

## MA (Hons) Education

## MA2PP (ED21029) Expectations

## 2023-24

## This document provides information specific to the MA2PP placement.

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

# MA (Hons) Education Year 2 Professional Practice

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| YEAR | Professional Practice | DATES | STAGE |
| 2 | MA2PP Pre-Visit Day  Four Week Professional Practice (MA2PP)    Two-day nursery experience | Tuesday 31 Oct 2023  **Angus:** 13 Nov – 13 Dec 2023  **Dundee, Fife, and P&K:** 13 Nov – 8 Dec 2023  February 2024  *Allowing for any holiday /in-service dates.* | P4-7 |

## Background

MA2PP builds on the practice and pedagogy-focused work the students have previously undertaken in Year 1. University inputs will precede placement related to child development, for example: exploring issues relating to the social child, the emotional child, the whole child, the child and the family. Additionally, there will be a focus on learning theories, the study of intelligence, memory, and atypical development.

This four-week Professional Practice is designed to enable students to consolidate and extend their understanding of how to support and develop learning experiences for pupils in the middle and upper years of primary school. During MA2PP, students will start developing their understanding of how to plan for progression by planning for three linked lessons in Literacy and English and Numeracy and Mathematics. A two-day nursery experience is being introduced in Semester 2 for students to observe interactions and practice in the nursery before they begin their early level inputs in MA3.

## MA2PP Requirements

MA2PP consists of a one pre-visit day followed by a four-week placement in November/December of the students’ second year of study, and a two-day nursery experience. As with MA1PP, MA2PP is a middle/upper (P4-7) placement and this, coupled with the short gap between the MA1 and MA2 placements, supports students in consolidating previous learning, building confidence in planning and delivering stimulating learning experiences to pupils at this stage. This placement will be assessed summatively against all aspects of SPR. *Please note, that there is no formative tutor visit in MA2PP.*

The aims of Professional Practice in Year 2 are to:

* provide a practical context in middle/upper stages (P4-7) to enable students to consolidate previous University-based and practicum learning
* continue to develop student confidence in planning and delivering stimulating learning experiences to pupils at this stage, in partnership with school mentors
* support students in starting to develop their understanding of planning for progression
* 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).

## MA2PP 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 (MA2PP), the students’ tutors will email the class teachers to introduce themselves and explain the placement requirements.

## MA2PP Placement

Each week/across the school placement, students will:

* Observe the class teacher’s routines and teaching and help implement the class teacher’s weekly and daily plans;
* Maintain an online Professional Practice File as outlined in Section 3 of the Professional Practice Handbook. Students should share access to their online file at the start of the placement;
* Plan and implement lessons in collaboration with the class teacher;
* Plan for **at least three progressive lessons in both Literacy and Numeracy** (weeks 3-4);
* Take responsibility for the class for increasingly longer periods of time under the direction of the class teacher, building towards taking the class for **two consecutive days in the final week**;
* Evaluate their Professional Practice on a daily and weekly basis.

## MA2PP 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 in the lead up to 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. We acknowledge there may be an odd occurrence where shorter notice cannot be avoided.

***Students should not take responsibility for the class for extended periods of time.***

**Teaching expectations by week:**

* **Week 1:** **minimum 2 class lessons** (and assisting the teacher in all lessons, supervising groups, etc.)
* **Week 2:** **one full day of responsibility** (in addition to single lessons on other days)
* **Week 3**: **two full non-consecutive days of responsibility; 3 progressive lessons over weeks 3 & 4 for both Literacy and Numeracy** (in addition to single lessons on other days)
* **Week 4:** **two consecutive days of full responsibility** (in addition to single lessons 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 reflect critically on their practice.

## Observed Lessons (by the school)

There should be a **minimum of three formally observed lessons by school staff** during weeks 2-4. A template for this is provided in the MA Professional Practice Handbook.

## Tutor and School Assessment

Tutors will contact mentors at the end of week 1 to organise visit dates and check in with student progress. Any concerns at this stage can be discussed with the mentor. A support meeting between the tutor and student can be arranged where concerns are raised. 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.

## Two-day nursery experience

Students will spend two days in the nursery observing early years practice in preparation for their early years inputs in MA3. Students will write an analytical summary of their two-day visit (form provided in the Professional Practice Handbook) focusing on the following to share at a final tutorial:

* Information gathered from observations (focus on what you see and hear, what are the children doing and saying, what learning is happening, what skills are the children developing, etc)
* The adult's role as a facilitator of children's learning/development (what do the adults say and do in response to the children’s interests and questions)
* Working/liaising with other adults (including parents) in the nursery setting

## Professional Practice MA2PP – Upper/Middle Stages – Criteria for Assessment

The following is a guide to areas to consider when assessing a student during their MA2PP 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 relevant aspect of the student’s ability, considering the student’s experience at this stage.

For MA2PP, 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, 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 ***one*** area 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. There is some evidence that this information is informing their practice. * Plans have an appropriate structure (recognisable beginning, middle and end). * Lesson Plans only at this stage. * Planning demonstrates: * a developing understanding of the curriculum. * an appropriate structure (recognisable beginning, middle and end) * a developing understanding of the principle of continuity between lessons, working towards planning progressive lessons in Literacy and in Numeracy * ability to adapt and change inputs when required * some understanding of Literacy, Numeracy and HWB * some knowledge and understanding of how ICT supports learning * Planning is informed by collaboration and discussion with the class mentor however students should demonstrate increased independence in planning as the placement progresses. * With support, students are developing confidence in justifying 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 have gathered information related to any child with additional needs, where appropriate. * Students demonstrate understanding of class systems and structures for learning e.g. groups for curricular areas, physical layout of classroom, parental involvement, soft start, nurture groups, stage partners, approaches to learning, etc. * Students are developing confidence in taking responsibility for classroom routines at different points during the school day (e.g. taking the register, coming in from break, lunchtime, etc.). * Students are developing their confidence at being responsible for the class over longer periods of time, building up to two continuous days. |
| **3. PROFESSIONAL SKILLS AND ABILITIES** | |
| **3.1**  **Curriculum and Pedagogy** | * Students are developing their capacity to implement plans effectively. * Students are: * supporting teaching and learning during individual, group and class lessons. * developing confidence in using appropriate pedagogical approaches and a range of resources, including digital approaches, which, for the most part, motivate and sustain the interest of pupils. This is evident in the students’ Files and practice. * developing their understanding of how to differentiate learning experiences to provided appropriate challenge for every learner. * 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. * beginning to understand the connections between learning intentions and success criteria, demonstrating this through their practice. * demonstrating a developing understanding of the principles and purposes of assessment for learning, including formative and summative assessment. * developing their understanding of the connections between learning intentions and success criteria. * beginning to use a range of techniques to establish the levels of attainment of individuals, groups and class. * beginning to use different strategies to record assessment results. * beginning to use the results of assessment to evaluate and improve teaching and learning. * developing their understanding of feedback and can make positive and are beginning to make constructive comments to children. * There is evidence that assessment is starting to inform forward planning, either at group or whole class level. For example, during the three linked lessons for both literacy and numeracy. * Lessons, in the main, are delivered with appropriate pace. * 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 showing an awareness of how to manage the learning environment. * Students are developing an awareness 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. * Students are beginning to plan for appropriate use of resources and may be setting up small but appropriate learning contexts or visual displays. * Students are able to gain and hold children’s interest through their developing classroom presence. * Decisions about learning and the learning context are informed by students’ developing knowledge and understanding of wellbeing indicators and childhood development. * Students are developing their ability to make appropriate use of behaviour management strategies and approaches and are applying these with increasing consistency. * With support, students are showing are able 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: * beginning to discuss their teaching practice with the class teacher, showing developing 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 with their class mentor on planning, demonstrating the capacity to act on feedback to inform their practice. * reflecting upon and discussing their goals for MA2PP and how their reflections and consequent actions inform their practice. * evaluating their lessons, reflecting upon each lesson to inform next steps. * evaluating days of full responsibility by reflecting and discussing areas related to their professional development. * developing their capacity to identify 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 students will then reflect upon in their weekly reflections where they will draw upon professional reading, SPR and personal goals to support or inform their practice. * Students’ weekly reflections demonstrate the capacity for analytical professional analysis Reflections should reference placement goals, professional reading and the SPR. |

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

**MA2PP: Middle/Upper** – One full day and two non-consecutive full days leading to 2 continuous days of responsibility

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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. 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 at least **one** area 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; etc.).  Demonstrate understanding of class systems and structures for learning e.g. groups 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.  Individual lesson plans for all lessons taught, including examples of associated resources. Over weeks 3-4 this includes three progressive lessons for both literacy and numeracy.  Lesson plans should be available to mentors two days prior to implementation to enable collaboration and feedback.  Daily Plans for the days of full responsibility using Daily Time Management Planner.  Examples of associated resources. | 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.  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 the 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. |