

**Division of Psychology, Sociology & Education**

**PGDE (Secondary)**

**Final Placement Report**

Please provide evidence of the student’s progress to date. The student should be assessed against each of the 8 Criteria below with consideration given to the stage that they are at in the ITE Programme. Please see the Guidance Document for the kinds of evidence you may draw upon to award the Grade.

Please allocate an overall Grade of Satisfactory or Unsatisfactory based using the following descriptors:

* **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 (e.g. the Weekly Review forms, Mid-Way Review Form, Lesson Observation Formative Feedback forms, Notification of Cause for Concern etc).

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 categories to be successful in the Placement.

Final Grades must be agreed between the School and the University. The Report should be electronically signed and dated, prior to it being sharing with the student for signature purposes. The Student should upload the final Report to the University Placement Dropbox**.**

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| **Student Name:** |  | | | **School:** | **Date:** | | | |
| **ITE Programme:** |  | | | **Number of days absent:**  *(school to complete)* | | | | |
| **Names of persons completing the report:** |  | | | **Designations:** | | | | |
| **This Report has been discussed with the student**  Yes / *No* **(***delete as appropriate)* |  | | | *If ‘No’ please indicate why this was not possible* | | | | |
| **Signature of School-Based Educator:**  **Date:** |  | | | **Signature of Student:**  **Date:** | | | | |
| **Signature of University-Based Educator:** |  | | | **Date:** | | | | |
| **SPR 1: BEING A TEACHER IN SCOTLAND** | | | | | | | |
| * 1. **Professional Values** | | **Please comment on Student’s progress drawing on evidence – Allocate an overall Grade for these three elements of SPR 1.1** | | | | **S/U** | |
| Demonstrates a commitment to the professional values of:  **-** social justice  - trust and respect  - integrity | |  | | | |  | |
| **1.2 Professional Commitment:** | | **Please comment on Student’s progress drawing on evidence.** | | | | **S/U** | |
| Demonstrate knowledge and understanding of how to challenge barriers to wellbeing and learning  Promotes equality and diversity, paying careful attention to the needs of learners from diverse groups and in upholding children’s rights  Values the contribution of others, challenge own biases and assumptions, and can apply critical thinking to make effective decisions  Engages in continuous professional learning, reflection, enquiry, leadership of learning and collaborative practice | |  | | | |  | |
| **1.3 Engaging with the Standard for Provisional Registration** | | **Please comment on progress to date drawing on evidence.** | | | | **S/U** | |
| Engages regularly with Self-Evaluation against SPR  Actively embraces and promotes the principles and practices of Sustainability  Seeks opportunities to lead learning in creative and imaginative ways | |  | | | |  | |
| **SPR 2: PROFESSIONAL KNOWLEDGE AND UNDERSTANDING** | | | | | | | |
| **2.1 Curriculum and Pedagogy** | | | **Please comment on progress to date drawing on evidence.** | | | | **S/U** | |
| 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** | | | **Please comment on progress to date drawing on evidence.** | | | | **S/U** | |
| Have knowledge and understanding of Education Systems  Have knowledge and Understanding of Learning Communities | | |  | | | |  | |
| **SPR 3: PROFESSIONAL SKILLS AND ABILITIES** | | | | | | | | |
| **3.1 Curriculum and Pedagogy** | | | **Please comment on progress to date drawing on evidence.** | | | | **S/U** | |
| Plan effectively to meet pupils’ 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 | | |  | | | |  | |
| **3.2 The Learning Context** | | | **Please comment on progress to date drawing on evidence.** | | | | **S/U** | |
| Appropriately organise and manage learning  Engage learner participation  Build Positive, Rights respecting relationships for learning | | |  | | | |  | |
| **3.3 Professional Learning** | | | **Please comment on progress to date drawing on evidence.** | | | | **S/U** | |
| Engage critically with literature, research and policy  Engage in reflective practice to develop and advance career-long professional learning and expertise | | |  | | | |  | |
| **Additional Comments:** | | | | | | | | |
| **Standard of Student Literacy**  Written Satisfactory 🞏 Unsatisfactory 🞏  Verbal Satisfactory 🞏 Unsatisfactory 🞏  Comment (if necessary): | | | | | | | | |