

**Division of Psychology, Sociology and Education**

**BA (Hons) Primary Education**

# School-Based Educator (SBE) Observation Form

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

[Refer to Placement Rubric for suggested areas of focus relevant to stage of programme.]

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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1. Any additional comments:

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| **Being a Teacher in Scotland** |
| **1.1 Professional Values** |
| * Social Justice * Trust and Respect * Integrity |
| **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 |
| **1.3 Standard for Provisional Registration** |
| * Learning for Sustainability * Leadership of and for learning * Engaging with the Standard to demonstrate developing professionalism |
| **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 |
| **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 |
| * 1. **The Learning Context** |
| * Appropriately organise and manage learning * Engage Learning participation * Build positive, rights respecting relationships for learning |
| **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 |