

**PGDE Secondary**

**Professional Practice Handbook**

**2021-2022**

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# 1.0 PARTNERSHIP BETWEEN SCHOOL AND UNIVERSITY

Planning and partnership between school and University are fundamental to the students' experience. To facilitate the development of this relationship the following information is intended to provide an indication of the purpose of each Professional Practice to all participants.

## 1.1 Background Information

The PGDE(S) cohort of students arrives in the University with a wide range of degrees and experience. Many of them have had other employment before coming to University and have made a conscious decision to change their career direction.

Already having a degree, our students are mature adult learners and realise that they have a great deal to learn in just one year. They are self-confident enough to ask for the knowledge they require. However, because of all these factors, they may also be apprehensive - although this might be well hidden - and they wish to succeed. They may make great demands on teachers, recognising that they have the skills which they are so eager to acquire and asking that they explain their practice so that they may understand. However, like a class of pupils, they are all different with a variety of strengths and weaknesses. A demand which will stimulate and develop one student may destroy the confidence of another. We ask that teachers should differentiate the demands made of students in accordance with assessments of their abilities. They will be grateful for this perception and sensitivity.

## 1.2 Programme Aims

The Programme aims to:

* provide students with the ability to access curricular information and draw from appropriate educational literature and policy to inform and sustain their teaching in the relevant stages;
* prepare students to critically reflect on their practice in order to evaluate their effectiveness and take responsibility for their continuing professional development;
* ensure students have met the Standard for Provisional Registration (GTCS)

It should enable the students to:

* gain a critical understanding of inclusive practice to meet the needs of individual learners and enable them to reach their potential;
* understand their wider responsibility in relation to ‘Responsibility of All’;
* critically examine their attitudes and beliefs in terms of professional values and personal commitment;
* gain an understanding of their responsibilities in respect of interdisciplinary learning and curricular development.

## 1.3 The Beginner Teacher

The Beginner Teacher is characterised in accordance with The [GTCS Provisional Standards for Registration (SPR) 2021](https://www.gtcs.org.uk/professional-standards/professional-standards-for-teachers.aspx) as one who has developed a range of understanding, knowledge and competence to allow him/her to undertake successfully a probationary period leading to full registration.

**The beginner teacher will:**

* be accountable for his/her role in the education of the whole child and young person, and will take professional responsibility for this.
* engage with current educational issues and contribute to the processes of curriculum development, staff development and school development.
* undertake a range of teaching approaches which will facilitate the learning of pupils.
* support the pastoral care of pupils.
* promote equality of opportunity among all people in an inclusive society, and actively take steps to counter discrimination.
* promote the learning of those pupils who encounter barriers to learning, including those who have additional support needs in particular areas of the curriculum and those with emotional and behavioural difficulties.
* report the success and progress of pupils to parents and other interested parties.
* take responsibility for and be committed to their own professional development.
* use research and other forms of valid evidence to inform choice, change and priorities in promoting educational practices and progress.
* relate appropriately as a developing professional to other teachers, colleagues from other professions, para-professionals and agencies in support of the pupils, and to embrace the merits of inter-professional working;
* undertake administrative duties as required in a school.

## 1.4 Complementary Roles of School and University

School-based placements are a vital element in the education of our students. They are designed to provide an effective professional learning environment. It is expected that experienced, practicing teachers will support, mentor and assess student teachers.

**The role of the school is:**

* to provide feedback to students each week concerning their progress based upon a discussion of the student’s PROP form. The PROP form is a vital document. It provides written evidence of the student’s progress throughout the placement. It is important to remember that it is in the student’s interests that the mentor tells him/her **as early as possible** if there are any areas that require particular attention, particularly if they are areas that might ultimately be recorded as unsatisfactory in the mentor’s final report. This then gives the student the maximum opportunity to address these issues in the time remaining on placement. It is of course recognised that difficulties may arise later in the placement and as such it may not always be possible to identify such issues at an earlier point in the placement;
* to provide a supportive and reflective context in which SPR can be developed;
* to assist in developing SPR by observing students’ practice, by demonstrating and modelling skills and by supporting and advising;
* to make specific contributions to the teaching of certain aspects of SPR e.g. introducing students to school-wide issues;
* to provide a supportive and reflective context in which the student’s competence will flourish;
* to develop the understanding, skills and attitudes of students with respect to SPR;
* to observe and assess students, demonstrating and modeling skills where appropriate and by supporting and advising.

**Protection of Vulnerable Groups**

Schools should note that all students are required to register on the Protection of Vulnerable Groups Scheme (PVG Scheme).

## 1.5 Supporting students with a disability or protected characteristic

The University is committed to fairness and equal treatment for all students on campus and within practice settings. The Equality Act (2010) requires that Universities do not discriminate against any student for reasons relating to their disability or ‘protected characteristics.’ The Equality Act (2010) introduced the terminology of 'protected characteristics' to define those covered under the legislation. These are: Age, Disability, Gender, Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Religion or Belief, Sex and Sexual Orientation.

The term disability covers a range of physical and sensory impairments as well as mental health difficulties and specific learning difficulties such as dyslexia.

All staff members are committed to providing an inclusive curriculum including access to a full teaching and learning programme for all students. Where consent is given, the School of Education and Social Work (ESW) liaises with Disability Services to determine the most appropriate way to achieve this and ensure that no group or individual is disadvantaged in the learning environment.  School Disability Support Officers support this process and ensure that reasonable adjustments are arranged to meet individual needs.  Further details of the University's provision for students are available at <http://www.dundee.ac.uk/disabilityservices>.

Students are not obliged to register with Disability Services or disclose any disability to University or their placement school. However, to ensure appropriate support can be put in place, **we strongly recommend that students do so**. It is important to be aware that student teachers will be working closely with children in the classroom and must be able to meet all requirements of the placement.

If there are specific skills requirements that may be affected by a disability and may potentially impact on the children’s learning in the classroom, we recommend that students contact Disability Services [disability@dundee.ac.uk](mailto:disability@dundee.ac.uk) or the ESW Disability Officer [ESW-Disability-Adjustments@dundee.ac.uk](mailto:ESW-Disability-Adjustments@dundee.ac.uk) at the earliest opportunity, well in advance of their professional practice placement, even if they are already registered with Disability Services, to discuss what support and reasonable adjustments are available during placements. Any specific adjustments that may need to be made to meet individual disability-related needs can then be identified to enable the student to teach the full range of the Primary School Curriculum.

Please note, that registering with Disability Services or informing ESW of any disabilities **does not** mean that any support needs will automatically be disclosed to schools, unless there is imminent, grave danger to the student or to someone else, or where the University is required to do so by law. Students must first complete a *Disability Disclosure Form – Placement Activity*.

If students decide to disclose a disability to ESW directly, they should complete a *Disability Disclosure Form – Placement Activity* and return it to [ESW-Disability-Adjustments@dundee.ac.uk](mailto:ESW-Disability-Adjustments@dundee.ac.uk) by the **end of the week two** of the academic year.

The *Disability Disclosure Form – Placement Activity* asks students to withhold or give their consent to disclose their disability or other protected characteristic to their practice placement. If disclosure consent is given, the ESW disability support officer will liaise with the student and placement to ensure reasonable adjustments are made. If disclosure is withheld, ESW with securely save the form and will not consult with professional practice placements.

If students choose to liaise directly with Disability Services, this should also be done by the **end of week two** of the academic year. Of course, should an issue arise during the academic year, students can contact Disability Services or the ESW Disability Officer at any point.

Students may need support in deciding whether or how to disclose a disability. Students can contact Disability Services or the ESW Disability Support Officer for an informal discussion to seek advice on completing a disclosure form.

While the University will liaise with school placements directly, once adjustments have been agreed students are also advised to discuss adjustments with the head teacher or other appropriate staff member.

***A Disability Disclosure Form – Placement Activity* *and accompanying guidance can be downloaded from the Professional Practice area in My Dundee.***

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# 2.0 PROFESSIONAL PRACTICE – RATIONALE AND SPECIFICATIONS

## 2.1 Rationale

Students entering the PGDE(S) Programme are mature learners with an extensive range of previous experience. Some of them will have had prior experience of working with children and/or adults in an educational context. However, following the periods of university-based learning they require time to begin to practise what they have learned about teaching and learning in the context of a Scottish secondary school. Each placement is designed to enable students to develop their understanding of the curriculum at all stages within the Secondary sector and their role in meeting the needs of all learners. The placements should also deepen students’ understanding of the role of the teacher, the life of the school and thus the opportunities to help learners to develop.

## 2.2 Aims

The modules aim to enable students to demonstrate their ability to bring together educational theories, concepts and principles with practice, with a focus on:

* PP1: S4-6 (Secondary);
* PP2: S1-6 (Secondary);
* PP3: S1-3 (Secondary).

## 2.3 Intended Learning Outcomes

In completing these modules, students will develop and consolidate skills and knowledge and demonstrate their ability to meet the Standard for Provisional Registration (SPR) to a satisfactory standard in relation to the appropriate stage and sector (Primary/Secondary) with minimal support. This will incorporate the following three areas:

* Professional Values and Personal Commitment;
* Professional Knowledge and Understanding;
* Professional Skills and Abilities.

## 2.4 Indicative Content

The Professional Practice modules will lead on from the on-campus Modules 1 and 2. They will focus on the following:

* Practice-based learning;
* Reflections;
* Observations;
* Responding to advice from mentors/tutors;
* Making clear links between theory and practice.

# 3.0 PROFESSIONAL PRACTICE

## 3.1 Professional Practice 1

Weeks 1-6: 25th October until 3rd December 2021

Friday 5th November 2021 (Recall Day)

Students are encouraged to seek an overview of school life, taking advantage of additional opportunities within the school at any point from the commencement of their placement to when it concludes. The focus for this Professional Practice is on S4-6.

*Weeks 1-3*

*It is important for students to have the opportunity to co-teach some lessons with an experienced member of the department. This should amount to 2-3 lessons over the three weeks. How these three lessons are divided among the weeks depends on the student’s progress and development needs but see the following information as a guide.*

Week 1-2

* Experience and begin teaching a range of classes from S1-6, one of which should be a class undertaking a national qualification where possible.
* Co-teach at least one lesson/period per week.
* Plan, teach, assess and evaluate at least one lesson with each of the timetabled classes by the end of this two-week period.

Weeks 3-4:

* Teach in a range of classes from S1-6, one of which should be a class undertaking a national qualification where possible.
* Co-teach one lesson/period per week.
* Plan, teach, assess and evaluate 8-10 lessons/periods per week.

 Weeks 5-6:

* Teach in a range of classes from S1-6, one of which should be a class undertaking a national qualification where possible.
* Take responsibility for one class in one year group.
* Plan, co-teach/teach, assess and evaluate 10 or more lessons/periods per week.

*Lesson plans need to be shared with class teachers prior to teaching.*

Please note that students should have a timetabled meeting every week with their mentor to discuss their professional development.

Please also note that when the student is not teaching they should, where possible, remain in class, observing experienced staff. They are also expected to participate in departmental meetings and embrace other opportunities to support their development as appropriate.

## 3.2 Professional Practice 2

Weeks 1-6: 24th January until 4th March 2022

Friday 4th February 2022 (Recall Day)

*Weeks 1-3*

*It is important for students to have the opportunity to co-teach some lessons with an experienced member of the department. This should amount to 2-3 lessons over the three weeks. How these three lessons are divided among the weeks depends on the student’s progress and development needs but see the following information as a guide.*

Week 1:

* Experience and begin teaching a range of classes from S1-6
* Co-teach at least one lesson/period.
* Plan, teach, assess and evaluate 2-3 class lessons by the end of the week.

Weeks 2-3:

* Teach in a range of classes from S1-6
* Co-teach some lessons (2-3 lessons in total by end of week 3)
* Plan, co-teach/teach, assess and evaluate 10-12 lessons/periods per week.

 Weeks 4-6:

* Teach in a range of classes from S1-6, taking responsibility for one class in one year group
* Plan, teach, assess and evaluate 12-15 lessons/periods per week.
* Use a topic plan for one class during weeks 4-6

*Lesson plans need to be shared with class teachers prior to teaching.*

Please note that students should have a timetabled meeting every week with their mentor to discuss their professional development.

Please also note that when the student is not teaching they should, where possible, remain in class, observing experienced staff. They are also expected to participate in departmental meetings and embrace other opportunities to support their development as appropriate.

## 3.3 Professional Practice 3

Weeks 1 – 6: 18th April until 27th May 2022

Monday 25th April 2022 (Recall Day)

*Weeks 1-3*

*It is important for students to have the opportunity to co-teach some lessons with an experienced member of the department. This should amount to 2-3 lessons over the three weeks. How these three lessons are divided among the weeks depends on the student’s progress and development needs but see the information below as a guide.*

Week 1:

* Experience and begin teaching a range of classes from S1-3 and support the work of S4-6
* Co-teach one lesson/period.
* Plan, teach, assess and evaluate at least 2-3\* class lessons by the end of the week

Weeks 2-3:

* Teach in a range of classes from S1-3 and support the work of S4-6
* Co-teach one lesson/period per week
* Plan, teach, assess and evaluate 15\* lessons/periods per week.

 Weeks 4-6:

* Teach in a range of classes from S1-3, taking responsibility for one year group
* Plan, co-teach/teach, assess and evaluate up to 18 lessons/periods per week.
* Use topic plans for three different year groups during weeks 4-6

*\*Depending on the student’s progress, the student and mentor may agree to increase the number of lessons/periods to be taught. However, this should not exceed 18 lessons/periods per week.*

*Lesson plans need to be shared with class teachers prior to teaching.*

Please note that students should have a timetabled meeting every week with their mentor to discuss their professional development.

Please also note that when the student is not teaching they should, where possible, remain in class, observing experienced staff. They are also expected to participate in departmental meetings and embrace other opportunities to support their development as appropriate.

## 3.4 Role of the mentor teacher for Placement PP1, PP2 and PP3

The teacher is asked to:

* take the opportunity to discuss with the student:
* the pupils’ response to his/her teaching.
* the efficacy of their planning and positive behaviour management strategies;
* their ability to select, generate and use appropriate resources;
* their developing ability to contribute to the teaching team;
* their developing understanding of how theory relates to practice;
* discuss and evaluate his/her planning and teaching with the student, signing and dating the student’s PROP Form (adding comments as appropriate);
* arrange for the student to observe the teacher(s) in a variety of situations;
* maximize opportunities for the student to contribute constructively to the teaching team in the class(es);
* inform and oversee the planning of the student so that he/she can undertake increased responsibility;
* allow the student to carry out observations and tasks specifically linked with any University assignments;
* oversee the student’s working file and Professional Standards file, offering constructive comment where appropriate;
* write a final summative assessment report. Please note that the student will receive 2 reports for each placement: one tutor report and one school report;

**Formally observe the student at least twice a week (Appendix 4).**

# 4.0 GENERAL INFORMATION FOR PLACEMENTS

## 4.1 Professional Standards File

In order to demonstrate and evidence their progress towards the GTCS SPR students are required to maintain an electronic Professional Standards File on OneNote for each placement. An electronic template for this will be provided by the university. Students will share a link to the file with their mentor teacher early in the placement. Tutors will have access to each file from the outset. The electronic file should be accessible to mentor teachers and school management teams each day of Professional Practice. Students should take care to ensure that confidentiality is adhered to relating to information gathered in their folders, and content and language within their folder is always of a professional nature.

Students must ensure that the Professional Standards File is maintained and updated during the course of each placement. It is from this file that the tutor will draw evidence as part of each assessed tutor visit.

The Professional Standards File should be structured as follows:

Section A: SPR Audit

Section B: Goals

Section C: Evidence

**C1:** **Being a Teacher in Scotland**

1.1: Professional Values

1.2: Professional Commitment

1.3: Standard for Provisional Registration

**C2:** **Professional Knowledge and Understanding**

2.1: Curriculum and Pedagogy

2.2: Professional Responsibilities

**C3:** **Professional Skills and Abilities**

3.1: Curriculum and Pedagogy

3.2: The Learning Context

3.3: Professional Learning

Section D: Planning

Section E: Weekly Reflections

Section E: Lesson Observations

Section E: Prop Forms

Section F: Summative reports

Students should note that it is essential that they provide evidence of planning, assessment, self-evaluations and links to reading to inform practice during Professional Practice. Please note that students must provide evidence for every section of SPR within the SPR audit. For examples of possible evidence please see Appendix 5.

## 4.2 A Guide to Self-Evaluation

The students should reflect upon their professional development on a regular basis, for example, after each lesson taught, at the end of each day and/or week. The students should concentrate upon their progress in relation to their goals, what has gone well and what could have been improved upon. Reflections will be strengthened where links are made to reading. You must include all your weekly reflections and any additional reflections written during the course of the placement in your Professional Standards File.

## 4.3 Personal Record of Progress (PROP) Form

The student will fill in the above form on a weekly basis. We ask that the teacher/mentor discuss this with the student, signing and dating the form at the end of each week of placement. He/she may add any comments felt to be appropriate on this form. These forms will be uploaded and retained in the student’s Professional Standards File. They will provide an early indicator of the student’s progress. We encourage the teacher/mentor to highlight any concerns on this form at the earliest opportunity so that the student can take steps to address any issues arising. If there are concerns about the progress of the student, the school colleague is asked to make early contact with the appropriate university staff (see contact details).

## 4.4 Additional opportunities within the school

During the course of each placement, the student is encouraged to spend some time gaining a wider picture of provision within the school (e.g. a nurture room, hearing impairment unit, support for learning room, or another department in the school). Please note that this is a flexible arrangement and is not a requirement of the placement, merely a recommendation. Students should capitalize on additional learning experiences such as those listed below:

* shadow a pupil/class for the day (secondary)
* guidance/pastoral support
* extra-curricular involvement
* transition arrangements
* opportunities to understand role of Social Work, Ed. Psych, Active Schools coordinators, etc.
* staff meetings and departmental meetings
* assemblies
* parents’ evenings
* school concerts/shows/charity events
* in-service days
* transition arrangements
* pupil councils
* rights and respecting/ECO schools meetings, etc.

Liaison with a transition teacher is encouraged, which may lead to ‘shadow’ visits to the primary sector. This has to be negotiated by the student and the school.

## 4.5 Guidance for placements in Roman Catholic Schools

If a student wishes a placement in a Catholic school, he/she should contact the **Professional Practice Convener** to request this. Please note, however, that any student may be expected to undertake a placement in a Catholic school. The information in Appendix 1 has been provided by the GTCS, Scottish Teacher Education Committee and the Scottish Catholic Education Service as a guide to students placed in Catholic schools.

## 4.6 Professional Enquiry (PP2 and PP3 only)

Students will undertake a piece of Professional Enquiry related to one of their placement goals in PP2 and PP3.

## 4.7 Student Responsibilities

* There must be a GTCS-registered teacher present when a student is accompanying pupils in off-site activities.
* Students must not transport pupils in their own cars to and from venues even if accompanied by a GTCS-registered colleague.
* Students must not undertake playground duty unaccompanied by a GTCS-registered colleague.
* Sex and relationship education are aspects of the curriculum that require a sound, empathetic relationship between the teacher and the pupils. In the limited time that they are in the classroom, student teachers are unable to develop the necessary in-depth knowledge of their pupils and their backgrounds, together with the quality of rapport and trust that would enable them to deliver Sex Education effectively. It is for these reasons that student teachers are not expected to undertake sex education lessons.
* Students should familiarise themselves with the school’s Fire Alarm procedures. This will involve identifying the nearest exits in all areas where the student is responsible for the class, e.g. classroom, dining room, gym hall, etc., being able to access the class register at all times and being aware of the fire assembly point.

## 4.8 Photographic evidence

In no circumstances should a student use his/her camera to take photographs of pupils. It is realised that photographic evidence is a valuable tool by which many schools obtain and record evidence of pupils’ progress and students may be invited to participate in this whilst on placement. If the school camera is used and resulting photos are kept within the context of the school, under the supervision of school staff, this is acceptable. However, such evidence must not be gathered/stored by the student on his/her camera or be provided in his/her file as evidence, as this would contravene agreements made with our partner Education Authorities. Photos of displays, context areas and equipment are acceptable so long as they do not contain pupils.

## 4.9 Professional Decorum

Students are reminded to adhere to all the advice which has been offered regarding responsibility, courtesy and maintaining a professional demeanour at all times.

## 4.10 SPR (Standard for Provisional Registration)

All of SPR are valuable from the beginning of the Programme because they set the agenda for present and future planning by the student (in collaboration with tutors and school staff) and provide a framework for self-evaluation and target-setting. SPR informs the criteria for summative assessment.

SPR provides a comprehensive description of a teacher’s professional role and arguably provides a possible blueprint for continuing professional development throughout a teacher’s career. As a condition of validation, teacher education programmes provided by the University of Dundee and other Scottish institutions must promote the development of SPR with the students enrolled on them. Clearly the level of competence achieved by an experienced qualified teacher will be different from that which might reasonably be expected of a ‘beginner teacher’, the end product of the Initial Teacher Education Programme. In a similar manner the degree of competence achieved by a student during the Programme should develop as the Programme progresses and the student’s experience and awareness increase.

Many of the Standards relate to the daily practical experience of teaching. However, some of them, e.g. child protection, are more likely to arise as policy issues. Students are given guidance as to how to obtain and provide evidence relating to these areas.

## 4.11 School Mentors

While it is not recommended that students are placed with newly qualified teachers (NQTs), there may be situations where this is deemed by the head teacher to be the preferred option.

## 4.12 Placement Allocations

All students will be placed within one of the university’s four partner Local Authorities (Angus, Dundee, Fife, Perth & Kinross) for professional practice placements. Students will not normally be expected to travel more than 90 minutes each way to school placements from their stated term time address, except where the stated address is a significant distance from the university. The placements are allocated through a central system used by all the ITE institutions in Scotland, and there is limited flexibility with this. **Students are NOT permitted to contact schools directly to arrange their own placement.**

## 4.13 Guidance for claiming placement travel expenses

Students are entitled to claim travel costs for travel to and from the placements they are allocated to**, but only if the costs exceed the normal daily costs of travel that they would incur traveling from home to Dundee University.**  An Initial Pre-Travel Form must be completed prior to placement, with approval before submitting any claim. Guidance on this procedure will be given near the start of the session.

Travel by public transport will only be reimbursed at the cheapest possible rate. It is, therefore the responsibility of the student to establish the cheapest method of travel before the placement is undertaken. This may involve the purchase of weekly/monthly tickets

**Note: Only travel which is supported by tickets/receipts will be reimbursed.**

Where public transport is not available or convenient, the University will reimburse car usage at the appropriate mileage rate (22.3p per mile). It is up to the individual student to ensure that their motor insurance covers the use of their vehicle for this purpose.

# 5.0 ASSESSMENT OF PROFESSIONAL PRACTICE

## 5.1 Assessment Procedures: Tutor

**Professional Practice 1, 2 and 3**

There will be one tutor visit to each student in the course of the 6-week placement. This will be a summative visit and will take place in either week 5 or 6 of the placement. All schools will be informed well in advance of the negotiated date and time/period of the tutor visit. Should schools find it necessary to request a change of date for the visit, they are asked to contact the tutor directly (the tutor will have initiated contact with the class teacher through email at the start of the placement). Students must ensure that they are able to demonstrate their teaching skills to their tutor at the tutor visit. It is not appropriate to have the pupils working on consolidation work or working through a textbook. The tutor must be able to assess the student’s ability to teach, not simply to ‘manage’ the class. The tutor visit will be timed so that students will be afforded the opportunity to consolidate their skills and to assimilate and implement the ongoing formative advice given by school colleagues.

**Accompanied Visits**

The tutor may be accompanied on these visits by an external examiner or an additional university tutor for quality assurance purposes. It is to be stressed that on these occasions the programme procedures and the tutor – **not** the student or school – are under scrutiny. *At any one time a maximum of two adults will be visiting the student.*

The suggested format for each tutor visit will be:

* the tutor will observe the student teaching and taking responsibility for the whole class for a whole period. The “usual” teacher will not be present unless usual support colleagues are not available.
* the tutor will meet briefly with the student mentor to discuss the student’s progress to date and to share perceptions.
* the tutor will meet with the student for approximately 20 minutes in order to offer constructive feedback on the lesson and the placement generally. This will draw on information gleaned from the lesson, the teaching file and the discussion with the student mentor. If it is judged that the student is not adequately addressing one or more of the assessed areas then generally they will be told during the placement debriefing that they have failed the respective criterion in their tutor report.
* the tutor will complete and return a summative report form (Appendix 2) normally within two working days. Please note that the student will receive 2 reports for each placement: one tutor report and one school report.

## 5.2 Assessment Procedures: School

**Summative Report Form (School)**

The Professional Practices are assessed by both teacher and tutor using the same report format. The Summative Report Form (Appendix 2) may be completed in hand-written or digital format. The tutor will email an electronic version of the summative form which is also available on the University partner website:

<https://www.dundee.ac.uk/esw/partner-resources>

Each aspect is assessed summatively and graded **satisfactory/unsatisfactory**.

Evidence which will be used for the report will be gathered from:

* observation of the student teaching
* observation of children's work
* discussion with the student
* scrutiny of the Professional Practice file:
* planning
* assessment
* evaluation and reflection

It would be very much appreciated if you could find time to look at and discuss the Professional Standards file with the student over the course of the placement.

Please share and discuss the school report with the student on the final day of placement before asking the student to sign the report to confirm that it has been shared with them. Students should retain a paper copy of the signed report. The completed report should be emailed/sent to the University as soon as possible and certainly within one week of the end of the placement. Students must inform the university immediately of any fails in their school report to ensure that they are given prompt advice and the support necessary in such cases. Please note that it is not necessary for the university to receive the copy that has been signed by the student, but it is important that the student and school is able to retain a copy of the report that is signed by both the student and the school.

## 5.3 Assessment Regulations For Professional Practice

If four or more ‘unsatisfactory’ grades are recorded across the two pro-forma (ie. between the tutor and school report) for PP1, three or more across the two pro-forma for PP2, or two or more across PP3, this will result in a failed placement and a re-sit Professional Practice will be triggered in a different school and with the support of a different tutor within the PGDE(S) team.

In order to comply with GTCS as well as University requirements, students should be aware that a sixth day of absence would automatically trigger a resit placement (ie. if the student is absent from placement for more than 5 days), regardless of the reasons for non-attendance (e.g. personal or family illness).  In order to assist students who have experienced illness and/or extreme personal difficulties in the course of a placement, we may ask them to “recoup” up to one week of absence at the end of a placement, by agreement with the host school. These days may be added on at the end of the placement in negotiation with the university and the school and is **not** at the discretion of the student.

Holidays should not be booked during university term-time (please note the final week of the academic session is Week 31). Students should refer to the Initial Teacher Education Professional Practice & Assessment Schedule for 2021-22.

The school may at any point terminate the student’s placement for the following reasons:

* If the student is deemed to be unprofessional to the point that it is not safe or prudent to allow him/her to continue working with the pupils and staff.
* If the school does not feel that the student is able to take on full responsibility for the class at the appropriate time, resulting in the student not being able to complete the requirements of the placement. **Please note that advance warning of this concern must have been given to the student and to the university.** The student should have been alerted to this possibility and given the chance to address the areas of concern before a final decision is made. The University will advise on an appropriate time-scale for this, based on each individual case.
* If the level of support that is being given is having a detrimental effect on the pupils and staff (advance warning of this concern must have been given to the student and to the university).
* If the pupils’ learning is suffering as a result of the student’s performance (advance warning of this concern must have been given to the student and to the university).

Please note that termination of placement does not mean that the student cannot return to the school; in most cases it will mean that the assessed element of the placement will no longer take place but that the student can continue in the school and gain valuable experience through observations and team-teaching where appropriate. Each case will be considered individually with regard to the appropriate course of action.

**Feedback**

Please give your student ongoing formative feedback. They only have one year in which to become ‘beginner teachers’ and they cannot afford to wait until the last day to find out if their performance has been less than satisfactory. This can be via the PROP form, ongoing formative discussions and through formal observations. It is hoped that the student will be formally observed at least twice a week by a GTCS registered member of staff in the school and given formative feedback, using the pro-forma provided (Appendix 4). If you wish to discuss the details of this placement or have concerns about your student, please contact the appropriate university staff (see [Section 6.0](#_4.17_Contact_Details)).

## 5.4 Procedure and timeline regarding a failed placement

Please note that the submission of Assessments 1 and 2 (written assignments) are unaffected by any change to placements. Students should submit these assignments at the same time as the rest of their cohort.

**Opportunity to overtake a fail on PP1:**

If a student has been in attendance for at least 50% of the placement but has been unsuccessful in completing PP1, they will be given the opportunity to overtake this fail during PP2.

PP1: Should the student fail PP1, he/she will continue onto a PP2 placement, carrying the failed PP1 placement at this time, but the following will apply:

PP2: Students who failed PP1 will be visited by their tutor in week 5. If the school and tutor are happy that the student is coping with the demands of PP2, he/she will be permitted to continue to fulfil the requirements of PP2 (eg, the number of continuous days of responsibility; the requirement for curricular planning, etc.) and PP1 will be recorded as having been ‘overtaken’. If this is not the case, that is where the student is not yet demonstrating consistently that they are coping with PP2 expectations and requirements, the student will be assessed based on PP1 expectations and requirements**.**

**Successful overtaking of failed PP1**

If the student’s assessment is based on PP1 expectations on their second sit of PP1 and they are successful in this assessment, the timeline for the remainder of their Programme will be as follows:

* + April 2022: First sit of PP2
  + October 2022: First sit of PP3

This is also the case for those students who have withdrawn from placement on medical grounds.

**Unsuccessful overtaking of failed PP1**

If the student’s assessment is based on PP1 expectations on their second sit of PP1 and are unsuccessful in this assessment, their studies may be terminated.

**Procedure and timeline regarding a failed/incomplete PP2**

If a student fails this placement, he/she will re-sit this placement April-May 2022. This is also the case for those students whose placement has been terminated by the school or those students who have withdrawn from placement on medical grounds. *There is no opportunity to overcome this failed placement in PP3.*

* April 2022: Resit PP2
* October 2022: First sit PP3

**Procedure and timeline regarding a failed/incomplete PP3**

If a student fails this placement, he/she will re-sit this placement commencing October 2019. This is also the case for those students whose placement has been terminated by the school or those students who have withdrawn from placement on medical grounds.

* October 2022: Resit PP3

**General Points to note regarding failed/incomplete placements**

* The student should attend all university inputs (including placement briefings) at the same time as the rest of the cohort.
* The student will be allocated a different tutor and a different school for the resit, and will normally return to their original tutor for the subsequent placement if applicable.
* If medical grounds for failure to complete have been given for any placement, then the re-scheduled placement will be termed a “first sit” instead of a “resit”. Medical evidence must be provided in all instances, accompanied by a completed mitigating circumstances form. Failure to provide this will result in the following placement being deemed to be a “second sit”.
* For those students who do NOT complete the course by June 2022, the NQT year will not start until August 2023.

## 5.5 Termination of Placement

The school may at any point terminate the student’s placement for the following reasons:

* If the student is deemed to be unprofessional to the point that it is not safe or prudent to allow him/her to continue working with the pupils and staff.  **In cases such as these, no advance warning of termination is required.**  The decision to terminate the placement must be approved by the Head Teacher (or other senior management in in the school) and the University tutor.
* If the school does not feel that the student is able to take on full responsibility for the class at the appropriate time, resulting in the student not being able to complete the requirements of the placement.  Please see the stages to be followed below:
* **Advance warning of this concern must have been given to the student and to the university.**
* After advance warning of the concern has been given, the student should be given the chance to address the areas of concern before a final decision is made.  The University will advise on an appropriate time-scale for this, based on each individual case.
* It is usually recommended that the student begin their period of responsibility but it may be appropriate for the school mentor or other member of staff to remain in the classroom during this time.
* **Before a decision to terminate the placement is made, the student must be observed by a member of the senior management team in the school who will contribute to the decision.**
* If the level of support that is being given is having a detrimental effect on the pupils and staff (advance warning of this concern must have been given to the student and to the university).
* If the pupils’ learning is suffering as a result of the student’s performance (advance warning of this concern must have been given to the student and to the university).

Please note that termination of placement does not mean that the student cannot return to the school; in most cases it will mean that the assessed element of the placement will no longer take place but that the student can continue in the school and gain valuable experience through observations and team-teaching where appropriate.  Each case will be considered individually with regard to the appropriate course of action.

# 6.0 Contact Details

*Paola Sangster*

*Initial Teacher Education Academic Lead*

[*p.z.sangster@dundee.ac.uk*](mailto:p.z.sangster@dundee.ac.uk)

*David Porter*

*PGDE Secondary Convenor and Professional Practice Convener for Secondary*

[*d.z.porter@dundee.ac.uk*](mailto:d.z.porter@dundee.ac.uk)

*Donna Dey*

*Pastoral Care Convenor*

*01382 388436* [*d.dey@dundee.ac.uk*](mailto:d.dey@dundee.ac.uk)

*Professional Practice Administrators*

*01382 381532* [esw-ed-professionalpractice@dundee.ac.uk](mailto:esw-ed-professionalpractice@dundee.ac.uk)

School of Education Reception: 01382 381400

# Appendix 1: Guidance for placements in Catholic Schools

**Guidance on School Experience in Roman Catholic Schools**

*This guidance is provided to assist ‘non-denominational’ students who are placed in Roman Catholic denominational schools for school placement. It identifies some frequently asked questions which may help to prepare visiting student teachers, as well as ‘receiving’ head teachers and staff, to make the most of this experience. It is important that the student uses this information to enter into dialogue with teachers about issues specific to the school in which the placement is to be undertaken.*

[All Catholic schools in Scotland are inclusive communities which welcome pupils of various religious backgrounds and traditions](http://www.sces.uk.com/catholic-schools-charter.html). At the same time, however, they provide a distinctive form of educational provision which places the traditions and values of the Catholic Christian faith at the heart of the educational experience. All student teachers should feel welcome in Catholic schools.

**THE TEACHING OF RELIGIOUS EDUCATION** (RE)

***Will I be asked to teach RE?***

A non-denominational student will not be asked to teach RE in a Catholic school.

***What will I be doing whilst the RE lesson is being taught?***

In Catholic Primary schools, students will be expected to observe R.E. lessons and to use them as opportunities to observe and reflect on such things as learning and teaching styles, classroom organisation and management etc. In Catholic Secondary schools, students may be asked to observe an RE lesson as part of the school induction programme to enable them to experience a range of subjects within the school.

***Can I contribute when Other World Religions are being taught?***

While R.E. Teaching in Catholic schools must be delivered by teachers who can give personal witness to the Catholic Christian tradition, it may be appropriate in some contexts for pupils to hear from those who belong to another religious tradition.

Teachers in Catholic schools use a resource called ‘This is Our Faith’ as the basis of their teaching of RE. [Should you wish to look at this resource you can learn about it here](http://www.sces.uk.com/this-is-our-faith.html).

**RELIGIOUS OBSERVANCE** (Including prayers, assemblies and services)

It is normal practice for teachers and pupils in Catholic schools to be engaged in daily prayers and to take part in regular religious services.

***Will I be expected to participate in the prayers?***

There is no expectation that you will lead or say the prayers. However, this is an important experience for pupils and you would be expected to be respectful during this time and to support pupils appropriately.

***Will I be expected to attend Mass?***

As part of the life of the school teachers and pupils will attend Mass, sometimes in the school or in the local church. You would be expected to attend Mass or other religious services along with the class with whom you are working. Again, this could prove to be a useful opportunity to observe how pupils participate in the celebration of Mass.

**ETHOS AND COMMUNITY LIFE**

In all Catholic schools there will be religious symbols on display in classrooms, offices and corridors; commonly these will be a crucifix (Jesus on the Cross), statues, pictures or icons of Jesus, Mary the Mother of God and particular Saints. Primary classrooms will have a ‘sacred space’ or altar which will be used to display these objects which children will learn to respect in a special way. A Bible and a candle will also be placed on the primary classroom’s Sacred Space. In secondary schools there would usually be an oratory or chapel where Masses or other services will take place.

It is common for the school chaplain to make regular visits to the school; students should seek advice from the teacher as to when this may occur and how the chaplain should be addressed.

Throughout the school year there will be events in the calendar which are planned to celebrate the faith life of the staff and pupils. Students would be welcome to attend any or all of these. Further guidance can be sought from the class teacher.

Should a student require further help or advice on any related issue they should contact their University tutor.

Should a Head teacher require further help or advice on any related issue they should contact SCES: [mail@sces.org.uk](mailto:mail@sces.org.uk)

# Appendix 2 – Summative Assessment form



**Summative Assessment Form**

The Summative Assessment form must be completed electronically and emailed to [esw-ed-professionalpractice@dundee.ac.uk](mailto:esw-ed-professionalpractice@dundee.ac.uk).

Please provide evidence of the student’s progress to date using the guidance from the University found in the relevant Professional Practice Handbook which is available on our web-site at: <http://www.dundee.ac.uk/esw/business/professionalpractice/>.

The student should be assessed against the Standard for Provisional Registration but with consideration given to the stage that he/she is at in their ITE Programme.

Please provide **a comment and an overall grade** for each of the eight sections using the following S/U descriptors as a guideline:

* **S** - Satisfactory: Has made sufficient progress for this stage of development, with an appropriate level of support, and therefore this is considered a **pass**.
* **U** - Unsatisfactory: Has not made sufficient progress, for this stage of development, even with support, and therefore this is considered a **fail.**

***If progress is Unsatisfactory, this should be clearly communicated to the student and substantiating evidence provided in the report.***

**PGDE (P/S) PP1**: If a student accumulates a total of **4 or more Unsatisfactory** grades between the school report and the tutor report then this will result in a failed placement.

**PGDE (P/S)** **PP2**: If a student accumulates a total of **3 or more** **Unsatisfactory** grades between the school report and the tutor report then this will result in a failed placement.

**PGDE (P/S)** **PP3**: If a student accumulates a total of **2 or more** **Unsatisfactory** grades between the school report and the tutor report then this will result in a failed placement.

|  |  |  |
| --- | --- | --- |
| **Student Name:** | **School:**  **Teacher Name:** | **Date:** |
| **Programme:** | **Stage or Subject (eg. P.4 or Year 1 Science):** | **Year of Study:** |
| **Name of person completing the report:** | **Designation (e.g., Class Teacher, Tutor, HT, DHT, PT):** | |
| **I confirm that the content of the Report has been discussed with the student:**  **Yes / No** (*delete as appropriate)* | *If ‘No’ please indicate why this was not possible* | |

|  |  |  |
| --- | --- | --- |
| **1. BEING A TEACHER IN SCOTLAND** | | |
| **1.1 Professional Values** | **S / U** | **Comments on progress to date drawing on evidence** |
| Demonstrates a commitment to the professional values:  - social justice  - trust and respect  - integrity |  |  |
| **1.2 Professional Commitment** | **S / U** | **Comments on progress to date drawing on evidence** |
| Demonstrates knowledge and understanding of barriers to wellbeing and learning  Values the contribution of others, challenges biases and assumptions, and applies critical thinking to make effective decisions  Promotes equality and diversity, paying careful attention to the needs of learners from diverse groups and in upholding children’s rights  Engages in continuous professional learning, reflection, enquiry, leadership of learning and collaborative practice |  |  |
| **1.3 The Standard for Provisional Registration** | **S / U** | **Comments on progress to date drawing on evidence** |
| Actively embraces and promotes principles and practices of sustainability.  Leads learning for, and with, all learners with whom they engage.  Has knowledge and understanding of the Standards for Provisional Registration and enacts the SPR through everyday practice |  |  |

|  |  |  |
| --- | --- | --- |
| **2. Professional Knowledge and Understanding** | | |
| **2.1 Curriculum and Pedagogy** | **S / U** | **Comments on progress to date drawing on evidence** |
| Has knowledge and understanding of Pedagogical Theories and Professional Practice  Has knowledge and understanding of Research and Engagement in Practitioner Enquiry  Has knowledge and understanding of Curriculum Design  Has knowledge and understanding of Planning for Assessment, Teaching and Learning |  |  |
| **2.2 Professional Responsibilities** | **S / U** | **Comments on progress to date drawing on evidence** |
| Has knowledge and understanding of Education Systems  Has a knowledge and understanding of Learning Communities |  |  |
| **3. Professional Skills and Abilities** | | |
| **3.1 Curriculum and Pedagogy** | **S / U** | **Comments on progress to date drawing on evidence** |
| Plans effectively to meet pupils’ needs  Utilises pedagogical approaches and resources  Utilises partnerships for learning and wellbeing  Employs assessment, evaluate progress, recording and reporting as an integral part of the teaching process to support and enhance learning |  |  |
| **3.2 The Learning Context** | **S / U** | **Comments on progress to date drawing on evidence** |
| Appropriately organises and manages learning  Engages learner participation  Build positive, rights respecting relationships for learning |  |  |
| **3.3 Professional Learning** | **S / U** | **Comments on progress to date drawing on evidence** |
| Engages critically with literature, research and policy  Engages in reflective practice to develop and advance career-long professional learning and expertise |  |  |

|  |
| --- |
| **Any additional comments:** |
| **Standard of Student’s Literacy: Satisfactory/Unsatisfactory (please delete as appropriate)**  **No. of days absence: ­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_** |

Signature: …………………………………………………

Head Teacher's/School Regent’s Signature (*where applicable*): ………………………………………

Date: …..…………………………........

Student’s signature: …………………………………………………

Date: …..…………………………........

**PLEASE RETURN THE COMPLETED FORM TO:** [**esw-ed-professionalpractice@dundee.ac.uk**](mailto:esw-ed-professionalpractice@dundee.ac.uk)

# Appendix 3: Personal record of progress (PROP) form

*To be completed at the end of each week of placement*

|  |  |
| --- | --- |
| Student: | Professional Practice: |
| Week: | Date completed: |

*It is recommended that you comment below on aspects of your Professional Practice that relate to specific SPR and personal goals.*

|  |
| --- |
| **Areas of perceived strength:** |
| **Areas to be developed:** |

|  |
| --- |
| **Class Teacher/Mentor:** I agree/disagree with the above comments (please circle)  Do you have any concerns at this stage regarding the student? YES/NO  If yes, you are advised to discuss this immediately with the student and contact the Professional Practice Convenor.    The PROP form is a vital document. It provides written evidence of the student’s progress throughout the placement. It is important to remember that it is in the student’s interests that the class teacher tells him/her **as early as possible** if there are any areas that require particular attention, particularly if they are areas that might ultimately be recorded as unsatisfactory in the final report. This then gives the student the maximum opportunity to address these issues in the time remaining on placement.  Any Additional Comments:  *Comments can be continued over the page if necessary.* |

Literacy:

Satisfactory Needs attention

Student’s signature ………………………………………………………….Date…………………

Class teacher/Mentor’s signature ………………………………………….Date…………………

*The student should discuss his/her progress and reflections with the class teacher/mentor on a weekly basis, and this form should be used as a focus for this discussion. Once completed, and counter signed, this form should be scanned or photographed and uploaded to the student’s electronic OneNote school file.*

# Univeristy of Dundee logo structureAppendix 4: Observation of student teaching form

|  |  |
| --- | --- |
| Student: | Observer: |
| Class and Lesson: | Date: |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Satisfactory | Unsatisfactory-(student’s practice is detrimental to pupils’ learning) | Cause for concern -Please note details below and discuss with the mentor.  The mentor is asked to contact the University-based tutor immediately a cause for concern is identified. |
| **Planning (Lesson plan) 2.1, 3.1.1**  (Coherent; progressive; engaging; knowledge of CfE, including literacy, numeracy, digital literacy; meeting pupils’ needs) |  |  |  |
| **Pedagogical Approach 3.1.2**  (Effective teaching strategies; appropriate pitch; explanations; questioning; pace of lesson) |  |  |  |
| **Use of Resources 3.1.2, 3.1.3**  (Board work; effective use of physical, digital and human resources) |  |  |  |
| **Engaging and Valuing Learners 3.1.1, 3.2.2** (Rapport; presence; managing whole class, group and individual work; valuing all learners; actively engaging all learners; fair, consistent and effective application of positive behaviour management strategies) |  |  |  |
| **Assessment and Feedback 3.1.4**  (Well-chosen assessment approach(es); providing purposeful feedback; analysing assessment information and using it to support and enhance learning) |  |  |  |
| **Working with Others 3.1.3**  (Working with class teacher, learning support, classroom assistants, and the wider school community, etc.) |  |  |  |
| **Reflection 3.3.2**  (Realistic self-assessment, taking account of feedback) |  |  |  |
| **Professional Values and Commitment 1.1, 1.2**  (Well-prepared for lesson; plan shared with mentor in advance; commitment to self-improvement) |  |  |  |
| **Was the lesson plan shared with the teacher/observer in appropriate advance of the lesson?** | Yes/No | *Please circle as appropriate* | |

**To be completed by the observer**

|  |
| --- |
| Comments and advice |
| Suggested next steps and development targets |

NB: It may not be possible (or necessary) to report on all the areas above.

**If an area(s) is identified as ‘unsatisfactory’, it is imperative that the student receives formative feedback to assist in addressing area in which practice is falling short of a satisfactory**

|  |  |
| --- | --- |
| **1. Being a Teacher in Scotland** | |
| **1.1 Professional Values** |  |
| **Social Justice** | Written notes within the SPR of how you are embracing social justice in the classroom.  Engagement with the SIMD information for the school catchment area  Discussion between tutor, mentor and/or student  You may wish to cross-reference to specific lesson plans and weekly reflections to evidence this further  Notes regarding ASN  Verbal or written notes justifying inclusion of selected pieces of evidence.  Reference to relevant academic reading in response to significant events on placement.  Overall quality of Professional Practice file |
| **Trust and Respect** |
| **Integrity** |
| **1.2 Professional Commitment** |  |
|  | Overall quality of Professional Practice file  *Please note that your mentor will be able to comment to a significant degree with regard to your professional commitment, integrity, etc. having observed you over a prolonged period of time on the placement.* |
| **1.3 Standard for Provisional Registration** |  |
|  | Lessons plans and weekly reflections which show how you are actively embracing and promoting principles and practices of sustainability.  Reflections which show how you are “leading learning” within and out with your class.  The discussion between you and your tutor will show how you have been engaging with the Standards for Provisional Registration. Comments from your mentor will also provide evidence. |

# Appendix 5 – Examples of possible evidence for the Professional Standards File

|  |  |
| --- | --- |
| **2. Professional Knowledge and Understanding** | |
| **2.1 Curriculum and Pedagogy** |  |
| **2.1.1 Have knowledge and understanding of Pedagogical Theories and Professional Practice** | A selection of **completed** individual lesson plans (ie. planned, assessed and evaluated)  A selection of topic overviews with evidence of engagement and planning (ie. do not simply include the school’s plans in your file; you must demonstrate your engagement with medium term planning.) In most cases your plans will be working documents in which you can add comments, assessment details, etc. as you progress through the placement.  You may wish to cross-reference to weekly reflections and reading to evidence this further.  Evidence of links between planning and assessment (eg. the success criteria results within your lesson plans should determine next steps for the learners.) |
| **2.1.2 Have knowledge and understanding of Research and Engagement in Practitioner Enquiry** |
| **2.1.3 Have knowledge and understanding of Curriculum Design** |
| **2.1.4 Have knowledge and understanding of Planning for Assessment, Teaching and Learning** |
| **2.2 Professional Responsibilities** |  |
| **2.2.1 Have knowledge and understanding of Education Systems** | Evidence of an understanding of Scottish Education as it relates to this placement, school and its community (you may wish to include information on the school and its community within your file, and you should certainly be able to discuss this with your tutor if required).  Evidence of engagement with school policies, such as child protection and behaviour management (this can be written evidence or in discussion with your tutor/mentor).  Verbal or written notes justifying inclusion of selected pieces of evidence |
| **2.2.2 Have a knowledge and understanding of Learning Communities** |

|  |  |
| --- | --- |
| **3 Professional Skills and Abilities** | |
| **3.1 Curriculum and Pedagogy** |  |
| **3.1.1 Plan effectively to meet learners’ needs** | A selection of **completed** individual lesson plans, topic overviews and weekly timetables (planned, assessed and evaluated).  Verbal or written notes justifying inclusion of selected pieces of evidence.  Evidence that you are meeting the needs of the learners (this could be in the assessment of the children’s learning).  Evidence of links between planning and assessment (eg. the success criteria results within your lesson plans should determine next steps for the learners.) You may wish to cross-reference to lesson plans used in 2.1.  Evidence of the ability to record assessment (eg. through use of assessment grids, written comments, formative assessment methods, etc.)  Lesson plans should include details of the types of assessment used throughout your lessons.  Verbal or written notes justifying inclusion of selected pieces of evidence.  *Please note that this section of the file relates to your delivery and to your response to the learning that is taking place so points such as communication, questioning and presence should be commented upon where appropriate. You may wish to cross-reference to lesson plans already included in 2.1 (Curriculum and Pedagogy). You may also wish to include a lesson plan from your previous placement in order to demonstrate progression.* |
| **3.1.2 Utilise pedagogical approaches and resources** |
| **3.1.3 Utilise partnerships for learning and wellbeing**. |
| **3.1.4 Employ assessment, evaluate progress, recording and reporting as an integral part of the teaching process to support and enhance learning** |
| **3.2 The Learning Context** |  |
| **3.2.1 Appropriately organise and manage learning** | Evidence that you are creating a safe, caring, positive learning environment for the learners.  Evidence of good use of the classroom space and management of materials  Use of digital technology where appropriate to support the learning.  Notes justifying inclusion of selected pieces of evidence.  Evidence of engagement with and understanding of school behaviour management system/rewards scheme, etc.  *You may wish to cross-reference this with your weekly reflections and reading, particularly if behaviour management is one of your goals for this placement.* |
| **3.2.2 Engage learner participation** |
| **3.2.3 Build positive, rights respecting relationships for learning**. |

|  |  |
| --- | --- |
| **3.3 Professional Learning** |  |
| **3.3.1 Engage critically with literature, research and policy** | You **must** include all your weekly reflections and any additional reflections written during the course of the placement.  Reference to relevant academic reading in response to significant events on placement.  Verbal or written notes justifying inclusion of selected pieces of evidence.  Your lesson plan evaluations (the section on evaluation of your own practice) will demonstrate your reflections on your practice for each individual lesson and your weekly reflections and Prop forms will provide an overall reflection on the pertinent points from each week of placement. You may cross-reference these documents as appropriate. |
| **3.3.2 Engage in reflective practice to develop and advance career-long professional learning and expertise** |

# Appendix 6 Student Placement Process - School Experience Information for Student Teachers



The experience and expertise gained while you are out on your school placement is integral to your learning journey.

A national system exists to ensure that all student teachers, throughout Scotland, are matched to a school to gain this school experience. The student placement process is automated and works on the principle of matching student teachers to Schools based on the information uploaded into the system by Universities, Local Authorities and Schools. The system is provided and administered by the General Teaching Council for Scotland (GTCS), who support Universities, Local Authorities and Schools with the matching process.

**Information required from you**

Your university will ask you to provide accurate details which they will upload into the system. Each University has its own mechanisms for gathering this information, but it is important to inform your University immediately of any change in circumstances (e.g. change of address, access to a car) as this could directly affect any matches already made.

**Information required from Schools**

Schools are required to provide details of classes which can accept student teachers by uploading information into the placement system. Not all classes will be available at all schools for placements due to specific circumstances, such as having a probationer in the class who would be unable to support a placement.

**Automatic matching**

Student teachers will be automatically matched to a school placement based on the information provided by the Universities and Schools. A sequence of actions is undertaken by the Universities, Local Authorities and Schools before a placement is deemed to be fully confirmed and ready for a student teacher to attend. Universities will inform a student teacher of their placement once the match has been confirmed by the School.

**Where will my placement be?**

The national agreement is that student teachers should not normally be required to travel more than 90 minutes each way to their School placement from their stated term time address (A term time address is where you will be living during the academic year whilst you are studying on your course).

If you have chosen to attend a University which necessitates a longer daily commute (more than 90 minutes) the University will strive for a journey to a school placement which does not exceed your chosen commute to campus. This is not guaranteed.

**Can I arrange my own placement?**

All school placements are arranged via the national system. Student teachers are **strictly** prohibited from seeking placements independently and such activity, on the part of a student teachers, may trigger a University’s disciplinary process.

**Where can I get more information?**

More information can be obtained through your University’s placement co-ordinator however you can also find more information on GTC Scotland’s in2teaching website about how student placements work at [www.in2teaching.org.uk/Students/student-placement-system](http://www.in2teaching.org.uk/Students/student-placement-system).