

**Division of Psychology, Sociology & Education**

**PGDE (Secondary)**

**School Experience Placement Report Guidance**

This Guidance Document is intended to support the writing of the Final Placement Reports.

An overall grade of Satisfactory or Unsatisfactory should be allocated for each of the Eight sections below using the following descriptors as a guideline:

* **S** - Satisfactory: student is making expected progress towards this aspect of SPR
* **U** - Unsatisfactory: student is not yet demonstrating expected progress towards this aspect of SPR

Where progress is **Unsatisfactory**, this should be clearly communicated to the student and substantiating evidence referenced in the Report (eg to the Mid-Way Review Form, Formative Lesson Observation Feedback, Weekly Reviews, Notification of Cause for Concern etc). Consideration should be given **to the stage** the student is at in their ITE programme.

By the **end of Placement 1b** students are expected to achieve Satisfactory in at least **6 out of 8** of the SPR criteria. By **the end of Placement 2** the student must achieve **Satisfactory in all 8** of the SPR categoriesto be successful in the Placement**.** EIGHT grades should be entered. Select the appropriate grade S/U by deleting as appropriate. The comments in all sections should support the grades allocated.

**Grades must be agreed between the School and the University, signed and dated, prior to sharing the Report with the student for signature purposes.**

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| **SPR 1: BEING A TEACHER IN SCOTLAND** | | | | |
| **Professional Values** | **Please comment on Student’s progress drawing on evidence – Allocate an overall Grade for the three elements of SPR 1.1** | | **S/U** | |
| **Social Justice**:  The student should demonstrate a proactive approach in promoting respect for diversity and inclusion. This **may** include:   * Embracing the values of social justice through fair, transparent, inclusive and sustainable practices * Respecting diversity of all learners and colleagues * Valuing local and global citizenship. * Demonstrating a commitment to engaging learners in real world issues. * Respecting the rights of all learners (UNCR) and their entitlement to be included in decisions regarding their learning experiences * Understanding the needs of learners * Promoting health and wellbeing * Building and Fostering Positive Relationships   **Trust and Respect:**  The student should embody a professional attitude fostering trust and respect. This **may** include:   * Promoting a rights respecting culture and ensuring a safe and secure environment for all learners within a caring and compassionate ethos and with an understanding of classroom contexts and wellbeing. * Building trusting relationships with all colleagues and learners * Upholding a professional stance (appropriate behaviours, punctuality, language, commitment, seeks guidance, willing to take advice and act on it etc.) * Being responsible in their use of social media and mobile technologies * Having an appreciation of the cultural context of the school and being willing to contribute to its ethos   **Integrity:**  The student should demonstrate Integrity in their Professional Stance. This **may** include:   * Developing transparent and open practices. * Critically examining personal and professional attitudes and beliefs and challenging assumptions and professional practice. * Critically examining the connections between personal and professional attitudes to bring about transformative change in practice. * Demonstrating honesty in relation to self-reflection |  | |  | |
| **1.2 Professional Commitment:** | **Please comment on Student’s progress drawing on evidence.** | | **S/U** | |
| The student should demonstrate an ongoing proactive approach to Professional Practice and Development. This **may** include:   * Working collegiately with all staff to support learning * Demonstrating knowledge and understanding of how to challenge barriers to wellbeing and learning * Understands inclusive practice * Being adaptable and responsive to feedback and change * Demonstrating a commitment to on-going professional learning by contributing to the wider school community * Evidencing an understanding of, and commitment towards, supporting the needs of all learners by using evidence to inform judgement and next steps for learners |  | |  | |
| **1.3 Engaging with the Standard for Provisional Registration** | **Please comment on progress to date drawing on evidence.** | | **S/U** | |
| The student should demonstrate a proactive and willing approach to engage with the SPR through engagement with the following:   * Regular Self-Evaluation through reflection against the SPR using the Weekly Review Form and Pebble-pad E-Porfolio * Actively embracing and promoting principles and practices of sustainability and Sustainability for Learning through lesson design and curriculum planning * Seek opportunities to lead learning. Leading   learning creatively and imaginatively - eg contributing to wider school initiatives, extra-curricular activities etc |  | |  | |
| **SPR 2: PROFESSIONAL KNOWLEDGE AND UNDERSTANDING** | | | | |
| **2.1 Curriculum and Pedagogy** | | **Please comment on progress to date drawing on evidence.** | | **S/U** | |
| The student should demonstrate a proactive approach towards developing knowledge and understanding of the curriculum as applied within the school context. Evidence **may** include:   * Understands how pedagogical theories can inform teaching and learning * Planning effectively and consistently for lessons and sharing plans timeously with supporter Teacher in advance * Collaborating with colleagues to plan teaching, learning and assessment opportunities * Planning for learning and teaching that takes account of all aspects of the “planning cycle”: *Prior learning, curricular links, learning intentions, success criteria, learning activities & resources, evaluation of learning and of teaching, and next steps* * Lesson content which is pitched at an appropriate level and depth for the learners’ ages and stages * Justifying lesson content, orally or written in terms of its place in the curriculum * Knowledge of CfE Design Principles * Ability to identify BGE E’s and O’s in Plans and being able to understand these in relation to subject Benchmarks. * Knowledge of how to apply a range of pedagogies to inform learning and teaching strategies * Knowledge of how to use feedback to engage learners in dialogue about their progress and next steps. * Knowledge of planning for the Senior Curriculum * Ability to inform planning with reference to learning theories which are influencing decisions * Outdoor Learning * In **SE2** students are expected to be planning for progression in their pupils’ learning across a series of lessons * Justify the rational for the learning activities the student has constructed   Cross-curricular Learning may, evidence **some** of the following as appropriate:     * Using digital technologies to support learning and develop the ICT skills of their learners * Planning for learning that enables pupils developing their personal, social, vocational skills, and health & wellbeing * Taking account of the literacy and numeracy demands of the curriculum being taught and promoting further development of these for all learners | |  | |  | |
| **2.2 Professional Responsibilities** | | **Please comment on progress to date drawing on evidence.** | | **S/U** | |
| The student should be able to demonstrate knowledge of Scottish educational priorities and how these are relevant within the particular school context. Evidence **may** include:   * Engaging with activities to improve knowledge of the school and learning community eg Support for Learning, Guidance, Parents Evenings * Demonstrating an understanding and application of school policies in practice as is appropriate e.g. promoting positive behaviour, inclusion, child protection etc. * Planning is influenced by relevant educational policy eg GIRFEC * Taking part in School Development Activities and Curriculum Planning * Proactively finding out about wider school initiatives and policies such as, inter-agency working, promoting positive behaviour, inclusion, and how this is implemented in the classroom and affects their responsibilities as a student teacher | |  | |  | |
| **SPR 3: PROFESSIONAL SKILLS AND ABILITIES** | | | | | |
| **3.1 Curriculum and Pedagogy** | | **Please comment on progress to date drawing on evidence.** | | **S/U** | |
| The student should demonstrate a proactive approach towards developing their range of **teaching and learning strategies**. This **may** include:   * Producing lesson plans that meets pupil needs and addresses differentiated approaches * Using a variety of communication and effective questioning strategies * Facilitating a range of pedagogical approaches which incorporates individual, pair, group and whole class learning * Ability to match tasks and level of support to meet individual pupil and whole class needs * Developing positive working relationships with pupils, colleagues and parents to promote pupil learning and wellbeing * Using a variety of teaching strategies to engage and sustain interest and to promote learning with some creativity * Using a variety of resources including ICT and the outdoor environment where appropriate * Ability to evaluate and justify choice of teaching strategy * Ability to set high but realistic expectations of pupils * Effectively planning for use of additional support in the classroom where appropriate * Demonstrating a competent standard of literacy and numeracy   The student should demonstrate a proactive approach to developing their knowledge and skills in using **assessment strategies** appropriate to the level of responsibility specified for the Placement. This **may** include:   * Demonstrating an understanding of formative and summative assessment approaches * Employing a variety of AifL strategies to support pupils’ learning * Providing timely feedback to learners * Monitoring progress against agreed success criteria and provides effective feedback to pupils * Gathering evidence of the use of formative and summative assessment to inform future teaching and learning strategies * Encouraging pupils to assess their own learning and engage with them in dialogue about their progress * Maintaining records of pupil progress as appropriate. * Accessing and discussing school and/or local authority reporting procedures * Can develop a focus group of pupils’ learning across a sequence of lessons by the end of Placement 2. | |  | |  | |
| **3.2 The Learning Context** | | **Please comment on progress to date drawing on evidence.** | | **S/U** | |
| * Managing the physical space and resources to ensure a safe and caring environment for purposeful learning * Maintaining a high level of preparation and organisation for all lessons * Fully engaging pupils in appropriate learning * Building genuine, positive working relationships with pupils * Promoting high expectations for positive behaviour appropriate for age and stage * Taking a consistent approach to low level discipline issues and being able to refocus pupils or settle the class with minimal disruption to the flow of the lesson * Ensuring that the school’s behaviour management policy is being followed and applied consistently * Continuing to develop confidence when managing both theoretical and practical work in the classroom * Knowing how and when to seek advice from colleagues in managing pupils’ behaviour or in responding to sensitive issues e.g. bullying * Role-modelling positive behaviour and communication from which pupils can learn * Creating opportunities for learning to be transformative in terms of challenging assumptions and expanding world views. | |  | |  | |
| **3.3 Professional Learning** | |  | |  | |
| The student should demonstrate a proactive and willing approach to improving their practice when engaging in their own professional reflection and self-evalution. Engagement in reflective practice **may** be demonstrated through discussion relating to:     * Short term/longer term target setting through discussion and use of Weekly Review and Mid-Way Review forms * Evaluations of lesson plans which focus on next steps for pupil learning and next steps for student skills and knowledge development * Enacting feedback from mentors/supporter teachers on observed lessons * Keeping Pebblepad Digital Portfolio up to date | |  | |  | |