
 Dr. Lisa McKenzie (LMcK)
 Dr. Irene Bell (IB)
 Ms. Patricia Corrigan (PC)

Mrs. Rachel Campbell (RC)
 Mr. Ian Simons (IS)
 Dr Anita Gracie (AG)
 Mr. Simon Bell (SB)

CONTENT

This module on personal and professional learning is to allow students to continue to develop pertinent themes such as units of work, thinking skills, personal capabilities, literacy, numeracy and behaviour management. The module also includes UICT, a focus on child protection and safeguarding in schools,as well as LLW which is pitched at KS4 covering the three strands of Employability, Local & Global Citizenship and Personal Development.

CONTENT OF SUBJECT APPLICATION

Your subject application classes will build upon Year 1 knowledge on lesson planning and also reflect what has been covered in the whole group PPL2 lectures. These topics include Units of Work , Thinking Skills, Differentiation, Classroom Management, Assessment for learning and incorporating UICT in your lesson planning and guidelines for developing an assessed resource for your Monday placement.

Team Teaching Day

In Semester 2, it is intended that the students will have the opportunity to team teach pupils from schools in a local area partnership. Further information will be provided nearer the time.

As well as engaging with these on a personal level they will be required to demonstrate transferability of knowledge and skills to the professional placement context and to reflect on appropriate GTC (NI) competences. Students will explore and develop competence in relation to the following key areas during this module:

Professional Competence 3: Have a detailed knowledge and understanding of the learning area/subject(s) taught, including the centrality of strategies and initiatives to improve literacy, numeracy and thinking skills to all areas of learning. Have relevant curricular, subject and pedagogical knowledge.

Professional Competence 4: Know and understand how the learning area/subject(s) they teach contribute to the Northern Ireland curriculum.

Professional Competence 11: Examine the educational principles behind the use of technology, such as digital video, projectors, computers, graphic calculators, software, interactive whiteboards, mobile devices and how to use the above to aid learning in the subjects and age groups they teach.

Professional Competence 14: Learning objectives are set that take account of what pupils know, understand and can do. Learning objectives are set to take account of what pupils need to know in relation to the requirements of the Northern Ireland Curriculum.

Professional Competence 15: Lesson Plans show clear objectives, relevant content, resources and well-sequenced activities. Plans show high, but realistic expectations bearing in mind the age and attainment range of the class. Plans show an awareness of areas of potential difficulty and confusion for pupils.

Professional Competence 19: Appreciate the importance of creating a safe, interactive and challenging learning environment and how others seek to create such an environment. Learn from others how to set up purposeful activities.

Professional Competence 20: Use a range of teaching strategies appropriate to the age, ability, interests and experiences of pupils. Use resources that motivate and support all pupils' learning. Capture and maintain pupils' attention, interest and involvement through the choice of teaching strategy and resources.

Professional Competence 24: Monitor pupils' progress through observation, marking, targeted questioning and discussion. Offer immediate feedback to reinforce learning, challenge pupils' understanding and promote progression. Mark against the planned learning objectives and note strengths as well as areas for improvement. Use effective questioning and self-assessment tasks for pupils to reflect on and improve their learning.

Professional Competence 25: Know about, and be able to use, a range of ipsative, formative and summative assessments. Appreciate their uses and limitations. Use information from ipsative, formative and summative assessments in their lesson planning and grouping of pupils.

Professional Competence 26: Develop an understanding of a range of approaches to pupil assessment and how it can be referenced to appropriate benchmarking data. Understand best practice in setting targets and its relationship with pupils' learning and progression

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. All of the relevant details and forms for completion can be accessed from <http://info.stran.ac.uk/> and selecting the Student Info Website option, followed by the Student forms option.

PLAGIARISM

The University College regards plagiarism as a serious academic offence which may lead to disciplinary action being taken against the student concerned. Plagiarised material will be deemed to be passages from other works (including internet sources) incorporated without acknowledgement and with the intention of it being taken to be the student's own work. Passages from other works may be quoted only if shown as quotations with acknowledgement of the sources, and similarly may be paraphrased only if the sources are acknowledged. Please refer to the student study regulations for further information. These can be accessed at <http://www.stran.ac.uk/media/media,82169,en.pdf>.

Students may be requested to submit an electronic version of their work to be checked for plagiarism. Students should be aware that this procedure may delay processing their results.

Exceptional Circumstances

Students have the right to submit a letter to the Director of Teaching and Learning, Dr. P Eaton 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.

ESSENTIAL READING

Redfern, A. (2015) *The Essential Guide to Classroom Practice*. London: Routledge.

RECOMMENDED READING

- Biech, E. (2015)** *101 ways to make learning active beyond the classroom*. Hoboken, NJ: Wiley.
- Brooks, V., Abbott, I., Bills, L. (2004)** *Preparing to Teach in Secondary Schools: A Student Teacher's Guide to Professional issues in Secondary Education*, OU Press
- Caldwell, H. and Bird, J. (2015)** *Teaching with tablets*. London: Sage.
- Capel, S., Leask, M., Turner, T. (2016)** *Learning to Teach in the Secondary School: A Companion to School Experience*, seventh Edition, Routledge Falmer
- Flemming, P. (2013)** *Becoming a secondary school teacher*. 2nd edition. London: Routledge.
- Galloway et al. (2015)** *Learning with mobile and handheld technologies*. London: Routledge.
- Harris, M. (2016)** *How to develop the habits of outstanding teaching: A practical guide for secondary teachers*, London: Routledge.
- Hramiak, A and Hudson, T (2011)** *Understanding Learning and Teaching in Secondary Schools*, London: Pearson
- Jarvis, M. (2015)** *Brilliant ideas for using ICT in the classroom*. London: Routledge.
- Kyriacou, C. (2009)** *Effective Teaching in Schools, Theory and Practice*, Second Edition, Cheltenham: Nelson Thornes
- Kyriacou, C. (2007)** *Essential Teaching Skills*, Third Edition, Cheltenham: Nelson Thornes
- McCullough, P.** *Employability-Learning for Life and Work for CCEA GCSE*, Colour point Educational
- McCullough, P.** *Local and Global Citizenship - Learning For Life and Work for CCEA GCSE*, Colour point Educational
- McCullough, P.** *Personal Development - Learning For Life and Work for CCEA GCSE*, Colour point Educational
- Poore, M. (2013)** *Using social media in the classroom*. London: Sage Publications Ltd.
- Rogers, B. (2011)** *Classroom behaviour: A practical guide to effective teaching, behaviour management and colleague support*. 3rd Edition. London: Sage Publications Ltd.
- Salmon, G. (2013)** *Eivities: The key to active online learning* (2nd edition). London: Routledge
- Savage, J. (2015)** *Lesson planning – key concepts and skills for teachers*. London: Routledge.

USEFUL WEBSITES

The information you access from your placement school www.deni.gov.uk will provide you with useful background information

The Education and Training Inspectorate <http://www.etini.gov.uk> You may find an inspection report for your placement school here

The Northern Ireland Curriculum www.nicurriculum.org.uk Council for the Curriculum, Examinations and Assessment (CCEA) <http://www.rewardinglearning.org.uk/>

Microsoft Partners in Learning <http://www.pil-network.com/>

Improving Literacy and Numeracy Achievement in Schools. NIAO February 2013
https://www.niauditoffice.gov.uk/sites/niao/files/mediafiles/literacy_and_numeracy_2.pdf

Appendix 1 Schedule of Activities

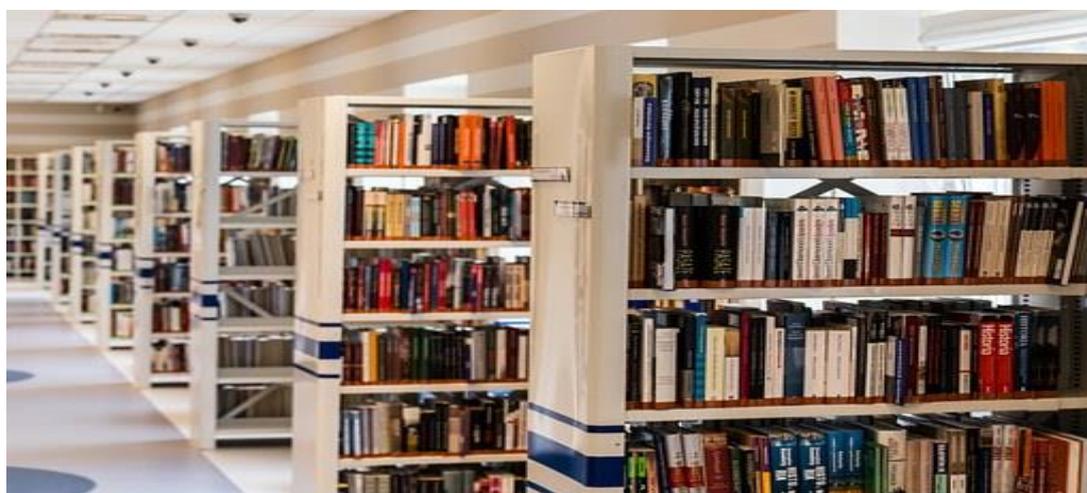
Week commencing	PPL Thursday 11-12	UICT Thursday 12-1	Numeracy Fridays 3-4pm	
24/9/18	Module Intro Assessment Stepping Up into Post primary	Frontier passwords/ Uploading videos onto One Drive Year 1 student experience	n/a	
1/10/18	Child Protection (Dr McKee)	Child Protection (Dr McKee)	Numeracy in different subjects	
8/10/18	Internet Safety (PSNI)	Internet Safety (PSNI)	Numeracy and Planning: Units of work	
15/10/18	AfL in Practice (Dr Jones)	G Suite (Mr E McAteer)	n/a	
22/10/18	Behaviour Management (PC)	Quizlet	Numeracy Task (1) Cross curricular skills	
Reading Week				
5/11/18	Diffrentiation (PC)	Explain Everything	Numeracy Task (2) Investigation style problem solving	
12/11/18	Thinking Skills (PC)	Go Bizerk (1)	Numeracy Interventions:PiX L, Smith'e Proforma, Intervention style	
19/11/18	Personal Capabilities(PC)	Go Bizerk (2)	n/a	
26/11/18	Child Protection (2) (Dr McKee)	Child Protection (2) (Dr McKee)	Numeracy Interventions:PiX L, Personalised Learning, Profiles	
3/12/18	Working in FEC (Dr C Guy)	UICT and FEC (Dr C Guy)?	n/a	
10/12/18	Developing Monday resources (IT1 Suite)	Showbie Socrative	n/a	
Christmas Break Semester Two	PPL2 switches to Fridays 9-11am	UICT finishes at Christmas		
7/1/19	Observation Week	Observation Week		
14/1/19	Assessment Week:	Off formal timetable		
21/1/19	Observation Day: Wed 23rd January 2019 The step up to teaching 'A levels'	n/a		Literacy starts next week W/c 28/1/18 Mondays 9-10 from Literacy Centre
28/1/19	Team teaching: A-level	Promethean panel and whiteboard training		Improving personal literacy- self-reflection- reading journal Quick review of language - grammar and punctuation
4/2/19	LLW (KS4 Employability)	LLW (GSCE Employability)		English and Media Studies Using Communication at KS3
11/2/19	LLW (KS4 Personal Development)	LLW (GSCE Personal Development)		Literacy Across the Curriculum at KS3 – Guest speaker
18/2/19	LLW (KS4 Local and Global Citizenship)	LLW (GSCE Local and Global Citizenship)		Providing a Literacy Rich Environment Literacy across the curriculum Case study, one school's approach – Guest speaker
25 th Feb-5 th April	SBW	SBW		
Easter Break				
29/4/19	Building up your CV (Ciara Love)	Portfolio Preparation		Students present lessons in their own subjects – concentrating on Using Communication

6/5/19	Portfolio Preparation	Portfolio Preparation		Reflection on SBW and Using Communication-workshop
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Appendix 2

Suggested Focus on Assessment for Learning (AfL) in Portfolio of Evidence

1. Obtain a copy of the school's policy relevant to assessment of pupil work and the department/subject area policy or handbook relevant to assessment of pupil work if available.
2. Discuss the school's approach to assessment of pupil work with the Vice Principal (Teaching and Learning), Head of Department/Subject Area and class teacher. Record brief notes (max. one side A4 page).
3. Provide evidence of how you have implemented the assessment policy/policies as well as Assessment for Learning (AfL) strategies you have considered in college in planning and leading of teaching and learning in the classroom (Evidence could include lesson plans / resources / strategies / lesson evaluations and tutor feedback).
4. Highlight aspects of planning and leading of teaching and learning in the classroom that you could develop more fully by using Assessment for Learning strategies to raise pupil engagement and achievement (Evidence could include lesson plans / resources / strategies / lesson evaluations and tutor feedback).
5. Realise the above identified aspects of planning and leading of teaching and learning in the classroom by redoing the evidence in number 3.



Appendix 3 Due Date Friday 3rd May 2019

Portfolio of Evidence Marking Grid

Name: _____ Grade: ____

Each column will carry equivalent weighting _____

Personal Literacy	Thinking Skills and Personal Capabilities	Behaviour Management	Differentiation	AfL	Monday Placement Resource
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Unsatisfactory answer 15-25	Marginally failing 35	Adequate answer 42-45-48	Good answer 52-55-58	Very good answer 62-65-68	Excellent answer 73-80-90
Provides evidence of very little or any relevance and value to the portfolio	Contains material that is inappropriately used or of limited relevance	Supporting evidence of engagement for only some listed items is available - minimal reference to relevant evidence	Supporting evidence of engagement for most listed items is available	Supporting evidence of engagement for listed items (with minimal exclusion e.g. one item) is available	Supporting evidence of engagement for all listed items is available
Unacceptable level of evaluation of engagement	Poor level of evaluation of engagement	Adequate level of evaluation of engagement	Good level of evaluation of engagement	Very good level of evaluation of engagement	Excellent level of evaluation of engagement
Unacceptable level of further planning for future development	Poor level of further planning for future development	Adequate level of planning for future development	Good level of planning for future development	Very good plan for future development	Excellent thoughtful plan for future development
Unacceptable level of realisation	Poor level of realisation	Adequate level of realisation	Good level of realisation	Very good level of realisation	Excellent level of realisation
Unacceptable level of presentation and organization	Poor level of presentation and organization - numerous errors and omissions	Adequate level of presentation – some errors and omissions are evident	Good level of presentation	The portfolio has been presented to a very good standard	Excellent presentation of the portfolio: clear and logical
Shows poor use of language with many grammatical and other errors	Shows poor use of language with a significant number of grammatical and other errors	Shows poor use of language, although the meaning is clearly communicated	Acceptable standard of the use of language	Effective use of language with very few grammatical errors	Articulate communication with no grammatical errors
Final comment					

Signed: _____ Date: _____

Appendix 4 Level 2 Assessment Criteria for assignments

Conceptual Equivalent	% Pt	Mark Band	Criteria
Exceptional 1	100	95-100	<i>Exceptional answer, an exemplary piece of work showing:</i> <ul style="list-style-type: none"> • A good degree of criticality • An in-depth knowledge and understanding across all the relevant areas • Very thorough coverage of the topic • Significance evidence of wide use of learning resources
High/Excellent I (in addition to criteria for Definite/low 1)	90	85-94	
Definite I	80	78–84	<i>Excellent answer showing:</i> <ul style="list-style-type: none"> • A degree of independence of thought and critical judgement • A thorough understanding of the main issues involved • Knowledge and understanding beyond module content • A degree of originality.
Low I	73	70-77	
High 2.1	68	67-69	<i>Very good, comprehensive answer showing:</i> <ul style="list-style-type: none"> • A good awareness of the main issues involved at this level • The ability to analyse concepts and ideas at an abstract level • A good knowledge and understanding of module material • Evidence of use of learning resources beyond required texts/module material.
Definite/solid 2.1	65	64-66	
Low/clear 2.1	62	60-63	
High 2.2	58	57-59	<i>Good answer showing:</i> <ul style="list-style-type: none"> • Reasonably developed arguments, • Knowledge of the main issues involved at this level • A satisfactory understanding of module material • Little reference to resources outside module material.
Definite/solid 2.2	55	54-56	
Low/clear 2.2	52	50-53	
High 3 rd	48	47-49	<i>Adequate answer which:</i> <ul style="list-style-type: none"> • Shows weak to fair understanding of main issues • Makes no reference to resources outside module material. • Makes arguments that are weak • Has a low but acceptable level of written expression.
Definite 3 rd	45	44-46	

Low 3 rd	42	40-43	<p><i>Passable (Just acceptable) answer which:</i></p> <ul style="list-style-type: none"> • Is weak in material and understanding of module content • Contains significant omissions and/or inaccuracies • Recognises the aim of the question and has attempted to answer it.
Marginal fail	35	35-39	<p><i>Marginally failing answer which:</i></p> <ul style="list-style-type: none"> • Meets some of the necessary requirements • Has some major inaccuracies • Shows limited knowledge of the main issues.
Weak fail	25	25-34	<p><i>Unsatisfactory answer which:</i></p> <ul style="list-style-type: none"> • Meets very few of the necessary requirements • Shows some recognition of the meaning of the question • Shows little familiarity with the main issues • Indicates that knowledge is vague and skimpy • Has many major inaccuracies.
Poor fail	15	15-24	<p><i>Poor answer in which:</i></p> <ul style="list-style-type: none"> • There are few points relevant to the question • The bulk of the answer is irrelevant/inaccurate • There are major misunderstandings of the material.
Nothing of merit	0	0-14	<p><i>Answer meeting none of the necessary requirements with:</i></p> <ul style="list-style-type: none"> • Minimal or no material of value to the question asked • No recognition of the question.



Appendix 5 Content of SBW folder

You must maintain a Portfolio (SBW file) in which you will record and analyse the information gathered and the activities carried out during your 6-week block of School Based Work. The artefacts contained in your 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 material from your teacher and official material from your school.

Elements for inclusion in the SBW file:

- General information sheet including all personal details (as below)
- School documentation/policies/prospectus
- Updated CV from year 1
- For each class you are teaching you should include:
 - Class list
 - Unit of learning providing overall summary. It is expected that you will complete two units of work, preferably from different areas. These should be in place by the end of the second week
 - Individually dated lesson plans for each session: these must include learning intentions, success criteria, introduction, development and conclusion, resources, key questions, strategies and assessment/homework
 - Lessons should provide evidence of having incorporated ICT, opportunities to develop key skills and personal capabilities and indicate attempts to differentiate to meet the needs of the class
 - 1 copy only of all resources/activity sheets/assessment activities you are using during class (It is useful to store duplicate copies of these resources in a separate file)
 - 1 post-lesson review/evaluation to be completed per day. Please ensure you date and label these appropriately

At the front of your SBW file, you should incorporate a general information sheet which includes the following details:

PERSONAL DETAILS

NAME

SCHOOL ADDRESS & PHONE NUMBER

MAIN TUTOR

SCHOOL PRINCIPAL

TEACHER TUTOR

HOD - MAIN SUBJECT / LLW / ADDITIONAL SUBJECT

CLASS TEACHERS

Note: Depending on how many times you have with students each week, it would be useful to divide the lesson sequence section up into lesson 1, lesson 2 etc. Within your planning you may wish to break the lesson up into introduction, development and conclusion.

Success criteria: These tell pupils what to pay attention to, or remember to do, in their learning activity, in order to successfully achieve the learning intention. Ensure these are few, succinct and clear – bullet-pointed instructions in the form of a short list of about 1 to 5 points. No sentences, just short-hand speech. **These should be included in your individual lesson plans.**

Example:

- Learning intention:
 - To be able to design a suitable data capture sheet for use within a business
- Success criteria:
 - Appropriate title and instructions
 - Clear presentation and design
 - Suitable content – key questions
 - Suitable effects, fonts, size

	Week1	Week 2	Week3	Week 4	Week 5	Week 6
Key words/ concepts						
Overview of lessons Including learning Intentions						
Learning and teaching activities/ learning experiences						
Opportunities for development of thinking skills and personal capabilities						
Resources						
Assessment (For and of learning)						
Strategies for inclusion/ extension						
Success Criteria						

These are the competences used when completing the **Report on Teaching** form and also the performance indicators in each over-arching competence area.

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

The following are the criteria used to differentiate the grades. These are used by University College Tutors and schools.

- Grade A*** Students in this elite group might be distinguishable from those in the 'A' category by more consistent or pervasive evidence of flair or originality in all the competence areas.
- Grade A** Very high level of proficiency in all the major areas with occasional evidence of flair and originality.
- Grade B** Very good / high level of proficiency in all major competence areas: typically little support or no support would be required at this stage.
- Grade C** Demonstrates consistently satisfactory level of performance in all major competence areas; some support still required.
- Grade D** Demonstrates a minimal level of capability for coping adequately with respect to preparation and implementation; considerable support still required.
- Grade F** Consistently low or otherwise unsatisfactory performance with regard to practical teaching.



The following list is proposed activities which you could suggest to your placement school.

Observe a lesson in Main subject
 Observe a lesson in Second subject
 Observe a lesson in LLW
 Teach lesson(s) in Main subject
 Teach lesson(s) in Second subject
 Teach lesson(s) in LLW
 Access resources available to you

Meet with the SEN Co-ordinator regarding

- Behaviour management, behaviour management policy etc.
- Special needs management, special needs management policy etc.
- IEPs

Meet with the Numeracy Co-ordinator regarding

- The role and responsibilities of the co-ordinator
- Cross curricular projects currently running in the school
- Numeracy intervention such as small group withdrawals.

Meet with the UICT Co-ordinator regarding

- UICT co-ordination, UICT policy etc.
- 5 E's across KS3 and KS4
- Use of iPads, Fronter etc.

Meet with technician

- To discuss resources etc. for your teaching

Please note that the school may not wish you to undertake some of these. The final list will be negotiated between you and the school.

Offer to:

- create resources for the teaching staff
- become involved in after schools clubs

The following Grid of Monday activities must be completed and signed by school tutor and then inserted into your SBW folder.

	Activities on Placement
First week of placement	
Second week of placement	
Third week of placement	
Fourth week of placement	
Fifth week of placement	
Sixth week of placement	
School Tutor Signature and date	

It could also detail good ideas/ practices of others that you could use in the future; reflections on your own practice; Policies-homework policy etc that you have read.

Dr Bronagh E. McKee
Child Protection and Safeguarding 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.

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.

Child Protection & Safeguarding Team 2018 – 2019

<p>Bronagh McKee</p> <p>Child Protection & Safeguarding Co-ordinator</p>		<p>Central Building First Floor</p> <p>Tel: 028 90 384 405 Email: b.mckee@stran.ac.uk</p>
<p>Noel Purdy</p> <p>Deputy Child Protection & Safeguarding Co-ordinator</p>		<p>Stranmillis House, Second Floor</p> <p>Tel: 028 90 384 305 Email: n.purdy@stran.ac.uk</p>
<p>Michael Ievers (Post-Primary)</p>		<p>Orchard Building First Floor</p> <p>Tel: 028 90 384 474 Email: m.ievers@stran.ac.uk</p>
<p>Rachel Campbell (Primary & HPAS)</p>		<p>Orchard Building Top Floor</p> <p>Tel: 028 90 384 443 Email: r.campbell@stran.ac.uk</p>
<p>Andy Brown (International)</p>		<p>Central Building Ground Floor</p> <p>Tel: 028 90 384 259 Email: a.brown@stran.ac.uk</p>
<p>Anita Gracie (PGCE)</p>		<p>Central Building First Floor</p> <p>Tel: 028 90 384 391 Email: a.gracie@stran.ac.uk</p>
<p>Brenda McKay-Redmond (ECS)</p>		<p>Central Building First Floor</p> <p>Tel: 028 90 384 426 Email: b.mckayredmond@stran.ac.uk</p>