



# Student Handbook

SPS2003 Personal and Professional Learning 2

# Information



**Student Name:** Click or tap here to enter text.

**Main Subject:** Click or tap here to enter text.

**Subsidiary Subject:** Click or tap here to enter text.

**Placement School:** Click or tap here to enter text.

# ALL STUDENTS SHOULD READ THIS SECTION PRIOR TO PLACEMENT.

## What is the purpose of the Handbook?

The Handbook is an assignment in the Personal and Professional Learning, Year 2 module. It is used to assess your progress and development in the following areas across your placement:

- Using differentiation in lesson planning;
- Managing behaviours of pupils, and the classroom environment;
- Using assessment to monitor and track pupil progress, and to inform planning;
- Building lesson plans into medium-term planning documents, called Units of Work;
- Finding authentic opportunities to embed cross-curricular skills and thinking skills into your lessons.



## How much is the Handbook worth?

The Handbook assignment is worth 40% of your overall Personal and Professional Learning 2 module. The assignment is a single submission, completed on this OneNote template.

## How to complete the Handbook

The Handbook is split into three sections, plus an Appendix:

1. [Weekly Overviews](#) - this is where the focus of each week is outlined; a brief for each week of placement.
2. [Checkpoint Targets and Reviews](#) - this is where you will set yourself three core targets for the placement, and review your progress in this area of your own practice.
3. [Evidence Bundles](#) - this is where you gather evidence of meeting your weekly focus points, as well as your own individual targets. Suggested examples of evidence will be given in the Weekly Overviews, to link into the Evidence Bundles.
4. The Appendix is the [Year 2 Competence Grid](#).

The Handbook should be completed as you work through each week of placement. Leaving it to the end of placement would be make the completion of the tasks impossible! This assignment is designed to focus your attention on elements of your practice which are commensurate with your development across a placement experience.



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There is a template structure in each of the sections that you have to complete.

**Instructions:**

1. Complete the Handbook in the Word App.
2. Save your Document link as your name e.g. "William Kitchen Handbook Year 2"
3. Each week, look at the three sections: (1) Weekly Overviews; (2) Targets; (3) Evidence Bundles.
  - a. Complete the set tasks.
  - b. Sections which require you to fill in some content will be set out in **RED TEXT**.
4. At the end of placement, you need to save the file as a PDF version.

## **How to submit the Handbook on Canvas**

You need to upload the PDF to the Canvas portal.

The deadline for submission and further instructions will be on the assignment portal named "Student Handbook".

# Section 1

## Weekly Overviews

# Week 1 Overview

## Focus for this Week

### School Policies and Classroom Practices

*This week, you will be settling into placement, and getting to know your school and your classes. It is important to do a number of things, (1) within the school, and (2) within each of your classes.*

*At school level, it is important to understand the policies and practices, in particular in terms of homework, behaviour, and child-protection.*

*You will also have to establish your own rules and routines for your classes. This may involve managing classes in a manner similarly to the class teacher; whereas for other classes, you may be given more freedom to run the class as you see appropriate.*

### Tasks:

1. Meet with your teacher tutor. Include their name, for reference, in your records.
2. Within each department in which you are working, ask someone to be your "trusted colleague". This can be any member of staff with whom you will work, and who you believe will offer you advice on your lessons in a more informal manner.
3. List all of your classes, and outline, very briefly, an overview of the classes e.g. SEN, general class level/ability, anything relevant from your observations, current class procedures, any likely behavioural issues.
4. Find out the school/ departmental homework policy.
5. Find out the school behavioural approach e.g. restorative/ detention policy/ contacting parents etc.
6. Get a scheme of work for all your classes from the departments in which you teach.
7. Set yourself a subject-specific for the week (see below).
8. Complete the Weekly Review for [Week 1](#).

## Examples of Evidence to Include

**Item 1:** Names of key contacts/ teacher tutor/ trusted colleagues.

**Item 2:** Overview of your classes, with brief descriptions.

**Item 3:** Departmental Homework Policies.

**Item 4:** An overview of the School behavioural approach.

**Item 5:** Schemes of Work for all your classes.

## Student Target 1

Note, this target will apply to Weeks 1 and 2 of placement.

**TO BE COMPLETED BY THE STUDENT**

# Week 2 Overview

## Focus for this Week

### Lesson Planning and Differentiation

*The core focus of Week 2 should be to start planning lessons with differentiation in mind. Start to get to know the levels of ability of the pupils in your classes, and try to figure out effective ways to plan for differentiated learning within your classes. You should be planning individual lessons at this stage, and thinking about how these lessons might connect into a series of lessons (Unit). Also focus on the timings of your tasks, as well as the quality of the resources and PowerPoints that you are using to deliver impactful lessons.*

### Tasks:

1. Plan your lessons on the Year 2 lesson planning template.
2. Build lesson plans for your main subject and for another subject other than your main e.g. subsidiary, LLW, ICT.
3. Focus on the language of the learning intentions.
4. Use success criteria to show how you will be embedding differentiation into your lesson planning and delivery.
5. Review the differentiation PowerPoints from the lecture series to recall the different types of differentiation e.g. task, outcome, resource etc.
6. Include some examples of differentiation from within your lessons for this week.
7. Set your weekly target (below).
8. Complete the Weekly Review for [Week 2](#).
9. Review the lecture content on differentiation.

[Differentiation Resources](#)

[Differentiation Lecture](#)

## Examples of Evidence to Include

**Item 1:** An example lesson plan of a lesson you planned this week, which showcases your use of the template, your understanding of differentiation in your planning, and understanding of how to embed TSPC and CCS into your lessons.

**Item 2:** An example of a resource which you designed this week which had a positive impact on pupils' learning.

**Item 3:** An outline of a task or activity which showcases your use of differentiation in which the task or activity was impactful. You can provide examples of pupils' work as evidence of the impact of the differentiation.

# Week 3 Overview

## Focus for this Week

### Behaviour Management

*As you develop rapport with your classes, this week you will start to think about the 'mindsets' for behaviour management. This is one of the core focuses of Year 2 placement. Remember to build positive relationships with your pupils, and to model respect. Seek to be restorative, not punitive. Be the 'adult in the room'. Whilst knowing the behaviour policy of the school/ department is important, try also to engage with the human element of positive behaviour management.*

### Tasks:

- Select one of your more challenging classes, and monitor their progress in terms of behaviour across the placement.
- Keep a 'log' of their general behaviour. This log should be completed from Week 3 through to the end of the placement.
- Outline key 'mindsets' which have been employed to encourage positive behaviour within the class.
- Reflect on the effectiveness of the mindsets, with specific examples.
- Reflect on the approach we discussed in lectured i.e. "mindsets, not strategies". Did this work?
- Set your weekly target (below).
- Complete your Weekly Review for [Week 3](#).
- Review the Behaviour Management lecture content to refresh your memory on what we discussed in lectures i.e. "mindsets, not strategies".  
[Behaviour Management Lecture](#)  
["Mindsets, Not Strategies" Lecture](#)

## Examples of Evidence to Include

**Item 1:** A brief summary of the class you have chosen, and the types of challenging behaviour that they display.

**Item 2:** An overview of some key lessons which were effective in bringing about more positive behaviours with your chosen class. Provide specific examples.

**Item 3:** Clear evidence of progress across the placement from Week 3 onwards, of specific mindsets you have employed in order to bring about positive change in behaviour within this class.

## Student Target 2

Note, this target will apply to Weeks 3 and 4 of placement.

**TO BE COMPLETED BY THE STUDENT**

# Week 4 Overview

## Focus for this Week

### Unit Planning

*In this week, you will be thinking about connected lessons. You have to develop lessons now with three things in mind: connectedness, sequencing, and progression. This is a key aspect of your practice in Year 2, which develops what you have learnt in Year 1. Rather than seeing lessons as isolated pieces, they are now to be viewed as a part of the whole.*

### Tasks:

- Select one of your classes, and build a Unit of Work for the class, showcasing the connections between lessons.
- This Unit of Work does not need to be completed in Week 4. The version you use of it for this task should be a 'work-in-progress'.
- Try to show in this version of the Unit of Work how your initial plans change as the lessons within the Unit are delivered e.g. perhaps your timings impact the structure/ flow of the lessons as you initially planned, and you had to change the Unit to reflect this?
- Make sure that all planning is completed on the Unit of Work Template.
- Supplement the overall Unit planning with two selected consecutive lessons from the Unit. Use these lessons to show how you are connecting lessons together across plenaries and starters.
- Set your weekly target (below).
- Complete your Weekly Review for [Week 4](#).
- Review the lecture content on Unit planning.

[Unit of Work Planning Lecture](#)

[Creating a Unit of Work](#)

[Planning Checklist](#)

[Exemplar Planning \(Units\)](#)

[Exemplar Planning \(Lessons\)](#)

## Examples of Evidence to Include

**Item 1:** An example of a 'working document' Unit of Work, which shows how you have *started* to develop your connected planning, in particular focusing on how lessons are being built in connection to one another.

**Item 2:** Evidence of using lesson plenaries and starters to link lessons together. This evidence can be in the form of screenshots from your lesson plans from within a Unit.

**Item 3:** Evidence of planning 'prior learning' checks into your lessons, so that new concepts are linked to the prior learning within your teaching.

# Week 5 Overview

## Focus for this Week

### Assessment

*This week, you should be able to focus your attention on nuanced assessment techniques. The planning element of assessment should now be deeply embedded into your daily practice, in particular in your lesson and Unit planning. Your focus should be on the different types of assessment which can be used on a day-to-day basis, in particular on formative assessment and effective questions.*

### Tasks:

- Review the progress you have made to date on SBW in developing your use of assessment in your lessons, both in terms of your lesson planning and in your lesson delivery.
- Demonstrate your use of a range of different assessment techniques across placement so far, and outline which have been impactful. You need to be clear in terms of evidence of the impact.
- Set your weekly target (below).
- Complete the Weekly Review for [Week 5](#).
- Review the lecture content on Assessment.

[Assessment and Curriculum](#)

[AfL toolkit](#)

## Examples of Evidence to Include

**Item 1:** An example of written resource which you used to assess pupils' ability to work independently.

**Item 2:** An example of a task/ activity which you used in one of your classes to assess pupils formatively. Discuss the impact of this task from an assessment perspective.

**Item 3:** An example of your planning for use of effective questions within one of your lesson plans.

## Student Target 3

Note, this target will apply to Weeks 5 and 6 of placement.

**TO BE COMPLETED BY THE STUDENT**

# Week 6 Overview

## Focus for this Week

### Cross-Curricular Skills and Thinking Skills

*One of the core elements of the post-primary curriculum is the cross-curricular nature. This embeds Literacy, Numeracy and UICT into the other subjects when the opportunities naturally present. You are required to be mindful of these opportunities, and to seek out the connections in meaningful ways.*

### Tasks:

1. Develop lessons with a mindfulness of CCS and TSPC.
2. Look for opportunities to embed Literacy, Numeracy and ICT into your lessons.
3. In your lesson and unit planning, make those connections across the curriculum clear.
4. Set your weekly target (below).
5. Complete the Weekly Review for [Week 6](#).
6. Review the lecture content on CCS and TSPC.

[TSPC and CCS](#)

[Planning for Infusion \(CCEA\)](#)

[Using Maths/ Numeracy](#)

[Using ICT](#)

## Examples of Evidence to Include

**Item 1:** Provide an example lesson plan of a lesson which embedded literacy into your subject area. Give a brief overview of how the literacy was naturally embedded into the lesson content.

**Item 2:** Provide an example lesson plan of a lesson which embedded numeracy into your subject area. Give a brief overview of how the numeracy was naturally embedded into the lesson content.

**Item 3:** Provide an example lesson plan of a lesson which embedded UICT into your subject area. Give a brief overview of how the UICT was naturally embedded into the lesson content, and used to improve the learning opportunities within the lesson.

# Week 7 Overview

## Focus for this Week

### Connected Planning, Reviewing, and Evaluations

*In the final week of placement, your focus should be on reviewing and evaluating your overall progress, whilst also finalizing the connections in your Unit Planning.*

#### Tasks:

1. Finalize all the Unit of Work planning, and focus on ensuring that the lesson plans and the unit map onto one another.
2. Check that all of your lesson annotations have been completed on the lesson plan templates.
3. Check that all the target reviews have been completed.

## Examples of Evidence to Include

**Item 1:** Attach your completed Unit of Work, to showcase your final version, focusing on the need to connect lessons together. Outline how the Unit of Work developed and took shape as the placement progressed.

**Item 2:** Attach some examples of lesson annotations which best showcase your ability to critically evaluate your lesson impact in terms of pupils' learning.

**Item 3:** Attach some examples of your target reviews which best showcase your ability to professionally review your own practice, and which focus on your development across the placement.

## Final Checks ...

Check to ensure that Targets 1, 2, and 3 have been completed in Weeks 1, 3, and 5 respectively.

## Section 2

# Checkpoint Targets and Reviews

# Target 1 Review

## Student Target 1

Note, this target will apply to Weeks 1 and 2 of placement.

My Target 1 was:

Review/ Evidence:

# Target 2 Review

## Student Target 2

Note, this target will apply to Weeks 3 and 4 of placement.

My Target 2 was:

Review/ Evidence:

# Target 3 Review

## Student Target 3

Note, this target will apply to Weeks 3 and 4 of placement.

My Target 3 was:

Review/ Evidence:

## Section 3

### Evidence Bundles

# Week 1 Evidence

## Examples of Evidence to Include

**Item 1:** Names of key contacts/ teacher tutor/ trusted colleagues.

**Item 2:** Overview of your classes, with brief descriptions.

**Item 3:** Departmental Homework Policies.

**Item 4:** An overview of the School behavioural approach.

**Item 5:** Schemes of Work for all your classes.

<b>Teacher Tutor:</b>	STUDENT TO COMPLETE
<b>Trusted Colleague in main subject:</b>	STUDENT TO COMPLETE
<b>Trusted Colleague in subsidiary subject:</b>	STUDENT TO COMPLETE

*(Use the template table below, copy and paste, and create an overview for each of your classes.)*

<b>Class:</b>	STUDENT TO COMPLETE
<b>General Overview:</b>	STUDENT TO COMPLETE
<b>Level of Ability/ SEN:</b>	STUDENT TO COMPLETE
<b>General Behaviour:</b>	STUDENT TO COMPLETE

*(Give a brief overview of the approach to Homework in each of your departments using the table below.)*

<b>Main Subject:</b> <b>INSERT SUBJECT NAME HERE</b>	INSERT HOMEWORK OVERVIEW HERE
<b>Subsidiary Subject:</b> <b>INSERT SUBJECT NAME HERE</b>	INSERT HOMEWORK OVERVIEW HERE

*(Give a brief overview of the school's approach to behaviour. You may need to speak with the teacher tutor to get this overview.)*

<b>School Approach to Behaviour:</b>	STUDENT TO COMPLETE
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*(Save the schemes of work for each of your classes as PDFs. Include them as links in the document below using the "Insert-File Attachment-FILE" in OneNote. You can add/ delete rows to/ from the table if you need to.)*

<b>Class:</b> <b>INSERT CLASS NAME</b>	INSERT SCHEME OF WORK PDF LINK
<b>Class:</b> <b>INSERT CLASS NAME</b>	INSERT SCHEME OF WORK PDF LINK
<b>Class:</b> <b>INSERT CLASS NAME</b>	INSERT SCHEME OF WORK PDF LINK
<b>Class:</b> <b>INSERT CLASS NAME</b>	INSERT SCHEME OF WORK PDF LINK

# Week 2 Evidence

## Examples of Evidence to Include

**Item 1:** An example lesson plan of a lesson you planned this week, which showcases your use of the template, your understanding of differentiation in your planning, and understanding of how to embed TSPC and CCS into your lessons.

**Item 2:** An example of a resource which you designed this week which had a positive impact on pupils' learning.

**Item 3:** An outline of a task or activity which showcases your use of differentiation in which the task or activity was impactful. You can provide examples of pupils' work as evidence of the impact of the differentiation.

**STUDENT TO ADD SCREENSHOT EVIDENCE FROM LESSON PLANS/ RESOURCES FOR ITEMS 1 AND 2.**

**STUDENT TO ADD AN OUTLINE FOR ITEM 3**

# Week 3 Evidence

## Examples of Evidence to Include

**Item 1:** A brief summary of the class you have chosen, and the types of challenging behaviour that they display.

**Item 2:** An overview of some key lessons which were effective in bringing about more positive behaviours with your chosen class. Provide specific examples.

**Item 3:** Clear evidence of progress across the placement from Week 3 onwards, of specific mindsets you have employed in order to bring about positive change in behaviour within this class.

**STUDENT TO ADD A WRITTEN SUMMARY OF THE CLASS FOR ITEM 1.**

**STUDENT TO ADD A REFLECTIVE WRITTEN OUTLINE FOR ITEM 2.**

**STUDENT TO ADD A REFLECTIVE WRITTEN OUTLINE OF PROGRESSION FOR ITEM 3.  
THIS SHOULD BE COMPLETED FROM WEEK 3 ONWARDS.**

# Week 4 Evidence

## Examples of Evidence to Include

**Item 1:** An example of a 'working document' Unit of Work, which shows how you have *started* to develop your connected planning, in particular focusing on how lessons are being built in connection to one another.

**Item 2:** Evidence of using lesson plenaries and starters to link lessons together. This evidence can be in the form of screenshots from your lesson plans from within a Unit.

**Item 3:** Evidence of planning 'prior learning' checks into your lessons, so that new concepts are linked to the prior learning within your teaching.

**STUDENT TO ADD SCREENSHOTS OF THEIR 'WORKING DOCUMENT' UNIT FOR ITEM 1.**

**STUDENT TO ADD SCREENSHOTS FROM LESSON PLANS FOR ITEMS 2 AND 3.**

# Week 5 Evidence

## Examples of Evidence to Include

**Item 1:** An example of written resource which you used to assess pupils' ability to work independently.

**Item 2:** An example of a task/ activity which you used in one of your classes to assess pupils formatively. Discuss the impact of this task from an assessment perspective.

**Item 3:** An example of your planning for use of effective questions within one of your lesson plans.

**STUDENT TO ADD SCREENSHOT OF A RESOURCE FOR ITEM 1.**

**STUDENT TO ADD A DESCRIPTION/ OUTLINE OF A TASK/ ACTIVITY FOR ITEM 2.**

**STUDENT TO ADD A SCREENSHOT OF A LESSON PLAN FOR ITEM 3.**

# Week 6 Evidence

## Examples of Evidence to Include

**Item 1:** Provide an example lesson plan of a lesson which embedded literacy into your subject area. Give a brief overview of how the literacy was naturally embedded into the lesson content.

**Item 2:** Provide an example lesson plan of a lesson which embedded numeracy into your subject area. Give a brief overview of how the numeracy was naturally embedded into the lesson content.

**Item 3:** Provide an example lesson plan of a lesson which embedded UICT into your subject area. Give a brief overview of how the UICT was naturally embedded into the lesson content, and used to improve the learning opportunities within the lesson.

**STUDENT TO ADD A SCREENSHOT OF A LESSON PLAN FOR ITEMS 1, 2, AND 3.**

**STUDENT TO SUPPLEMENT THE LESSON PLANS WITH A DESCRIPTION FOR ITEMS 1, 2, AND 3.**

# Week 7 Evidence

## Examples of Evidence to Include

**Item 1:** Attach your completed Unit of Work, to showcase your final version, focusing on the need to connect lessons together. Outline how the Unit of Work developed and took shape as the placement progressed.

**Item 2:** Attach some examples of lesson annotations which best showcase your ability to critically evaluate your lesson impact in terms of pupils' learning.

**Item 3:** Attach some examples of your target reviews which best showcase your ability to professionally review your own practice, and which focus on your development across the placement.

**STUDENT TO ADD A SCREENSHOT OF THEIR UNIT OF WORK FOR ITEM 1.**

**STUDENT TO ADD A SCREENSHOT OF SOME LESSON ANNOTATIONS FOR ITEM 2.**

**STUDENT TO ADD A SCREENSHOT OF SOME WEEKLY REVIEWS FOR ITEM 3.**

Appendix

Year 2 Competence Grid

# Year 2 Competences

In Year 2, we focus on the following core competences, adding to the competence development from Year 1:

## Professional Knowledge and Understanding

Competence 2 Develop a knowledge and understanding of contemporary debates around the nature and purpose of education.

Competence 5 Develop an awareness of curriculum development processes through planning, implementation and evaluation.

Competence 9 Understand the principles underpinning the teaching of children with SEN and the basic features of common special needs; deploying strategies to support pupils with SEN, under the guidance of the teacher.

Competence 13 Understand teachers' responsibilities within the statutory framework.

## Planning and Leading

Competence 18 Manage time and workload effectively to maintain a work/life balance.

## Teaching and Learning

Competence 22 Secure and promote a standard of behaviour that allows all pupils to learn.

## Assessment

Competence 26 Develop an understanding of a range of approaches used within pupil assessment to obtain benchmarking data and to guide target setting.

In order to connect this Year 2 Student Handbook assignment to the Competence Grid, the appendix below can be used to link the evidence you have already gathered to the competence grid for cross-referencing. This will minimise duplication of workload.

On the following page, there is a table where you can collate the evidence.

Competence	Example of Evidence	Student Evidence
<p>2 Knowledge of relevant debates.</p>	<p><i>Include a link or a screenshot of a reading that you have been given in the PPL course this year, or an online article that you have read about changes in the Curriculum, SEN, etc.</i></p> <p><i>Links to: <a href="#">PPL Lecture Series Readings</a></i></p>	
<p>5 Awareness of curriculum through planning.</p>	<p><i>You could include screenshots of your Units that you have planned this year as part of Year 2 planning. This shows an understanding of lesson connection, sequencing, and progression. Make sure you also include your annotations, which show that you can evaluate the impact of your work.</i></p> <p><i>Links to: <a href="#">Week 2, 4 and 7 Evidence Bundles</a>. Also: You might include a tutor report, or a resource that you have made.</i></p>	
<p>9 Teaching children with SEN.</p>	<p><i>Include a screenshot you're your class overviews, in particular focusing on the SEN within each of your classes.</i></p> <p><i>You might also include evidence (written summary) of how you have met the SENs within your class. This should be a brief summary.</i></p> <p><i>Links to: <a href="#">Week 1 Evidence Bundle</a>. Also: you might include a tutor report.</i></p>	
<p>13 Teacher responsibilities within Statutory requirements.</p>	<p><i>You should include evidence of links to the statutory guidelines for teachers. You will find these on DENI and GTCNI websites. Also include two links of readings on the topic "Teacher Professionalism".</i></p> <p><i>Links to: <a href="#">GTCNI and DENI websites</a>, plus two additional readings.</i></p>	

	<i>Also: you might refer to some lecture content that you have received in Stranmillis.</i>	
18 Workload and Work/Life Balance.	<p><i>Give a brief summary of how you are managing this aspect of your work (maximum 250 words).</i></p> <p><i>Links to: <a href="#">Online Article</a></i></p>	
22 Behaviour Management.	<p><i>As this was a focus of your Year 2 development on placement, you should simply include a screenshot of the task you completed in Week 3.</i></p> <p><i>Links to: <a href="#">Week 3 Evidence Bundle</a>.</i></p> <p><i>Also: you might include a tutor report, or feedback from your teacher tutor.</i></p>	
26 Using data to improve learning.	<p><i>This element of assessment focuses on summative assessment. You should include evidence of a test/ formal assessment that you designed, and an overview of the outcomes (with reference to how these outcomes will inform future teaching). Remember to remove any pupils' names from the evidence.</i></p> <p><i>Links to: <a href="#">Week 5 Evidence Bundle</a>.</i></p> <p><i>Also: you might include some parts of pupils' work.</i></p>	

# Notes