

## School Placement Information for Host Teachers (Year 4 Special School Placement students)

Thank you for hosting one of our students. What they will learn from you over their placement will be invaluable, and we really appreciate you making changes to your professional life to accommodate them and us. Although we provide a range of detailed information to schools about Placement, all of which you should access from your Principal, we felt that it would be useful to provide you with a brief overview of your role and that of your student over the academic year.

### Key Dates:

- Y4 students will contact the school and arrange a schedule of day visits
- Some of our students are undertaking an ASD and Sensory module. They have a case study to complete and will be in touch with you about this very shortly (Early October)
- Y4 students undertake their seven-week block placement Mon 05.02.24 to Fri 22.03.24

### Day Visits

- Students will spend time getting to know their class and you, observing and planning for their block placement

### Seven-week Block Placement

- Y4 students will undertake the entire placement in the one class.

### Year 4 students are required to:

- Attend daily; engage fully; prepare thoroughly; deliver creatively; reflect honestly; act professionally
- Plan and deliver all class lessons each day
- Manage transitions between teaching activities
- Take responsibility for most classroom routines
- Work closely with classroom assistants
- Create 7 week planners using the proforma they have been given
- Create weekly planners using the proforma they have been given that set out daily timetable teaching and learning
- Demonstrate sustained competence in pedagogy
- Demonstrate sustained competence in matching level of work to age/ability
- Demonstrate sustained use of differentiation strategies that indicate understanding of pupils' PLPs and the targets for individual pupils set by the class teacher.
- Demonstrate continuous observation of each pupil, reflection on teaching and learning and plan adjustments to support pupils holistic development
- Maintain a placement file containing:
  - School Information
  - 7-week planner(including learning intentions, lesson plans; resources)
  - Weekly Planning
  - One evaluation per week based on a GTCNI Competence
  - Assessment portfolio – pupil case studies
  - Competence Grid

*This is an electronic file which should be presented to you regularly (ideally each day) for discussion.*

- When not teaching:
  - observe classroom practice
  - support your classroom practice

## Your role

We recognise that having a student can be demanding: your routine is changed; your class may be complex; you have to allocate additional time to supporting the student's needs. Yet, we also know that it can be a great experience, one in which you have an additional pair of hands and a fresh perspective is brought into the room. Most importantly, however, you get to mentor the future generation of teachers and to provide that vital role-modelling which all of us remember from our time as student teachers serving under those with greater experience. The delivery of the BEd Primary degree does not stop for seven weeks on placement; we entrust it to you. During placement, their semester continues and their learning does not pause; it happens in a different environment, with you taking on the role of 'lecturer'. So, how can you best approach this?

- Be welcoming, interested, sympathetic and engaged
- Be mindful of the section above and ensure that students are meeting our expectations
- Take time to read through the documentation provided by the college to your school
- Take time to discuss planned lessons in advance
- Check your student's Placement File regularly
- Observe the student teaching and discuss this with them
- Raise any concerns with them and/or with the school and Stranmillis
- Be honest with the student's Placement Supervisor
- Be cognisant of the stresses of the final year placement, particularly since this is their first time teaching in the Special Education Sector and inform the student's tutor should you have concern about their mental health or general well-being.

## Assessment

- Your student will have three visits: two from their Supervisor and one from an Associate Placement Assessor (APA)
- Whilst the visit is important, their final mark will be a holistic one, awarded at the end of the placement, which reflects the journey travelled throughout the seven weeks. It is made up of the following elements:
  - Placement file
  - Lesson evaluations
  - Competence Grid
  - Lesson observations conducted by the Placement Supervisor
  - Post-lesson discussions between the Supervisor and student
  - Discussions between the Host Teacher and Supervisor
  - Report from the school

## Absences

- Due to the number of days required to attain Qualified Teacher Status, students are required to make up any days lost due to absence (not including days in which the school is closed)
- The student must discuss and agree with the school how best to make up these days

## Contacts

- Your student should provide you with the details for their Placement Supervisor
- Alternatively, you can contact the Placements Team at [placements@stran.ac.uk](mailto:placements@stran.ac.uk)

*Further detail on all of the above can be found in the Guide to School-Based Work, a copy of which your school and the student have been sent.*

