

	Year1 Placement in a primary school	Year 2	Year 3	Year 4
Education	Children’s rights; Introduction to Education Studies – History, Philosophy, Psychology & Sociology.	Adverse community environments and care experienced young people; Learning and assessment for learning; Diversity in the classroom.	Supporting special needs.	Optional modules: Contemporary Issues in Pastoral Care; Working with Disadvantaged Pupils; ASD & Sensory Issues; Leadership DMU; Contemp. Approaches to Teaching Languages; Factors Affecting Literacy Development.
Child Protection	An introduction to child protection and safeguarding; An introduction to ACE awareness and trauma informed practice; Personal and professional online safety.	Understanding and meeting the needs of vulnerable groups; Preparing for online safety in schools; Preventative education through learning for life and work.	Investigating safeguarding information for parents/carers.	Working with Disadvantaged Children option; Pair of ACEs and trauma informed practice.
Hours	7 to 9	9 to 11	11 to 13	13 to 15
Evaluations	Daily bullet-point review of strengths and Areas for Development, with focus upon how and why, with particular respect to planning, assessment and classroom management.	Daily bullet-point review of lessons/days, based upon prompts to focus on evaluation of progression across the UoW and formative assessment. Weekly bullet-point review of selected elements of focus (300 words).	Daily bullet-point review of lessons, along with the application of principles of professional criticism. Weekly bullet-point review of selected elements of focus (300 words).	Daily bullet-point review of reflection on and in action. Weekly bullet-point reflection on two Learning Leaders’ themes, together with one key take- away point and an associated plan of action. (300 words).
Lesson Planning	Completion of Year 1 template.	Completion of template.	Completion of template.	Completion of Daily Notes or template.
Units of Work	n/a	Completion of one UoW.	Completion of two UoWs.	Completion of three UoWs.
Focus areas of SBW	Observation/analysis of classrooms and teaching single lessons with whole class and small groups; 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; Maintaining a teaching file with lesson plans and resources for each lesson taught.	Units of Work; Thinking Skills & Personal Capabilities; Differentiation; Classroom/Behaviour Management; Assessment in the Post-Primary classroom; Develop upon Year One cross curricular skills: Literacy, Numeracy and UICT; Develop understanding of the GTCNI competences; Develop awareness of the needs of diverse learners in relation to safeguarding, including child protection, promoting pupil welfare and safeguarding vulnerable adults.	Learning outcomes, forms of assessment and levels of learner attainment and use these to critically evaluate your own practice. Plan, teach, assess and evaluate complete units of work. Teach in Key Stage 3, 4 and Post 16 as appropriate. Critically evaluate daily teaching in each phase. Understand the needs of diverse learners in relation to safeguarding, including child protection, promoting pupil welfare and safeguarding vulnerable adults.	A high level of ability to teach for purposeful learning; The capacity to take responsibility for a range of non-teaching responsibilities and make a significant contribution to the work of the school The capacity and willingness to engage in critical reflection about your developing competence; Understanding of the GTCNI competences; A refined ability to provide a safe, supportive, purposeful and inclusive learning environment; Knowledge of whole school issues and policies; A high level of understanding of the complex social, cultural and political factors that impinge upon the teaching/learning process; Adaptability to respond to the conditions in an alternative educational setting; and Competence in compiling a portfolio of significant artefacts of evidence about your own teaching.
Critical Reflection	Portfolio of evidence (20%) Cross-Curricular Skills assignment (20%)	Competence Portfolio (20%) Cross-Curricular Skills video log (20%)	Professionalism: Diary Insert (10%)	Reflect - Select – Defend (Learning leaders) (20%)

Year 1 Learning Outcomes	Year 2 Learning Outcomes	Year 3 Learning Outcomes	Year 4 Learning Outcomes
Students will be able to:	Students should demonstrate an awareness of:	Students should demonstrate:	Students should demonstrate:
<ul style="list-style-type: none"> Plan lessons in their applicable subjects and other areas such as LLW; Deliver lessons competently in their applicable subjects and other areas such as LLW; Reflect on their teaching using the GTCNI competences; Develop personal skills in UICT, literacy, numeracy and study skills; Develop awareness of child protection and safeguarding procedures for school based work. 	<ul style="list-style-type: none"> Further developing a personal stance which draws upon their knowledge and understanding; 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. 	<ul style="list-style-type: none"> A high level of ability to plan, prepare, teach and assess across the 11-19 age group and Adult Education within an FE environment. This includes education beyond Northern Ireland for outgoing international students e.g. Erasmus. The capacity to use assessment data to inform teaching and planning. The capacity to evaluate teaching and learning – planning and implementation. The capacity to engage in critical reflection about developing teaching competence. An understanding of the importance of safeguarding, including child protection, promoting pupil welfare and safeguarding vulnerable adults. An ability to provide a safe, supportive and purposeful learning environment that meets with the needs of diverse learners. The capacity to make a significant contribution to the work of the institution. The capacity to form and sustain good working relationships with learners and significant others. 	<ul style="list-style-type: none"> a high level of ability to teach for purposeful learning; the capacity to take responsibility for a range of non-teaching responsibilities; the capacity and willingness to engage in critical reflection about their developing competence; an understanding of the GTCNI competences; a refined ability to provide a safe, supportive, purposeful and inclusive learning environment; the capacity to make a significant contribution to the work of the school; knowledge of whole school issues and policies; a high level of understanding of the complex social, cultural and political factors that impinge upon the teaching/learning process; adaptability to respond to the conditions in an alternative educational setting; and competence in compiling a portfolio of significant artefacts of evidence about their own teaching.