



STRANMILLIS  
UNIVERSITY COLLEGE

A College of Queen's University Belfast

**Year 4**

**MODULE - SSW3041**

**Teacher Education – Post-Primary**

**SCHOOL BASED WORK**

**2011 - 2012**



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PERSONAL DETAILS

NAME

COLLEGE NUMBER

PLACEMENT SCHOOL

SCHOOL PRINCIPAL

TEACHER TUTOR

COLLEGE SBW TUTOR

MAIN SUBJECT:

HOD:

SUBSIDIARY SUBJECT:

HOD:

OTHER SUBJECT(S):

SUBJECT LEADER(S):

SUBJECT

CLASS

TEACHER

ROOM



### **SCHOOL-BASED WORK**

School Based Work lies at the heart of your professional preparation. It occurs in each year of the undergraduate programme and represents a significant part of a double module in Year 1 rising progressively to represent 2 modules in Year 4. Many parts of your programme contribute to your professional development - Education and Professional Studies, and Subject Studies.

As part of the School Based Work Module/s in each year of the B.Ed. (Hons) degree undergraduate programme there will be a session devoted to

**Pattern of SBW**  
**Activities – Block visits**  
**Teaching Requirements for Blocks**  
**Assessment of Blocks and**  
**Overall Assessment of SBW**

### **PATTERN OF SCHOOL BASED WORK**

You will be placed in a school for a year. In Year 4 you will have a **7-week teaching block** where you will teach your main and subsidiary subjects and areas of the wider curriculum such as Learning for Life and Work

**Weeks 18 – 24: Monday 13 February – Friday 30 March 2012**  
**During this time 16 hours (minimum) per week should be spent teaching in the classroom.**

It is the University College's wish that Year 4 post-primary students will be given increased responsibility in line with the role of a full-time teacher. The extent of this involvement will be at the school's discretion. It is envisaged that students will engage with curriculum, pastoral and administrative leaders in order to gain knowledge of whole school issues; attend staff briefings/CPD as appropriate; and that they will contribute to extra-curriculum activities – school productions, Young Enterprise, sports, clubs and societies etc.

### **Partnership with Schools**

Central to your professional preparation is the great emphasis placed on school based work and the acquisition of professional competences by student teachers. There is recognition that some competences can best be developed and extended during the school based aspect of the course. Schools and College are in close partnership to ensure the maximum development of these competences. The various teacher competences are detailed in the publication "Teaching: the Reflective Profession" published by the General Teaching Council for Northern Ireland. The roles of the partners in Initial Teacher Education are clearly spelt out in the ***Teacher Education Partnership Handbook*** with which you should all become



familiar. Copies are on consultation in the Library or can be viewed and downloaded at the following URL:

<http://www.deni.gov.uk/statistics/partnership.htm>

**Your host teachers will be given a copy of any Report on Teaching Forms completed by College Tutors.**

### **MODULE CONTENT**

- The module will also develop your competence in Teaching Strategies and Techniques and Classroom Management, and knowledge and understanding of classrooms gained in Year 1, 2 and 3.
- You will complete a seven-week block of teaching in the full range of post-primary classes as appropriate.
- In addition to a considerable teaching commitment, you should focus on whole school issues such as school policies, extra-curricular activities, pastoral provision and policies, supervision and the duties of the form teacher.
- You will undertake a 2-week self-selected placement in an alternative educational setting (details of this will be given to you in a separate document).

### **LEARNING OUTCOMES**

Students should demonstrate:

- a high level of ability to teach for purposeful learning;
- the capacity to take responsibility for a range of non-teaching responsibilities;
- the capacity and willingness to engage in critical reflection about their developing competence;
- a refined ability to provide a safe, supportive, purposeful and inclusive learning environment;
- the capacity to make a significant contribution to the work of the school;
- knowledge of whole school issues and policies;
- a high level of understanding of the complex social, cultural and political factors that impinge upon the teaching/learning process.
- adaptability to respond to the conditions in an alternative educational setting.

### **Skills**

Students should:

- have a practised ability to organise and articulate opinions and arguments about teaching and learning;
- be competent users of Information and Communication Technology in preparation for teaching and in teaching;
- have a well developed ability to function effectively as part of a teaching team;
- have a well developed ability to organise an effective work pattern for teaching.

Students will be supported by a main tutor in College and will have supervision visits from their main and other tutors while in school.



**References:**

Cohen, L., Manion, L. and Morrison, K. (2004) *A Guide to Teaching Practice* (5<sup>th</sup> edn.), London, Routledge. (Chapter 7 'The Preliminary Visit')

Companion website [www.routledgefalmer.com/companion/0145306752](http://www.routledgefalmer.com/companion/0145306752)

Pollard, A. (ed.) (2002) *Reflective Teaching*, London, Continuum.

Pollard, A. (ed.) (2002) *Readings for Reflective Teaching*, London, Continuum.

Companion website [www.rtweb.info](http://www.rtweb.info)

An Inspection Report of your placement school will be on the Department website [www.deni.gov.uk](http://www.deni.gov.uk)

Teaching: the Reflective Profession (2008),  
[www.gtcni.org.uk/uploads/docs/GTCNI\\_Comp\\_Bmrk%20%20Aug%2007.pdf](http://www.gtcni.org.uk/uploads/docs/GTCNI_Comp_Bmrk%20%20Aug%2007.pdf)



### **SCHOOL – BASED WORK**

The fourth teaching practice is MODERATED; therefore you may be visited by an **external** moderator.

### **TEACHING ARRANGEMENTS**

**During the 7-week block of School Based Work (Weeks 18 - 24) you should:-**

- act as a classroom assistant when not teaching
- assist in administration, if requested
- engage in DMU and extra curricular activities
- teach 16 hours per week
- involve yourself in the wider role of a teacher e.g. act as form teacher, contribute to Assemblies, attend staff briefings, parents evenings and CPD events as appropriate;
- engage with curriculum, pastoral and administrative leaders in order to gain knowledge of whole school issues;
- participate in extra-curriculum activities – school productions, Young Enterprise, sports, clubs and societies etc;
- write a detailed evaluation at the end of each teaching week (this must be supported by reflections on individual lessons). Such evaluations may focus on key or emerging themes;
- aim for the widest possible spread of subjects where you can make a meaningful contribution to teaching.
- **ACCESS SCHOOL POLICIES FOR CHILD PROTECTION AND PASTORAL CARE**
- **LEAVE A TIME-TABLE OF YOUR PROPOSED ACTIVITIES FOR THE DAY IN THE SCHOOL OFFICE AND/OR WITH THE TEACHER TUTOR. THIS INFORMATION SHOULD INCLUDE THE ROOM NUMBER AND NAME OF YOUR CLASS TEACHER**

This will be your last period of school-based work before you begin your teaching career. School principals and Teacher Tutors are responsible for overseeing the Induction year and they have certain expectations of Newly Qualified Teachers. In consultation with school principals we have devised a form of preparation for teaching which will simulate as closely as possible the preparation for teaching in the



Induction year.

You will be expected to have:-

1. Full schemes of work for each subject in which you plan to teach more than 3 lessons (which may be derived from the class teacher's yearly plan).
2. Daily notes for your lessons - approximately one A4 side. See attached proforma. (you may choose to adopt an alternative style of layout)

You are reminded that notes are for your benefit and if you wish to write more than is indicated above you may do so. **The above is a statement of the minimum required.**

#### Assessment of School-Based Work in Year 4

All Year 4 students in post-primary undertake two weeks in an alternative education setting and seven weeks in a "traditional" school environment. This double module is internally assessment and potential externally moderated and contributes to the degree classification in the same manner as any other module.

##### The 2 week alternative placement:

- Is not formally assessed;
- Tutor contact will be established to ascertain how well the student is coping with the experience and to deal with any issues as and when they arise;
- Prior to the placement each student will be required to produce a single page information sheet for forwarding to personnel in their placement location;
- After the two week placement each student will be required to evaluate their placement, this is completed by making an electronic return.

##### The 7 week school placement:

###### Practical Teaching

- Students will be observed and graded by tutor observation;
- As this is a moderated period of SBW students may be seen by an external examiner;
- Students should critical evaluate their teaching etc;
- At the end of the SBW period the students will awarded a grade for the practical teaching element to reflect their individual reports and school report(s);
- School-based work in Year 4 is assessed on a six - point scale from A\*, A, B, C, D and F which is a failing grade.



### Reflective Element

- At the end of the SBW period all students carry out a detailed SWOT analysis of their personal and professional competence in the classroom;
- Each student should write up a CEP using the information derived from their SWOT analysis;
- Each student will be given a **6 minute** time slot to present their CEP and to justify what they have written by presenting appropriate evidence to support any claim made. Powerpoint should be used to present this material, computer and projector will be provided and students should bring their material on a memory stick;
- At the end of the presentation the students will be required to respond to the content of their presentation, **6 minutes** will be available for this activity;
- It is anticipated that all students will reflect on their two week alternative placement as an integral part of this activity;
- Each of the presentations will be individual and given to a member of college staff and a representative from a school. The presentation should be viewed as part of a developmental process; they are meant to be intimidating etc.
- The aim of the activity is to:
  - Cause the student to reflect, select and present their own work, performance and practice etc;
  - Complete and write up a comprehensive and well thought through CEP;
  - Present, argue and justify their case to a panel using appropriate evidence (this provides additional potential interview experience);
  - Allow the panel to assign a grade for the non teaching element of SBW module;
  - This element, inclusive of completed CEP, additional supporting evidence and presentation) is to be worth 25% of the 100% available for the module.

### Final Grade

The externally moderated final grade will be derived from a combination of two key elements, both of which are compulsory:- the practical teaching element and the reflective element which includes the presentation.



## Timetable

Date	Activity
Oct 2011	Briefing for Alternative Placements
25 Nov 2011	Briefing for School Based Work
Dates from now up until Friday 10 <sup>th</sup> February 2012	At least 2 one-day School Placement visits
16 – 27 Jan 2012	Alternative Placements
13 Feb – 30 Mar 2012	SBW placement
Friday 18 May 2012 (noon) to Central admin Office	Submission of Reflective Element in hardcopy (see below for material required **) – 2 copies required.
Thurs 31 May 2012 (morning)	Presentation & Assessment of Reflective Element

\*\* Students will be required to submit the following in hardcopy format (2 copies):

1. Personal profile proforma that was submitted to the Alternative Placements personnel.
2. Alternative placement evaluation sheet.
3. Completed summary SWOT analysis form.
4. All supporting evidence used to substantiate claims made (**a maximum of 10 A4 pages [20 sides]** i.e. Lesson plan, Evaluations, tutor report, assessed work etc). This work should be presented in standard font size i.e. Arial 11! Material in excess of this will not be considered; in fact it will be penalised as it shows an inability to select!
5. Printout of Powerpoint slides to be used during the presentation (printed as 6 slides to the page & double-sided).
6. Completed CEP.



## WARNING

Attention is drawn to the following extracts from the Regulations for Examination leading to Primary Degrees of The Queen's University of Belfast.

***“A dissertation, essay, laboratory report, or any other similar work not undertaken in an Examination Hall but submitted by a candidate in partial satisfaction of degree requirements must be the candidate's own work and must not contain any plagiarised material or material copied from the work of another candidate”.***

***“Plagiarised material will be deemed to be passages from other works (or a paraphrase of such) incorporated without acknowledgement and with the intention of it being taken to be the candidate's own work. Passages from other works may be quoted only if shown as quotations with acknowledgement of the sources and similarly may be paraphrased only if the sources are acknowledged”.***

***Any breach of the above Regulation will be treated as a serious disciplinary offence.***

### PLAGIARISM

Plagiarism is a serious academic offence. Issues of plagiarism are taken very seriously by the University College. Students are responsible for knowing the University's standards and abiding by them. **According to the University General Regulations “It is an academic offence for a student to commit an act whereby he/she gains or attempts to gain an unfair advantage”.**

**Assignments require you to develop a written argument in response to a particular issue. This will require you to draw upon a variety of sources, as well as literature written by other academics. You are expected within your assessments to use such material, but you should always reference to the fact that you have done so. This means citing the relevant details of the author and title of the piece used (see below) every time you use them. So if you use their words you must put them in quotation marks and indicate where you got them from, if you use their ideas, you must similarly indicate the source. If you fail to do so, you could be found guilty of plagiarism.**

**This is a serious offence and will be penalised and could result in you failing the module or even the degree.**



All instances of plagiarism are treated as a serious disciplinary offence, without any warning being given. The penalties can be severe: See Section 8 in the Stranmillis student handbook.

The General Regulations define plagiarism “*as the presentation of the work of others as the writer’s own without appropriate acknowledgement*”. The Regulations go on to say “*It is also an academic offence for a student to permit another student to copy his/her work submitted for assessment*”.

The following excerpt about academic dishonesty is from the Queens University’s *General Regulations* also duplicated in the Stranmillis Student handbook - Section 8

#### **Plagiarism**

<b>7.10</b>	It is an academic offence for students to plagiarise. Plagiarism is defined as the presentation of the work of others as the writer’s own without appropriate acknowledgement.
<b>7.11</b>	It is an academic offence for a student to permit another student to copy his/her work submitted for assessment, and both parties will be dealt with in accordance with these procedures.
<b>Collusion, 7.12</b>	It is an academic offence for two or more students to work together on an assignment that is meant to be done individually and hand the work in as if they had each worked independently. It is expected that the work being assessed, unless specifically designated as a group assessment, shall be the sole work of that student.
<b>Fabrication 7.13</b>	It is an academic offence for a student to claim to have carried out experiments, interviews or any form of research which he/she has not in fact carried out, or to invent or falsify data, evidence or experimental results. It is also an academic offence for a student knowingly to make use of falsified data as described above.

Plagiarism and fabrication are viewed as very serious breaches of the university regulations. They are deemed to be major offences and you should be aware of the penalty that the unit can impose in such cases. It could mean, for instance, that you would receive zero for the work, or zero for the whole module. The same could hold for any student permitting you to copy his/her work.

**If you are in any doubt about the proper referencing of sources, you should seek guidance from your module co-ordinator.**



**Year/No of Pupils:**

\_\_\_\_\_

**Subject:**

\_\_\_\_\_

**Date and Time:**

\_\_\_\_\_

<b>Overview &amp; Purpose</b> What will be learned and why it is useful?	<b>Area of Programme or Subject Specification Areas Addressed</b> What Areas of the Subject Specification are satisfied by this lesson?
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<b>Core Learning Intention</b>		<b>Teacher/Pupil Activities</b> (How?)
<b>Supporting Learning Intentions:</b>  Remember: This is <b>NEW</b> learning that the pupils are going to undertake in the lesson. It is <b>NOT</b> what they are going to do.	<b>Success Criteria</b>	<b>Materials Needed</b>
Key teaching points (What?)		<b>Other Resources</b> (e.g. Web, books, etc.)
<b>Verification</b> (Steps to check for pupil understanding)		
<b>Activity</b> (Describe the independent activity to reinforce this lesson)		
<b>Additional Notes</b>		



## POST LESSON REFLECTION AND EVALUATION:

- Two main tasks are involved:
  - To consider whether the lesson has been successful and to act on any implications for future practice
  - To assess and record the educational progress of the pupils
- Some key questions are:
  - Did the lesson go well:
    - Were the learning activities envisaged successfully implemented? Evidence?
    - What did the pupils learn in the lesson?
    - How can I be sure such learning occurred?
    - Did the lesson and learning reflect my intended outcomes?
  - Did any pupil or group of pupils fail to benefit (eg able/average/shy pupils, pupil who missed previous lesson, disruptive pupil)? If so, could this have been avoided?
  - What changes can I usefully make before giving a similar lesson to another class?
  - What have I learnt about this class, or particular pupils, that might influence future lessons with this class?
  - What have I learnt about this topic or subject matter that might influence future lessons?
  - Are there any immediate actions I should take following this lesson?
  - Am I satisfied with my general planning of this lesson, and its presentation and monitoring? Did the lesson sustain pupils' attention and interest and did it appear to be intellectually and pedagogically sound?
  - Did any problems occur in the lesson that I should take note of?
  - How can I consolidate the learning which occurred and relate it to future demands and applications?
  - How did this lesson fit in with the teaching in the department and school and with curriculum developments concerned with teaching in this area?

**Evaluation:** See Cohen, L., Manion, L. and Morrison, K. (2004) *A Guide to Teaching Practice* (5<sup>th</sup> edn.), London, Routledge. (pp157 – 161)

## YOUR REFLECTION:



**POST PRIMARY SCHOOL-BASED WORK REQUIREMENTS – OVERVIEW – PRACTICAL TEACHING**

*(Students are required to act as classroom assistants when not teaching)*

<b>YEAR</b>	<b>PATTERN OF VISITS TEACHING REQUIREMENTS</b>	<b>BLOCK PRACTICE FOCUS OF PRACTICE</b> <i>Later years subsume the continuing development of competences identified in earlier years</i>
<b>FIRST</b>  <b>ASSESSMENT PASS / FAIL</b>	<b>Block 1</b> 1 week Induction and Diversity Placements 1 week Observation <b>Block 2</b> - 4 weeks teaching main and subsidiary subjects and Life and Work 7-9 hours teaching per week (1/2 day Wed)	Observation / analysis of classrooms and teaching Single lessons with whole class Competence in presentational skills - questioning, explaining - using resources Capacity to develop rapport with children Capable of and willing to reflect on practice Maintaining a file with daily lesson notes and post lesson reviews
<b>SECOND</b>  <b>ASSESSMENT 6- POINT SCALE</b>	<b>2 * Day Visits</b> <b>Block - 6 Weeks</b> Schools may focus timetables on only two areas (main/subsidiary/L&W) in any one block Schemes of Work in all subjects (3+ lessons) 9-11 hours teaching per week (1/2 day Wed)	Planning - Short units of work Developing competence in a range of teaching strategies Developing a range of assessment techniques Competence related to matching of work to pupils
<b>THIRD</b>  <b>ASSESSMENT 6- POINT SCALE</b>	<b>2 * Day Visits</b> <b>Block – 6 weeks</b> 11-13 hours teaching per week (1/2 day Wed) (main/subsidiary/L&W/post-16 enrichment)  Business Studies students should engage with Special Needs and Adult Classes where possible	Schemes of work in all areas of teaching Teaching file by classes to analyse progression and continuity Uses a range of teaching strategies, whole class, groups and individual and can justify choice Differentiation by different modes Uses a range of assessment techniques
<b>FOURTH</b>  <b>ASSESSMENT 6- POINT SCALE</b>	<b>Block - 7 weeks in school</b> - 2 weeks on alternative placement Teach 16 hours per week (1/2 day Wed) Engage with aspects of wider the teacher role	Contributes to whole school activities Uses assessment to plan further activities Carries out short research projects Compiles portfolios of pupils' work Consideration of Pastoral Support mechanism