

Professional Practice Handbook

2023-24

MA (Hons) Education

**This document provides information specific to all MA Education school placements.**

**It should be read in conjunction with the relevant *Placement Expectations* guidance:**

MA1PP (ED12015)

MA2PP (ED22029)

MA3PP (ED32002)

MA4PP (ED42002)

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# 1. Introduction

Welcome to the Professional Practice Handbook for students, tutors and schools. Professional Practice is viewed as a partnership between the University of Dundee, local authorities and schools.  To facilitate the development of this relationship, this booklet will provide an indication of the purpose of each Professional Practice that the students undertake during the MA (Hons) Education Programme.  In addition, you will find useful information about the criteria we use for assessing each Professional Practice as well as various procedures and documents associated with this Programme.

Professional Practice is a central element of the MA (Hons) Education Programme, where students undertake up to 27 weeks over a four-year period in a range of stages in pre-school, primary and secondary contexts.  The range of schools where students might be placed varies from large urban schools to small rural schools, open plan to single classroom designs and within a variety of communities.

The MA (Hons) Education Programme Team would like to take this opportunity to thank all those involved in preparing and supporting our next generation of primary teachers.

Lesley Sutherland

Professional Practice Manager

**Professional Practice Contacts**

Lesley Sutherland Lyndsey Anderson

Professional Practice Manager MA Professional Practice Administrator

01382 381426

[lusutherland@dundee.ac.uk](mailto:lusutherland@dundee.ac.uk) [shsl-ed-professionalpractice@dundee.ac.uk](mailto:shsl-ed-professionalpractice@dundee.ac.uk)

# 2. Partnership between School and University

Planning and partnership between school and University are fundamental to students' Professional Practice. 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.

## Programme Aim

The aim of the MA (Hons) Education Programme is to provide opportunities, resources and guidance to support the development of well-rounded individuals who are competent, thoughtful, reflective and innovative professional educators. The knowledge, understanding, competence and commitment gained as a result of the Programme will underpin their professional values and assure their continuing professional progress.

Throughout the four-year course, Professional Practice inputs and Professional Practices are progressively designed around the Standard for Provisional Registration (SPR) which clearly states what is required of student teachers. This provides a professional framework to measure students' developing abilities.

Full details of SPR can be accessed in the MA (Hons) Education Student Handbook or from the [General Teaching Council of Scotland (GTCS) website](https://www.gtcs.org.uk/web/FILES/Professional-Standards/Standard-for-Full-Registration.pdf).

The MA (Hons) Education Programme aims to develop a range of core professional skills and abilities in student teachers as specified below:

* taking professional responsibility for enabling all young people to become confident individuals, responsible citizens, successful learners and effective contributors;
* having a secure knowledge and understanding of the curricular areas that can be found within the nursery and primary school settings;
* managing pupil behaviour and the classroom effectively while promoting positive behaviour and respectful relationships in school;
* being accountable for contributing to the education of the whole child or young person, and taking professional responsibility for developing the personality, talents and mental, spiritual and physical attributes of each child or young person;
* engaging with current educational issues and contributing to the processes of curriculum research and development, staff development, and school development;
* undertaking a range of approaches to teaching to facilitate the learning of pupils;
* having confidence in their role in supporting and protecting children, including identifying where children need help and understanding the steps to take in line with child protection procedures;
* understanding their position of trust and the importance of acting in ways that develop a culture of respect;
* taking responsibility for the appropriate and effective use of digital technologies in their practice whilst understanding the legal and professional aspects of a teacher's position of trust in relation to pupils. Students should refer to the General Teaching Council for Scotland's [Code of Professionalism and Conduct](https://www.gtcs.org.uk/regulation/copac.aspx) (GTCS, 2012), the [Student Teacher Code](https://www.gtcs.org.uk/wp-content/uploads/2021/10/student-teacher-code.pdf) (GTCS, 2012) and [Engaging online: A Guide for Teachers](https://www.gtcs.org.uk/wp-content/uploads/2021/10/professional-guide-engaging-online.pdf) (GTCS, undated), and <https://www.gtcs.org.uk/fitness-to-teach/> (GTCS, undated). Any breach of University policy or codes of professional conduct will lead to disciplinary action, which may lead to Programme Termination;
* promoting equality of opportunity and social justice among all people in an inclusive and diverse society, and actively taking steps to counter discrimination;
* promoting the learning of those pupils who encounter barriers to learning, including those who require additional support in particular areas of the curriculum and those with emotional and behavioural difficulties;
* reporting the success and progress of pupils to parents and other interested parties;
* taking responsibility, and being committed to professional development arising from professional enquiry and reflection of their own and other professional practices, and being involved in collegial professional development with colleagues;
* using professional reading to inform choice, change and priorities in promoting educational practices and progress;
* relating appropriately as a developing professional to other teachers, colleagues from other professions, para-professionals and agencies in support of the pupils, and gaining experience of working collaboratively with them;
* undertaking administrative duties as required in a school.

## Complementary roles of School, University and Student

School-based professional 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, practising 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 [Personal Record of Progress (PROP) form](#_Appendix_vi:_Personal). 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 class teacher's final report. This then gives the student the maximum opportunity to address these issues in the time remaining on placement. It is 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. If the teacher acknowledges that (s)he has concerns on the PROP form, s(he) is asked to discuss this immediately with the student and **to contact the Professional Practice Convener**;
* to provide a supportive and reflective context in which the SPR can be developed;
* to avoid allocating students to classes which have a planned residential trip as this may affect the student's progress as a developing teacher and also make it difficult for them to meet the expectations of the placement;
* to assist in developing the SPR by observing students' practice and providing professional support and advice;
* to provide opportunities for students to observe teachers modelling good teaching practice;
* to make specific contributions to the teaching of certain aspects of SPR, e.g., introducing students to school-wide issues, policies, planning, assessments, etc.;
* to provide constructive feedback on students' planning and reflection;
* to support students in integrating into the life of the school, for example; by encouraging students to join the staff in the staffroom at breaks/lunchtime and helping students understand the protocols within the staffroom, e.g., payment for coffee, seating arrangements and staff meetings;
* to ensure that reasonable adjustments are made to meet [the needs of disabled students](https://www.dundee.ac.uk/disabilityservices/);
* to ensure that there is a GTCS-registered teacher present when a student is taking PE or accompanying pupils in off-site activities, e.g. swimming. Please note that playground duty is not part of the student's remit;
* to discuss the final summative report with the student so that it can be signed by both student and school prior to the school emailing a copy to [SHSL-ed-professionalpractice@dundee.ac.uk](mailto:SHSL-ed-professionalpractice@dundee.ac.uk).

**The role of the University is:**

* to provide a supportive and reflective context in which students' competencies will flourish;
* to provide the school with Professional Practice information prior to the student's visit;
* to work with schools to ensure accessibility for all in accordance with The Code of Practice for The Disability Discrimination Act;
* to develop the understanding, skills and attitudes of students with respect to SPR;
* to assist and approve students' target-setting for each placement arising from their ongoing reflection;
* to work in partnership with schools in the development of the SPR;
* to work in partnership with schools in observing and assessing students, demonstrating and modelling skills where appropriate, and supporting and advising.

The role of the Student-Teacher in school

Professional Practice allows students the opportunity to work with teachers and other professionals in school to benefit their growing knowledge and understanding of the learning and teaching process. Working in a collegiate manner with members of the school team is a vital aspect of Professional Practice and students are expected to act in a professional manner at all times. The following advice provides some practical guidance on procedures and protocols within the school setting for all-year groups.

* Students should be in school each day in sufficient time to consult with the class teacher and any other members of the school team.
* Students should organise sufficient time at the beginning and end of the school day to assist the teacher in practical matters and discuss relevant issues.
* On pre-visit days, students should arrive in good time with their University Student Card and report to the School Office. It is likely that the Head Teacher or one of the Senior Management Team will provide students with some details about the school before they are introduced to their class teacher and class.
* Dates of school in-service or professional development activities should be checked by students during pre-visit days, and clarification should be sought concerning whether they may attend these sessions. If the Head Teacher feels attendance is not required, students may use this time for work at the University or in school.
* In terms of dress code, students should be comfortable but also smart and professional. Sensitivity to the demands of the individual school is required here, and students should use their discretion.
* Although the school is provided with Professional Practice information before the visit, students should arrive prepared to share with their class teacher all materials relevant to the placement.
* As students get to know the school and the class, they should build a profile of this information in their Professional Practice File that will inform subsequent planning and practice. This is objective information related to the resources of the school, staff numbers, children, visiting specialists, parental involvement and parent/carers' council. It will also include such aspects as the behaviour management policy, school policies on curricular aspects, etc., as specified in the Professional Practice Continuity and Progression Grid ([see](#appendixii) relevant *Placement Expectations* guidance).
* It is important that students gradually become members of the school team. Interaction within the staffroom is a valuable aspect in terms of students' professional development.
* Confidentiality in school is vital. Information regarding pupils and their progress should be used in a professional manner and should not be disclosed in other settings. Students must not store photographs of children on personal electronic devices, nor should any electronic or printed images of children be taken outside of the school environment. Students must not discuss or share information related to school or children on social networking sites. All pupil information should be treated as highly confidential. Students should document information on pupils in such a way that they cannot be identified and be careful to look after their school documentation so that it is not lost in transit between home and school.
* It is the responsibility of students to become familiar with the child protection policy and to identify the Child Protection Officer within the school.
* Students are advised to maintain a professional mode of communication with members of school and University staff at all times: designated school and University email addresses and telephone numbers are the preferred means of contact.
* When taking lessons in Physical Education, class teachers must supervise the student. Similarly, when students are on school outings or on local walks with the children, they must be accompanied by the class teacher.
* Students must not undertake playground duty unaccompanied by a GTCS-registered colleague.
* Students are able to deliver Modern Languages, Religious and Moral Education and aspects of HWB lessons with the agreement of their school.
* 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.
* The GTCS advises that the use of students on Professional Practice to cover the classes of absent teachers would come into the category of unacceptable Professional Practice and should, as far as possible, be avoided. However, the Council recognises that there will be occasions from time to time when emergency circumstances arise and when there may very well be no alternative to students on placement being deployed in this way, even if only as a temporary measure. The routine use of students for cover purposes, either directly or indirectly, would, however, be regarded as professionally inappropriate; such deployment of students could only be accepted in circumstances which were clearly of an emergency nature and on a basis which was understood to be temporary.
* Assessment of Professional Practice is based upon the student's practice in the classroom. From time to time, students are invited to attend extended/residential trips in which their class is involved. Such trips are not considered part of the student's Professional Practice. Whilst such experience is invaluable, attendance will be regarded as additional to the required time in the classroom.
* Very occasionally, students may be on placement in school when teachers undertake some form of industrial action. In such cases, students are not considered to be employees of a local authority and, as such, are not in a position to withdraw their labour. If students' schools are closed as a result of industrial action, then students should use that time profitably in terms of lesson planning, assessment, evaluation etc. If the school is open, then students should attend as normal.
* Students may occasionally encounter situations where pupils become violent or unduly disruptive. Such instances are not frequent but do occasionally occur. It is vital that all students ascertain the agreed procedures in the school in such instances, particularly when pupils are not in the presence of the 'usual' teacher, for example, when students have control of the class. Specifically, students are not 'Calm Trained' and therefore must not attempt to restrain the pupil concerned. The priority must be to establish the safety of the pupils and the student by escorting the pupils out of the class and away from the child exhibiting unduly disruptive and potentially harmful and aggressive behaviour. Students should summon the assistance of another teacher and member of the School Management Team so that they take control of the situation and carry out the agreed procedures for the school.

# 3. Professional Practice Procedures and Guidelines

Throughout each Professional Practice, there are generic procedures and guidelines that are required of all students.

## Placement Allocations

Students may have to travel up to 90 minutes to their school. The placements are allocated through a central Student Placement System (SPS) used by all the ITE institutions in Scotland, and there is limited flexibility with this. Students will be allocated a placement based on their term-time address. For further information from the GTCS about school experience and the matching process, refer to the documents in [Appendix xi](#_Appendix_xi:_GTCS).

## The Online Professional Practice File

Students are required to maintain an up-to-date online Professional Practice File that should be accessible to teachers and school management teams each day of Professional Practice. Students should share access to their online file at the start of the placement. Students should take care to ensure pupil confidentiality is adhered to relating to information gathered in their Files, and content and language within their file is always of a professional nature.

The Professional Practice File is a working document that informs planning and practice. It should contain the following elements, as set out in the online file template shared with students:

**Placement Details**

Name of student, school, head teacher, class teacher, class, tutor.

Continuity and Progression Grid (as appropriate for each year)

**SPR Section 1**

Professional Self-audit and Placement Goals grid (Appendix ii)

SPR Section 1 Values and Commitment Audit (Appendix iii: cross-referenced to a variety of evidence through the Professional File)

SPR 2:1 Curriculum and Pedagogy

* Audit of Curricular Areas Taught (for this placement and all placements to date) (Appendix iv)
* Evidence of student researching curricular areas to be taught
* Professional reading as required for each year group
* Evidence of reading undertaken about pupils' ASN as relevant
* Reference list
* ROTR tasks (MA1 only)

SPR 2:2 Professional Responsibilities

* Community/catchment information
* School – engagement with school documentation, e.g. policies (Behaviour management/child protection plus others as relevant; HGIOS; school handbook to demonstrate understanding of school environment, ethos and context
* Class – class systems and structures for learning, e.g. groups for curricular areas, soft start, nurture groups, stage partners, approaches to learning

Weekly Sections

***Weeks 1, 2, 3, repeat… until the end of the placement. These sections cover all aspects of the SPR but particularly 1.2, 2.1 and SPR Section 3 Professional Skills and Ability***

* Weekly overview (may be a copy of teacher's weekly plan with student's annotations)
* **All lessons** prepared and delivered for each week must be included in the relevant weekly section of the file. Planning templates are available in [Appendix iv](#_Appendix_iv:_Audit).
* Samples of resources used in lessons (filed next to lesson plan/lesson outline)
* Assessment (e.g. assessment section of lesson plans; pupils' annotated work; recording grids for sequential lessons).  *Assessment evidence should be filed with the relevant lesson plan/lesson outline.*
* Daily Time Management Plans and associated evaluations (*only for full days of responsibility*)
* **MA3/MA4 only:** Curriculum plans for periods of extended responsibility. Students' curriculum plans should demonstrate engagement with and a developing understanding of the principles of medium-term planning. When a lesson is part of a curriculum plan, *lesson outlines* should be used instead of *lesson plans*. A **curriculum planning template** is available to help with medium-term planning. MA4 students can opt to use the school's medium-term planning format.

**Weekly Reflections**

* Weekly Reflections should reflect on personal achievements, development needs and goals, underpinned by robust and relevant professional reading, with reference to school policy and the SPR.

**Observed Lesson Forms**

* See relevant *Placement Expectations* guidance for the recommended number of formal school observations.

**PROP Forms**

* PROP forms should provide a summary of key strengths evidenced each week, as well as identifying and justifying development goals for the coming week. This reflection should refer to the SPR.

## McCrone Time (RCCT) and Visiting Specialists

Please note that the **student will follow the class programme** rather than the teacher's routine. Thus, **the student will stay with the class at all times** even when another member of staff or a visiting specialist has responsibility for the class. When the student has responsibility for the class, this arrangement will continue. Students are not required to plan or implement lessons at these times but should liaise with the member of staff responsible for the class to assist in the delivery or observations of lessons as is deemed most appropriate and beneficial.

In instances where the school prefers the student to plan and implement lessons normally undertaken by the McCrone/visiting teacher, this too is acceptable.

## Personal Record of Progress (PROP)

Students will complete a PROP form ([Appendix vi](#_Appendix_vi:_Personal)) on a weekly basis, which they will share and discuss with the class teacher, who will sign and date it at the end of each week of Professional Practice, adding additional comments where appropriate. These forms will be kept in the Professional Practice File and will be an early indicator of students' progress.

The University encourages teachers to highlight any concerns on this form at the earliest opportunity so that students can take steps to address any issues arising. If there are any concerns about the progress of students,the school is asked to **make early contact with the Professional Practice Manager**, Lesley Sutherland

[lusutherland@dundee.ac.uk](mailto:lusutherland@dundee.ac.uk)

## Professional Practice Assessment Procedures

Full details of the assessment format and expectations will be shared with students by the university in advance of placement and with mentors at the start of each placement. ***Please note:*** *Any changes to the usual tutor assessment methods due to Covid-19 safety guidance will be communicated directly with students and schools.*

Formative Assessment

MA1PP is formatively and summatively assessed by tutors.

Mid-placement check-ins take place during the early stages of MA2PP, MA3PP and MA4PP.

If a tutor of a MA4PP placement decides that the early summative assessment needs to be converted to a formative assessment (see below), then the Formative Assessment Report will be used to give immediate written feedback ([Appendix viii](#_Appendix_viii:_Tutor)).

Summative **Assessment**

In every placement, students are assessed summatively by both their tutor and the school, using the same reporting format. The Summative Assessment Report ([Appendix ix](#_Appendix_ix:_Summative)) must be completed electronically. Please note that the student will receive two reports for each placement: one tutor report and one school report.

Students should be assessed with an overall grade of satisfactory or unsatisfactory against the areas of the SPR. Consideration should be given to the stage that they are at in their Initial Teacher Education Programme using the Criteria for Assessment that can be found in the relevant *Placement Expectations* guidance.

Evidence for the report will be gathered from:

* observation of teaching practice
* discussion with the student and teacher/tutor regarding the SPR and evidence of meeting the criteria (including, but not limited to the student's teaching and the pupils' learning)
* observation of pupils' work – evidence can be shared with tutors within the Professional File
* scrutiny of the Professional Practice File:
  + planning
  + assessment
  + evaluation and reflection

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

**MA1, MA2 and MA3 Professional Practice:** 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.

**MA4 Professional Practice**: If an **MA4PP** student accumulates a total of **2 or more** **Unsatisfactory** grades between the school report and the tutor report, this will result in a failed placement.

The final Professional Practice (**MA4PP**) will involve an early summative assessment by the tutor. Should the tutor have concerns about the student's practice in relation to any of the sections of SPR on the summative report form, this assessment will become formative, and a summative assessment will be rescheduled for the final or penultimate week of placement. If the student is successful in all areas of SPR during the tutor's early summative assessment but the school has concerns about the student's practice in relation to any of the sections of SPR, the school may contact the tutor for a professional discussion involving the tutor, student, and school in relation to the student's performance.

*Professional Practice in each year must be completed successfully in order to progress to the next year of the Programme. Where a placement is unsuccessful, the Professional Practice Manager will discuss retrieval options with the student.*

The **tutor report** will be shared with students within 2 working days of the summative assessment.

The **school report** should be shared with the student on the final day of placement. Sharing the report prior to the conclusion of the Professional Practice is very useful in helping the student set goals for the future. The report is also vital to the professional development of the student and to ensure a complete assessment profile by the University. The student's copy should be signed by both mentor and student, and an additional copy emailed to [SHSL-ed-professionalpractice@dundee.ac.uk](mailto:SHSL-ed-professionalpractice@dundee.ac.uk) by **the Friday following the student's final day on placement**. The Summative Assessment Report can be downloaded from the [University website](https://www.dundee.ac.uk/esw/partnerresources/). Please do ensure that the school report is emailed directly to the university and not just given to the student. This allows us to ensure our examination records are up to date and accurate. This is appreciated.

## The Role of the External Examiner and a Tutor Shadow Visit

The tutor may be accompanied on visits by an external examiner, an additional university tutor or the professional practice manager, for quality assurance purposes.  It is to be stressed that on these occasions the programme procedures and the tutor are under scrutiny – **not** the student or school.

The role of the External Examiner is to monitor the quality of the assessment element of the student's experience, to ensure that students are assessed appropriately and that their individual needs are taken into account.  They should use their personal evaluation of the process to verify the appropriateness of assessment and support procedures that are in place. It would be very helpful if, in a formal written response, External Examiners could comment on:

* The organisation of the Professional Practice
* The helpfulness of all Professional Practice documents
* The assessment process
* The preparedness (by the University) of the class teacher to support the student
* The preparedness of the student to undertake the Professional Practice
* The ability of the student to reflect on and discuss his/her Professional Practice
* The quality of the tutor's feedback to the student
* The comparability of the standard of students with other Teacher Educator Institutions
* The relationship between the University and the receiving schools
* The relationship between the tutor and the student

The External Examiner should feel able to speak to the student, the class teacher and the head teacher individually as s/he feels appropriate. A final discussion should take place with the tutor.

## 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.

## Mitigating circumstances

Should a student feel that professional practice assessment is likely to be impaired as a result of mitigating circumstances, this should be made known to Lesley Sutherland, the Professional Practice Manager, **before** assessment takes place. A student's attendance at school will be regarded as an indicator of his/her fitness to teach. University guidance for mitigating circumstances, including associated forms, can be accessed on the [University website](https://www.dundee.ac.uk/qf/quality-and-academic-standards/assessment/mitigating-circumstances/).

## Appeals

In relation to 3.12.7 of the University Assessment Policy for Taught Provision, the School of Humanities, Social Sciences and Law will investigate all appeals or requests for compensation of condonement submitted by a student. However, if the module concerned has a professionally accredited practice element within it, the student will still be required to demonstrate competence in relation to the practice should that be determined as a fail.

## 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 Humanities, Social Sciences and Law (Division of Education and Society) 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 from [Disability Services](https://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 School of Humanities, Social Sciences and Law (Education and Society Division) Disability Officer [SHSL-EDS-Disability-Adjustments@dundee.ac.uk](mailto:SHSL-EDS-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 the university 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 The School of Humanities, Social Sciences and Law (Education and Society Division) directly, they should complete a *Disability Disclosure Form – Placement Activity* and return it to [SHSL-EDS-Disability-Adjustments@dundee.ac.uk](mailto:SHSL-EDS-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, an appropriate member of staff will liaise with the student and placement to ensure reasonable adjustments are made. If disclosure is withheld, SHSL (Education and Society Division) will 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 SHSL (Education and Society Division) 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 SHSL (Education and Society Division) 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 on the MA Portal in My Dundee.***

## Guidelines for Claiming Student Professional Practice Expenses

The University of Dundee will refund any **additional** expenditure incurred by a student while undertaking a Professional Practice which is a mandatory part of their course.  These additional costs are calculated by comparing the student's normal term time costs with those necessary to carry out the Professional Practice.

Travel

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 Professional Practice is undertaken.  This may involve the purchase of weekly/monthly tickets.  Note: Only travel that 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 (currently 22.3p per mile).  It is the individual student's responsibility to ensure that their motor insurance covers the use of their vehicle for this purpose.

Claims

**Prior** to making a claim and **before** beginning a Professional Practice, students wishing to make a claim must complete a Pre-Travel Claim Form indicating their anticipated expenses (this form will be emailed in advance to all students).  This will indicate their additional costs compared with normal term time costs.  This must be approved by Professional Administration staff who will then notify students to complete a Student Travel Claim Form (this form will be emailed to all students).

Completed forms should be emailed to [shsl-ed-professionalpractice@dundee.ac.uk](mailto:shsl-ed-professionalpractice@dundee.ac.uk). Please make sure if travelling by public transport, students must scan and email their tickets along with their Student Travel Claim Form.  Claims should be submitted within four weeks of the end of the Professional Practice.  After four weeks, claims may not be met.  In the case of longer placements, claims may be made during the Professional Practice but for periods of no less than four weeks.

Payments

Students' claims will be paid directly into a bank account.

## Attendance

If attendance/participation falls below 80% for any aspect of the MA (Hons) Education Programme, this will be reported to the Board of Examiners, as will absence from Professional Practice. The right to submit assignments, attend an examination and go out on Professional Practice will be dependent on students achieving an 80% attendance rate. The University of Dundee has a duty of care to the children whom MA (Hons) Education students teach. A good level of attendance in all aspects of the Programme (i.e. minimum of 80%) is considered an indicator of students' preparedness to go out on Professional Practice. Students who fail to meet this requirement must meet with Lisa Reed, the Curriculum and Assessment Convener, to discuss options open to them in order to continue on the Programme.

Holidays should not be booked during University term-time (please note that the final week of the academic session is Week 30). Students should refer to the *Initial Teacher Education Professional Practice & Assessment Schedule* which is available on the MA Portal in My Dundee.

## Absence

If students are absent from school, they must ensure that the school is informed before 9.00am by phone to the office and email the class teacher (or school email address). They should also telephone 01382 381400 or email [shsl-ed-professionalpractice@dundee.ac.uk](mailto:shsl-ed-professionalpractice@dundee.ac.uk) to report their absence and, where possible when they expect to be able to return to school. Once you have reported your absence to both school and university via telephone/email, an absence form (available via the MA Portal) must also be submitted to [shsl-ed-professionalpractice@dundee.ac.uk](mailto:shsl-ed-professionalpractice@dundee.ac.uk). Students must then inform a Professional Practice Administrator when they return to school.

If absent for more than 20% of the Professional Practice period, for any reason, students will be required to re-take the full period of Professional Practice. In some cases, the student may be offered the opportunity to make up days missed while on placement. These days may be added on at the end of the placement in negotiation between the University and the school and is **not** at the discretion of the student. Note that, due to schools' schedules, it is unlikely that schools would offer more than five additional days.

If absent due to illness, it is crucial that students contact the University (by phone or email) for an absence of five days or less. Absences over five days require a doctor's medical certificate. Without the latter, the Board of Examiners will regard the absence as unexplained, resulting in a failed Professional Practice. Absence due to illness caused by Covid-19 falls within the University's usual absence policy and is thus subject to the 20% maximum absence limit.

If a student is going to be absent on the day of the tutor visit, then (s)he must email both the Professional Practice Administrator (email) and her/his placement tutor as soon as possible.

## Covid-19

The University continues to follow national guidance regarding Covid-19, including Scotland-wide advice on teaching placements. Students should engage fully with the information available [here](https://www.dundee.ac.uk/coronavirus) on the University website and do all that they can to follow the advice within the guides. Students should also keep abreast of the information and guidance available on the Scottish Government website [here](https://www.gov.scot/coronavirus-covid-19/).

Any Covid-19 information relevant to professional practice will be shared during placement sessions and through school communication.

On placement, students should familiarise themselves with up-to-date school policy regarding Covid-19 and ensure that they incorporate this into their daily practice.

## Adverse Weather Advice

If a student is unable to make it into school because of extreme, adverse weather, they should inform both the school and the university by 9am. If the school is closed, students must still inform the university via email on each day of closure, and an absence form should be submitted on return to school. Despite snow days being out of students' control, they will still fall within absence allowance. This is important in ensuring that all students have the space and time to develop their practice.

Students should contact their mentors and check local radio and local authority Twitter feeds for information about school closures/transport updates. Students should also observe national and local weather warnings before travelling.

If a student cannot make it into school because it is closed or because of weather-related travel difficulties, they should use this day to continue placement preparation. If absence due to adverse weather conditions means teaching requirements cannot be met that week, students should use the absence days to reflect on their practice experience so far and undertake targeted reading, planning and preparation to support their return to school.

If the school is closed to pupils but not to staff, students should go into school if they are able. If a student is unable to go into school, or their mentor cannot, it is acceptable that students remain at home and read, reflect and prepare. University emails should be checked regularly for further guidance.

## Fire Alarm procedure

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.

## Student Evaluations of Placement

The GTCS will send out a questionnaire to students via their University email towards the end of the placement. This questionnaire will give students the opportunity to evaluate their placement in terms of their experience in school. The results of this questionnaire will be sent to the local authorities and universities for information. The questionnaire is designed to inform the local authorities with regard to students' school placements. **It is not an evaluation of the University preparation for placement or the support given by the University during this time** (students will have the opportunity to evaluate this in the module evaluations).

## Guidance for non-denominational students in Roman Catholic Schools

Guidance for non-denominational students in Roman Catholic schools can be found in [Appendix xi](#appendixxi).

## Requesting a Roman Catholic placement

It is recognised that many Roman Catholic students would wish to undertake a placement in a denominational school. Whilst it is unlikely that it would be possible for Roman Catholic students to have all placements during their Initial Teacher Education Programmes in a denominational school, students can submit a request to undertake a placement in a denominational school. This will be considered and accommodated where possible. Students should approach the Professional Practice Convener with a request for a Roman Catholic school placement. Such a request must be made at the start of Semester 1.

# 4. Appendices

Documents and templates needed for placement and planning can be found on the following pages.

## Appendix i: MA Professional Practice Requirements

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **MA1PP**  **1 pre-visit day; 2 pre-visit observation weeks; 4-week block** | **MA2PP**  **1 pre-visit day, 4-week block, 2-day nursery experience** | **MA3PP**  **1 week nursery, 1 pre-visit day, 6 week block;** | **MA4PP**  **1 pre-visit week; 10 week block** |  |
| **Pre-visits** | **Pre-visit Day:**  Obs., familiarisation with pupils; class rules and routines; school community, etc. | **Pre-visit Day:**  *obs, familiarisation with pupils; class rules and routines; school community, etc.* | **Nursery Week**  Observe interactions, experiences and spaces; investigate responsive and intentional planning, tracking and sharing learning; participate in day-to-day provision and practice; observe, assess and plan an interaction and share with tutor group. | **Pre-visit Week:**  *Minimum 2 class lessons; some grp lessons; assist teacher in all lessons* | Pre-visits |
| **Observation Week 1(MA1PPa):**  *Focussed obs. tasks (ROTR); minimum 2 grp lessons; assist teacher;* Recall Day (Friday). |
| **Observation Week 2 (MA1PPa):**  *Focussed obs. tasks (ROTR); minimum 2 grp & 2 class lessons; assist teacher.* | **Two-day nursery experience:**  Observe early years practice and complete a reflection of their visit. | **Pre-visit Day:**  *Obs., familiarisation with pupils; class rules and routines; school community, etc.* |
| Wk 1 | 3 grp lessons; minimum 2 class lessons; assist teacher in other lessons, supervise grps, observation. | Minimum 2 class lessons;  assist teacher in all lessons; supervise grps; observation. | Obs. & discussion of EY learning routines; mix of grp & class lessons;  1 half day responsibility. | Mix of grp & class lessons; 1 half day responsibility. | Wk 1 |
| Wk 2 | 5 class lessons; some grp lessons and assist teacher; observation. | 1 day full responsibility;  Single lessons on other days; assist teacher in all lessons; supervise grps; observation. | 1 full day; single lessons on other days; support as required and observation on other days | 2 non-consecutive full days; single lessons on other days. | Wk 2 |
| Wk 3 | 1 half day & 1 full day;  Single lessons on other days. | 2 full non-consecutive days; single lessons on other days; assist teacher in all lessons; supervise grps; observation. | 2 consecutive full days;  single lessons on other days; support as required and observation on other days. Recall Day (Friday) | 2 continuous days; single lessons on other days.  Recall day (Friday). | Wk 3 |
| 3 progressive lessons over weeks 3 & 4 (lang. and maths). |
| Wk 4 | 2 consecutive days;  single lessons on other days. | 2 consecutive days; single lessons on other days; assist teacher in all lessons; supervise grps; observation.. | 7 consecutive days responsibility over last three weeks, not including Thurs and Fri of week 7, single lessons and observation on other days. | Mon & Tues week 4 = single lessons/grps;  6 continuous days over 2 weeks, starting no earlier than Wed week 4 and finishing no later Friday week 5 (depending on holiday dates). | Wk 4 |
| Wk 5 |  |  | Wk 5 |
| Wk 6 | **Observation Week:**  Single lessons/observation/grp support/observing other teachers. | Wk 6 |
| Wk 7 |  | **Retrench/Ramp up:**  10 continuous days of responsibility (weeks 7-10); single lessons/group support on other days. | Wk 7 |
| Wk 8 | Wk 8 |
| Wk 9 | Wk 9 |
| Wk 10 | 1 day in secondary school to shadow S1/S2 pupil; single lessons as required to facilitate hand over. | Wk 10 |

## Appendix ii: Professional Self-Assessment Audit

**Professional Self-Assessment Audit (MA)**

*This form is intended to summarise your experience to date, identify your strengths and areas for development at this point in time, and your goals for this coming placement. It should be completed and placed in Section 1 of your Professional Practice File.*

**PREVIOUS PROFESSIONAL PRACTICE IN SCHOOL**

*For MA1, this can include any work/work experience in school that you have recently completed before coming on the programme. For MA3 and MA4, this would be your previous school placement(s).*

|  |  |
| --- | --- |
| School & Stage |  |
| Duration/Dates |  |
| Brief summary of responsibilities |  |
| Strengths identified |  |
| Areas for development |  |

**OTHER RELEVANT EXPERIENCE TO DATE**

*This can include any relevant work/work experience and/or the Learning from Life module. Again, your most recent experience is most relevant here.*

|  |  |
| --- | --- |
| Workplace |  |
| Duration/Dates |  |
| Brief summary of responsibilities |  |
| Transferable skills identified |  |
| Areas for development |  |

**GOALS FOR THIS COMING PLACEMENT (LINKED WITH SPR):**

*These may come from the areas for development noted above.* Your goals and references to the SPR should be drawn from your reflection on your development needs. You should discuss your identified goals with your tutor prior to the start of your placement.

*You are advised to draw at least three goals from the three different sections of the SPR.*

|  |  |  |
| --- | --- | --- |
| **Goals** (Please provide SPR code e.g. 3.2.2.) | **Provide SPR extended goal.** E.g. "Develop positive relationships and positive behaviour strategies." | **Justification:** Explain why you have chosen this goal and how you will achieve it. |
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |
| 4. |  |  |

## 

## Appendix iii: Being a Teacher in Scotland: Professional Values and Commitment Audit

|  |  |
| --- | --- |
| **1.1. Professional Values**  *"As part of teacher professionalism, professional values are required to be enacted in everyday practice both within and outwith the educational establishment." (GTCS, 2021)* | **Evidence of how you are meeting this Standard**  *You should add to this audit throughout the duration of your placement. You can cross-reference to weekly evaluations, lesson plans, resources, or other evidence across your Professional file.* |
| **Social Justice**   * Promote health and wellbeing of self, colleagues and the children and young people in their care * Build and foster positive relationships in the learning community which are respectful of individuals * Embrace global educational and social values of sustainability, equality, equity, and justice and recognising children's rights * Respect the rights of all learners as outlined in the United Nations Convention on the Rights of the Child (UNCRC) and their entitlement to be included in decisions regarding their learning experiences and have all aspects of their wellbeing developed and supported * Demonstrate a commitment to engaging learners in real world issues to enhance learning experiences and outcomes, and to encourage learning our way to a better future * Commit to social justice through fair, transparent, inclusive, and sustainable policies and practices in relation to protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation) and intersectionality * Value, as well as respect, social, ecological, cultural, religious, and racial diversity and promote the principles and practices of sustainable development and local and global citizenship for all learners * Demonstrate a commitment to motivating and including all learners, understanding the influence of gender, social, cultural, racial, ethnic, religious and economic backgrounds on experiences of learning, taking account of specific learning needs and seeking to reduce barriers to learning * Demonstrate a commitment to supporting learners who are experiencing or who have experienced trauma, children and young people from a care experienced background and understanding responsibilities as a corporate parent * Understand and challenge discrimination in all its forms, particularly that which is defined by the Equality Act 2010 |  |
| **Trust and Respect**   * Promote and engender a rights respecting culture and the ethical use of authority associated with one's professional roles * Act and behave in ways that develop a culture of trust and respect for self, others and the natural world * Understand, acknowledge, and respect the contribution of others in positively influencing the lives of learners * Understand health and wellbeing and the importance of positive and purposeful relationships to provide and ensure a safe and secure environment for all learners and colleagues within a caring and compassionate ethos * Respect individual difference and support learners' understanding of themselves, others and their contribution to the development and sustainability of a diverse and inclusive society |  |
| **Integrity**   * Demonstrate kindness, honesty, courage and wisdom * Be truthful and trustworthy * Critically examine professional beliefs, values and attitudes of self and others in the context of collegiate working * Challenge assumptions, biases, and professional practice, where appropriate |  |
| **1.2 Professional Commitment** | **Evidence of how you are meeting this Standard** |
| * 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 having 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 |  |

## Appendix iv: Audit of Lessons Taught and Planning Formats

**Audit of Lessons Taught During Professional Practice: MA1 MA2 MA3 MA4 (delete as appropriate)**

Date when you have planned and taught lessons in each of the curriculum areas. This will aid you in keeping track of your developing experience and to help ensure this development has breadth across the curriculum and not just depth in one or two areas.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Maths** | **Language** | **Modern Languages** | **RME** | **Sciences\*** | **Expressive Arts\*** | **Health & Wellbeing\*** | **Social Studies\*** | **Technologies\*** | **Interdisciplinary Learning (IDL)\*\*** |
|  |  |  |  |  |  |  |  |  |  |
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**\*Please identify the element of these curriculum areas that have been addressed.**

**\*\*Please identify which subjects came together for IDL.**

## Individual Lesson Plan Format (Primary)

**Class/Group: ……………………… Lesson: ………………………… Date: ………..…**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Previous Experience** | | | | |
| **Working towards outcomes of a Curriculum for Excellence** | | | | |
| **Responsibility of all - Literacy/Numeracy/ICT/HWB** (where appropriate): | | | | |
| ***Learning Intentions*** | | ***Success Criteria*** | | |
|  | |  | | |
| **Resources** |  | | | |
| **Timing** |  | | | ***Assessment methods*** |
|  | **Setting the context/Beginning the lesson (Introduction)**  **Teaching the learning intentions (Development)**  **Ending the lesson (Plenary)** | | |  |
| **Success Criteria Results** | | | **Next steps for the children** | | |
|  | | |  | | |
| **EVALUATING MY PRACTICE** | | | | | |
| **Going well (what worked and why?)** | | | **Areas for development (what didn't work and why?)** | | |
| **Next Steps for Me** | | | | | |

DAILY TIME MANAGEMENT PLAN Class: Date:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Block of Time | Planning Codes (where applicable) | Title of Lesson/Activity (with staff/student initials) | Supporting Staff/Student | Resources | Organisation & Management Notes |
|  |  |  | For example: Classroom Assistant/  Speech Therapist/  Support for Learning Teacher/Assistant  Behaviour Support |  |  |
|  |  |  |  | | |
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## Daily Evaluation/Reflection

|  |
| --- |
| Reflection on the Day – What went well/did not go well and why? (This should inform your weekly evaluations/reflections) |
| Next steps for the children and for you the teacher. |

## Medium-Term Plan (or Curriculum Plan)

|  |  |
| --- | --- |
| Curriculum area(s) to be addressed: | Interdisciplinary learning (IDL) focus (if relevant): |
| Class/stage/group: | |
| Curriculum for Excellence Outcome(s):  (*From all relevant curriculum areas. Please write outcome code and accompanying statement*.) | |
| Key question(s): | Key skills: |

|  |  |  |  |
| --- | --- | --- | --- |
| **Curriculum area/IDL focus;**  **Reference to DTM Plan & Lesson Outline** | **Learning intentions** | **Key learning experiences** | **Methods of assessment/ recording** |
| e.g.  Art  DTM1/2/3  LO2/LO6/LO8 |  |  |  |
|  |  |  |  |
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## Lesson Outline (to accompany Curriculum Plans)

Reference to Curriculum Plan:

NB – all supporting evidence (e.g. assessment) should be cross-referenced to the Curriculum Plan.

|  |
| --- |
| Learning Intentions:  Success Criteria: |

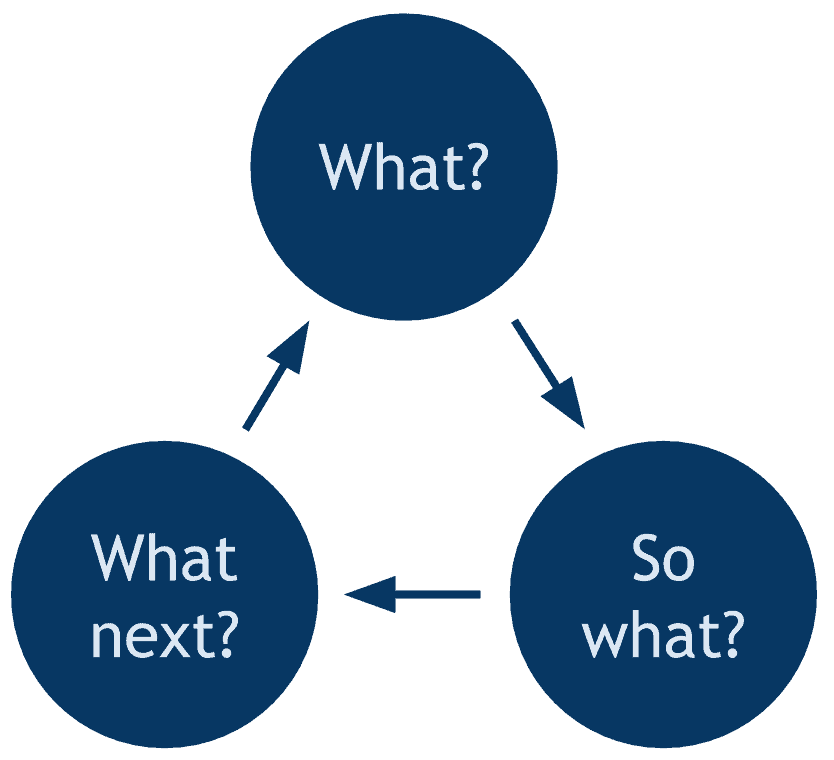
|  |
| --- |
| Responsibility of all - Literacy/Numeracy/ICT/HWB(where appropriate): |

|  |
| --- |
| Methods of Assessment (how are you assessing): |

|  |
| --- |
| Notes: |

## Appendix v: [MA2 Nursery Experience](https://d.docs.live.net/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/AppData/Local/Box/AppData/Local/Box/Box%20Edit/Documents/zPvq07RpFkqRU2gixT_TVg==/MA%20Professional%20Practice%20Handbook/Weekly%20Reflection%20of%20Nursery%20Experience.docx) Reflection

*This form is intended to guide you through your reflections on your two-day nursery experience. The first part of the form consists of questions to guide your nursery reflections. You may want to use Borton’s model of reflection (or Gibbs’/Kolb) to ensure your reflection goes beyond a description. This will help to direct your reading both during and after the experience in preparation for the nursery week in MA3. The second part is to be completed by a member of the nursery staff.*



Borton’s model of reflection

**PART ONE – student to complete**

1. **Significant observation:** Describe one observation that you experienced during your nursery week and discuss how this has impacted upon your understanding in this environment. What did you observe the children saying and doing? What were they learning? What skills were they developing? How did the adults act as facilitators for the children’s learning/development (social, emotional, physical, cognitive and language)?
2. Discuss the importance of working/liaising with other adults (including parents) in the nursery setting.
3. What was your main takeaway from this experience?
4. What reading will you engage with in preparation for the MA3 modules on early years? How has this experience highlighted areas you need to focus on?

**PART TWO – member of staff to complete.** *Please indicate with a* ***tick*** *which level is most appropriate to the student’s performance during his/her nursery week experience.*

|  |  |  |
| --- | --- | --- |
|  | **Evident** | **Area for development** |
| The student demonstrated awareness of early level pedagogy |  |  |
| The student interacted effectively with the children |  |  |
| The student engaged in dialogue with nursery staff. |  |  |
| The student demonstrated awareness of national policy |  |  |

Any additional comments by the staff:

|  |
| --- |
|  |

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

Staff signature …………………………………………………………… Date ………………………….

**This form should be included in your MA3PP Professional Practice Folder.**

## Appendix vi: MA3 Nursery Week Observation and Feedback Form

*This form is intended to guide you through your observation of your nursery experience. It provides different foci for your week and will help to direct your reading during and after the placement. The first part of the form consists of questions to direct your observation, and the second part is to be completed by a member of the nursery staff/senior member of staff in the school.*

**PART ONE – student to complete**

Observe and record an interaction between yourself and child/group of children, using the observation planning format of **Observe, Assess, Plan** (refer to Ephgrave (2018) for additional support) to structure your observation. Remember, the first three steps of **Observe, Assess, Plan** will mostly happen internally without you speaking; the steps are not always separate but can be intertwined.

1. **Observe:** What are you seeing and hearing? What is the child/children looking at, saying, or doing (or not doing)? Try to record exactly what they say or their actions.
2. **Assess:** What is it making you think? What do you notice about this child/children’s learning? What **skills** are they developing? What **content** is being explored? Are there **misconceptions**? Do they need an adult to take their learning forward?
   1. If so, how should this be done (providing more/removing resources, asking a specific question, or making a statement, suggesting a new space that may support their inquiries, giving suggestions to develop their idea, etc)? How will you ensure you are not taking over?
   2. If they do not need an adult, why do you think that is? What have you noticed about their learning?
3. **Plan:** Deciding on the action to take:
   1. **Responsive planning:** How can/did you take the learning forward right now? What happened? What did you and the children do? Is this being developed further (is it moving into intentional planning)? What would be the next steps (think about skills and/or content)? What resources did you add/remove? What was the effect? What did you or would you plan to do in the future? What possible lines of development are there?
   2. **Intentional planning:** What could you do later today, tomorrow, or next week to extend this learning? Are extra resources are needed? Do changes to spaces need to happen? What would be the next steps (think about skills and/or content)? What resources did you add/remove? What was the effect? What did you or would you plan to do in the future? What possible lines of development are there?
4. **Now record:** You can choose how you record this, e.g., narrative style, FloorBook or mini learning wall with photographs and narrative (remember not to include children in the photograph) for sharing with your tutor group. You may choose to include the children in this so they can contribute, however, you must ask the staff if that is ok as it will be coming to university for you to share and discuss with other people.

Ensure **confidentiality** throughout by only using initials. No photographs of children can be used (but you can include their drawings or photographs of the process they go through/product).

*Share and discuss the recording of your observation with the nursery staff before the end of the Nursery Week.*

**PART TWO – member of staff to complete.** *Please indicate with a* ***tick*** *which level is most appropriate to the student’s performance during his/her nursery week experience.*

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Satisfactory** | **Unsatisfactory** | **Comment** (optional) |
| The student participated effectively as a member of the nursery team. |  |  |  |
| The student interacted effectively with the children. |  |  |  |
| The student interacted effectively with parents. |  |  |  |
| The student engaged effectively in a professional dialogue with the nursery staff. |  |  |  |
| The student is developing a professional knowledge of learning in the nursery. |  |  |  |

Any additional comments by the staff:

|  |
| --- |
|  |

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

Staff signature ……………………………………………… Date ………………………….

**This form should be included in your MA3PP Professional Practice Folder.**

## 

## Appendix vii: Personal Record of Progress Form (PROP)

To be completed at the end of each week of Professional Practice

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

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

|  |
| --- |
| **Student – Area/s developed** |
| **Student - Area/s 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 Manager.    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's/Mentor's signature ………………………………..Date………………………

The student should discuss his/her progress and reflections with the class teacher 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 placed within the student's Professional Practice File.

## Appendix viii: [Observed Lesson for school use](https://d.docs.live.net/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/AppData/Local/Box/AppData/Local/Box/Box%20Edit/Documents/zPvq07RpFkqRU2gixT_TVg==/MA%20Professional%20Practice%20Handbook/Observed%20Lesson%20for%20school%20use.docx)

Please note that the following provides feedback on a 'snapshot' of your teaching and does not cover all elements of SPR. It is not in itself an indication of your overall progress on placement but rather an indication of the degree to which this lesson has been successful. Where an area 'requires attention', it is the student's responsibility to engage in a professional dialogue with the observer on this element of their practice and to notify their University tutor for further support and advice where required.

**To be completed by the Observer *(with reference to individual placement expectations)***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Requires**  **attention** | **Satisfactory** | **Good** | **Very Good** | **Excellent** |
| **Planning (lesson plan) 2.1**  (Coherent; progressive; engaging; knowledge of CfE, including literacy, numeracy, digital literacy; meeting pupils' needs) |  |  |  |  |  |
| **Pedagogical Approach 3.1, 3.2**  (Effective teaching strategies; appropriate pitch; explanations; questioning; pace of lesson) |  |  |  |  |  |
| **Use of Resources 3.1, 3.2**  (Board work; effective use of physical, digital and human resources) |  |  |  |  |  |
| **Engaging and Valuing Learners 3.1, 3.2**  (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**  (Well-chosen assessment approach(es); providing purposeful feedback; analysing assessment information and using it to support and enhance learning) |  |  |  |  |  |
| **Working with Others 3.1**  (Working with class teacher, learning support, classroom assistants, and the wider school community) |  |  |  |  |  |
| **Reflection 3.3**  (Realistic self-assessment, taking account of feedback) |  |  |  |  |  |
| **Professional Values and Commitment 1.1, 1.2, 1.3**  (Well-prepared for lesson; promotes an equitable classroom, leads learning, commitment to self-improvement) |  |  |  |  |  |
| **Was the lesson plan shared with the teacher/observer in advance of the lesson?** | Yes/No  *Please circle as appropriate* | | | | |
|  | | | | | |
| **Comments and Advice** (can be continued over page) | | | | | |
| **Development Targets** (can be continued over page)  *Please note that the student should include these development targets (in summary form) on their weekly PROP form. This should form the basis of a discussion with the school mentor on their progress.* | | | | | |

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

## Appendix vxi: Tutor Formative Feedback Form

**Student Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Tutor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

Tutor Signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**This form should be placed in the student's file and be accessible to school colleagues.**

## Appendix x: [Summative Assessment Form](https://d.docs.live.net/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/AppData/Local/Box/AppData/Local/Box/Box%20Edit/Documents/zPvq07RpFkqRU2gixT_TVg==/MA%20Professional%20Practice%20Handbook/Summative%20Assessment%20Form.docx)

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

Please provide evidence of the student's progress to date using the guidance from the University found in the *Professional Practice Handbook* ([PGDE](https://www.dundee.ac.uk/corporate-information/information-school-partners-pgde-primary)) or the relevant *Placement Expectations* document ([MA](https://www.dundee.ac.uk/corporate-information/information-school-partners-ma-hons-education)).

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.***

**MA: MA1PP, MA2PP or MA3PP.** If a student accumulates a total of **3 or more** **Unsatisfactory** grades between the school report and the tutor report this will result in a failed placement.

**MA: MA4PP**. If a student accumulates a total of **2 or more** **Unsatisfactory** grades between the school report and the tutor report this will result in a failed placement.

**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   * the view that everyone deserves equal economic, political and social rights and opportunities now and in the future.   Trust and respect   * expectations of positive actions that support authentic relationship building and show care for the needs and feelings of the people involved and respect for our natural world and its limited resources.   Integrity   * the practice of being honest and showing a consistent and uncompromising adherence to strong moral and ethical principles and values. |  | |  | |
| **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  Critically examines how teaching impacts on learners and uses evidence collaboratively to inform teacher judgement and next steps for learning  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 shows a commitment to working towards it.  Development and consolidation of knowledge, understanding, skills and abilities increasingly evidences an understanding of the *inter-relationship* among the categories of the Standard for Provisional Registration. |  | |  | |
| **2. Professional Knowledge and Understanding** | | | | |
| **2.1 Curriculum and Pedagogy** | **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: [shsl-ed-professionalpractice@dundee.ac.uk](mailto:shsl-ed-professionalpractice@dundee.ac.uk)**

## Appendix xi: Guidance for non-denominational Students in Roman Catholic Schools

**Guidance for non-denominational students 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 a dialogue with the class teacher 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?***

Students will be expected to observe the lesson and to use it as an opportunity to reflect on such things as teaching styles, classroom organisation and management etc.

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

The class teacher may give you the opportunity to contribute in this area should it be deemed appropriate.

Teachers in Catholic schools use a resource called 'This is Our Faith' to support the 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). (<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.

Ethos and Community Life

In all Catholic schools there will be religious artefacts 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. 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 the Scottish Catholic Education Service (SCES).

## Appendix xii: GTCS School Experience and the Student Placement System info

|  |  |
| --- | --- |
|  | Student Placement System (SPS)  School Experience |

Integral to your learning journey is the experience and expertise gained while on school placement.

There is a national system for ensuring that student teachers, throughout the country, have access to school experience. SPS is automated and is administered by GTC Scotland and works on the principle of matching students to schools, based on the information provided by universities, local authorities and schools.

**Information required from students**

Students are asked to provide accurate details which are then inputted into SPS by each University. 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 etc.

**Information required from local authorities**

Local authorities ask schools to provide details of the classes which can accept students. Not all classes will be available for student placements for a range of reasons e.g. there may be a probationer teacher in the class.

**Automatic matching**

Students will be automatically matched to a placement, based on the information provided. There is a sequence of confirmations before a placement is deemed to fully confirmed and ready for a student to attend. Following a match on SPS, the university sees it on SPS and confirms the match. The next step is for the local authority confirm the match and the final step is for the school to confirm the match. Only when a match is 'school confirmed' will a student be informed of their placement and directed to attend the matched school.

**Where will my placement be?**

The national agreement is that students should not normally be required to travel in excess of 90 minutes each way to their school placement, from their stated address.

In some instances, however, students choose to attend a university which necessitates a lengthy daily commute – longer than 90 minutes. In this instance the university will strive for a journey to placement which does not exceed their chosen commute to campus.

**Can I arrange my own placement?**

All placements are arranged via SPS. Students are not permitted to seek placements independently and such activity, on the part of a student, 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 check out GTC Scotland's web page at [www.in2teaching.org.uk](http://www.in2teaching.org.uk) for information about SPS.

## The General Teaching Council for Scotland (GTCS)

**The Student Placement System (SPS)**

**Information for Fresher Students**

Welcome and congratulations on commencing your teaching studies at your chosen university. You will be attending school placements as part of your teaching qualification so we have put together a short information sheet on how your placements are made

**What is the Student Placement System?**

The student placement system, called SPS for short, enables the matching of student teachers to available school offers throughout Scotland. GTC Scotland hosts SPS but it is not responsible for securing placements or own or input the data, which enables SPS to process these matches.

It is the responsibility of universities to secure placements from their partnership local authorities and for those two parties to enter into discussions to achieve agreements, enabling the successful placement of a student teacher in a school. This information should then be reflected within SPS to enable successful matching of student teachers to their school placements.

**Agreed principles**

The agree principles, in conjunction with the roles and responsibilities, have been summarised as below and have been approved by the Student Placement Management Group (SPMG), a national body set-up with University and Local authority representation. These agreed principles state that SPS will:

* place students based on the criteria set by universities through their course placement requirements against suitable offers being available from schools
* place students up to a maximum travel time as agreed and approved by the SPMG, one way by car or public transport

**Roles and responsibilities**

**All users**

* SPS will be the main form of communication for arranging student placements and all placements must be put onto SPS
* all users will adhere to the deadlines agreed by SPMG

**GTC Scotland**

* host and facilitate SPS including implementing all technical development and management of SPS
* provide user support, guidance documentation and training for SPS
* provide an annual timetable for the SPS process as agreed by SPMG
* communicate with universities, local authorities and schools about SPS

GTC Scotland does not however:

* arrange student placements on behalf of universities
* liaise with students regarding their student placements

**Universities**

* ensure that all course documentation is uploaded and accessible through SPS
* contact with schools should be through the local authority – universities will not approach a school on a student's behalf unless it is regarding important information about a specific student on a confirmed placement with the school
* where additional places are required that are not in SPS, universities will contact local authority co-ordinators who will arrange for additional offers to be put onto SPS where possible
* will not make changes to placements after confirmation unless absolutely necessary
* will ensure that course data and student data is entered accurately
* are responsible for advising tutors and students of their placements and deal with any raised queries
* will not divulge any school information to students regarding forthcoming placements prior to school confirmation

**Local authorities and schools**

* ensure that all nurseries, primary and secondary schools are prepared to provide offers for student teachers to attend their school
* any exceptions to providing offers are subject to agreement of the local authority
* where schools cannot accept a student, the school should liaise with their local authority, who will then attempt to reallocate a student if an offer is withdrawn by a school
* local authorities will be advised 14 days after a school has been notified of a student if the placement has not yet been confirmed
* schools should contact universities directly if they require any further information regarding a student placement
* schools will not divulge any information to students regarding forthcoming placements

**University students**

* will not seek and arrange school placements independently, out-with of SPS
* should contact their university's placement co-ordinator if there are any changes to their personal circumstances including change of address, access to a car, withdrawal from their course
* should refer to GTC Scotland's webpage at [www.in2teaching.org.uk](http://www.in2teaching.org.uk) for any useful information about student placements

We hope that this information best explains how SPS works and what the roles and responsibilities that all universities, local authorities, schools and university students in Scotland, including GTC Scotland, work towards.

Should you have any queries about SPS or your school placement, you should contact your university co-ordinator in the first instance or check out the information on our web page at [www.in2teaching.org.uk](http://www.in2teaching.org.uk).

## Appendix xiii: Placement Change Requests – Exceptional Circumstances

The Student Placement System (SPS) is a national system for ensuring that student teachers throughout the country have access to school experience. SPS is automated and is administered by GTC Scotland and works on the principle of matching students to schools based on the information provided by universities, local authorities and schools.

For this reason, it is essential that your Placement Form is submitted by the given deadline to ensure that your term-time address and mode of transport is in the system. If there are any changes to the information you originally submitted (for example a change of address), you are responsible for communicating these changes to the Professional Practice team **as soon as you are aware of them**. You should do so by emailing [SHSL-ed-professionalpractice@dundee.ac.uk](mailto:SHSL-ed-professionalpractice@dundee.ac.uk).

Once placement school information has been issued to students, changes to placement can only be made in exceptional circumstances, and any change requests will be considered on a case-by-case basis. Requests should be made by email to the Professional Practice Convener at [SHSL-ed-professionalpractice@dundee.ac.uk](mailto:SHSL-ed-professionalpractice@dundee.ac.uk).

Students are all asked for signed acknowledgement that they may have to travel up to 90 minutes in each direction to their placement schools. For this reason, change requests due to a long journey time will not be considered unless that journey time is longer than 90 minutes. If, however, there are mitigating circumstance which make a long journey challenging, then of course you should inform the university, preferably as soon as possible – do not wait until placement information has been issued.

## 

## Appendix xiv: Covid-19 Guidance

As Covid-19 circumstances are constantly evolving, national and local advice and guidance is updated regularly. Students should engage fully with the information available [here](https://www.dundee.ac.uk/coronavirus) on the University website and do all that they can to follow the advice within the guides. Students should also keep abreast of the information and guidance available on the Scottish Government website [here](https://www.gov.scot/coronavirus-covid-19/).

Scottish Government's FACTS campaign is summarised in this poster. Students should ensure that they are familiar with this and are aware of what it means for them in all aspects of their life.