



STRANMILLIS UNIVERSITY COLLEGE
A College of Queen's University Belfast

Guide to School-Based Work



Please read this guide in conjunction with the **Northern Ireland Teacher Competences**: 'Teaching: the Reflective Profession' where you will find the 27 competences set out under the three broad headings as follows:

- Professional Values and Practice
- Professional Knowledge and Understanding
- Professional Skills and Application

Available on Student Internet, under Academic Programmes:

<https://stran.sharepoint.com/sites/StranmillisStudentIntranet/SitePages/Teaching--the-Reflective-Profession.aspx?web=1>

or

GCTNI Website: www.gtcni.org.uk

Code of Practice

Introduction

Central to students' professional preparation is the emphasis on placement and the acquisition of professional competences by student teachers. Placement in schools and elsewhere comprises first-hand observation and teaching of children of different ages and abilities, and enables students to develop teaching skills and techniques and participate in the wider aspects of school life. Schools and other placement providers work in close partnership with the University College to ensure the development of student competences.

This booklet sets out the general expectations for students and schools. Detailed information on each year group and their particular expectations can be found in the relevant course guides which should be read alongside this booklet.

For Students

For teacher education students, being in schools is the culmination of all the work undertaken in College and the opportunity to put into practice all you have learned. It is usually a very enjoyable and rewarding experience but can also be demanding and challenging. The school and College staff have all been through placement themselves and appreciate that you are still learning about being a teacher. They are therefore very understanding and will do all they can to support you.

For Schools

Thank you for agreeing to host Stranmillis student teachers. We, as College staff and students, appreciate the time you take working alongside our students and sharing your wisdom and experience with them. We hope that contributing to the development of the future of the profession is also rewarding for you. We know our students gain immensely from their time with you, but hope also that you and your organisation gain from sharing some time with our students and all the enthusiasm and energy they bring to teaching.

Expectations: Students

1. Prior to Placement

BEd Students (Years 2-4) are asked to provide information to College to enable us to find a suitable placement. All information provided must be accurate and up-to-date. Late submission of accurate information can severely impact securing a suitable placement.

All administration associated with placements is undertaken by the Placement Team located in the Academic Office in Central Building. The team can be contacted by emailing placements@stran.ac.uk.

It is normal practice that a student will **not** be assigned to a school in which:

- they were a pupil
- a close relative works
- there is any other connection that may impact on the placement

College staff will take into account a range of factors when placing students such as the need for a range of placements to be provided across the programme, including schools of different management types and sectors.

Once all placements have been published no changes are permitted except in exceptional circumstances, for example, a relative has moved job to now work in the placement school. Such changes should be communicated to the Placement Team **as soon as they become known**.

Before placement, students will be fully prepared through engagement with all of the courses (modules) in College but particularly through work in Professional Studies and Placement, Personal and Professional Learning or Placement courses. Full details of year-specific expectations will be found in the relevant course guides.

2. Day Visits

Before the block placement commences students will visit their host school on day visits. Details of the expectations for these visits and whether or not they are arranged by the College or need to be organised independently by the student are contained in the relevant course guides.

3. During Placement

(a) Professionalism

Being in a school and playing a role in the development and education of young people is a great privilege and should be a very enjoyable experience. In order to make the most of the time in school, students should behave and be treated as fellow professionals. As well as preparing appropriately for every lesson and contributing fully to the life of the school, students should also be mindful of such issues as professional dress code, punctuality and professional interaction with all school staff.

Students should continually seek advice from the class teachers with regard to preparation and the delivery of lessons and with other aspects of school life. Students should be familiar with all school policies before commencing placement. All students should take the opportunity to participate fully in the wider life of the school for example, in attendance at morning assembly, in supervision duties, in exploring formal structures set up for pastoral care (guidance, counselling, careers where appropriate) and in extra-curricular activities (clubs and societies).

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

Students should **NOT** share **ANY** information about schools, pupils, fellow teachers or other aspects of their placement on social media.

(b) Timetables

Post-primary students must upload a copy of their personal teaching timetable to the Placements Software system as soon as possible after the block of teaching begins. This **must** be on the College timetable template which can be found on the student intranet:

<https://stran.sharepoint.com/sites/StranmillisStudentIntranet/SitePages/BEd-Post-Primary.aspx?web=1>

(c) Field Trips and other Out of School Visits

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

Students should **NOT** transport children in their own car at any time.

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

(d) Absence

On the morning of any absence, students must:

- inform the school as soon as possible
- contact the College Placement Team before 9.00am by emailing: placements@stran.ac.uk stating: their name, year, school, the reason for, and possible duration of the absence. This will allow the Team to notify any tutors of absence and avoid visiting the school unnecessarily.

Absence of more than seven calendar days requires a medical certificate which must be forwarded to Student-Absence@stran.ac.uk with your completed absence form <https://stran.sharepoint.com/sites/StranmillisStudentIntranet/SitePages/Absence.aspx?web=1>

Students should record their attendance at school each day on the Placement Software using the following codes:

PS: Present and in school

AM: Absent due to mitigating circumstances (illness, self-isolating etc.)

A: Absent with no reason.

SC: School closed or school has asked you not to attend

Students should not normally be absent for any reason other than illness during placement. However, if there are other **exceptional** circumstances that may need an absence, students should complete the relevant online form <https://stran.sharepoint.com/sites/StranmillisStudentIntranet/SitePages/Absence.aspx?web=1>

at least 2 weeks beforehand and email to Student-Absence@stran.ac.uk, giving adequate reasons to support the request. Any planned exceptional absences must also be discussed and agreed with the School Principal. Students are expected to behave as members of staff in the school and as such should not be taking any time off for purely personal reasons such as routine dental appointments, driving tests etc.

Students **must** normally make up for **any** absences (block or observational days/week), including exceptional circumstances and illness, on other dates and should indicate that these have taken place on their attendance record. This may be possible, for example, during the College's Easter break when schools may be open or, if the absence is known about in advance, on days immediately prior to the start of block placement. Such arrangements should be discussed and agreed directly with the school and normally approved by the School Principal.

If an absence is so extensive that you cannot reasonably be expected to complete the requirements of the placement then there may be a need to retake the block at another time when you are well enough to complete the work required. Please note that placement in school is a requirement of the programme that ensures you can graduate with Qualified Teacher Status and cannot therefore be set aside.

Additional time usually takes place in June or September so you should be available for placement at these times of year if additional time is required.

Students are sometimes called for jury service. Should this occur during placement, or at any time during the year, students should follow the procedure outlined in the Jury document on the Student Intranet – Academic Programmes:

<https://stran.sharepoint.com/sites/StranmillisStudentIntranet/SitePages/School-Based-Work.aspx?web=1>

(e) School and College Closures

If a school is closed for any reason during placement, the student must inform the College Placement Team placements@stran.ac.uk at the earliest possible time. No additional attendance in lieu of a school closure is normally required. Should the University College be closed at any time during the period of school-based work and the school **remains open**, the student is to **remain** at school.

(f) Issues and Concerns

Students' first point of contact if any issues or concerns arise during placement should normally be the teacher tutor or classroom teacher in school or the tutor from Stranmillis. If further help or advice is required, then these professionals will guide you to further support. If the issue however is with regards to a child protection issue, then the first point of contact is the Designated Teacher in the school. Students should also remember that the full Stranmillis student support service is available during placement and this can be accessed in the usual way using the information on the student intranet:

<https://stran.sharepoint.com/sites/StranmillisStudentIntranet/SitePages/Student-Support.aspx>

4. After Placement

At the conclusion of a period of placement students should ensure:

- all borrowed materials have been returned
- all meals and other refreshments have been paid for

- appreciation has been expressed to the Principal and school staff for their support and guidance.

(a) Travel Costs

Some students may be eligible to claim costs incurred in travelling to their placement. All students are required to complete an online form via SmartSurvey (emailed to your Stranmillis email address) to determine what, if any, costs can be claimed and relevant google maps or screenshots must be uploaded.

Forms must be completed by the deadline indicated and no late applications will be considered.

(b) School-Based Work – a Degree Requirement

The successful completion of school-based work is a course requirement and **no exceptions are permitted**. Hence poor attendance or poor engagement during this period for whatever reason and/or lack of satisfactory progress in teaching will normally result in the student having to undertake additional practice. For further details, see Protocols for Student Progress, later in the document. **Students are reminded that they must be available throughout June and/or September for additional practice if required.**

Supervision & Assessment

It is important that schools, students and the College work together to ensure an effective placement for students. Partnership is about the positive and progressive development of student teachers from novices to professional practitioners. In this regard students, tutors and teachers have a full and equal part to play.

University College Tutors

Students will normally have a member of the University College teaching staff or other experienced professional who will act as their tutor during placement. The tutor's responsibilities will be to:

- contact students to ensure that they are fully aware of the expectations of school-based work
- act as the main tutor during the block
- make supervisory visits to the students
- liaise with the host teacher, teacher tutor, Heads of Department, Associate Placement Assessor (if applicable) and school Principal about student progress
- receive and discuss the student's Competence Grid and and/or Career Entry Profile (if applicable) after the final block.
- Assign final mark for placement element of module.

The main purpose of tutor visits to students in schools is to provide guidance, advice and support. However, tutors must also report on all teaching observed, and assessments are required, therefore tutors will check that the student has the required elements in place in the electronic file and should clarify with students the objectives of the lesson to be observed.

Careful and sensitive observation of lessons is an integral part of a College tutor's visit to a school, as is the development of an ongoing dialogue between the student and the classroom teacher.

When observing teaching, tutors use the Report on Teaching in conjunction with the Competence Descriptors. These reports are filed and used to produce cumulative assessments of student progress. They are also part of the overall assessment and marking procedures. Many variables are recognised as affecting these grades – the observations of school staff and their comments on students' attitudes, the imagination, care and thoroughness of preparation as well as the personal and intellectual qualities exhibited in the actual teaching situations observed.

Adequate support will be provided at the end of all lessons. Students will be encouraged to think through their lesson, indicate its strengths and weaknesses and those areas of competence in the lesson which the student would identify as needing further thought and development. College tutors will engage the classroom teacher at regular intervals in discussion of student progress and include the student in a process of mapping out their professional development and progress.

Interim assessments on individual lessons are not made available to students. However, if a tutor identifies an area of concern then the protocols identified on page 19 should be followed and tutors should inform students that a cause for concern form will be completed, indicating clearly the reasons for the concern and the steps the student should take to address the issue.

Discussions with students should be sufficiently detailed to make students aware of their strengths and weaknesses. Students will receive a copy of the lesson report as soon as possible after the visit has taken place and usually within 1 or 2 working days.

Tutors should take particular care to ensure that their comments, written and oral, accurately reflect students' competence and grades should follow the grade descriptors which are based on current competence elements.

Classroom Teachers and/or Teacher Tutors

The main role of classroom teachers and teacher tutors in relation to students in schools is also to provide guidance, advice and support. The University College very

much appreciates the participation of class teachers and teacher tutors in the supervision of its students. It recognises that valuable insights regarding student teaching can be made by the class teacher, particularly in the primary sector where teachers are with the student all day. Students should be aware of the importance which is placed on class teacher and teacher tutor oral comments and written reports when they are sent into College.

The University College would very much appreciate it if host teachers could observe the students' teaching more formally on occasions, using the form used by College tutors or an equivalent. If a teacher identifies an area of concern with progress, then the school should contact the relevant College tutor in the first instance who will follow the protocols identified later in the document.

Associate Placement Assessors

PGCE and BEd fourth year students will normally have an assessed visit from an Associate Placement Assessor (APA). Third year BEd students may also receive a visit from an APA. The APA is an experienced senior teacher, often a Principal or Vice-Principal, and they work alongside College staff, using College procedures and will also provide guidance, advice and support.

Visits by an External Examiner

As part of Quality Assurance procedures, a number of students will be observed by an External Examiner or other member of staff for moderation. The External Examiner will visit students who demonstrate a range of competence. Students involved in this moderation exercise will be informed of their inclusion in advance. The External Examiner may be able to conduct some visits in person or may observe remote visits or professional learning conversations. The student will be advised in advance if the External Examiner will be attending meetings or observing lessons.

Child Protection and Safeguarding

Children and young people have a fundamental right to be protected from harm. Everyone 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 children who are at risk or suffering from harm
- taking appropriate action.

Students on placement can contribute to creating a safe and supportive environment for children through their work ethos and professionalism and in the way they communicate with and respond to children directly. By re-familiarising themselves 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 they can take appropriate action by reporting the concern immediately.

For Students

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

School-Based Work/Placement Checklist

- Read the College Child Protection and Safeguarding Policy
- Revisit your child protection class notes and presentations
- Read your setting Child Protection and/or Safeguarding Policy
- Identify the setting's Designated Teacher/Person and Deputy Teacher/Person
- Keep a note of contacts in your electronic file

School/Placement Setting

All schools in Northern Ireland must follow the legislation and guidance from the Department of Education and the Education Authority. If a setting is worried about a child's welfare, they must refer this to the appropriate services, usually the Gateway Team to Children's Social Work Service.

- Your setting will have a designated person/teacher for pastoral care or child protection. This person is responsible for all child protection matters affecting children at the setting.
- Your setting must have a child protection policy. This may be contained within a safeguarding policy or as a separate document. You must ask for a copy of this document.







Student's Role

- In general, students must be observant of children's learning, classroom behaviour and social relationships.
- If you are concerned about the welfare of a child, you **must** report this to the designated person/teacher in your setting **immediately**.
- If the designated person/teacher is unavailable, you must report your concern to your class teacher/person in charge **without delay**.
- If you have made a report about a child's welfare during placement, you must inform a member of the College Child Protection & Safeguarding Team that you have done so.
- If you are unhappy with decisions made in the school/setting about your concern, you must report this to a member of the College Child Protection & 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/person.

Key documents which set out your setting's responsibilities for child protection are available in the Stranmillis University College Library:

- ACPC (2005, 2010) *Regional Policy and Procedures* Belfast: ACPC
- EA (2107) *Safeguarding and Child Protection in Schools: A Guide for Schools*, Belfast: Education Authority.

SUC Child Protection and Safeguarding Team

Noel Purdy  Deputy Child Protection & Safeguarding Co-ordinator	Stranmillis House, Second Floor Tel: 028 9038 4305 Email: n.purdy@stran.ac.uk
Ken Gibson Director with overall responsibility for Child Protection & Safeguarding	Stranmillis House, Third Floor Tel: 028 9038 4401 Email: k.gibson@stran.ac.uk
Heather Lyle Safeguarding Officer 	Central Building, First Floor Tel: 02890384405 Email: hlyle@stran.ac.uk
Michael Ievers (Post-Primary) 	Orchard Building, Level 2 Tel: 028 9038 4474 Email: m.ievers@stran.ac.uk
Rachel Campbell (Primary & HPAS) 	Orchard Building, Level 3 Tel: 028 90 384 443 Email: r.campbell@stran.ac.uk
Andy Brown (International) 	Central Building, Ground Floor Tel: 028 9038 4259 Email: a.brown@stran.ac.uk
Anita Gracie (PGCE) 	Central Building, First Floor Tel: 028 9038 4391 Email: a.gracie@stran.ac.uk
Catriona Rogers (ECS)	Central Building, First Floor Tel: 028 9038 4392 Email: c.rogers@stran.ac.uk

External Contacts:

- PSNI Inquiry Tel: 0845 600 8000
- PSNI Crimestoppers Tel: 0800 555 111, Text: 180000
- Gateway Services for Children's Social Work:

Belfast HSC Trust			
Telephone (for referral)	028 90507000	Website	http://www.belfasttrust.hscni.net/
Areas	Greater Belfast area		
Further Contact Details (for ongoing professional liaison)	Greater Belfast Gateway Team (GT) 110 Saintfield Road Belfast, BT8 6HD		
Out of Hours Emergency	028 95049999 (after 5pm each evening at weekends, and public/bank holidays)		
South Eastern HSC Trust			
Telephone (for referral)	03001000300	Website	http://www.setrust.hscni.net/
Areas	Lisburn, Dunmurry, Moira, Hillsborough, Bangor, Newtownards, Ards Peninsula, Comber, Downpatrick, Newcastle and Ballynahinch		
Further Contact Details (for ongoing professional liaison)	Greater Lisburn GT Stewartstown Rd Health Centre 212 Stewartstown Rd Belfast, BT17 0FG Tel: 028 90602705	North Down GT Family Resource Centre James Street Newtownards, BT23 4EP Tel: 028 91818518	Down GT Children's Services 81 Market Street Downpatrick, BT30 6LZ Tel: 028 44613511
Out of Hours Emergency	028 95049999 (after 5pm each evening at weekends, and public/bank holidays)		
Northern HSC Trust			
Telephone (for referral)	03001234333	Website	http://www.northerntrust.hscni.net/
Areas	Antrim, Carrickfergus, Newtownabbey, Larne, Ballymena, Cookstown, Magherafelt, Ballycastle, Ballymoney, Portrush and Coleraine		
Further Contact Details (for ongoing professional liaison)	Central GT Unit 5A, Toome Business Park Hillhead Road Toomebridge, BT41 3SF Tel: 028 7965 1020	South Eastern GT The Beeches 76 Avondale Drive Ballyclare, BT39 9DB Tel: 028 94424377	Northern GT Coleraine Child Care Team 7A Castlerock Road Coleraine, BT51 3HP Tel: 028 7032 5462
Out of Hours Emergency	028 94468833 (after 5pm each evening at weekends, and public/bank holidays)		
Southern HSC Trust			
Telephone (for referral)	08007837745/02837415285	Website	http://www.southerntrust.hscni.net/
Areas	Craigavon, Banbridge, Dromore, Lurgan, Portadown, Gilford, Armagh, Coalisland, Dungannon, Fivemiletown, Markethill, Moy, Tandragee, Ballygawley, Newry City, Bessbrook, Annalong, Rathfriland, Warrenpoint, Crossmaglen, Kilkeel, Newtownhamilton		
Further Contact Details (for ongoing professional liaison)	Craigavon/Banbridge GT Brownlow H&SS Centre 1 Legahory Centre Craigavon, BT65 5BE Tel: 028 37560707	Newry/Mourne GT Dromalane House Dromalane Road Newry, BT35 8AP Tel: 028 37564700	Armagh /Dungannon GT South Tyrone Hospital Carland Road Dungannon, BT71 4AU Tel: 028 37565345
Out of Hours Emergency	028 95049999 (after 5pm each evening at weekends, and public/bank holidays)		
Western HSC Trust			
Telephone (for referral)	028 71314090	Website	http://www.westerntrust.hscni.net/
Areas	Derry, Limavady, Strabane, Omagh and Enniskillen		
Further Contact Details (for ongoing professional liaison)	Derry GT Whitehill, 106 Irish Street Derry, BT47 2ND Tel: 028 71314090 Fax: 028 71314091	Omagh GT Tyrone & Fermanagh Hos 1 Donaghane Road Omagh, BT79 ONS Tel: 028 82835156	Enniskillen GT 2 Coleshill Road Enniskillen BT747HG Tel: 028 66344103
Out of Hours Emergency Service	028 95049999 (after 5pm each evening at weekends, and public/bank holidays)		

Protocols for Student Progress – BEd

If a class teacher and/or tutor is concerned about some aspect/s of the student performance during a block of placement, the following procedure must be adhered to. Before any action is taken the tutor/class teacher will speak to the student and discuss the concerns, setting out clear action point and refer to College Student Support if required.

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



Tutor will complete a ***Cause for Concern*** form



Tutor will contact the Course Coordinator with regard to area/s of concern



The Course Coordinator will either visit the student or arrange for another tutor to visit the student, liaise with class teacher and focus on the area/s of concern – additional visits may also be required



If these concerns have not been adequately addressed by the student and significant improvement made, the Board of Examiners will discuss the student's progress and the alternatives available for action. This may include, if the student receives a fail grade/mark, repeating the placement in another school



If asked to repeat a placement and if the student successfully completes this block they will be deemed to have passed placement and may proceed to the next level and stage of the BEd programme



If a student fails a re-sit placement, the Board of Examiners will reconsider the case and decide whether or not to allow a further attempt at placement

Protocols for Student Progress – PGCE

If a class teacher and/or tutor is concerned about some aspect/s of the student performance during a block of placement, the following procedure must be adhered to. Before any action is taken the tutor/class teacher will speak to the student and discuss the concerns, setting out clear action point and refer to College Student Support if required.

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

Tutor will complete a **Cause for Concern** form

Tutor will contact Course Coordinator for with regard to area/s of concern

The Course Coordinator or another tutor will visit the student and focus on the area/s of concern – additional visits may also be required

If these concerns have not been adequately addressed by the student and significant improvement made, the Programme Coordinator will meet with the student after placement to discuss the areas of concern. A record of this meeting and the specific areas of concern will be held in the student's file. The student will be told that these issues must be addressed in the next block practice in order to pass the block

During the next block any visiting tutor will be made aware of the areas of concern and these must be addressed by the student. The tutor will also discuss these areas fully with the class teacher to gain a total picture of the student's performance

If there are still outstanding issues with the student, then another **Cause for Concern** form is completed and another tutor must visit and focus on the areas of concern

If the student fails they will be offered the opportunity to repeat the placement

If the student addresses these issues with the support of the class teacher and tutor they will pass that block of placement

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

- All students must pass the final block
- If any student gives cause for concern during the final block the same procedures as above will be repeated
- If the Board of Examiners considers that any student has failed the final block they will be recorded as Failing and will be given an opportunity to re-sit in the following academic year

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

YEAR	PATTERN OF VISITS TEACHING REQUIREMENTS	BLOCK PRACTICE FOCUS OF PRACTICE <i>Later years subsume the continuing development of competences identified in earlier years</i>
FIRST Assessment 6-point scale + reflective evaluation exercise	<p>If possible teach 4 weeks in Foundation/KS1 and 3 weeks with KS2 however we appreciate that schools may not be able to accommodate this split.</p> <p>First week: Observation for first 3 days and begin teaching thereafter.</p> <p>Ideally teach two lessons per day</p>	<p>All students should:</p> <ul style="list-style-type: none"> • Maintain an electronic file with daily lesson notes and weekly evaluation documents. • Complete your competence reflection, signposting to evidence within your file for each required competence. • Plan and deliver 2 lessons a day • One of these lessons might be a reading group each day as directed. • Develop competence in pedagogy: presenting, questioning, instructing, explaining, communicating. • Develop competence in matching the level of work to age and ability • Follow the teacher's advice about assessment techniques. • Reflect on practice and planning. • When in school, students are required to act as classroom assistants when not teaching. <p>RE Certificate: Year 1 Students in Year 1 who are also taking the RE Certificate will be placed in a Catholic Maintained school for part of their block placements. Additionally they will do an extra three weeks in a Catholic Maintained school beginning on Monday 27th May</p> <ul style="list-style-type: none"> • You should plan lessons for any/all RE lessons taught in your Maintained school and upload these to a separate folder in your online file • You should also have a folder for evidence of engagement with the Catholic ethos of the school. What can be used as evidence will be explained in classes. These folders will be assessed during your separate RE visit which will take place during your summer placement (May 27th – June 14th).
SECOND Assessment 6-point scale + reflective	<p>Semester 2: 1 week observation visit – FD/KS1/2</p> <p>Block Teaching: 4 weeks KS2 and 3 weeks in KS1</p>	<p>All students should:</p> <ul style="list-style-type: none"> • Maintain an electronic placement file locally on your laptop, iPad or computer that contains your medium-term planners, daily lesson planners, daily post lesson reviews and some examples of assessment and resources. • Complete your competence reflection signposting to evidence within your file for each required competence.

<p>evaluation exercise</p>	<p>Phase 1 KS2</p> <p>Week 1: Observation will take place on the first day and you will begin teaching thereafter as follows:</p> <p>1 lesson on Tuesday</p> <p>2 lessons on Wednesday</p> <p>Ideally teach TWO lessons per day</p> <p>Phase 2 KS1</p> <p>Week 5: Observation will take place on the first day and you will begin teaching thereafter as follows:</p> <p>1 lesson on Tuesday</p> <p>2 lessons on Wednesday</p> <p>Ideally teach TWO lessons per day</p>	<ul style="list-style-type: none"> • Follow the guidance below regarding the specific scenario for your school placement. • Plan and deliver 2 lessons a day. • Plan 2-3 medium planners in all areas of the NIC in both phases. These planners where possible, should demonstrate some evidence of planning for progression. • Plan for and teach 2 guided reading lessons (for 2 groups) with follow up literacy activities each week. • If placed in a FS/KS1 class, you should complete a planner for ONE play area activity each week. • It is desirable that within at least one lesson plan you show evidence of incorporating Computational Thinking Concepts and/or Coding. • Develop competence in pedagogy: presenting, questioning, instructing, explaining, communicating. • Develop competence in matching level of work to age/ability. • Employ differentiation strategies. • Develop a range of assessment techniques. • Complete daily evaluations providing a critical reflection on individual teaching and pupils' learning for both your lessons. <p>RE Certificate: Year 2</p> <p>Students in Year 2 who are also taking the RE Certificate will do an extra three weeks in a Catholic Maintained school beginning on Monday 27th May. During that time, you will have an assessment visit by one of your tutors. This assessment will go towards your final grade for the RE Certificate this year.</p> <ul style="list-style-type: none"> • You should plan lessons for any/all RE lessons taught in your Maintained school and upload these to a separate folder in your online file. • You should also have a folder for evidence of engagement with the Catholic ethos of the school. What can be used as evidence will be explained in RE Cert' classes. These folders will be assessed during your separate RE visit which will take place during your summer placement (May 27th – June 14th).
<p>THIRD</p> <p>Assessment 6-point scale+ reflective evaluation</p>	<p>Teach 4 weeks in your chosen phase (block 1)</p> <p>Teach 3 weeks in your other phase (block 2).</p>	<p>All students should:</p> <ul style="list-style-type: none"> • Maintain an electronic file that contains your medium-term planners, daily lesson planners, weekly evaluations, assessment evidence and lesson resources • Complete your competence reflection signposting to evidence within your file for each required competence.

<p>exercise</p>	<p>Week 1: Observation will take place on the first day and you will begin teaching thereafter as follows:</p> <p>2 lessons on Tuesday</p> <p>2 lessons on Wednesday</p> <p>3 lessons on Thursday</p> <p>3 lessons on Friday.</p>	<ul style="list-style-type: none"> • Plan and deliver 3 lessons each day • Create learning materials and resources to support each lesson • Plan a minimum of 3 medium term planners in all areas of the NIC in each phase <p><i>*You may be able to plan cross-curricular planners based on a theme or topic which encompass a variety of learning areas. You can include this as one of your medium-term planners</i></p> <ul style="list-style-type: none"> • Plan for and manage three reading groups and include this as one of the lesson plans at least three times per week • Provide examples of assessment evidence and an indication of how this evidence is used to inform future planning • Complete weekly evaluations with a focus on target setting for pupils' learning and individual teaching • Demonstrate competence in pedagogy: presenting, questioning, instructing, explaining, communicating. • Use a range of teaching strategies, whole class, groups and individual and be able to justify the choice • Differentiate by different modes and provide evidence in your daily planning. • Use a range of assessment techniques <p>RE Certificate Year 3:</p> <ul style="list-style-type: none"> • You should plan lessons for any/all RE lessons taught in your Maintained school and upload these to a separate folder in your online file. • You should try to teach all the RE lessons taught in your class during your block placement. • You should also have a folder for evidence of engagement with the Catholic ethos of the school. What can be used as evidence will be explained in a document which will be uploaded onto Canvas before Friday 9th Feb. These folders will be examined during your separate RE observation visit by your tutor which will take place during your block placement. • Your tutor will observe you teaching an RE lesson and grade you for the RE Cert as well as SBW.
<p>FOURTH</p>	<p>Semesters 1&2: Day visits to be organised by students minimum 5</p>	<p>All students should:</p> <ul style="list-style-type: none"> • Maintain an electronic file that contains your medium-term planners, daily lesson planners

<p>Assessment 6-point scale+ reflective evaluation exercise</p>	<p>days</p> <p>Semester 2: 2 Week Alternative Placement</p> <p>Block Teaching: 7 weeks in chosen phase. Consecutive teaching sessions & responsibility for totality of the curriculum for a period of time</p> <p>Teach all lessons each day.</p>	<p>and weekly post lesson reviews.</p> <ul style="list-style-type: none"> • Complete your competence reflection signposting to evidence within your file for each required competence. • Complete weekly evaluations based on an area/ areas of GTCNI competencies, signposting to evidence within your file for each required competence. • Follow the guidance below regarding the specific scenario for your school placement. • Plan and deliver all lessons each day • Manage transitions between teaching activities • Take responsibility for most classroom routines • Work closely with classroom assistants where possible • Create medium-term planners for: <ul style="list-style-type: none"> • Literacy; • Numeracy; • Play (if appropriate); • Your Area of Specialism; • Any area of learning/subject in which more than three lessons are to be delivered; • Manage 3-4 reading groups. • Demonstrate sustained competence in pedagogy: presenting, questioning, instructing, explaining, communicating. • Demonstrate sustained competence in matching level of work to age/ability • Demonstrate sustained use of differentiation strategies. • Demonstrate engagement with marking and assessment over a sustained period, showing evidence in an assessment portfolio. This should include class profiles and two specific pupil case studies in the mainstream setting. • Reflect on practice and planning.
<p>FOURTH Special School Placement</p> <p>Assessment 6-point scale+ reflective evaluation exercise</p>	<p>Semesters 1&2: Day visits to be organised by students minimum 5 days where possible</p> <p>Semester 2: 2 Week Alternative Placement</p> <p>Block Teaching: 7 weeks. Consecutive teaching sessions & responsibility for totality of the curriculum for a period of time</p>	<p>All students should:</p> <ul style="list-style-type: none"> • Maintain an electronic file that contains your 7-week planner and weekly planner with detail of daily schedule and lessons (Exemplars provided). • Complete weekly evaluations based on an area/ areas of GTCNI competencies, signposting to evidence within your file for each required competence. • Follow the guidance below regarding the specific scenario for your school placement. • Plan and deliver all teaching sessions for the class or all teaching sessions if less than four sessions are usually taught in a school day, including the LIs/SC for break and lunch time activities.

	<p>Take the teacher role for as much of the day as you are permitted by the class teacher, but not beyond the class's school day.</p>	<ul style="list-style-type: none"> • Manage transitions between teaching activities. • Take responsibility for most classroom routines. • Work closely with classroom assistants. • Demonstrate sustained competence in pedagogy: presenting, questioning, instructing, explaining, communicating. • Demonstrate sustained competence in matching level of work to age/ability, including links, where relevant to PLP targets, QSkills and Pre-requisite Skills. • Demonstrate sustained use of differentiation strategies. • Demonstrate engagement with marking and assessment over a sustained period, showing evidence in an assessment portfolio. • This should include pupil profiles for each pupil, with evidence of the tracking of progress and levels of support required to promote progress should be in place (see proforma). • Reflect on practice and planning.
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In line with Professional Competence 23, students are required to engage in the totality of school life, progressively increasing from Y1 to Y4

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

YEAR	PATTERN OF VISITS TEACHING REQUIREMENTS	BLOCK PRACTICE FOCUS OF PRACTICE <i>Later years subsume the continuing development of competences identified in earlier years</i>
FIRST Assessment 6-point scale. To submit portfolio and cross curricular skills assignment post-placement (as per PPL guidance)	<p><i>It is anticipated that all year 1 post-primary students will complete placement in a primary school.</i></p> <p>Semester 1 Students will engage in school visits each Monday from 6th November 2023.</p> <p>Semester 2: 1 week observation visit beginning 15th January 2024.</p> <p>Block Teaching: 7 weeks</p> <p>First week: Observation for first 2 days and begin teaching as soon as possible thereafter.</p> <p>Teach 7-9 hours per week, in areas agreed with class teacher/teacher tutor.</p> <p>When in school, students are required to act as classroom assistants when not teaching</p> <p>Aim, where possible, to participate in activity beyond lesson teaching, e.g. school assembly</p>	<p>In order to pass this module SPS1003, the SBW element of the course MUST be passed.</p> <p>Focus of practice:</p> <ul style="list-style-type: none"> • Observation/analysis of classrooms • Teaching single lessons with whole class/one small group • Competence in lesson planning: writing learning intentions and success criteria; lesson structure – introduction, development, plenary; timing; evidence of assessment • Devising and using resources/tasks/activities to engage and motivate pupils • Competence in presentational skills: use of questioning; providing explanations • Capacity to develop rapport with children • Adopt/implement classroom management techniques • Capable of and willing to reflect on practice • Students are expected to display a positive and enthusiastic attitude, and be co-operative and helpful in school. <p>You are required to:</p> <ul style="list-style-type: none"> • Maintain an electronic file that contains your lesson plans and resources for each lesson taught (for all planned lessons), post-lesson reviews (one per day), lesson resources and assessment evidence. <i>This file must be made available for your tutor visits (not OneDrive; a phone is not acceptable);</i> • Complete a weekly overview sheet outlining your engagement with teaching and relevant classroom-based activities. • Teach 7-9 hours face to face per week, in areas agreed with class teacher and/or teacher tutor.

		<ul style="list-style-type: none"> Plan and deliver lessons each day (ideally) <ul style="list-style-type: none"> could include: Language and Literacy, Mathematics and Numeracy, or from the Areas of Learning such as WAU or PDMU. Try to make use of your specific area of specialism; Create engaging and motivating learning materials and resources to support each lesson; Produce one post-lesson review per day reflecting upon elements of planning, monitoring and assessment of pupil learning and management of pupil behaviour. Use these reflections to guide future planning. <p>RE Certificate: Year 1 Students in Year 1 who are also taking the RE Certificate will be placed in a Catholic Maintained school for part of their block placements.</p> <ul style="list-style-type: none"> You should plan lessons for any/all RE lessons taught in your Maintained school and upload these to a separate folder in your online file. You should also have a folder for evidence of engagement with the Catholic ethos of the school. What can be used as evidence will be explained in classes. These folders will be assessed during your separate RE visit which will take place during your summer placement (May 27th – June 14th).
SECOND Assessment 6-point scale Competence Portfolio (differentiation, behavior)	Semester 1: Students will engage in school visits each Monday from 7th November. Semester 2: 1 week observation beginning 16 th January 2023. Block Teaching: 7 weeks (main, second subjects, ICT and LLW). Schools may focus timetables on only two areas	Focus of the Practice in Year 2: Whilst using all the skills and techniques developed in Year 1, students should focus on the development of: <ul style="list-style-type: none"> Differentiation of lessons; Assessment within and of lessons (including AfL); Behaviour and classroom management. <p>All students should:</p> <ul style="list-style-type: none"> Maintain an electronic folder (not on OneDrive) to be shown to the tutor on the days of the visits (not on a mobile)

<p>management) Submitted on Canvas after Placement.</p> <p>Cross curricular skills Video Log. Submitted to Canvas after Placement</p>	<p>(main/second subject/L&W)</p> <p>Week 1: Observation for first 3 days and begin teaching as soon as possible thereafter.</p> <p>Teach 9-11 hours per week with your school as agreed with the teacher tutor and other teachers.</p> <p>Aim, where possible, to participate in activity beyond lesson teaching, e.g. form classes, school assembly</p>	<p>phone);</p> <ul style="list-style-type: none"> • Plan all lessons using the lesson planning template; • Plan 1 Unit of Work using the Unit of Work template; • Evaluate all lessons using the 3-point evaluation at the end of the lesson plan template; • Complete a weekly evaluation as a summary of the lesson evaluations for that week (students may take daily reflections and collate these at the end of the week). <p>Teach 9-11 hours per week as agreed with teacher tutor and other teachers.</p> <ul style="list-style-type: none"> • Plan a single Unit of Work from either the main or subsidiary subject. Students may choose to do this for LLW. • Develop competence in effective pedagogy: presentation manner, effective questions, communication, pace, timings, transitions between tasks, differentiation. • Develop competence in matching level of work to the age and ability of the class (as a whole). • Employ some differentiation strategies to support the diverse learning needs of individual learners in the classroom. • Reflect on teaching and evaluate its effectiveness through the lens of evidence of pupils' learning. • Develop and evidence effective assessment of and for learning. • Develop an awareness of how matching work to pupils' SENs, including IEPs, PLPs and IBPs. • Engage with behaviour strategies which are in line with the school behaviour management policy. • Use technology effectively to support the delivery of lessons.
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<p>THIRD</p> <p>Assessment 6-point scale + 1 Piece of coursework focused on Safeguarding</p>	<p>Semester 2: 1 week observation beginning 16th January 2023.</p> <p>Block Teaching: 7 weeks</p> <p>Teach 11-13 hours per week (main/subsidiary)</p> <p>When not teaching act as classroom assistant and participant observer in areas that you want to build up your knowledge and experience e.g. Post-16 in a school, or Enrichment in FE.</p> <p>Aim to participate in activity beyond lesson teaching e.g. form class, school assembly.</p> <p>Take an interest and assist, where possible, in extra-curricular activities</p>	<ul style="list-style-type: none"> Plan and deliver 11-13 hours of lessons/activities each week Create learning materials and resources to support each lesson Act as classroom assistant and participant observer in areas that you want to build up your knowledge and experience Aim if possible to participate in activity beyond lesson teaching e.g. form class, school assembly Use a range of assessment techniques and provide examples of assessment evidence and an indication of how this evidence is used to inform future planning Complete daily evaluations providing a critical reflection on individual teaching and pupils' learning Demonstrate competence in pedagogy: presenting, questioning, instructing, explaining, communicating Use a range of teaching strategies, whole class, groups and individual and be able to justify the choice Differentiate by different modes and provide evidence in your

		<p>daily planning.</p> <p>RE Certificate Year 3:</p> <ul style="list-style-type: none"> You should plan lessons for any/all RE lessons taught in your Maintained school and upload these to a separate folder in your online file. You should try to teach all the RE lessons taught in your class during your block placement. You should also have a folder for evidence of engagement with the Catholic ethos of the school. What can be used as evidence will be explained in a document which will be uploaded onto Canvas before Friday 9th Feb. These folders will be examined during your separate RE observation visit by your tutor which will take place during your block placement. Your tutor will observe you teaching an RE lesson and grade you for the RE Cert as well as SBW.
<p>FOURTH</p> <p>Assessment 6-point scale+ reflective evaluation exercise</p>	<p>Semester 2: 2 weeks Insight placement minimum of 2 days observation (some students may undertake additional observation days prior to Christmas) Block Teaching: 7 weeks</p> <p>Aim to engage with whole school issues such as extra-curricular activities, staff briefings and CPD, pastoral provision and policies, supervision outside of lesson time and experience the duties of a form teacher</p> <p>Teach 13-15 hours per week</p>	<ul style="list-style-type: none"> Plan and deliver 13-15 hours of lessons/activities each week Produce daily lesson notes. Create learning materials and resources to support each lesson Act as classroom assistant and participant observer in areas that you want to build up your knowledge and experience Aim if possible to participate in activity beyond lesson teaching e.g. form class, school assembly Use a range of assessment techniques and provide examples of assessment evidence and an indication of how this evidence is used to inform future planning Complete detailed weekly evaluations providing a critical reflection on a pertinent theme of your choice. Demonstrate competence in pedagogy: presenting, questioning,

		<p>instructing, explaining, communicating</p> <ul style="list-style-type: none"> • Use a range of teaching strategies, whole class, groups and individual and be able to justify the choice • Differentiate by different modes and provide evidence in your daily planning.
<p>FOURTH Special School Placement</p> <p>Assessment 6-point scale+ reflective evaluation exercise</p>	<p>Semesters 1&2: Day visits to be organised by students minimum 5 days where possible</p> <p>Semester 2: 2 Week Alternative Placement</p> <p>Block Teaching: 7 weeks. Consecutive teaching sessions & responsibility for totality of the curriculum for a period of time</p> <p>Take the teacher role for as much of the day as you are permitted by the class teacher, but not beyond the class's school day.</p>	<p>All students should:</p> <ul style="list-style-type: none"> • Maintain an electronic file that contains your 7-week planner and weekly planner with detail of daily schedule and lessons (Exemplars provided). • Complete weekly evaluations based on an area/ areas of GTCNI competencies, signposting to evidence within your file for each required competence. • Follow the guidance below regarding the specific scenario for your school placement. • Plan and deliver 4 teaching sessions for the class or all teaching sessions if less than four sessions are usually taught in a school day, including the LIs/SC for break and lunch time activities. • Manage transitions between teaching activities. • Take responsibility for most classroom routines. • Work closely with classroom assistants. • Demonstrate sustained competence in pedagogy: presenting, questioning, instructing, explaining, communicating. • Demonstrate sustained competence in matching level of work to age/ability, including links, where relevant to IEP/PLP targets, QSkills and Pre-requisite Skills. • Demonstrate sustained use of differentiation strategies. • Demonstrate engagement with marking and assessment over a sustained period, showing evidence in an assessment portfolio. This should include class profiles and two/three specific pupil case studies in the mainstream setting. In the Special School setting, a case study should be created for every pupil. Evidence of the tracking of progress and levels of support required to promote progress should be in place. <p>Reflect on practice and planning.</p>

School Based Work Indicators

Outstanding (Grade A) 72, 77, 82, 87, 92, 97	Very Good (Grade B) 62,65, 68	Good (Grade C) 52, 55, 58	Adequate (Grade D) 42, 45, 48	Unsatisfactory (Grade F) 0, 7, 19, 29, 37
Lessons in this category should have the following characteristics	Lessons in this category should have the following characteristics	Lessons in this category should have the following characteristics	Lessons in this category should have the following characteristics	Lessons in this category should have the following characteristics
1. Preparation should be very thorough and show signs of originality.	1. Preparation should be very thorough	1. Preparation should be thorough	1. Preparation is minimal or lacking in detail	1. Preparation is lacking or very weak
2. Lessons are excellent and should demonstrate clear evidence of flair and originality	2. Lessons are very good but lack flair and originality	2. Lessons are good	2. Lessons are adequate	2. Lessons are poor or unfit for purpose and in need of significant improvement
3. Students should ensure that they have planned and implemented lessons so that it is clearly demonstrated how all learners could make progress and achieve challenging intended learning outcomes	3. Students should ensure that they have planned and implemented lessons so that all learners could make progress and achieve intended learning outcomes	3. Students should ensure that they have planned and implemented lessons so that most learners could make progress and achieve the intended learning outcomes	3. Students should ensure that they have planned and implemented lessons so that some learners could make progress and achieve the intended learning outcomes	3. Students have planned and implemented lessons in which it is not clear how learners could make progress and achieve the intended learning outcomes
4. Students should have an excellent rapport with learners and demonstrate a very inclusive approach	4. Students should have a very good rapport with learners and demonstrate an inclusive approach	4. Students should have a good rapport with learners and mostly demonstrate an inclusive approach	4. Students should be able to demonstrate that they have some rapport with learners and are attempting to be inclusive in their approach	4. Students do not have a good rapport with learners and do not demonstrate an inclusive approach
5. There should be a very positive atmosphere in the classroom which is conducive to learning	5. There should be a positive atmosphere in the classroom which is conducive to learning	5. There should mostly be a positive atmosphere in the classroom which is conducive to learning	5. There should sometimes be a positive atmosphere in the classroom which is conducive to learning	5. There is rarely a positive atmosphere in the classroom and it is not conducive to learning
6. Students should be able to monitor pupil progress very effectively and consistently identify and address obstacles to learning	6. Students should be able to monitor pupil progress very effectively and mostly identify and address obstacles to learning	6. Students should be able to monitor pupil progress effectively and sometimes identify and address obstacles to learning	6. Students should be able to show some evidence of monitoring pupil progress and occasionally identify and address obstacles to learning	6. Students show limited evidence of attempting to monitor pupil progress and rarely identify or address obstacles to learning
7. Students should be highly flexible and adaptable in approach, pace and teaching methods in the classroom	7. Students should be flexible and adaptable in approach, pace and teaching methods in the classroom	7. Students should generally be flexible and adaptable in approach, pace and teaching methods in the classroom	7. Students should occasionally be flexible and adaptable in approach, pace and teaching methods in the classroom	7. Students show little evidence of flexibility and adaptability in their approach, pace and teaching methods in the classroom
8. Students should demonstrate originality and flair in their creative use of resources	8. Students should make very creative use of resources	8. Students should make creative use of resources	8. Students should make appropriate but routine use of resources	8. Students do not make appropriate use of resources
9. Students should use a very wide range of assessment methods that are matched to expected learning outcomes	9. Students should use a range of different assessment methods that are matched to expected learning outcomes	9. Students should use a small number of different assessment methods that are matched to expected learning outcomes	9. Students should use a small number of different assessment methods that are not always matched to expected learning outcomes	9. Students should use a very small number of different assessment methods. These are not always matched to expected learning outcomes
10. There should be very clear evidence of using innovative formative assessment to improve children's learning	10. There should be very clear evidence of using formative assessment to improve children's learning	10. There should be evidence of using some formative assessment to improve children's learning	10. There should be limited evidence of using formative assessment to improve children's learning	10. There is no or very limited evidence of using formative assessment to improve children's learning
11. Students should demonstrate a well-developed and mature approach to working effectively with other professionals to achieve learning	11. Students should demonstrate a very effective approach to working effectively with other professionals to achieve effective learning	11. Students demonstrate an effective approach to working effectively with other professionals to achieve learning	11. Students demonstrate limited ability to work effectively with other professionals to achieve learning	11. Students demonstrate very limited or no ability to work with other professionals to achieve effective learning
12. Lessons should, where appropriate, make meaningful links with other subjects in the curriculum that are innovative and imaginative	12. Lessons should, where appropriate, make meaningful links with other subjects in the curriculum	12. Lessons should, where appropriate, make some meaningful links with other subjects in the curriculum	12. Lessons should, where appropriate, make some meaningful links with other subjects in the curriculum but these may be contrived	12. Lessons do not make meaningful links with other subjects in the curriculum
13. Lessons should regularly take account of social and cultural diversity	13. Lessons should take account of social and cultural diversity	13. Lessons should take some account of social and cultural diversity	13. Lessons take very limited account of social and cultural diversity	13. Lessons do not take account of social and cultural diversity

Stranmillis Placement Charter

As an initial teacher education student engaging in placement I:

- Accept the role that I have to play in making sure that the areas in which we live, work and study are as safe as they can be. By doing so, I will be protecting myself, my family, friends, colleagues, and pupils, as well as protecting the wellbeing of others in my placement school.
- Accept I have a duty to help create an environment where we all feel respected and one in which it is safe to study, work and live.
- Understand that I have a moral responsibility to act in the best interests of the pupils I teach and those teachers and other staff I work with in my placement school. I will follow guidance from the Public Health Agency as well as any additional guidance provided by my school.
- Will show understanding and respect to others within and around the school community including pupils, staff, other students, and all of those who work in the school community. I recognise that I may not know the individual personal circumstances and concerns of others (especially those with hidden disabilities and/or underlying health conditions) and I therefore commit to being respectful of others at all times, and acknowledge my role in helping others feel safe.
- Agree that if I am challenged about my behaviour I will respond in an open, positive, and respectful manner.
- Will follow both school and College protocols and guidance concerning all aspects of my professional, personal and social life and know that failure to do so may lead to the College's disciplinary process being initiated, and/or my placement being rescinded.