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PGDE PRIMARY & SECONDARY

PROFESSIONAL PRACTICE HANDBOOK

SESSION 2023 - 2024

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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 School of Humanities, Social Science and Law (SHSL), 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 Post Graduate Diploma in Education (PGDE) Primary/Secondary Programme.  In addition, you will find useful information about the criteria we use for assessment of each Professional Practice as well as various procedures and documents associated with this Programme.

Professional Practice is a central element of the PGDE Programme where students undertake 18 weeks of placement in a variety of educational contexts.  The range of schools in which students might be placed varies from large urban schools to small rural schools, open plan to single classroom design and within a variety of communities.

The PGDE Programme Team would like to take this opportunity to thank all those involved in preparing and supporting our next generation of primary and secondary teachers.

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# 2 Professional Practice Aims and Rationale

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

## 2.1 Background Information

The PGDE cohort of students arrive at university with a wide range of degrees and experience. Many of them have had other employment before coming to university and have made a conscious decision to change their career direction. Already having a degree, our students are mature adult learners and realise that they have a great deal to learn in the one-year programme. Naturally, our students will have a variety of strengths and areas for development. They will be self-confident enough to seek the support they require and to ask questions as they strive to deepen their understanding and develop their skills. They may also, however, be apprehensive and as a result may require high levels of support with aspects of their professional practice at times. A demand which will stimulate and develop one student may destroy the confidence of another. We ask that teachers are mindful of this and tailor their expectations of students where possible to take account of their individual development needs. Students will be grateful for this perception and sensitivity.

## 2.2 Rationale

Following periods of university-based learning, students require time to begin to practise what they have learned about teaching and learning in the context of a Scottish primary school. Each placement is designed to enable students to develop their understanding of the curriculum at all stages within the relevant sector and their role in meeting the needs of all learners. The placements should also deepen students’ understanding of the role of the teacher, the life of the school and thus the opportunities to help learners to develop.

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

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

## 2.3 Aims

The placement modules aim to:

* provide students with the skills to access curricular information and draw from appropriate educational literature and policy to inform and sustain their teaching in the relevant stages;
* prepare students to critically reflect on their practice in order to evaluate their effectiveness and take responsibility for their continuing professional development;
* ensure students have attained the [GTCS Standard for Provisional Registration (SPR).](https://www.gtcs.org.uk/wp-content/uploads/2021/09/standard-for-provisional-registration.pdf)

## 2.4 Intended Learning Outcomes

In completing these placement modules, students will develop and consolidate skills and knowledge and demonstrate their progress towards the GTCS Standard for Provisional Registration (SPR) to a satisfactory standard for their current stage of development. This will incorporate the following three areas:

* Being a Teacher in Scotland;
* Professional Knowledge and Understanding;
* Professional Skills and Abilities.

Students will:

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

## 2.5 Standard for Provisional Registration (SPR)

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

SPR provides a comprehensive description of a teacher’s professional role and arguably provides a possible blueprint for continuing professional development throughout a teacher’s career. The degree of competence achieved by a student during the Programme should develop as they progress on the Programme and the student’s experience and awareness increase. A progression pathway detailing this development is available at [Appendix 2](#Appendix_2).

## 2.6 The Beginner Teacher

The Beginner Teacher is characterised in accordance with the GTCS SPR as one who has developed a range of understanding, knowledge and competence to allow them to undertake successfully a probationary period leading to full registration.

The beginner teacher will:

* be accountable for their role in the education of the whole child and young person and will take professional responsibility for this.
* engage with current educational issues and contribute to the processes of curriculum development, staff development and school development.
* undertake a range of teaching approaches which will facilitate the learning of children and young people.
* support the pastoral care of children and young people.
* promote equality of opportunity among all people in an inclusive society, and actively participate in non-discriminatory practices
* promote the learning of those children and young people who encounter barriers to learning.
* report the success and progress of children and young people to parents, carers and other interested parties.
* take responsibility for and be committed to their own learning and professional development demonstrating leadership of learning.
* use research and other forms of valid evidence to inform choice, change and priorities in promoting educational practices and progress.
* relate appropriately as a developing professional to other teachers, colleagues from other professions, para-professionals and agencies in support of the children and young people, and to embrace the merits of inter-professional working.
* undertake administrative duties within the school as required, with appropriate support.

##  2.7 The Mentor Teacher

Mentor teachers are asked to contribute to the student’s understanding, skills and attitudes by:

* providing a supportive and reflective context in which the student’s competence will flourish.
* contributing to the student’s progress towards the GTCS SPR by observing their practice, by demonstrating and modelling professional skills and by supporting and advising.
* discussing and evaluating their own planning and teaching with the student
* maximising opportunities for the student to contribute constructively to the teaching team in the class
* informing and overseeing the planning of the student so that they can undertake increased responsibility
* arranging for the student to observe experienced teachers in a variety of situations
* allowing students to carry out observations and tasks specifically linked with any university assignments

During informal discussions the mentor teacher is asked to take the opportunity to discuss with the student:

* the children and young people’s response to their teaching
* the efficacy of their planning and positive behaviour management strategies
* their ability to select, generate and use appropriate resources
* their developing ability to contribute to the teaching team
* their developing understanding of how theory relates to practice.

The mentor teacher is also asked to engage in more formal discussion with the student:

* monitor student engagement with the Professional File, offering constructive comment where appropriate
* formally observe the student at least twice a week, completing the Observed Lesson Form
* sign and date the student’s PROP form weekly, adding comments where appropriate.

It is in the student’s interests that the mentor teacher tells the student as early as possible if there are any areas that require particular attention, particularly if these are areas that might ultimately be recorded as unsatisfactory in the mentor teacher’s final summative report. This then gives the student the maximum opportunity to address these issues in the time remaining on placement. If there are concerns about the progress of the student, the school colleague is asked to make early contact with the student’s tutor.

# 3 Professional Practice Specifications

## 3.1 **Primary** Placement Dates and Summaries

The Professional Practice modules provide students with opportunities to deepen their understanding of educational theories, concepts and principles in practice, with a focus on:

* Professional Practice 1 (PP1): P4-7
* Professional Practice 2 (PP2): P1-3
* Professional Practice 3 (PP3): P1-7 any stage

For PP3, students may be placed in a stage which they have already visited in either PP1 or PP2. It is accepted that this will remain a benefit to the student as each placement represents a new context within a different community*.* For an overview of how placement expectations progress across the year please see [Primary Placement Pattern](#primary_placement_pattern). A summary of each placement can be found below; dates provided are indicative of the standard student pathway and may differ for continuing students.

### 3.1.1 Professional Practice 1 Primary (P4 - 7) - weekly expectations

**23rd October - 1st December 2023** (Recall Day: Friday 3rd November 2023)

* Weeks 1-5: Five-week teaching block (middle/ upper stages P4 – 7)
* Week 6: Flexible Week (minimum 4 days nursery experience unless exempt)

Week 1:

* teach small groups as directed by the class teacher
* teach at least one lesson by the end of the week (group or whole class) using the Individual Lesson Plan pro-forma (and evaluate)
* assist the class teacher generally in other lessons
* complete Weekly Expectations in Professional File

Week 2:

* plan, deliver, assess and evaluate at least one lesson a day (group or whole class) using the Individual Lesson Plan pro-forma
* In collaboration with the class teacher, plan and manage **the class programme**for one half morning and/or afternoon as seems appropriate.  Students are to be responsible for all transitions before and after their planned lesson during this period of responsibility
* continue to assist the class teacher generally
* complete Weekly Expectations in Professional File

Week 3:

* plan, deliver, assess and evaluate at least one lesson a day (group or whole class) using the Individual Lesson Plan pro-forma
* in collaboration with the class teacher, plan and manage at least 2 **non-continuous** days of responsibility. Complete Individual Lesson Plans and a Daily Time Management Plan (or equivalent) for each day of responsibility
* continue to assist the class teacher generally
* complete Weekly Expectations in Professional File

Weeks 4 & 5:

* plan, deliver, assess and evaluate at least one lesson a day (group or whole class) using the Individual Lesson Plan pro-forma
* in collaboration with the class teacher, plan and manage 3 days of **continuous** responsibility across both weeks (not **per** week). Complete Individual Lesson Plans and a Daily Time Management Plan (or equivalent) for each day of responsibility.
* continue to assist the class teacher generally
* complete Weekly Expectations in Professional File

Week 6: Flexible Week

Flexible Week has been designed in line with UoD curriculum design principles. Students are encouraged to develop non-subject specific attributes which will be applicable in real-world contexts. In this instance, **students are required to consult with their placement school before making their own arrangements to spend time in an appropriate educational setting(s)**. The choice of setting should take account of the student’s prior experience and inform their understanding of transition, inclusion and Early Years pedagogy. For most students, four days of this must be in a nursery setting. It is possible for students to split their time between 2 different ELC settings as appropriate. Ideally, students will be able to spend some of the time in a nursery setting linked with the placement school. Students may also wish to spend time with colleagues who work in settings that support children with Additional Support Needs (ASN). Students who have extensive previous nursery experience should complete the Nursery Exemption Form and e-mail it to the university tutor prior to placement. Students must spend all 5 days of the flexible week in an educational setting (or more than one educational setting) and must record this on the Flexible Week Log.

### 3.1.2 Professional Practice 2 Primary (P1 – 3) – weekly expectations

Weeks 1-6: **Monday 29th January - Friday 8th March 2024** (Recall Day: Friday 9th February 2024)

Week 1:

* teach small groups as directed by the class teacher
* teach at least two lessons by the end of the week (group or whole class) using the Individual Lesson Plan pro-forma (and evaluate)
* assist the class teacher generally in other lessons
* begin to populate the Professional File

Week 2:

* plan, deliver, assess and evaluate at least one lesson a day (group or whole class) using the Individual Lesson Plan pro-forma
* in collaboration with the class teacher, plan and manage the class programme for one half morning and/or afternoon as seems appropriate.   Students are to be responsible for all transitions before and after their planned lesson during this period of responsibility
* continue to assist the class teacher generally
* continue to populate the Professional File
* begin the Practitioner Enquiry

Weeks 3 & 4:

* plan, deliver, assess and evaluate at least one lesson a day (group or whole class) using the Individual Lesson Plan pro-forma
* in collaboration with the class teacher, plan and manage at least 3 **non-continuous** days of responsibility over the two weeks (not per week). Complete Individual Lesson Plans and a Daily Time Management Plan (or equivalent) for each day of responsibility
* continue to assist the class teacher generally in other lessons
* continue to populate the Professional File
* continue with the Practitioner Enquiry

Weeks 5 & 6:

* plan, deliver, assess and evaluate at least one lesson a day (group or whole class) using the Individual Lesson Plan pro-forma
* in collaboration with the class teacher, plan and manage 5 days of **continuous** responsibility over the two weeks (not including Thursday and Friday of week 6)
* use Curricular Plans/ Lesson Outlines and Daily Time Management Plans (or equivalent) during the period of continuous responsibility. (Individual lesson plans may be used for any ‘stand-alone’ lessons during this time.)
* continue to assist the class teacher generally in lessons
* continue to populate the Professional File
* **complete the Practitioner Enquiry ahead of the tutor visit**

### 3.1.3 Professional Practice 3 (Any stage, P1 – 7) – primary

Weeks 1 – 6: **Monday 15th April - Friday 25th May 2024** (Recall Day: Friday 26th April 2024)

Week 1:

* teach small groups as directed by the class teacher
* teach at least two lessons by the end of the week (group or whole class) using the Individual Lesson Plan pro-forma (and evaluate)
* assist the class teacher generally in other lessons
* begin to populate the Professional File
* choose an area of interest for Practitioner Enquiry

Week 2:

* plan, deliver, assess and evaluate at least one lesson a day (group or whole class) using the Individual Lesson Plan pro-forma
* in collaboration with the class teacher, plan and manage the class programme for one half morning and/or afternoon as seems appropriate.  Students are to be responsible for all transitions before and after their planned lesson during this period of responsibility
* continue to assist the class teacher generally
* continue to populate the Professional File
* begin the Practitioner Enquiry

Week 3:

* plan, deliver, assess and evaluate at least one lesson a day (group or whole class) using the Individual Lesson Plan pro-forma
* plan, implement, assess and evaluate the class programme for one half morning and/or afternoon as seems appropriate. Students are to be responsible- for all transitions before and after their planned lesson during this period of responsibility
* in collaboration with the class teacher, plan and manage at least 2 **continuous** days of responsibility. These days should follow the previous half morning and/ or afternoon.
* use Curricular Plans/ Lesson Outlines and Daily Time Management Plans (or equivalent) during the period of continuous responsibility. (Individual lesson plans may be used for any ‘stand-alone’ lessons during this time)
* continue to assist the class teacher generally
* continue to populate the Professional File
* **complete the Practitioner Enquiry ahead of the tutor visit**

Weeks 4, 5 & 6:

* plan, deliver, assess and evaluate at least one lesson a day (group or whole class) using the Individual Lesson Plan pro-forma
* in collaboration with the class teacher, plan and manage 10 days of **continuous** responsibility in weeks 4-6 (not including Thursday and Friday of week 6)
* use Curricular Plans/ Lesson Outlines for all lessons taught during the period of continuous responsibility. (Individual lesson plans may be used for any ‘stand-alone’ lessons during this time)
* continue to assist the class teacher generally
* continue to populate the Professional File

## 3.2 **Secondary** Placement Dates and Summaries

The Professional Practice modules provide students with opportunities to deepen their understanding of educational theories, concepts and principles in practice, with a focus on:

* Professional Practice 1 (PP1): S4-6
* Professional Practice 2 (PP2): S1-6
* Professional Practice 3 (PP3): S1-3

### 3.2.1 Professional Practice 1

Weeks 1-6: **23rd October - 1st December 2023** (Recall Day: Friday 3rd November 2023)

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

*Weeks 1-3*

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

Week 1-2

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

Weeks 3-4:

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

 Weeks 5-6:

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

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

Please note that students should have a timetabled meeting every week with their mentor to discuss their professional development. Please also note that when the student is not teaching they should, where possible, remain in class, observing experienced staff. They are also expected to participate in departmental meetings and embrace other opportunities to support their development as appropriate.

### 3.2.2 Professional Practice 2

Weeks 1-6: **29th January until 8th March 2024** (Recall Day: Friday 9th February 2024)

*Weeks 1-3*

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

Week 1:

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

Weeks 2-3:

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

 Weeks 4-6:

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

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

Please note that students should have a timetabled meeting every week with their mentor to discuss their professional development. Please also note that when the student is not teaching they should, where possible, remain in class, observing experienced staff. They are also expected to participate in departmental meetings and embrace other opportunities to support their development as appropriate.

### 3.2.3 Professional Practice 3

Weeks 1 – 6: **15th April until 24th May 2024** (Recall Day: Friday 26th April 2024)

*Weeks 1-3*

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

Week 1:

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

Weeks 2-3:

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

  Weeks 4-6:

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

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

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

Please note that students should have a timetabled meeting every week with their mentor to discuss their professional development. Please also note that when the student is not teaching, they should, where possible, remain in class, observing experienced staff. They are also expected to participate in departmental meetings and embrace other opportunities to support their development as appropriate.

# 4 GENERAL INFORMATION FOR PLACEMENT

## 4.1 Professional File

During placement students are required to complete a Professional File. The File has been designed to enable students to articulate their progress with all aspects of practice, evidenced against the SPR, leading to deeper self-awareness, reflection and understanding. The Professional File is a central element of the assessment of Professional Practice. The File has a similar structure throughout all 3 placements:

* Rationale
* Weekly Expectations
* School and Class
* Plans and Evaluations
* SPR
* Observations and PROP forms

Within the Weekly Expectations are progressively challenging tasks designed as a scaffold to student development across the placements. This recognises the expected growth of students towards autonomous then agentive learners.

* PP1 – structured tasks to orientate students with the OneNote notebook environment. Baseline SPR evidence is provided.
* PP2 – structured tasks for new learning only (Curricular Plans/ Practitioner Enquiry). Evidence is required to demonstrate developing awareness of SPR.
* PP3 – no structured tasks. Evidence is required to meet all aspects of SPR.

Students will share a link to the Professional File with their mentor teacher early in the placement. Tutors at university will have access to each File from the outset. Students should take care to ensure that confidentiality is adhered to relating to information gathered in their OneNote notebook, and content and language within their folder is always of a professional nature.

## 4.2 Practitioner Enquiry

The GTCS Standard for Professional Registration requires student teachers to demonstrate knowledge and understanding of research and engagement in Practitioner Enquiry. Students will develop their ability to engage with the enquiry process as they progress through professional practice. Tasks have been designed for each placement which require students to make connection between theory and practice. The tasks are progressively challenging and reflect understanding of enquiry as a strategic finding out (Menter et al 2010).

Teachers often question their practice in response to classroom challenges; engaging in enquiry provides a bridge between real context practice and research. Research in the classroom is recognised to be a complex activity and so expectations of students while on placement have been adjusted accordingly:

|  |  |  |
| --- | --- | --- |
| PP1 | PP2 | PP3 |
| Professional File Tasks  | Practitioner Enquiry (1) | Practitioner Enquiry (2) |

## **4.3** Student Responsibility **&** Limitations

* 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, eg. classroom, dining room, gym hall, etc., being able to access the class register at all times and being aware of the fire assembly point.
* **Students are expected to attend in-service days** unless the head teacher feels that the focus of the in-service day would not be relevant for the student.
* There must be a GTCS-registered teacher present when a student is taking PE or accompanying pupils in off-site activities (primary only)
* Students must not transport pupils in their own cars to and from venues even if accompanied by a GTCS-registered colleague
* Students must not undertake playground duty unaccompanied by a GTCS-registered colleague (primary only)
* For students in the nursery/early years setting; students have not been trained in toileting children and are thus not to be involved in this aspect of meeting children’s needs. Should a child require assistance, the student should alert the appropriate colleague immediately (primary only).
* Relationships, sexual health and parenthood are aspects of Health and Wellbeing 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 these aspects effectively. It is for these reasons that student teachers are not expected to undertake lessons covering these aspects.
* Students who have little confidence or competence in a Modern Foreign Language should not be involved in the planning and delivery of this aspect of the curriculum (primary only).

## **4.4** Non-Class Contact Time (NCCT)/ Reduced Contact Time (RCT) **– primary only**

Students are expected to follow the class programme rather than the teacher’s routine. This means that students will always stay with the class, even when a different teacher or visiting specialist has responsibility for the class. During continuous responsibility for the class, this arrangement will continue. Students are not required to plan or implement lessons at these times but should liaise with other teachers or visiting specialists and assist in the delivery of lessons, or observe, as is deemed most appropriate and beneficial. In instances where the school prefers the student to plan and implement lessons normally undertaken by other teachers or visiting specialists, this too is acceptable. It is also understood that mentors may choose to use this time to plan with the student.

## **4.5** Additional opportunities within the school

Throughout placement, students are expected to seek an overview of school life, taking advantage of additional opportunities within the school at any point from the commencement of their placement to when it concludes. Students are encouraged to spend some time gaining a wider picture of provision within the school (eg. multi-sensory support service, bilingual support service, additional support needs provision, or a different stage/subject in the school). Please note that this is a flexible arrangement and is not a requirement of the placement, merely a recommendation. Students should capitalise on additional learning experiences such as those listed below:

* guidance/pastoral support
* extra-curricular involvement
* transition arrangements
* opportunities to understand role of Social Work, Ed. Psych, Active Schools coordinators, etc.
* staff meetings and departmental meetings
* assemblies
* parents’ evenings
* school concerts/shows/charity events
* transition arrangements
* pupil councils
* rights and respecting/ECO schools’ meetings, etc.

## Absence from Placement

If students are absent from school, they must ensure that the school office is informed by phone before 9.00am in addition to an email to the class teacher (or school email address). Students should also inform the Professional Practice Administrator by telephone 01382 381400 or email shsl-ed-professionalpractice@dundee.ac.uk to report their absence, and, where possible, state when they expect to be able to return to school. On return after absence, students must contact the Professional Practice Administrator again to confirm their return date to placement.

* If a student is going to be absent on the day of the tutor visit, then they must email both the Professional Practice Administrator (email as before) and their placement tutor as soon as possible.
* If a student is absent from placement for more than 5 days, regardless of the reasons for non-attendance e.g., personal or family illness, it will automatically trigger a resit placement. To assist students who have experienced extreme personal difficulties or illness during a placement, negotiation may take place between the university and the school to extend placement, allowing some time missed to be recouped. Please note, negotiation is *not* at the discretion of the student.
* Holidays should not be booked during university term-time (please note the final week of the academic session is Week 33).

# 5 Assessment of Professional Practice

## 5.1 Formative Assessment

### 5.1.1 Self-evaluation

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

### 5.1.2 PROP Forms

The student will complete a Personal Record of Progress (PROP) Form on a weekly basis. The PROP form is a vital document. It provides written evidence of the student’s progress throughout the placement. We ask that the teacher/mentor discuss this with the student, signing and dating the form at the end of each week of placement. The mentor teacher may add any comments felt to be appropriate on this form. The student should upload these forms to their electronic Professional File.

Where appropriate, we encourage the mentor teacher to highlight any concerns on this form at the earliest opportunity so that the student can take steps to address any issues arising. It is of course recognised that difficulties may arise later in the placement and as such it may not always be possible to identify such issues early in the placement. Please note: if you indicate YES as having concerns regarding the student on the PROP form, in addition to discussing this with the student, you are urged to contact the student’s tutor or the Professional Practice Manager as soon as possible.

### 5.1.3 Observation Forms

Mentors are asked to observe the student twice a week and complete an observation form for each of these lessons. This will provide formative feedback for the student to reflect and act on as the placement progresses. It is a very good indication for the student on how they are developing.

## 5.2 Summative Assessment of Professional Practice

Students receive 2 summative assessments each placement, one from their tutor and one from the school, using the same criteria based on SPR (see Summative Assessment Report). Students should be assessed with an overall grade of satisfactory or unsatisfactory against each of the 8 areas of the SPR.  Consideration should be given to the stage that students are at in their Initial Teacher Education Programme using the [Progression Pathway](#Assessment_criteria_progression_pathway). Evidence for each report will be gathered from:

* observation of teaching practice
* discussion between the student and teacher/tutor
* discussion between the tutor and teacher
* assessment of pupils’ work
* the Professional File.

If progress is judged to be unsatisfactory, this should be clearly communicated to the student and substantiating evidence provided in the report. A ‘U’ should be placed on the report alongside the SPR standard, and areas for development clearly outlined. Students can carry some unsatisfactory grades into their next placement without failing placement (see 5.2.4).

### 5.2.1 Tutor Visit

There will be one tutor visit to each student in each 6-week placement. This will be a summative visit. In PP1 this visit will take place in either week 4 or week 5 of the placement (Primary) and week 5 and 6 of the placement (Secondary). In PP2 and PP3 this visit will take place in either week 5 or week 6 of the placement. All schools will be informed well in advance of the negotiated date and time/period of the tutor visit. Should schools find it necessary to request a change of date for the visit, they are asked to contact the tutor directly (the tutor will have initiated contact with the class teacher through email at the start of the placement).

Students must ensure that they are able to demonstrate their teaching skills to their tutor during the tutor visit. It is not appropriate to have the pupils working on consolidation work or working through a textbook. The tutor must be able to assess the student’s ability to teach, not simply to ‘manage’ the class. The tutor visit will be timed so that students will be afforded the opportunity to consolidate their skills and to assimilate and implement the ongoing formative advice given by school colleagues.

The suggested format for each tutor visit is:

* for about 40 minutes (Primary) or a whole period/double period (Secondary), the tutor will observe the student teaching and taking responsibility for the whole class. The “usual” teacher will not be present unless usual support colleagues are not available;
* the tutor will meet briefly with the class teacher to discuss the student’s progress to date and to share perceptions;
* the tutor will meet with the student for approximately 20 minutes in order to offer constructive feedback on the lesson and the placement generally. This will draw on information gleaned from the lesson, the Professional File and the discussion with the class teacher. If it is judged that the student is not adequately addressing one or more of the assessed areas, then generally they will be told during the placement debriefing that they have failed the respective criterion in their tutor report;
* the tutor will complete and return a Summative Report Form normally within two working days.

### 5.2.2. Accompanied Visits

The tutor may be accompanied on these 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. *At any one time a maximum of two adults will be visiting the student.*

### 5.2.3 Summative school assessment

The school assessment comes towards the end of the placement (except where schools have serious concerns earlier in the placement which may lead to Termination of Placement). Please share and discuss the completed Summative Report Form with the student on or before the final day of placement; the tutor will send these to you in the introductory email. A copy is also available on the University website at: [partner resources.](https://www.dundee.ac.uk/esw/partner-resources) The completed report should be emailed to the University **as soon as possible** to: shsl-ed-professionalpractice@dundee.ac.uk

Students must inform the university immediately of any unsatisfactory grades in their school report to ensure that they are given prompt advice and the support necessary in such cases, particularly if it results in a failed placement overall when combined with the tutor report.

### **5.2.4** Procedure and timeline regarding a failed/incomplete placement

If a student receives a certain number of unsatisfactory grades across the school and tutor report, this will result in a failed placement; see details below.

* PP1 – 4 or more unsatisfactory grades will result in a failed placement
* PP2 – 3 or more unsatisfactory grades will result in a failed placement
* PP3 – 2 or more unsatisfactory grades will result in a failed placement

Where a placement is unsuccessful, university staff will discuss retrieval options with the student.

Some students may also not be able to complete placement for a variety of reasons e.g., health, family circumstances. Students will continue to progress through the programme as before but will follow an alternative timeline to the standard pathway. Students cannot progress to future placements until they have successfully completed the earlier ones.

### 5.2.5 Opportunity to overtake an incomplete/ failed PP1:

If a student has been unsuccessful in their first sit of PP1 and has attended more than 50% of the placement, they will be given an opportunity to overtake PP1 during PP2.  **This opportunity will only be given once to the student** and is in place in recognition of the first placement being a completely new experience for the students and, as such they are more likely to become overwhelmed. These students will continue onto a PP1/PP2 placement, carrying the incomplete PP1 placement at this time, and the following will apply:

**PP1/PP2 Placement:**

The student will decide at the outset of the placement whether they wish to work towards the expectations for PP1 or PP2. This decision should be based on the feedback they were given on PP1. Where several unsatisfactory grades were given at PP1, the student may be advised to work only towards PP1. If the student decides to work towards PP1, they should only plan for the number of continuous days as outlined for PP1 and should not undertake a Professional Enquiry or curricular/topic planning.

If the student opts to work towards PP2, they should aim to complete all the requirements of the PP2 placement. The tutor will contact the school mentor towards the end of week 3 in the form of a check-in and a meeting (either a phone call or a Teams meeting) will be arranged for Week 4 between the mentor and the tutor. The mentor will discuss the student’s progress so far and the tutor and mentor will then advise the student whether they feel it is realistic for them to continue to work towards PP2 or whether they should only focus on PP1. If the student decides at that point to focus on PP1 only, they should only complete the necessary days of responsibility for PP1 and should not continue with the Professional Enquiry or curricular planning. The student may, however, choose to continue working towards PP2 expectations. **Please note that working towards PP2 does not mean that the student will be assessed at PP2 by the tutor/school. If the student has not managed to meet the expectations of PP2 by the end of the placement, they will be assessed instead at PP1.**

The tutor’s summative visit will take place in Week 6 of the placement to allow the student as much time as possible to meet the expectations of the placement.If PP2 requirements are met, PP1 will be recorded as having been ‘overtaken’ (passed) and PP2 will also be recorded as passed. The student will then progress onto PP3.

Where students have not met the PP2 expectations and requirements, the student will be assessed based on PP1 expectations and requirements**. This decision might not be made until the day of the tutor visit.**

It is not possible for a student to fail PP2 while still carrying a fail for PP1, therefore a student sitting PP1/PP2 can only do **one** of the following:

* Pass PP2 (thereby also overtaking PP1)
* Pass PP1 only
* Fail PP1

### 5.2.6 General Points to note regarding failed/incomplete placements

Students who have a failed placement will usually be offered a resit placement.

Where a student has failed a placement, they will have the option of moving to a different tutor and will have a different school for the re-sit.

Where the student has medical grounds or other mitigating circumstances that have impacted on their performance on placement, they may present this for consideration by the Mitigating Circumstances Committee. If their request is upheld, their re-scheduled placement will be termed a first-sit instead of a re-sit. Supporting evidence, such as medical evidence must be provided in all instances, accompanied by a completed mitigating circumstances form.

Students who do NOT complete the course by June 2024 will not be able to enter the Teacher Induction Scheme (TIS) in August 2024. Their next opportunity to enter TIS will be in August 2025.

Students who are a placement(s) behind, should still attend all university inputs (including placement briefings) at the same time as the rest of the cohort.

### 5.2.7 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 them 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 the school) and the University tutor.
* If the level of support that is being given is having a detrimental effect on the staff.
* If the pupils’ learning is suffering because of the student’s performance
* If the school does not feel that the student is able to take on full responsibility for the class at the appropriate time.

Please see the stages to be followed below, where termination of studies is being considered (except in cases of unprofessionalism – see first bullet point above):

* **Advance written warning of concerns must have been given to the student and to the university.**  This would normally include a combination of:
	+ PROP Forms (where mentors have formally indicated a cause of concern)
	+ Observation Forms
	+ Email communication with the tutor or Professional Practice Manager
* After advance warning of concerns have been given, it is usually recommended that the student should be given the chance to address the concerns and show signs of progression.
* 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. Please note that the school may feel that the student has not made enough progress to take on their period of full responsibility, in which case, the placement may be terminated at that time.
* Before a decision to terminate the placement is made, it is usually recommended that the student be observed by a member of the senior management team in the school who will contribute to the decision.

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 tutor visit/assessment 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 regarding the appropriate course of action.  **The school will be expected to complete a summative assessment form at the time of termination of placement.  The summative assessment form must clearly indicate the areas in which the student has not made sufficient progress and/or has not met the criteria, which has resulted in a failed placement.**

# 6 Additional Procedures and Guidelines:

## **6.1** Photographic/ video evidence

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

## 6.2 Protection of Vulnerable Groups (PVG)

All students are required to be members of the Protection of Vulnerable Groups Scheme (PVG) which is managed and delivered by Disclosure Scotland. This will be in place before students begin professional practice placements. For further enquiries about PVG please contact: shsl-eds-pvg@dundee.ac.uk

## 6.3 Supporting students with a disability or protected characteristics

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 (SHSL) liaises with Disability Services to determine the most appropriate way to achieve this and ensure that no group or individual is disadvantaged in the learning environment. School Disability Support Officers support this process and ensure that reasonable adjustments are arranged to meet individual needs. Further details of the University's provision for students are available at: [Disability Services.](https://www.dundee.ac.uk/disability-services)

Students may need support in deciding whether or how to disclose a disability. Students can contact Disability Services or the SHSL Disability Support Officer for an informal discussion to seek advice on completing a disclosure form. Students should be aware that although they are encouraged to contact Disability Services as soon as possible either before or at the start of the academic year, should an issue arise during the academic year, students can contact Disability Services or the SHSL Disability Officer at any point.

### 6.3.1 Reasonable adjustments for Professional Practice

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 at **disability@dundee.ac.uk** or the SHSL Disability Officer at **SHSL-EDS-Disability-Adjustments@dundee.ac.uk** at the earliest opportunity. This should be done well in advance of their 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 and meet the expectations of the placement.

Please note, that registering with Disability Services or informing SHSL 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.

**Procedure for arranging adjustments for placement:**

1. A university member of staff will make contact with all students with disability adjustments already in place from Disability Services, to determine whether the student wishes to withhold or give consent to disclose their disability or other protected characteristic to their practice placement. The [***Disability Disclosure Form – Placement Activity***](#Disability_disclosure_form)is used to record whether the student gives/does not give their consent.
2. Students should return the completed [***Disability Disclosure Form – Placement Activity***](#Disability_disclosure_form)(Appendix 5)to SHSL-EDS-Disability-Adjustments@dundee.ac.uk  **as soon as possible at the start of the academic year**.
3. Students who give consent to the above, will be given a ***Placement agreement form – Provision of reasonable adjustments*** to complete***.*** This will be informed by the reasonable adjustments that have already been identified by Disability Services.
4. Where disclosure consent is given and a ***Placement agreement form – Provision of reasonable adjustments*** is completed, an appropriate member of staff will liaise with the student and placement to ensure reasonable adjustments are made.
5. If disclosure is withheld, SHSL will securely save the form and will not consult with professional practice placements.

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

##

## 6.4 Placement Allocations

The placements are allocated through a central system called the Student Placement System (SPS). SPS is used by all the ITE institutions in Scotland, and there is limited flexibility with this. See [Appendix 4](#SPS_placement_system) for more details. Students are required to watch the GTCS SPS [video guide](https://www.youtube.com/watch?v=Qg45w6NCIiA) at the start of the course so that they have a better understanding of the placement mechanism and how it relates to them. For more information regarding SPS please see the guidance on the GTCS website [here.](http://www.in2teaching.org.uk/Students/student-placement-system.aspx)

**Please note: Students are NOT permitted to contact schools directly to arrange their own 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 shsl-ed-professionalpractice@dundee.ac.uk for a placement in a denominational school.  This will be considered and accommodated where possible.

##  6.5 Guidance for claiming placement travel expenses

Students are entitled to claim travel costs for travel to and from placements**, but only if the costs exceed the normal daily costs of travel that they would incur traveling from home to Dundee University.** For those travelling by car, please note that car sharing is not factored into this. Students should deduce the normal cost of individual travel from home to university from each claim**.** Travel by public transport will only be reimbursed at the cheapest possible rate. It is, therefore, the responsibility of the student to establish the cheapest method of travel before the placement is undertaken. This may involve the purchase of weekly/monthly tickets. **Note: Only travel which is supported by tickets/receipts will be reimbursed.**

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

Appendix 1: PGDE Primary Placement Pattern

**What does PP look like across the PGDE (primary) programme?** PGDE Primary Placement Pattern

Tutor PP Support

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **PP1 (P4-7)****5 week teaching block****1week ‘Flexible Week’**  | **PP2 (P1-3)****6 week teaching block** | **PP3 (P1-7)****6 week teaching block**  |  |
| Wk 1 | * Small group lessons (mentor directed)
* At least one lesson (group or whole class) using lesson plan pro-forma
 | * Small group lessons (mentor directed)
* At least two lessons (group or whole class) using lesson plan pro-forma
 | * Small group lessons (mentor directed)
* At least two lessons (group or whole class) using lesson plan pro-forma
 | Wk 1 |
| Wk 2 | * Plan/ manage one half morning and/ or afternoon
* At least one lesson a day all other days (using lesson plan pro-forma)
 | * Plan/ manage one half morning and/ or afternoon
* At least one lesson a day all other days (using lesson plan pro-forma)
 | * Plan/ manage one half morning and/ or afternoon
* At least one lesson a day all other days (using lesson plan pro-forma)
 | Wk 2 |
| Wk 3 | * At least 2 non-continuous days
* At least one lesson a day all other days (using lesson plan pro-forma)
 | * At least 3 non-continuous days
* At least one lesson a day all other days (using lesson plan pro-forma)
 | * At least 2 days continuous responsibility using medium-term curricular planning
* Plan/ manage one half morning and/ or afternoon
* At least one lesson a day all other days (using lesson plan pro-forma)
 | Wk 3 |
| Wk 4 | * 3 days continuous responsibility across the two weeks
* At least one lesson a day all other days (using lesson plan pro-forma)
 |  | * Plan/ manage 10 days continuous responsibility using medium-term curricular planning (Not Thurs/ Fri of Week 6)
* ‘Stand alone’ lessons through these 10 days to use lesson plan pr-forma
* At least one lesson a day all other days (using lesson plan pro-forma)
 | Wk 4 |
| Wk 5 |  | * Plan/ manage 5 days continuous responsibility using medium-term curricular planning (Not Thurs/ Fri of Week 6)
* At least one lesson a day all other days (using lesson plan pro-forma)
 |  | Wk 5 |
| Wk 6 | * At least 4 days in a nursery setting (unless exempt)
* All 5 days in educational setting – Flexible Week Log to be completed
 |  |  | Wk 6 |
|  | * Professional File tasks throughout
 | * Practitioner Enquiry (1)
* Professional File tasks throughout
 | * Practitioner Enquiry (2)
* Professional File Tasks throughout
 |  |

Appendix 2: Progression Pathway

|  |  |  |  |
| --- | --- | --- | --- |
|   | **PP1** *Student-teachers are required to complete tasks set in the weekly expectations, demonstrating they are beginning to evidence values, knowledge and understanding across the SPR.*  *Other evidence which shows how they are developing their awareness of the SPR areas includes lesson plans, weekly reflections, and observations.*  *This evidence should be considered holistically in conjunction with classroom practice and professional dialogue (Teachers) or the Summative visit and professional dialogue (Tutors).*    | **PP2** *Student teachers are required to add one or two pieces of evidence demonstrating a developing awareness of the interconnectedness of the SPR.*   *Other evidence which shows how they are developing their understanding of, and engagement with, the SPR areas includes their Enquiry, lesson plans, weekly reflections, and observations.*   *This evidence should be considered in conjunction with classroom practice and professional dialogue (Teachers) or the Summative visit and professional dialogue (Tutors).*    | **PP3** *Student teachers are required to provide evidence showing that they have met all aspects of the SPR.*   *Other evidence which shows how they have met the requirements of the SPR includes their Enquiry, lesson plans, weekly reflections, and observations.*   *This evidence should be considered in conjunction with classroom practice and professional dialogue (Teachers) or the Summative visit and professional dialogue (Tutors).*    |
| **1.1 Professional Values** 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.

   |   • 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.   • Respect the rights of all learners.   • Begin to develop practice which motivates and includes all learners.   • Begin to develop practice which engages learners in real world issues.   • Begin to develop practice which promotes the principles and practices of sustainable development and local and global citizenship for all learners.   • Understand and challenge discrimination in all its forms, particularly that which is defined by the Equality Act 2010.          |   • 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.   • Respect the rights of all learners.   • Demonstrate a commitment to motivating and including all learners.   • Demonstrate a commitment to engaging learners in real world issues.   • Promote the principles and practices of sustainable development and local and global citizenship for all learners.   • Understand and challenge discrimination in all its forms, particularly that which is defined by the Equality Act 2010.  |   • 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.   • 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.  |
| **1.2 Professional Commitment** 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      |   • Begin to develop practice which shows an understanding of barriers to wellbeing and learning associated with a range of circumstances.  • Begin to develop practice which recognises and acknowledges the value in everyone.  • Begin to develop practice which promotes equality and diversity.  • Value the contribution of others.  • Examine how teaching impacts on learners.  • Engage in continuous professional learning, reflection, enquiry, leadership of learning and collaborative practice.     |   • Demonstrate knowledge and understanding of barriers to wellbeing and learning associated with a range of circumstances.  • Recognise and acknowledge the value in everyone.  • Promote equality and diversity.  • Value the contribution of others.      • Critically examine how teaching impacts on learners.  • Engage in continuous professional learning, reflection, enquiry, leadership of learning and collaborative practice.  |   • Demonstrate knowledge and understanding of barriers to wellbeing and learning associated with a range of circumstances such as the learning environment, family circumstances, disability or health need, social and emotional factors, and additional support needs.   • Recognise and acknowledge the value in everyone and have a deep awareness of the need for culturally responsive pedagogies.   • Promote equality and diversity, paying careful attention to the needs of learners from diverse groups and in upholding children’s rights.    • Value the contribution of others, challenging biases and assumptions, and applying critical thinking to make effective decisions, in the interests of maintaining and improving the quality of education and leading to improved outcomes for all children and young people in Scotland.   • Critically examine how teaching impacts on learners and using evidence collaboratively to inform teacher judgement and next steps for learning   • Engage in continuous professional learning, reflection, enquiry, leadership of learning and collaborative practice.  |
| **1.3 The Standard for Provisional Registration** 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.        |   • Demonstrate beginning awareness of the principles and practices of sustainability.   • Demonstrate beginning leadership of learning for children and themselves.   • Demonstrate a beginning understanding of the interconnectedness of the SPR  |   • Demonstrate developing awareness of the principles and practices of sustainability.   • Demonstrate developing leadership of learning for children and themselves.   • Demonstrate a developing understanding of the interconnectedness of the SPR    | • Students demonstrate knowledge and understanding of the Standards for Provisional Registration through professional dialogue, written evaluations, reflections, and everyday practice.   • Students demonstrate active engagement with the principles and practices of sustainability.   • Students demonstrate leadership of learning for children and themselves.    |
| **2.1 Curriculum and Pedagogy** 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    |   • Beginning understanding of the pedagogy or learning theories which inform their practice is evident.   • Students are developing their awareness of children with additional support needs and beginning to use this to inform their practice.  • Plans have an appropriate structure (recognisable beginning, middle and end) and begin to enact CfE principles.  • A beginning knowledge and understanding of how to embed digital technologies to enhance teaching and learning is demonstrated.   • A beginning understanding of progression and continuity is demonstrated through extended periods of teaching.   • Understanding of the principles of assessment is demonstrated and beginning to be being developed in practice through use of appropriate assessment practices.       |   • Developing understanding of the pedagogy or learning theories which inform their practice is evident.   • Students are developing their awareness of children with additional support needs and using this to inform their practice.  • Plans have an appropriate structure (recognisable beginning, middle and end) with clear evidence of enacting CfE principles.  • A developing knowledge and understanding of how to embed digital technologies to enhance teaching and learning is demonstrated.   • A developing understanding of progression and continuity is demonstrated through extended periods of teaching.   • Understanding of the principles of assessment is demonstrated and being developed in practice through use of appropriate assessment practices.       |   • Understanding of the pedagogy or learning theories which inform practice is demonstrated.     • Students have reflected on and used the information they have gathered to support children with additional support needs. This information is informing their practice.   • Students are initiating discussions with staff within the school about their teaching practice and are able to evaluate their experiences against research and theory.     • Students are able to evaluate their practice in connection with literature and University inputs and can identify areas of further development.   • Planning demonstrates: a confident understanding of the curriculum in all subject areas (including Responsibility of All) and ability to use and adapt materials to stimulate and challenge pupils, students are able to justify planning in relation to relevance and contribution to learning.   • A confident knowledge and understanding of how to embed digital technologies to enhance teaching and learning.   • A good understanding of the principles of continuity and progression between lessons demonstrated through extended periods of teaching.   • Assessment is being used as an integrated part of learning and teaching.   • The student is aware of and has had some experience of working with national assessment requirements.   • The student has fully integrated the feedback process into their learning and teaching and regularly engages learners in dialogue about their progress and next steps.    |
| **2.2 Professional Responsibilities** Has knowledge and understanding of Education Systems   Has a knowledge and understanding of Learning Communities     |   • Students have a good working knowledge of the school.   • Students can discuss the role of policies and programmes of study in relation to the school.   • Students have considered the school’s Child Protection Policy and Behaviour Management Policy/Procedures and be able to discuss their role and responsibilities within this context.       • They are beginning to develop confidence taking responsibility for longer periods of time.     |   • Students have a good working knowledge of the school.   • Students can discuss the role of policies and programmes of study in relation to the school and the wider national context.   • Students have considered the school’s Child Protection Policy and Behaviour Management Policy/Procedures and be able to discuss their role and responsibilities within this context.     • Students are developing confidence in taking responsibility for general classroom routines.   • They are developing confidence taking responsibility for longer periods of time.      |   • Students have a good working knowledge of the school and the curriculum and can discuss this in relation to the local and national context.   • Students can confidently discuss the role of policies and programmes of study in relation to the school and the wider national context.   • Students will also have considered the school’s Child Protection Policy and Behaviour Management Policy/Procedures, and be able to discuss their role and responsibilities within this context.     • Students are confident in taking responsibility for general classroom routines.   • Students are able to discuss and exemplify their own role and the roles of a range of other professionals in relation to inclusion and GIRFEC.    • They are comfortable taking responsibility for longer periods of time.      |
| **3.1 Curriculum and Pedagogy** 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      |   • Students use some evidence-informed pedagogical approaches and resources, including digital approaches.    • Students begin to engage with inclusive practice to meet the needs of all learners.   • Students are able to communicate information and explanations clearly.   • Students are developing their ability to facilitate discussions through appropriate questioning.     • Students are developing their understanding of the connections between learning intentions and success criteria.   • Students make positive and constructive comments to children.   • Students are working with other professionals and the wider school community where appropriate.   • Students practise self-care and support the wellbeing of others, seeking support where necessary.    |   • Students use a range of evidence-informed pedagogical approaches and resources, including digital approaches.    • Students engage with inclusive practice to meet the needs of all learners.   • Students are developing appropriate timing/pacing of lessons.     • Students are able to communicate information and explanations clearly in a stimulating manner and are portraying a good speech and writing model.   • Students are developing their ability to facilitate discussions through appropriate questioning and through extending children’s responses.     • Students are consolidating their understanding of the connections between learning intentions and success criteria.   • Students use the results of assessment to evaluate and improve teaching and learning.    • Students consistently make positive and constructive comments to children.   • Students are working effectively with other professionals and the wider school community where appropriate.   • Students practise self-care and support the wellbeing of others, seeking support where necessary.      |   • Students consistently using a range of evidence-informed pedagogical approaches and resources, including digital approaches, to motivate and sustain the interest of pupils, and support teaching and learning during individual, group and class lessons.    • Students consistently engaging with inclusive practice to meet the needs of all learners through differentiated and appropriately challenging learning experiences, building confidence and promoting the progress of every learner.   • Students are able to set realistic expectations of children’s learning, including showing evidence of developing appropriate timing/pacing of lessons.     • Students are able to communicate information and explanations clearly and precisely in a stimulating manner and are portraying a good speech and writing model.   • Students are able to facilitate discussions through appropriate questioning and through extending children’s responses.     • Students are consolidating their understanding of the connections between learning intentions and success criteria, demonstrating progression between lessons where appropriate.   • Students consistently use the results of assessment to evaluate and improve teaching and learning, most notably during extended periods of responsibility.    • Students consistently make positive and constructive comments to children.   • Where appropriate, students are able to contribute to clear, informative reports for parents/carers and the school which discuss progress in learning in a sensitive and constructive way.   • Students are working effectively with other professionals, as well as parents/carers, families and the wider school community where appropriate.   • Students practise self-care and support the wellbeing of others, seeking support where necessary.    |
| **3.2 The Learning Context** Appropriately organises and manages learning   Engages learner participation   Build positive, rights respecting relationships for learning    |   • Students are beginning to use appropriate organisational strategies to create a safe, caring, and purposeful learning environment which is well managed and well organised.   • Students are ensuring all children’s safety is taken into consideration.   • Resources are used appropriately.    • Students are beginning to develop effective classroom presence.   • Students demonstrate awareness of some evidence-informed strategies to engage learners and develop positive relationships.   • Students are beginning to organise the learning environment.   • Students promote and develop positive and purposeful relationships.    |   • Students are using appropriate organisational strategies to create a safe, caring, and purposeful learning environment which is well managed and well organised.   • Students are mostly positioning themselves and the children appropriately in the learning environment.    • Students are ensuring all children’s safety is taken into consideration.   • Resources are used appropriately.    • Students are developing effective classroom presence.   • Students recognise that childhood experiences impact on the learning and wellbeing of children and young people.   • Students demonstrate awareness of a range of evidence-informed strategies to engage learners and develop positive relationships.   • Students can justify their organisation of the learning environment.   • Students promote and develop positive and purposeful relationships.        |   • Students are consistently using appropriate organisational strategies to create a safe, caring and purposeful learning environment which is welcoming and inclusive, well managed and well organised.   • Students are consistently positioning themselves and the children appropriately in the learning environment.    • Students are ensuring all children’s safety is taken into consideration.    • Resources are well thought through and appropriate learning contexts are developed.    • Students are consistently demonstrating effective classroom presence.   • Students value all learners and are consistently engaging children and young people in decision-making about their education.   • Students recognise that childhood experiences impact on the learning and wellbeing of children and young people and actively respond in appropriate ways, seeking advice and collaborating as required.   • Students are using a range of evidence-informed strategies to engage learners and develop positive relationships.   • Students can justify their organisation of the learning environment.   • Students promote and develop positive and purposeful relationships with and between learners, colleagues, families and partners.    |
| **3.3 Professional Learning** Engages critically with literature, research, and policy   Engages in reflective practice to develop and advance career-long professional learning and expertise    |   • Students demonstrate reflective practice.    • Students reflect upon and discuss their goals for PP1 identifying how their reflections inform their practice.   • Students evaluate their lessons and use these to inform next steps.      |   • Students demonstrate reflective practice, engaging with literature, research, and policy.    • Students reflect upon and discuss their goals for PP2 identifying how their reflections and consequent actions inform their practice.   • Students evaluate their lessons and curricular plans, reflecting upon each of these to inform next steps.   • Students demonstrate developing criticality in their professional analysis, demonstrating this through professional dialogue, evaluations and in their weekly reflections.    |   • Students demonstrate reflective practice, critically engaging with literature, research, and policy.    • Students are able to collaborate, share and articulate their planning, observations and assessments with their class mentor and other school staff.   • Students critically reflect upon and discuss their goals for PP3 identifying how their reflections and consequent actions inform their practice.   • Students evaluate their lessons and curricular plans, reflecting upon each these to inform next steps.   • Students demonstrate a high level of criticality in their professional analysis, demonstrating this through professional dialogue, evaluations and in their weekly reflections, which should reference placement goals, professional reading, and the SPR.    |

Appendix 3: Guidance for placements in Catholic Schools

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**ETHOS AND COMMUNITY LIFE**

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

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

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

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

Should a Head teacher require further help or advice on any related issue they should contact the Scottish Catholic Education Service (SCES): mail@sces.org.uk

# Appendix 4: Student Placement System (SPS) School Experience

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| Blue-squ-logo-with-straplin | **Student Placement System (SPS)****School Experience** |

*This information is taken from the GTCS website and has been adapted to give more detail for University of Dundee students specifically.*

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 put 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. Students choosing to move house to an entirely different location may be re-matched if the University is informed with **at least 4 weeks notice,** however, removal to a location in excess of 90 minutes from the campus will trigger the point below, marked **NB.**

**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 be 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 term-time address. Exceptions to this are hard to place subjects such as some Secondary School subjects.

A term time address is the address which you will reside while attending University and is deemed to be an address from which a student can reasonably access the University on a daily basis. If you do not know your term time postcode yet then you should enter the postcode of a public building in the area in which you hope to live, eg. a railway station, library or similar.

**N.B.** In some instances, however, students choose to make a lengthy daily commute to university, often from a home address; 90 minutes or longer. In this instance, the university will strive for a journey to placement, which does not exceed the 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 directly or indirectly, 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.

# Appendix 5: Disability Disclosure Form – Placement Activity

**Disability Disclosure Form – Placement Activity**

The University is legally obliged under the Equality Act (2010) to make reasonable adjustments to meet the needs of disabled students in the arrangements it makes for placement activities. The University ensures that data provided by students about their disability is recorded and processed in accordance with the General Data Protection Regulation (GDPR) and Data Protection Act (2018). This means that information will only be shared with the written consent of the student 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 have the right to request that information about their disability is withheld from their placement provider. However, it should be noted that a request for confidentiality might mean that a less satisfactory or no reasonable adjustment can be made to meet the student’s individual support needs during the placement. Students are therefore encouraged to give their consent to information about their disability being shared with their placement provider where necessary to enable the provision of reasonable adjustments.

**Disclosure Consent Given**

I (print full name) give my consent for information about my disability-related needs to be shared with my placement provider to enable the provision of reasonable adjustments.

Signature of Student: Date:

Signature of Staff Member to whom disclosure given:

Staff Name (please print): School:

**Disclosure Consent Withheld**

I…………………………………………………..(print full name) do **not** give my consent for information about my disability-related needs to be shared with my placement provider. I accept that, by withholding my consent, it may not be possible for reasonable adjustments to be made to meet my disability-related needs in the placement setting. I confirm that I have been advised of the implications of non-disclosure and I am aware that I can review this decision at any time by contacting the Disability Support Officer (DSO) in my School or my placement organiser.

Signature of Student: Date:

Signature of Staff Member to whom disclosure given:

Staff Name (please print): School: