# *POST-PRIMARY SCHOOL-BASED WORK*
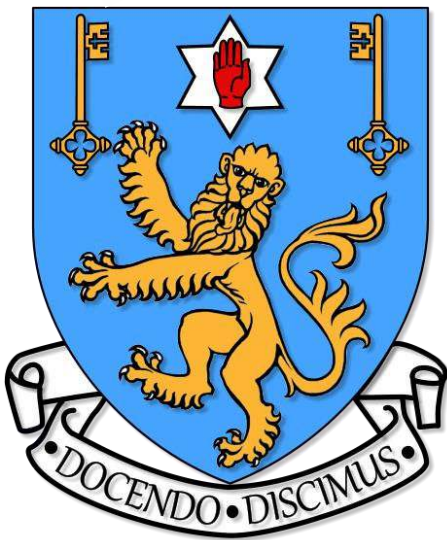
**STRANMILLIS UNIVERSITY COLLEGE**
A College of Queen's University Belfast

# Year 3
## SBW (SPS 3003)
## Course Guide
# *2023-24*

*DOCENDO · DISCIMUS*

**Module Co-ordinator**
*Dr. Michael Ievers*

**Advisor of Studies**
*Dr. Anita Gracie*

*Please Note: This guide should be read in conjunction with the general Stranmillis 'Guide to School-Based Work'.*

School-Based Work (SBW) lies at the heart of your professional preparation and occurs in each year of the undergraduate programme. Many parts of your programme contribute to your professional development – your Subject areas, Education Studies and Professional Studies all add to your performance during SBW. More detailed, subject specific information may be offered to you within, for example, subject application classes. You will also be able to obtain further advice from your allocated SBW Tutor.

During this period of SBW you are encouraged to think more systematically about teaching and to relate the theoretical aspects of your 3rd year academic courses to your practical teaching in a school or Further Education institution. Relating theory to practice will assist you in becoming a competent teacher, who is able to make rational and informed choices in classrooms and to begin to think of your role within the wider school/institution. SBW draws upon the idea of the reflective teacher / practitioner, that is, the teacher who gives serious and critical consideration to his or her work and who evaluates the range of options presented. The concept of a reflective teacher is based upon the notion of core criteria or attributes that teachers and student teachers should possess. These core criteria are presented in the GTCNI (General Teaching Council of Northern Ireland) competence statements, summarised at end of this guide.

## COURSE CONTENT

In the context of developing competence in Teaching Strategies and Techniques and Classroom Management, this course will consolidate and develop knowledge and understanding gained in Years 1 and 2. Students will:

- focus on learning outcomes, forms of assessment and levels of learner attainment and use these to critically evaluate their own practice;
- take responsibility for planning, teaching, assessing and evaluating complete units of work;
- be required to teach in Key Stage 3, 4 and Post-16 as appropriate;
- critically evaluate daily teaching in each phase;
- be supported by a tutor from College and tutors in School;
- understand the needs of diverse learners in relation to safeguarding, including child protection, promoting pupil welfare and safeguarding vulnerable adults.

**PATTERN OF SCHOOL BASED WORK**

You will be placed in one school or Further Education (FE) College for this academic year. In Year 3, you will experience **Observation Days from the 10th to 12th January 2024** followed later by a **7-week Block Practice, from the 5th February to 22nd March, 2024**. What is expected on the observation days is to familiarise yourself with the institution. You should also aim to establish a teaching timetable (the classes you will teach on the 7-week block) with your host teachers, and if possible, observe some of the classes that you will be teaching.

During block practice, you will be expected to teach all of the classes on your timetable. However, the first two days may be used to observe classes that you are teaching, but have not observed/met before. These arrangements may differ due to the school calendar and this must be communicated clearly to Stranmillis.

You are expected to teach 11-13 hours of lessons / activities per week. This guidance is an ideal, and for numerous reasons it may be difficult for your host institution to allocate classes within the above pattern.

*Concerns regarding structure and class contact times should be discussed with your tutor as soon as possible.*

# GENERAL ADVICE

- Start teaching as soon as possible, but certainly no later than the Wednesday of the first week of the block, having finalised arrangements during the early part of the week.

- Act as classroom assistant and participant observer in areas where you want to build up your knowledge and experience e.g. Post-16 in a school, or Enrichment in FE.

- Aim if possible to participate in activity beyond lesson teaching e.g. form class, school assembly.

- Take an interest and assist, if possible, in extra-curricular activities.

- Maintain an electronic file of all your lesson preparations (lesson plans and resources) and daily evaluations/reviews. You may also wish to include any comments on your work as a classroom assistant. You will receive a briefing on expectations for planning.

## COURSE LEARNING OUTCOMES

Students should demonstrate:

- 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.

### COURSE SKILLS

Students should:
- develop an understanding of formal presentation skills;
- develop an ability to select from a number of theoretical issues;
- use ICT to a high level, both in the presentation and in the process of individual study;
- demonstrate the capacity to manage their work;
- develop the capacity to reflect critically on specific issues;
- develop the capacity to analyse and synthesise concepts and ideas;
- have the capacity to make critical judgements;
- develop the capacity to communicate with others clearly and consistently.

## *WHAT IS EXPECTED IN YEAR 3 SBW DURING THE TEACHING BLOCK*

Having experienced two years of School Based Work, you have demonstrated that you are making good progress towards becoming a competent beginning teacher. While it must be remembered that teaching is not an exact science, but rather, a complex interaction between *individuals* and *circumstances*, successful teaching generally depends on appropriate management of this interaction. Although you are assessed and consequently graded this year, SBW continues to be a learning process in which you are likely to meet and address new and unfamiliar situations and issues. As in previous years you may, for example, be observed during a challenging lesson. This may not go as well as you expected, however all teachers experience problematic lessons, and this does not automatically mean that you will receive a poor final grade. It is a competent overall performance that is required.

A successful placement will depend on a number of factors, however, the three main things that you are aiming to demonstrate proficiency in, are:

1. *Thorough planning and preparation;*
2. *A competent performance, that is, appropriate lesson delivery and management;*
3. *Documented evaluation of your performance, and pupil/student progress.*

*The competence indicators for SBW currently reflect the GTCNI Teacher Competencies. You should familiarise yourself with these as they will be the focus of assessment during your placement. A summary of these are presented at the end of this document and as you can see, by Year 3 most of them will be applicable to you.*

While the teacher competences on the SBW report sheet do not claim to cover every facet of the teaching process, they do provide a realistic and manageable framework on which to focus your teaching. You therefore need to be familiar with these indicators and plan accordingly. If you, in your own mind, cannot provide evidence of these competencies, others are equally unlikely to observe them. Any potentially problematic issues that arise should be discussed with your tutor as these may impact upon your ability to meet with the required competences. Also remember that your host institution is internally assessing you and while they may look for evidence similar to the competence descriptors, there are other factors that they will consider, which are illustrated at the end of this guide.

There can be little doubt that your actual teaching performance is enhanced through appropriate and thorough pre-planning. This is something that can be readily managed by yourself, but if insufficient attention is paid to planning, it is not unreasonable to suggest that your teaching performance will suffer accordingly. What Stranmillis, and indeed, your host institution will expect is that you clearly **document** planning undertaken. You may know in *your head* what you are aiming to achieve in the

classroom, but you must provide documentary evidence; even experienced teachers benefit from this. Not only do teaching notes act as an *aid memoir* during lesson delivery, they also indicate, to others, your lesson rationale and strategy. There is obviously the potential for failure in all lessons and this is a central part of the learning process, however limited evidence of planning will almost certainly lead to a lower grade.

Planning is centred on 3 key areas:

- **Schemes / Units of work**
- **Individual Lesson Plans**
  *(N.B Both of the above areas should be planned in accordance with the curriculum requirements of your setting)*
- **Daily Teaching Evaluations**

What you plan to deliver is an individual choice, based on your professional judgement, prior experience, reading and the particular requirements within the context of your placement institution. You should investigate how your host institution addresses planning, what they include in planning documents, and how you can build upon this. You are expected to draw upon your increased knowledge / skills developed during your academic studies to support your teaching. For example, you should aim to take account of pupil differences and therefore *tailor* your teaching accordingly to meet pupil needs.

### One-Drive TEACHING FILE

You must maintain a One-Drive file in which you will record all of the planning you have undertaken in your host institution. The artefacts contained in your file will take a range of forms depending on the nature of the task, from schemes of work, lesson plans, personal observations, to material from your teacher and institutional documentation. In addition to a teaching file you are also expected to gather and collate additional material for the purposes of Course assessment. Expectations regarding the layout of your One-drive file are documented separately.

### PROFESSIONAL DEVELOPMENT SESSIONS

In semester 2, you will be allocated some professional development sessions. These will focus on preparation for placement and also Safeguarding.

**ASSESSMENT OF SCHOOL BASED WORK IN YEAR 3**

The assessment element of SBW is denoted as Practical Teaching. The final Practical Teaching mark for year 3 SBW consists of two parts:

**Part 1 - 90% Practical Teaching**

**Part 2 - 10% Professionalism Role-Play**

**Part 1 Details**:   **The grades awarded by tutors after lesson observations. Practical teaching (90% weighting)**

Assessment for this element is on a 6-point scale. To pass element 1 of school-based work you must show **tutors, Learning Area teachers, the teacher tutor and the principal of the institution** that you satisfy the following criteria:

1. display a positive, enthusiastic attitude and be co-operative and helpful;
2. establish good relationships with individuals and student groups;
3. be able to plan individual lessons for a group of students or the whole class in subjects of the Northern Ireland Curriculum, Key Stages 3 & 4 (Not applicable to FE students) and/or Post-16 syllabi;
4. identify appropriate learning outcomes for the lessons;
5. incorporate appropriate techniques of lesson presentation including,
   - questioning, including higher order questions
   - explaining, instructing and facilitating pupil activity
   - creating and using resources, including ICT
   - supervising work
   - behaviour management
   - assessing students' work in ways appropriate to their level of competence

Sometimes individuals find it difficult to determine what to include in a written evaluation. What we do not want to see in daily evaluations is simply a report of what happened during the day: at this level, we are focused upon consideration of the '*why*' and the '*how*'. You must keep the focus on strengths and an area for development in relation to core teaching competencies. There is considerable literature available to help you to frame your written evaluation of the day's teaching. Typical questions may be:

- *What is the evidence that all pupils have fulfilled the learning objectives/ intentions and that pupils are achieving appropriate standards in their learning?*
- *Was a clear lesson structure and progression evident?*
- *How much progress did pupils make in their learning during this lesson?*
- *What did pupils learn since the previous lesson?*
- *Did pupils develop of a range of knowledge, skills, capabilities and attitudes?*
- *Were there opportunities for the pupils to engage in a range of learning situations – for example whole class interactive lessons, group work and individual work?*
- *Did pupils work effectively with others and independently?*
- *Were the pupils motivated and engaged throughout the lesson and did they demonstrate interest and enjoyment in their learning?*
- *Did pupils take any responsibility for organising and developing their own learning?*
- *Was creativity evident in the classroom (on my part and the pupils)?*
- *Did pupils have opportunities to problem solve, critically make choices and engage in cross-curricular work if appropriate?*
- *Was there evidence of the incorporation of a range of teaching strategies?*
- *Did I use effective questioning, including higher order questions?*
- *Was my explaining, instructing and facilitating pupil activity appropriate?*
- *Were the resources I used/created appropriate, including ICT?*
- *Was my supervision of pupil work appropriate and did it take account of sound principles within Assessment for Learning - did it achieve this in ways appropriate to the pupil's level of competence?*
- *Were effective behaviour management strategies evident?*
- *Were differentiation strategies used and were they effective?*
- *Was the outcome of assessment used to enhance future lessons?*

## Part 2 Details:   Professionalism Assignment (10% weighting).

Two sessions will be scheduled for delivery of the philosophy of Professionalism.

For the assessment, you will be required to complete ONE of the following incident analyses. Please adhere strictly to the word count, as the emphasis is upon <u>concise</u> identification of <u>salient</u> and <u>governing</u> issues:

EITHER

1. Describe the context of a situation in which you successfully applied or witnessed the application of a principle of professionalism; detail the principle that was applied; describe the impact upon each of the parties involved; outline what was learned; (300 words)

OR

2. Describe the context of a situation in which you **did not** apply or witness the application of a principle of professionalism when it might have been appropriate; detail the principle that you believe was needed; describe the impact upon of the incident upon each of the parties involved; outline what was learned. (300 words)

Canvas upload is scheduled for the 19th April, 2024.

## COURSE READING

Much of the activity that you are requested to undertake within SBW is discussed in the various text books within Stranmillis Library: You should aim to read widely to support your teaching, and learning about teaching. The information you access from your host institution inspection report (if available) www.deni.gov.uk will provide you with useful background information.

You are also expected to read LEARNING LEADERS - *A Strategy For Teacher Professional Learning*

https://dera.ioe.ac.uk/25762/1/strategy-document-english.pdf

*The following requirements form an important element of the degree course under normal circumstances.*

## ATTENDANCE

The B.Ed. is a full-time professional degree course and full attendance is therefore an important expectation in all courses.  Course guides will indicate where compulsory attendance at specific courses/lectures is a requirement to pass the course. 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 course score. Should a student's attendance be less than 70%, this will result in a 10-mark reduction in the final course score. Should these reductions result in a student falling below the threshold to pass the course, 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.

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. However, students should note that medical and permitted absences do not automatically lower the attendance threshold.

**LATE SUBMISSION**

Coursework submitted after the deadline will be penalised at a rate of 5% of the assessed mark per working day up to 5 working days. Coursework submitted more than 5 working days after the deadline will be recorded as zero for that assignment. Exemptions will be granted only if there are extenuating circumstances and the student has formally notified (in writing) the Course Coordinator of such circumstances within three days of the submission deadline.

## Timetables

An electronic version of your timetable must be with the college prior to your block placement. You will be sent a copy of a common Proforma, which you must use. On this you will see spaces for contact details, classes etc. You will also be expected to attach to this any school closures / non-teaching times etc.

## Absences

Finally: If you are going to be absent from SBW, you must inform the School / FE College and Stranmillis as soon as possible!

The host institution will have a procedure for this, which you must follow.

In Stranmillis, the Placement Team must be contacted as early as possible as tutors need to be informed well in advance to avoid unnecessary travel /visits.

**Contact (02890384344) placements@stran.ac.uk**

# Child Protection and Safeguarding

*Contact: Mrs. Heather Lyle, Child Protection & Safeguarding Co-ordinator*

**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. The following checklist is a point of reference 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 policy. We strongly suggest that you reference the checklist prior to and during your first day of school-based work.

**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;
- 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 Dr. Ievers or Dr. Bell that you have done so;
- If you are unhappy with decisions made in school about your concern, you must report this to Dr. Ievers or Dr. Bell 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.

## Year 3 School Based Work
## GTCNI – Summary of the 27 Teacher Competences

**1**      Teachers should demonstrate that they understand and uphold the core values and commitments enshrined in the Council's Code of Values.

**2**      Teachers will have developed a knowledge and understanding of contemporary debates about the nature and purposes of education and the social and policy contexts in which the aims of education are defined and implemented.

**3**      **i)** Teachers will have developed a knowledge and understanding of the learning area/subjects they teach, including the centrality of strategies and initiatives to improve literacy, numeracy and thinking skills, keeping curricular, subject and pedagogical knowledge up-to-date through reflection, self-study and collaboration with colleagues.

**ii)**     Teachers will have developed, in Irish medium and other bilingual contexts, sufficient linguistics and pedagogical knowledge to teach the curriculum.

**4**      Teachers will have developed a knowledge and understanding of how the learning area/subjects they teach contribute to the NI Curriculum and be aware of curriculum requirements in preceding and subsequent key stages.

**5**      Teachers will have developed a knowledge and understanding of curriculum development processes, including planning, implementation and evaluation.

**6**      Teachers will have developed a knowledge and understanding of the factors that promote and hinder effective learning, and be aware of the need to provide for the holistic development of the child.

**7**      Teachers will have developed a knowledge and understanding of a range of strategies to promote and maintain positive behaviour, including an acknowledgement of pupil voice, to establish an effective learning environment.

**8**      Teachers will have developed a knowledge and understanding of the need to take account of the significant features of pupils' cultures, languages and faiths and to address the implications for learning arising from these.

**9**      Teachers will have developed a knowledge and understanding of their responsibilities under the Special Educational Needs Code of Practice and know the features of the most common special needs and appropriate strategies to address these.

**10**     Teachers will have developed a knowledge and understanding of strategies for communicating effectively with pupils, parents, colleagues and personnel from relevant child and school support agencies.

**11**     Teachers will have developed a knowledge and understanding of how to use technology effectively, both to aid pupil learning and to support their professional role, and how this competence embeds across all of the competences.

**12**     Teachers will have developed a knowledge and understanding of the interrelationship between schools and the communities they serve, and the potential for mutual development and well-being.

**13**     Teachers will have developed a knowledge and understanding of the statutory framework pertaining to education and schooling and their specific responsibilities emanating from it.

**14** Teachers will set appropriate learning objectives/outcomes/intentions, taking account of what pupils know, understand and can do, and the demands of the NI Curriculum in terms of knowledge, skills acquisition and progression.

**15** Teachers will plan and evaluate lessons that enable all pupils, including those with special educational needs, to meet learning objectives/outcomes/intentions, showing high expectations and an awareness of potential areas of difficulty.

**16** Teachers will, when appropriate, deploy, organise and guide the work of other adults to support pupils' learning.

**17** Teachers will plan for out-of-school learning, including school visits and field work, where appropriate.

**18** Teachers will manage their time and workload effectively and efficiently and maintain a work/life balance.

**19** Teachers will create and maintain a safe, interactive and challenging learning environment, with appropriate clarity of purpose for activities.

**20** Teachers will use a range of teaching strategies and resources including e-Learning where appropriate, that enable learning to take place and that maintain pace within lessons and over time.

**21** Teachers will employ strategies that motivate and meet the needs of all pupils, including those with special and additional educational needs and for those not learning in their first language.

**22** Teachers will secure and promote a standard of behaviour that enables all pupils to learn, pre-empting and dealing with inappropriate behaviour in the context of the school policies and what is known about best practice.

**23** Teachers will contribute to the life and development of the school, collaborating with teaching and support staff, parents and external agencies.

**24** Teachers will focus on assessment for learning by monitoring pupils' progress, giving constructive feedback to help pupils reflect on and improve their learning.

**25** Teachers will select from a range of assessment strategies to evaluate pupils' learning, and use this information in their planning to help make their teaching more effective.

**26** Teachers will assess the levels of pupils' attainment against relevant benchmarking data and understand the relationship between pupil assessment and target-setting.

**27** Teachers will liaise orally and in written reports in an effective manner with parents or carers on their child's progress and achievements.

**(FOR COMPLETION BY THE TEACHER TUTOR AND HEAD OF DEPT.)**

Please tick the appropriate comments which best describe the student's school-based work.

**1.**     *Proved helpful and co-operative*

☐ Most co-operative    ☐ Very willing to help    ☐ Normally helpful    ☐ Had to be asked to help    ☐ Unco-operative

**2a.**     *Demonstrated understanding and knowledge of the content of the curriculum*

☐ Very good    ☐ Good    ☐ Satisfactory    ☐ Poor    ☐ Unsatisfactory

**2b.**     *Demonstrated appropriate skills in planning and teaching taking account of pupil's needs*

☐ Very good    ☐ Good    ☐ Satisfactory    ☐ Poor    ☐ Unsatisfactory

**3.**     *Showed an understanding of and used a range of strategies, techniques and resources to promote learning*

☐ Very good    ☐ Good    ☐ Satisfactory    ☐ Poor    ☐ Unsatisfactory

**4a.**     *Created a positive classroom environment with good pupil/teacher interaction*

☐ Very good    ☐ Good    ☐ Satisfactory    ☐ Poor    ☐ Unsatisfactory

**4b.**     *Developed strategies for ensuring high pupil participation*

☐ Very good    ☐ Good    ☐ Satisfactory    ☐ Poor    ☐ Unsatisfactory

**5a.**     *Devised appropriate consolidation and assessment tasks to monitor pupil performance*

☐ Very good    ☐ Good    ☐ Satisfactory    ☐ Poor    ☐ Unsatisfactory

**5b.**     *Provided feedback and reinforcement for pupils*

☐ Very good    ☐ Good    ☐ Satisfactory    ☐ Poor    ☐ Unsatisfactory

**6.**     **GENERAL:**     **Are there any other comments you would like to make?**