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Becoming a Teacher

School Based Work 2025-26



Reflect
Select
Defend/Discuss

Year 4 Post Primary

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SBW Module Aims

To further develop your competence in:

1. Teaching Strategies and Techniques

2. Classroom Management.

3. Knowledge and understanding of classrooms.

There is a focus on whole school issues



Structure of SBW module

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**3-5 Observation
Days**

**(arranged by
you around
times that suit
you and your
placement
school).**

**2 Weeks Insight
Placement –
*Monday 12 until
Friday 23
January 2026.***

**7 weeks in
school -
Monday 09 of
February until
27 March 2026
–
(1 day settle in
– then start
teaching).**



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Sources of Information

1. Consult SBW Module Guide
2. Consider the areas that you wish to improve on during your SBW block
3. School Website/Prospectus
4. DENI Statistics
5. School Inspection Report
6. School Media Articles



Seek out copies of key teaching and learning **policies** and aim to apply these in your placement, e.g.

- Pastoral Care
- Child Protection/Safeguarding
- Assessment

Please plan, prepare and deliver within school policy guidelines.



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Teaching Time

- **13 - 15** teaching hours per week – with teaching each day.
- Negotiate Main and Subsidiary experience with your school.
- You may be expected to teach ‘back to back’ classes.
- Act as a classroom assistant when not teaching
- Assist in administration, if requested
- Assist in form class activity etc.



Teaching File

As with previous years, your teaching file for the block placement will be an *electronic file of evidence* that you will share with your tutors and your class teachers.

Your placement Tutor can access your folders regularly so aim to keep them up to date.

The approach used must be clear to navigate as an observer (Be conscious that Apple systems may not be familiar to your observer/assessor).

In negotiation with your tutor, some of your planning material may be 'printed material', or 'Notebook notes'. However this must be available for any observations and clear to follow.



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Teaching File Contents

An accessible file provides organised and well presented evidence of your planning. **Items to be included, are:**

1. Background Information on you and school— please include names of key school staff you are working with.
2. Timetable – including any important details on classes taught.
3. Reports from visiting tutors.
4. All planning decisions and resources used including annotated evidence of reflection.
5. Pupil assessment evidence.
6. Weekly video evaluations.
7. Completed Competence Grid evidence.



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Daily Notes

Year 4 provides you with the opportunity to plan in a more professional and realistic way, i.e. notes of key lesson points, just as a qualified teacher would do.

Daily notes – a summary of the content of your lessons, detailed enough to give an indication of your planned learning intentions. You can choose to:

- Use the Stranmillis Year 4 PP template provided, or;
- Produce your own version of the template and set these notes out in a way that you choose (however you must include the same minimum detail as on the template).

Lesson notes will cover all lessons taught each day with around one A4 side in total expected for all lessons.

NB, If is helpful to you, you can still include 'Lesson Plans' on a template as before but no extra marks will be awarded for this.



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Daily Notes



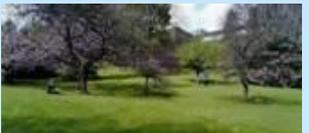
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Name	Placement School	Week No:	Day/ Date:
+			
<p>Lesson 1 Subject: Class: Learning Intentions</p>	<p>Differentiation Strategies/Accommodating Difference:</p>	<p>Success criteria: Assessment strategies – (Formative and/or Summative):</p>	<p>Summary reflection - key emergent issues: Next steps in learning:</p>
<p>Lesson 2 Subject: Class: Learning Intentions:</p>	<p>Differentiation Strategies/Accommodating Difference:</p>	<p>Success criteria: Assessment strategies – (Formative and/or Summative):</p>	<p>Summary reflection - key emergent issues: Next steps in learning:</p>



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Units/Schemes of Work

Due to timetabling structures some of you may have more classes than others e.g. more single periods of a subject and year group. Stranmillis will only *assess 3 Units of Work* and your selection for assessment should be clearly communicated to your visiting tutor/APA.

Evaluation & Reflection

- A few lines summary/outline evaluation at the end of each day focusing on core teaching competences selected by you. A space for this is provided on the *daily notes template*.
- A video commentary at end of each week focusing on 3 areas:
 1. *Pupil's Learning and Assessment*
 2. *Your Wider Professional Role*
 3. *One selected 'Characteristic of a Teacher'*

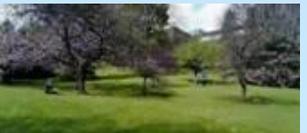
(Not all of the above require an equal focus – you choose what is most pertinent to you for the past week).

You are also expected to complete the *'Competence Spreadsheet'* by the final week of placement.

Weekly Video Evaluations – Part 1



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Your Role in the Classroom.

- *This takes account of your teaching role/pedagogy/competence as well as pupil outcomes.*
- *What did the pupils learn in your classes this week and what is your evidence to support this learning. For example, did you engage in Formative, Summative, AFL assessment of pupil work and activity.*
- *Comment on what took place in relation to a selection of the core GTCNI teaching competences.*

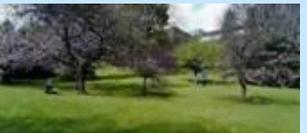
Weekly Video Evaluations – Part 2

Your Wider Professional Role.

- *In addition to Pupil Learning and Assessment what other teacher roles did you embark on during the week?*
- *This can include in class activity such as time/ resource/ positive behaviour management.*
- *What role did you play beyond teaching your subject, e.g. extra-curricular, form class?*
- *Consider a specific GTCNI competency or competencies that relate to your professional role beyond classroom teaching.*
- *If applicable, reflect upon previous SBW practice and demonstrate your professional development in this area.*



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Weekly Video Evaluations – Part 3



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Characteristics of a Teacher.

- *At the end of each week you are expected to provide evidence of how you fulfilled **one** of the roles in Figure 1 on the next slide.*
- *Refrain from choosing the same characteristic each week.*
- *You should provide evidence of how you undertook the roles selected, e.g. extracts from your planning, pupil activity, observational reports, photos of work, and refer to these in your video.*

Weekly Video Evaluations – Part 3

Figure 1 Characteristics of a Teacher



Please Note – Part 3 above will provide direct evidence for your Reflect-Select-Defend portfolio.

The GTCNI teaching competences and Learning Leaders descriptors below provide a focus for your evaluations.

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



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Practical Considerations

- You are required to inform 'Placements' of ANY school holidays or closures and inform your tutor of closures etc.
- Take the same holidays as placement school – no extra days off.
- No half day Wednesday – full working week in school.
- Full attendance, good time keeping and professional working attitude is assumed.



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Absences

Absences may require additional time to be undertaken in school. If you are ill, you must:

- Inform Placement Team asap.
- Submit medical evidence.



Exceptional Circumstances

Students have the right to submit a letter to the Director of Teaching and Learning outlining mitigating circumstances which they believe affected their work and progress on SBW placements. Such letters must be received within 10 working days after the end of the block placement.

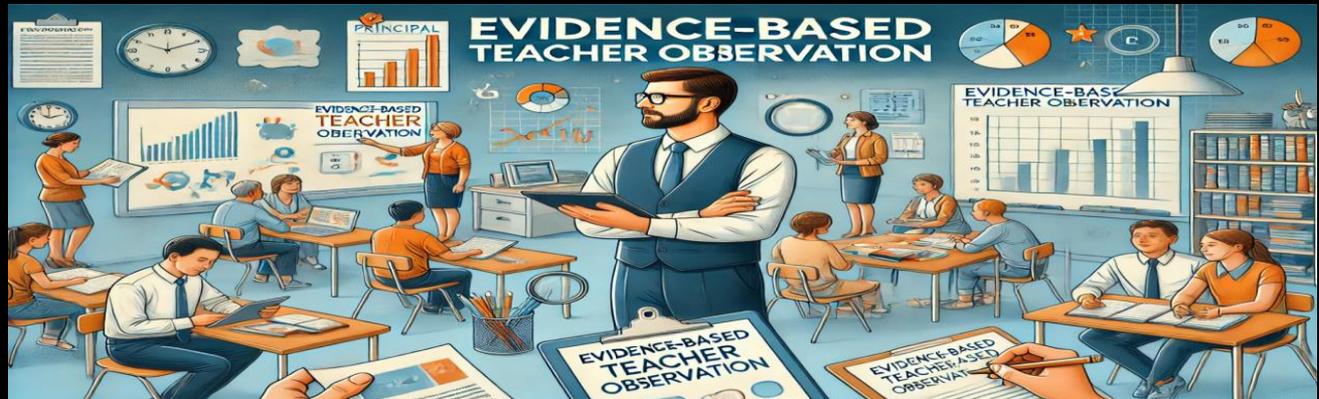
Placement Team: Tel 90384344 or Email placements@stran.ac.uk

Tutor Visits

- You will be allocated a main tutor who will observe you twice.
- You will be observed once by a school Leader (Associate Placement Assessor [APA]).
- In some cases there may be no advance notice.
- This is a moderated practice; it is therefore possible that you may additionally be observed by an External Examiner.
- Thus - Most students will get three visits, some might get more.



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Expectations

- Involvement in the wider role of a teacher e.g. form teacher, Assemblies, staff briefings, parents evenings, CPD events;
- Engagement with curriculum, pastoral and administrative leaders to gain knowledge of whole school issues;
- Extra curricular activities– school productions, sports, clubs and societies etc.



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Finally

- You are showcasing yourself for the future!
- ‘Small ’ things count – especially **attitude**. This will be quickly picked up by schools!
- **Professionalism**
- **Dress & Approach**
- **Social media**
- **Punctuality**
- **Attendance**





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SBW - Any Problems / Difficulties / Concerns

Please Contact Me
Brian Cummins

