

## MA (Hons) Education

## MA1PP (ED12015) Expectations

## 2023-24

## This document provides information specific to the MA1PP placement.

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

#  MA (Hons) Education Year 1 Professional Practice

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| YEAR | Professional Practice | DATES | STAGE |
| 1 | MA1PP Pre-Visit DayObservation Weeks (MA1PPa)MA1PPa Recall DayFour Week Professional Practice (MA1PPb) | Tuesday 6 Feb 202426 Feb – 8 Mar 2024Friday 1 Mar 202415 Apr –10 May 2024*Allowing for any holiday / in service dates.* | P4-7 |

## Background

MA1PP is the first Professional Practice that students undertake in their four-year MA (Hons) Education course. In preparation for their Year 1 Professional Practice placement, students have undertaken an introductory module related to learning and teaching. The module aims to make students aware of the role of the class teacher in the classroom and the wider school, taking account of planning for and the management of effective learning and teaching, the development of positive behaviour management and the promotion and application of evaluative and reflective thinking in order to explore the links between theory and practice.

Students will have addressed, at an introductory level, such issues as the primary school curriculum and its development, classroom management, differentiation, short-term planning and associated assessment. These issues will have been addressed in a theoretical sense. It is anticipated that our teacher partners will support our students in making sense of these issues in the practical context of the classroom.

## MA1PP Requirements

MA1PP consists of one pre-visit day, followed by a two-part placement. MA1PPa is a two-week familiarisation period where the students will have focused observation tasks to complete. They are recalled to University on Friday of week 1 to share their learning. The placement concludes with a final four-week block in the same class, with students working towards two full days of teaching responsibility.

The aims of Professional Practice in Year 1 are to:

* provide a practical context in middle/upper stages (P4-7) to enable students to consolidate University-based learning
* develop student confidence in planning and delivering stimulating learning experiences to pupils at this stage, in partnership with school mentors
* support students in building up to taking responsibility for the class over two consecutive days in the final week under the direction of the class teacher
* develop students' ability to be critical, reflective practitioners who can implement current national educational frameworks and relevant underpinning theory
* develop students' roles as professionals observing the General Teaching Council for Scotland's Code of Professionalism and Conduct (GTCS, 2012)

## MA1PP 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 gives mentors the opportunity 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 (MA1PP), the students' tutors will email the class teachers to introduce themselves and explain the placement requirements.

## MA1PP Placement

Each week/across the school placement, students will:

* maintain an Online Professional Practice File as outlined in the *MA Professional Practice Handbook*. This file should be available to the class teacher each day of Professional Practice;
* observe the class teacher's routines and teaching and help implement the class teacher's weekly and daily plans;
* support the class teacher as appropriate and supervise groups as required;
* work with individuals, plan and implement lessons for small groups, and the whole class, progressively building up to taking the whole class for two consecutive days in the final week of MA1PPb;
* ensure plans are shared with mentors in advance in order to act on feedback (e.g. whenever possible, lesson plans should be shared with mentors at least two days prior to teaching).
* evaluate their practice on a daily and weekly basis to inform the next steps in children's learning.
* engage in professional reading to support learning and teaching as relevant to class context;
* develop professional relationships across the wider school team, as appropriate;
* develop as reflective practitioners by:
* discussing progress with the class teacher
* completing a written weekly reflection linked to placement goals and other areas of practice as relevant
* making connections with policy and theory during professional discussion and written reflections.

## MA1PPa Teaching Guidelines

The aims of MA1PPa are for students to:

* build up their confidence and experience through focused tasks in weeks one and two that are recorded in students' Online Professional Practice Files and shared with their tutorial group, in a professional manner, at University. Confidentiality applies at all times.

It is important that students are given the opportunity to observe teaching and learning in a variety of curricular areas, transition periods, etc., leading to professional discussions with the class teacher on best practices and the observations made. The focused observation tasks are:

* Day 1: Professionalism
* Day 2/3: Effective Planning
* Day 4: Borrow a Lesson
* Day 5: Organisation and Management
* Day 6/7: Behaviour Management
* Day 8: Communication
* Day 9 Formative Assessment

**Teaching expectations by week (MA1PPa)**

* **Week 1:** Plan, teach and assess a minimum of **two group lessons** (and assisting the teacher in other lessons, supervising groups, observing, etc.)
* **Week 2:** Plan, teach and assess aminimum of **two group and two whole class lessons** (and assisting the teacher in other lessons, supervising groups, observing, etc.)

Any further teaching should be agreed between the class teacher and student according to how well the student is progressing and how confident (s)he feels.

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

## MA1PPb Teaching Guidelines

This part of the Professional Practice consists of a four-week block and builds on Professional Practice MA1PPa with the same class. In this Professional Practice, students build towards taking responsibility for the class over two consecutive days in the final week under the direction of the class teacher.

**Teaching expectations by week (MA1PPb)**

Week 3: Plan, teach and assess **three group lessons & a minimum of two class lessons** (and assisting the teacher in all lessons, supervising groups, etc.)

Week 4: Plan, teach and assess **five class lessons** (in addition to some group lessons and assisting the teacher)

Week 5: **One half day & one full day of responsibility** (in addition to single lessons on other days)

Week 6: **Two consecutive days of full responsibility** (in addition to teaching the class at other points in the week, e.g. some more half days, single lessons, etc.)

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

## Observed Lessons (by the school)

During MA1PPb, there should be a **minimum of one formally observed lesson per week by school staff during weeks 4-6**. A template for this is provided in the MA Professional Practice Handbook.

## Tutor and School Assessment

Students will be assessed formatively, by the tutor, during the first half of MA1PPb. Tutors will provide students with a summary of their strengths and key areas for development using the Formative Feedback Report in the *MA Professional Practice Handbook*.

Students will be assessed summatively during the second half of MA1PP1 by both the tutor and the school.

The dates, times and process of the tutor assessments will be confirmed with the school well in advance.

## Professional Practice MA1PPb – Upper/Middle Stages – Criteria for Assessment

The following is a guide to areas to consider when assessing a student during their MA1PPb placement and for his/her report at the end of this Professional Practice. Please note that this is not a definitive list, and teachers/tutors are encouraged to comment on any aspect of the student's ability that is relevant, with consideration to the student's experience at this stage.

For MA1PP, if a student accumulates a total of **3 or more** **Unsatisfactory** grades between the school report and the tutor report this will result in a failed placement.

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| **1. BEING A TEACHER IN SCOTLAND** |
| **1.1** **Professional Values**  | **Social Justice** Student teachers are expected to:* Promote health and wellbeing of self, colleagues and the children and young people in their care.
* Build and foster positive relationships in the learning community which are respectful of individuals.
* Embrace global educational and social values of sustainability, equality, equity, and justice and recognising children's rights.
* Respect the rights of all learners as outlined in the United Nations Convention on the Rights of the Child (UNCRC) and their entitlement to be included in decisions regarding their learning experiences and have all aspects of their wellbeing developed and supported.
* Demonstrate a commitment to engaging learners in real world issues to enhance learning experiences and outcomes, and to encourage learning our way to a better future.
* Commit to social justice through fair, transparent, inclusive, and sustainable policies and practices in relation to protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation) and intersectionality.
* Value, as well as respect, social, ecological, cultural, religious, and racial diversity and promote the principles and practices of sustainable development and local and global citizenship for all learners.
* Demonstrate a commitment to motivating and including all learners, understanding the influence of gender, social, cultural, racial, ethnic, religious and economic backgrounds on experiences of learning, taking account of specific learning needs and seeking to reduce barriers to learning.
* Demonstrate a commitment to supporting learners who are experiencing or who have experienced trauma, children and young people from a care experienced background and understanding responsibilities as a corporate parent.
* Understand and challenge discrimination in all its forms, particularly that which is defined by the Equality Act 2010.
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| **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.
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| **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.
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| **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.
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| **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.
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| **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.
* Students engage in the systematic investigation of practice demonstrated through specified Professional Practice tasks during MA1PPa and reflect upon these.
* 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 beginning understanding of the curriculum, including Responsibility of All (Literacy/ Numeracy/ICT/HWB).
* a beginning ability to use and adapt resources to engage and challenge young learners.
* a developing knowledge and understanding of how to embed digital technologies to enhance teaching and learning.
* early understanding of the principle of continuity between lessons.
* early knowledge and understanding of approaches to assessment and recording.
* some ability to adapt and change inputs when required.
* Planning is informed by collaboration and discussion with the class mentor however students should demonstrate increased independence in planning as the placement progresses.
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| **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.
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| **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.
* beginning to understand the principles and purposes of assessment for learning, including formative and summative assessment.
* 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.
* 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.
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| **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 and 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.
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| **3.3** **Professional Learning**  | * Students are:
* beginning to discuss their teaching practice with the class teacher, showing some indication understanding 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.
* reflecting upon and discussing specific tasks undertaken in 1PP1a and how these inform their practice.
* 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 the student will then analyse in their weekly reflections.
* developing their capacity for professional analysis through weekly reflections which should become increasingly critical, and reference placement goals, professional reading and the SPR.
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**MA (Hons) Education Professional Practice Continuity and Progression Grid**

**MA1PPb: Middle/Upper** – 1 half day, 1 full day and 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, approaches to learning, etc.. | Planning should include:A weekly overview for each week of Professional Practice.Individual lesson plans for all lessons taught. Planning should be done in collaboration with mentor.Daily Plans for the days of full responsibility (i.e. three Daily Plans in total) using Daily Time Management Planner.Lesson plans should be available to mentors two days prior to implementation to enable collaboration and feedback.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 for MA1PPb placement 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. |