

## MA (Hons) Education

## MA3PP (ED32002) Expectations

## 2023-24

## This document provides information specific to the MA3PP placement.

## It should be read in conjunction with the *MA Education Professional Practice Handbook*.

# MA (Hons) Education Year 3 Professional Practice (MA3PP)

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| **YEAR** | **Professional Practice** | **DATES** | **STAGE** |
| 3 | Nursery Week  Pre-Visit Day  6 Week Early Years MA3PP | 23 - 27 Oct 2023  7 Nov 2023  **Angus:**  23 Nov – 8 Dec 2023 and 8 Jan – 2 Feb 2024  **Dundee/Fife/P&K:**  27 Nov – 8 Dec 2023 and 8 Jan – 2 Feb 2024  **Recall Day:** Fri 12 Jan 2024  *Allowing for any holiday /in-service dates.* | Nursery  Early Years |

## Background

This Professional Practice is designed to enable students to enhance their understanding of early education and how to support and develop learning experiences for young children. In preparation for their Year 3 Professional Practice, students have undertaken an Early Years pedagogy module. The module aims to develop students' understanding of learning and teaching within an Early Years setting. It covers both Nursery and Early Years Primary and will focus on current issues as well as building on previous learning in MA1 and MA2. Students will develop their knowledge and understanding of the role of the class teacher in the Early Years class and the wider school, taking account of planning for and the management of effective learning and teaching, the development of positive behaviour management and the promotion and application of evaluative and reflective thinking in order to explore the links between theory and practice. In addition, students will have addressed such issues as the curriculum and its development, organisation and management, differentiation, planning, assessment, play, enquiry and other key themes in Early Years Education.

These issues will have been addressed in a theoretical sense. It is anticipated that our teacher partners will support our students in making sense of these issues in the practical context of the classroom.

## MA3PP Requirements

MA3PP consists of one week in a nursery setting, followed by a one-day pre-visit, then six weeks in an Early Years classroom (2 weeks pre-Christmas break and 4 weeks post-Christmas), including a Recall Day post-Christmas.

The aim of this placement is for the students to gain an understanding of the progression and continuity from nursery to primary school, and to make links between learning through play both in the nursery setting and in the Early Years setting. In nursery, the student will be observed formatively with regard to their professional values and commitment and on their understanding of learning in the nursery setting. In many cases, students will be placed in a different nursery setting to that of their Early Years placement. The Early Years school placement will be assessed summatively against all aspects of SPR.

The aims of Professional Practice in Year 3 are to:

* provide a practical context in Nursery/Early Years to enable students to develop and practise practical skills, subject knowledge and understanding developed during University inputs from all three years of the Programme
* continue to develop students' understanding of learning and teaching in the Early Years through the ability to plan, implement, assess and evaluate a series of lessons and learning contexts that meet learners' needs and show progression of learning
* continue to develop students' understanding of the role of partnership with different sectors and agencies within education in order to ensure the smooth transition of pupils from nursery to primary school
* continue to develop students' ability to be critical, reflective practitioners who can implement current national educational frameworks and relevant underpinning theory
* continue to develop students' roles as professionals observing the General Teaching Council for Scotland's Code of Professional Conduct (GTCS, 2008)

## Nursery Week

The student will focus on the following:

* Child development
* Play
* Observation (using a variety of methods)
* Intentional and responsive planning
* Experiences, Interactions and Spaces
* Working with Others

**Expectations during nursery experience:**

* Observe the adults interacting with children as individuals, in groups and as a whole class
* Participate in the day-to-day provision and practice within the nursery setting, this may include: setting up play areas or developing them in line with the children’s interests, supporting snack/lunch experiences, transitions, going with groups/class to ‘beyond the gate’ experiences, etc,
* Respond to the children in the moment and support the children’s learning
* Investigate and discuss with staff how planning, tracking, recording, and sharing of learning happens in the nursery, e.g., long-term planning, FloorBooks, personal learning journals/journeys, learning walls, developmental overviews and trackers, newsletters, etc
* Observe and record an interaction between yourself and child/group of children.
  + Use the observe planning format **Observe, Assess, Plan** (refer to Ephgrave, 2018 for additional support) to structure your observation. Remember, the first three steps of **Observe, Assess, Plan** will mostly happen internally without you speaking. The steps are not always separate but can be intertwined as observe and assess happen in tandem.

**1. Observe:** What are you seeing and hearing? What is the child/children looking at, saying, or doing (or not doing)? Try to record exactly what they say or their actions.

**2. Assess:** What is it making you think? What do you notice about this child/children’s learning? What **skills** are they developing? What **content** is being explored? Are there **misconceptions**? Do they need an adult to take their learning forward?

* + - If so, how should this be done (providing more/removing resources, asking a specific question, or making a statement, moving them to a new space that may support their inquiries, suggesting an idea)? How will you ensure you are not taking over?
    - If they do not need an adult, why do you think that is?

**3. Plan:** Deciding on the action to take:

* + - **Responsive planning:** How can/did you take the learning forward right now? What happened? What did you and the children do? Is this being developed further (moving into intentional planning)? How?
    - **Intentional planning:** What could you do later today, tomorrow, or next week to extend this learning? Are extra resources needed? Do changes to spaces need to happen? What would be the next steps (think about skills and/or content)? What resources did you add/remove? What was the effect? What did you or would you plan to do in the future? What possible lines of development are there?

**4.** **Now record:** You can choose how you record this, e.g., narrative style, FloorBook or mini learning wall with photographs and narrative (remember not to include children in the photograph) for sharing with your tutor group. You may choose to include the children in this so they can contribute, however, you must ask the staff if that is ok as it will be coming to university for you to share and discuss with other people.

## MA3PP Pre-visit Day

Students should spend the pre-visit day getting to know the class teacher, the pupils and the classroom routines. Placement requirements should be discussed with mentors. This pre-visit day also allows mentors to identify areas where students could conduct some focused pre-placement reading to support them in meeting the varied needs of the class, for example additional support needs, approaches to learning, curricular topics, etc.

Following the pre-visit day (MA3PP), the students' tutors will email the class teachers to introduce themselves and explain the placement requirements.

## MA3PP Placement

Each week/across the school placement, students will:

* maintain an Online Professional Practice File as outlined in the *MA Professional Practice Handbook*. Students should share the link to their Online Professional File with mentors at the outset of placement. Tutors will send this link to students;
* Observe the class teacher's routines and teaching and help implement the class teacher's weekly and daily plans;
* support the class teacher as appropriate and supervise groups as required;
* develop skills in planning, delivery and assessment by working with individuals, small groups, and the whole class; progressively building up to taking the whole class for seven consecutive days over the final three weeks of working with the Early Years class;
* use the class teacher's medium-term planning system to inform students’ own medium-term plans for coherent and progressive learning experiences during the seven consecutive days of responsibility. It is understood that plans may need to be adapted/fine-tuned during the seven days of responsibility;
* ensure plans are shared with mentors in advance to act on feedback (e.g., whenever possible, lesson plans should be shared with mentors at least two days before teaching and medium-term plans should be shared three days prior to the period of responsibility commencing);
* evaluate their practice on a daily and weekly basis to inform next steps in children's learning;
* engage in professional reading to support learning and teaching, as relevant to class context;
* develop professional relationships across the wider school team, as appropriate;
* continue to develop as reflective practitioners by:
* discussing progress with the class teacher
* completing a written weekly reflection, linked to placement goals and other areas of practice as relevant
* making connections with policy and theory during professional discussion and written reflection.

## MA3PP Teaching Guidelines

The following breakdown provides a framework for scaffolding student teaching responsibility. While it is envisaged that students will engage in the progression outlined below, we appreciate that in some circumstances this might not always be possible, particularly if school timetabling and wider class commitments make achieving these guidelines a challenge during the weeks preceding the Christmas break. It is important, therefore, to be flexible and respond to the specific school/class context. The important factor is ensuring a steady development in responsibility and experience which provides students with the potential to achieve the criteria for assessment (see next page).

*Students should be given more than 24 hours' notice for any lessons requiring them to prepare plans.*

**Teaching expectations by week:**

* **Week 1:** a mix of group and class lessons; **half-day of responsibility** (and assisting the teacher in other lessons, supervising groups as directed by the class teacher, observation linked to goals, etc.)
* **Week 2: one full day or two half days of responsibility**, single lessons on other days, classroom support as required and observation
* **Week 3: two continuous days of responsibility** (not the first day of term), single lessons on other days
* **Weeks 4-6: seven continuous days' responsibility** over the last three weeks, not including Thursday and Friday of week 6 (to allow for consolidation of learning and further observation of the class teacher's practice), single lessons and classroom support on other days.

Students should allow for some 'hand-over' time towards the end of each placement. This will also permit the students to observe the class teacher again and to critically reflect on their own practice.

## Observed Lessons (by the school)

There should be a **minimum of four formally observed lessons by school staff during weeks 3-6.** A template for this is provided in the MA Professional Practice Handbook.

## Tutor and School Assessment

Tutors will check on student progress before the assessment visit; however, mentors are requested to contact the university if they have any concerns before then. Students will be assessed summatively during the final two weeks by the tutor and at the end of the placement by the school. The tutor assessments' dates, times and process will be confirmed with the school well in advance.

## Professional Practice MA3PP – Nursery/Early Years – Criteria for Assessment

The following is a guide to areas to consider when assessing a student during their MA3PP placement and for his/her report at the end of this Professional Practice. Please note that this is not a definitive list and teachers/tutors are encouraged to comment on any aspect of the student's ability that is relevant, with consideration to the student's experience at this stage.

For MA3PP, if a student accumulates a total of **3 or more** **Unsatisfactory** grades between the school report and the tutor report this will result in a failed placement.

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| **1. BEING A TEACHER IN SCOTLAND** | |
| **1.1**  **Professional Values** | **Social Justice**  Student teachers are expected to:   * Promote health and wellbeing of self, colleagues and the children and young people in their care. * Build and foster positive relationships in the learning community which are respectful of individuals. * Embrace global educational and social values of sustainability, equality, equity, and justice and recognising children's rights. * Respect the rights of all learners as outlined in the United Nations Convention on the Rights of the Child (UNCRC) and their entitlement to be included in decisions regarding their learning experiences and have all aspects of their wellbeing developed and supported. * Demonstrate a commitment to engaging learners in real world issues to enhance learning experiences and outcomes, and to encourage learning our way to a better future. * Commit to social justice through fair, transparent, inclusive, and sustainable policies and practices in relation to protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation) and intersectionality. * Value, as well as respect, social, ecological, cultural, religious, and racial diversity and promote the principles and practices of sustainable development and local and global citizenship for all learners. * Demonstrate a commitment to motivating and including all learners, understanding the influence of gender, social, cultural, racial, ethnic, religious and economic backgrounds on experiences of learning, taking account of specific learning needs and seeking to reduce barriers to learning. * Demonstrate a commitment to supporting learners who are experiencing or who have experienced trauma, children and young people from a care experienced background and understanding responsibilities as a corporate parent. * Understand and challenge discrimination in all its forms, particularly that which is defined by the Equality Act 2010. |
| **Trust and Respect**  Student teachers are expected to:   * Promote and engender a rights respecting culture and the ethical use of authority associated with one's professional roles. * Act and behave in ways that develop a culture of trust and respect for self, others and the natural world. * Understand, acknowledge, and respect the contribution of others in positively influencing the lives of learners. * Understand health and wellbeing and the importance of positive and purposeful relationships to provide and ensure a safe and secure environment for all learners and colleagues within a caring and compassionate ethos. * Respect individual difference and support learners' understanding of themselves, others and their contribution to the development and sustainability of a diverse and inclusive society. |
| **Integrity**  Student teachers are expected to:   * Demonstrate kindness, honesty, courage and wisdom. * Be truthful and trustworthy. * Critically examine professional beliefs, values and attitudes of self and others in the context of collegiate working. * Challenge assumptions, biases and professional practice, where appropriate |
| **1.2**  **Professional Commitment** | Student teachers are expected to:   * Demonstrate knowledge and understanding of barriers to wellbeing and learning associated with a range of circumstances such as the learning environment, family circumstances, disability or health need, social and emotional factors, and additional support needs. * Recognise and acknowledge the value in everyone and have a deep awareness of the need for culturally responsive pedagogies. * Promote equality and diversity, paying careful attention to the needs of learners from diverse groups and in upholding children's rights. * Value the contribution of others, challenging biases and assumptions, and applying critical thinking to make effective decisions, in the interests of maintaining and improving the quality of education and leading to improved outcomes for all children and young people in Scotland. * Critically examine how teaching impacts on learners and using evidence collaboratively to inform teacher judgement and next steps for learning * Engage in continuous professional learning, reflection, enquiry, leadership of learning and collaborative practice. |
| **1.3**  **Engaging with Standards for Provisional Registration** | Student teachers are expected to:   * Actively embrace and promote principles and practices of sustainability. * Lead learning for, and with, all learners with whom they engage. * Demonstrate knowledge and understanding of the Standards for Provisional Registration through professional dialogue, written evaluations and reflections. * Increasingly enact all aspects of the SPR through their everyday professional practice. * Demonstrate an understanding of the inter-relationship among the categories of the Standard for Provisional Registration. |
| **2. Professional Knowledge and Understanding** | |
| **2.1**  **Curriculum and Pedagogy** | * Evidence of students having worked to develop their own knowledge/understanding/skills in the areas they are to teach. * In addition to research to inform their everyday teaching, students have selected, gathered, and reflected upon professional reading related to at least ***two*** areas relevant to their placement's learning context and their goals for placement. Reading evidences an element of depth and informs practice and professional reflection. * Students have gathered appropriate information on the additional support needs of the learners in their class. This information is informing their practice. * Plans have an appropriate structure (recognisable beginning, middle and end). * Planning demonstrates: * a competent understanding of the curriculum, including Responsibility of All (Literacy/ Numeracy/ICT/HWB). * ability to use and adapt a wide range of resources to engage and challenge young learners. * a competent knowledge and understanding of how to embed digital technologies to enhance teaching and learning. * a good developing understanding of the principles of continuity and progression between lessons. During seven days of responsibility, plans should also demonstrate a developing understanding of coherence. * a developing understanding of appropriate and coherent interdisciplinary links between curricular areas eg literacy, numeracy, health and wellbeing, Learning for Sustainability, and digital literacy. * knowledge and understanding of approaches to assessment and recording, where appropriate, reporting. * a competent ability to adapt and change inputs when required. * Students should be increasingly independent regarding planning, while still demonstrating the capacity to act on mentor feedback and advice. * Students are able to justify planning in relation to relevance and contribution to learning. |
| **2.2**  **Professional Responsibilities** | * Students have gathered relevant information about the community, socio-economic catchment area, the school, and the class. * Students have drawn on policies to demonstrate engagement with school systems, in particular behaviour management and child protection, plus others as relevant (e.g. teaching and learning; HGIOS; school handbook to demonstrate understanding of school environment, ethos and context; nursery to P1 transition, etc.). * Students demonstrate an understanding of the role of parents in early years education. * Students have gathered information related to any child with additional needs, where appropriate. * Students have a good understanding of class systems and structures for learning. * Students are motivated to take responsibility for classroom routines: at the beginning of the day (register, lunch monies, allocation of tasks, etc.), at transition points in the day (between lessons, between lessons and break/lunch times, between spaces, e.g. class, gym hall, etc.) and at the end of the day (tidying up, summation of the day, exiting the classroom and school, etc.). * Students are developing their confidence at being responsible for the class over longer periods of time, building up to seven continuous days. |
| **3. PROFESSIONAL SKILLS AND ABILITIES** | |
| **3.1**  **Curriculum and Pedagogy** | * Students can implement plans effectively. * Students are: * using appropriate pedagogical approaches and a range of resources, including digital approaches, to motivate and sustain the interest of pupils, and support teaching and learning during individual, group and class lessons in the Early Years. This is evident in the students' Files and practice. * increasingly able to meet the needs of all learners through differentiated and appropriately challenging learning experiences, building confidence and promoting the progress of every learner. * developing their ability to set realistic expectations of children's learning, including showing evidence of developing appropriate timing/pacing of lessons. * able to communicate information and explanations clearly and precisely in a stimulating manner and are portraying a good speech and writing model. * developing their ability to facilitate and control discussions through appropriate questioning and through extending children's responses, with a particular focus on the Early Years. * developing their understanding of the connections between learning intentions and success criteria, demonstrating this through their practice. * developing confidence in applying a range of techniques to establish the levels of attainment of individuals, groups and class. * developing confidence in using different strategies to record and analyse assessment results. * using the results of assessment to evaluate and improve teaching and learning. This is particularly evident during the extended period of responsibility. * able to make positive and constructive comments to children, as appropriate to the Early Years. * Where appropriate, students are developing the ability to contribute to clear, informative reports for parents/carers and the school which discuss progress in learning in a sensitive and constructive way. * Students demonstrate the ability to work effectively with other professionals, as well as parents/carers, families and the wider school community where appropriate. * Students practise self-care and support the wellbeing of others, seeking support where necessary. |
| **3.2**  **The Learning Context** | * Students are using their developing range of organisational strategies to create a safe, caring and purposeful learning environment which is welcoming and inclusive, well managed and well organised. * Students demonstrate their understanding of the importance of appropriate seating and positioning of themselves and the children and ensure all children's safety is taken into consideration when moving children about classroom or school. * Resources are well thought through and appropriate learning contexts are developed. * Students are able to gain and hold children's interest through their classroom presence. * Students value all learners and are developing confidence in engaging children and young people in decision-making about their education. * Decisions about learning and the learning context are informed by student knowledge and understanding of wellbeing indicators and childhood development. Students recognise that childhood experiences impact on the learning and wellbeing of children and young people and actively respond in appropriate ways, seeking advice and collaborating as required. * Students are increasingly able to make appropriate and consistent use of research-informed approaches to relationship building, including effective behaviour management strategies. * Students are showing a growing ability to justify their organisation of the learning environment. * Students promote and develop positive and purposeful relationships with and between learners, colleagues, families and partners. |
| **3.3**  **Professional Learning** | * Students are: * able to discuss their teaching practice with the class teacher, showing understanding of what aspects of their teaching are working well and not working well and why; what the next steps for their teaching are and how they might achieve these. * collaborating, sharing and articulating their planning, observations and assessments with their class teacher and other school staff. * reflecting upon and discussing their goals for MA3PP and how their reflections and consequent actions inform their practice. * evaluating their lessons and medium term plans, reflecting upon each these to inform next steps. * evaluating days of full responsibility by reflecting and discussing areas related to their professional development. * identifying key strengths and weaknesses, related to their professional practice at the end of each week and noting these on PROP forms. Areas identified will be discussed with class teacher, which the student will then analyse in their weekly reflections. * critical in their professional analysis, demonstrating this through professional dialogue, evaluations and in their weekly reflections, which should reference placement goals, professional reading and the SPR. |

**MA (Hons) Education Professional Practice Continuity and Progression Grid**

**MA3PP: Early Years** – Responsibility building towards 7 continuousdays.

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| **SPR Section 1**  **Being a Teacher in Scotland** | | | **SPR Section 2**  **Professional Knowledge and Understanding** | | **These sections cover all aspects of the SPR but particularly 1.2, 2.1 and SPR Section 3**  **Professional Skills and Ability** | | |
| **1.1**  **Professional Values** | **1.2**  **Professional Commitment** | **1.3**  **Engaging with the SPR** | **2.1**  **Curriculum and Pedagogy** | **2.2**  **Professional Responsibilities** | **Planning** | **Assessment** | **Evaluation** |
| Professional Self-Assessment Audit and Placement Goals grid  SPR Values & Commitment Audit cross-referenced to a variety of evidence. | | Evidence of knowledge and understanding of the SPR, including the inter-relationship among the SPR categories, across all aspects of practice. This should be demonstrated through connections made with the SPR, where appropriate, in planning, written reflections and evaluations, as well as across everyday practice. | Audit of Curricular Areas Taught for this placement.  Evidence of student researching curricular areas to be taught to inform planning – both *what* is to be taught (subject content) and *how* it will be taught (pedagogy).  Evidence of depth of engagement with **two** areas of reading relevant to placement's learning context and student's goals for placement. *This reading should be drawn from a range of robust sources, including academic texts, relevant policy and educational research. The impact of this reading should be evident through written reflections, professional discussion and everyday classroom practice.*  Evidence of reading undertaken about pupils' Additional Support Needs as relevant.  List of References. | Information about the community, socio-economic catchment area, the school and the class.  Drawing on policies, demonstrate *engagement* with school systems, in particular behaviour management/child protection, plus others as relevant (e.g. teaching and learning; HGIOS; school handbook to demonstrate understanding of school environment, ethos and context; nursery to P1 transition, etc.).  Demonstrate understanding of class systems and structures for learning e.g. pedagogical justification for approach to grouping for curricular areas, physical layout of classroom, parental involvement, soft start, nurture groups, stage partners, and approaches to learning. | Planning should include:  A weekly overview for each week of Professional Practice.  Lesson plans for individual lessons using lesson planning template, available two days in advance for mentor feedback (whenever possible).  Medium term plans for extended periods of responsibility using curriculum planning template. Medium terms plans should be used in conjunction with lesson outlines for each lesson taught.  Medium term plans must be in place three days prior to period of responsibility.  Examples of associated resources.  Daily Plans for days of full responsibility using Daily Time Management Planner. | Plan lessons which clearly identify what will be assessed and how this will happen.  Assessment results will be recorded on Individual Lesson Plans with appropriate next steps.  Where lesson outlines and medium term plans are used, students will evidence a variety of methods to record assessment.  Evidence of pupil work, with comments on progress related to success criteria should be evident in file. | Evaluations of all individual lessons.  Evaluations of days of full responsibility using appropriate section of Daily time Management Planner.  Weekly reflections that refer to SPR, personal goals, policies, underpinning theory and including professional reading where appropriate.  Personal Record of Progress Forms (these should be completed weekly and discussed with mentor).  Teacher observation forms. |