

**Division of Psychology, Sociology and Education**

**BA (Hons) Primary Education**

# Joint Observation Form

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| Student Name: |
| Date Completed: | Stage / Class: |
| School: | SBE Signature: |
| Student Signature: | UBE Signature: |

1. Lesson focus:

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1. Strengths – with SPR code (maximum of three):

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1. Next steps – with SPR code (maximum of three):

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**On track / not yet satisfactory / concern (please circle)**

1. Any additional comments:

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1. PDP comment:

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# Summary of the GTCS Standards for Provisional Registration (SPR)

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| **Being a Teacher in Scotland** |
| **1.1 Professional Values** |
| * Social Justice
* Trust and Respect
* Integrity
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| **1.2 Professional Commitment**  |
| * Developing deep knowledge of learning and teaching
* Critically examining how our teaching impacts on learners
* Using evidence collaboratively to inform teacher judgement and next steps for learners
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| **1.3 Standard for Provisional Registration**  |
| * Learning for Sustainability
* Leadership of and for learning
* Engaging with the Standard to demonstrate developing professionalism
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| **Professional Knowledge and Understanding** |
| **2.1 Curriculum and Pedagogy**  |
| * Have knowledge and understanding of Pedagogical Theories and professional practice
* Have knowledge and understanding of Research and Engagement in Practitioner Enquiry
* Have knowledge and understanding of Curriculum Design
* Have knowledge and understanding of planning for Assessment, Teaching and Learning
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| **2.2 Professional Responsibilities**  |
| * Have knowledge and understanding of Education Systems
* Have knowledge and understanding of learning Communities
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| **Professional Skills and Abilities** |
| **3.1 Curriculum and Pedagogy** |
| * Plan effectively to meet learners’ needs
* Utilise pedagogical approaches and resources
* Utilise partnerships for learning and wellbeing
* Employ assessment, evaluate progress, recording and reporting as an integral part of the teaching process to support and enhance learning
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| * 1. **The Learning Context**
 |
| * Appropriately organise and manage learning
* Engage Learning participation
* Build positive, rights respecting relationships for learning
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| **3.3 Professional Learning**  |
| * Engage critically with literature, research, and policy
* Engage in reflective practice to develop and advance career long professional learning and expertise
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