



School Based Educator Responsibilities

Table of Contents

No.	Title	Page
1.	Prior to Placement Starting	1
2.	At the start and throughout Placement	1
3.	Overview Structure of Programme and Placements	2
4.	Placement information for School Based Educators	2
5.	Placement Overview	3
6.	Pre-school Visit Procedures	3
7.	The School Visit Procedures	4
8.	Post-School Visit Procedures	5
	<i>Appendices</i>	6
9.	Appendix 1: QMU undergraduate programme structure	6
10.	Appendix 2: Placement Overviews	7
11.	Year 2 Communication for Placement	7
12.	Year 3 Communication for Placement	9
13.	Year 4 Communication for Placement	12
14.	Appendix 3: Exemplar of Introductory Student Email	16
15.	Appendix 4: Joint Observation Form	17
16.	Appendix 5: Mid Way Review	19
17.	Appendix 6: Final Report	21
18.	Appendix 7: Placement Absence	25
19.	Appendix 8: Cause for Concern Notification	27
20.	Appendix 9: Cause for Concern Action Plan	28

School Based Educators act as a mentor for the student and are responsible for the assessed outcome on placements thus they play a key role in the professional development of student teachers.

Prior to the Placement starting:

1. Attend the appropriate School Based Educators' briefing for Year 3 and Year 4
2. Review the student teacher sections of the University's Practice Based Learning (PBL) web site for additional information and support <https://www.qmu.ac.uk/current-students/practice-based-learning/initial-teacher-education/undergraduate-school-experience-placements/>
3. Prepare an induction for the student's first day.

At the start of and throughout the placement:

1. Meet and carry out an induction with the student, including:
 - ✓ Location of appropriate literature such as policies, books etc
 - ✓ Tour of school and location of relevant resources etc
 - ✓ Emergency procedures and policies in the event of fire etc

- ✓ Contact details in the event of an emergency and reporting sickness absence
- 2. Ensure student has School Based Educator's contact number(s) and email
- 3. Collaborate with the student to plan a programme of experience which takes into account placement opportunities
- 4. Schedule formal observations with the student including dates and times for the midway review and final reports with the student
- 5. Complete and sign the midway review and final reports (It is the student's responsibility to upload these to the University)
- 6. Monitor student attendance throughout the placement – please remind student to log any absence in the QMU student portal
- 7. Inform the University Placement & Partnership Officer immediately if the student has an unauthorised or unexpected absence from placement which lasts for more than 48 hours
- 8. Inform the University Based Educator as soon as possible if any concerns arise regarding the student's wellbeing, professionalism and/or quality of performance overall.

(The above is taken from the QMU School Experience Programme Handbook).

Overview structure of programme and placements:

Please see **Appendix 1** for the QMU undergraduate programme overview structure (as of Feb 2022).

The Programme team, alongside the Placement team have built, and continue to build, strong relationships with The General Teaching Council for Scotland, our Local Authority Partnership, Primary schools and third sector/voluntary organisations. The structure of the practice-based learning includes:

- **Year 2:** 10 week linked placement block. 4 weeks of placement in Semester 1 followed by a 6-week placement in Semester 2 in the same school in a Primary 1-3 setting.
- **Year 3:** 10(11) -week placement in Semester 2 in a Primary 4-5 setting.
- **Year 4:** 10(11) -week placement in Semester 1 in a Primary 6-7 setting.

Placement information for School Based Educators:

A school experience information support website is available for organisations hosting school experience and School Based Educators. The website has been designed to help make the role of School Based Educators easier by providing links to useful websites related to practice-based learning, along with electronic versions of all the handbooks and forms that School Based Educators need for school experience.

As part of their school experience and professional development, students will compile a Professional Development Portfolio (PDP) during placements using proformas developed by the programme team. The use of the portfolios gives students opportunities to evidence and reflect on their learning in relation to the SPR when on school experience. Students are encouraged to reflect on their practice and identify the professional actions needed to make satisfactory progress against the relevant Standard. This process prepares students for using portfolios to evidence their continuing professional development informing their completion of the Teacher Education Profile in preparation for the Induction year. SBE's are not expected to assess the PDP but they can request access to it as necessary.

Placement overview:

The Placement Overview for each year group is in the Appendices.

Initial communication and arranging a suitable date and time with the School Based Educator:

- The School Based Educator will be introduced to the University Based Educator via an email sent by the student on the 1st day of the school experience placement. If this is not forthcoming, the School Based Educator should communicate with the student as a prompt to ask them to send the introductory communication as per university expectations. **Please see Appendix 3 for exemplar email from the student.**
- Following the introductory email from the student to the University Based Educator the School Based Educator should then receive an email from the School Based Educator as a point of introduction. It will invite the School Based Educator to keep in contact if they have any queries and to inform them that the University Based Educator will be shortly back in touch to see how things are going over the course of the placement and to agree when it is convenient to undertake the visit.
- The next communication to the School Based Educator from the University Based Educator should be to co-ordinate a time to arrange the *school visit. This visit must include a joint lesson observation, time for a discussion with the School Based Educator regarding student progress/areas for development and an opportunity to meet with the student too.

The introductory email and email arranging the school visit may of course be combined into one email from the University Based Educator.

The School Based Educator should be aware that although the student should follow university regulations regarding reporting any absence it would be helpful for the School Based Educator to contact the University Based Educator especially where there are any ongoing absences or issues of timekeeping which the school has not been able to resolve.

*If, at the time of communicating with the University Based Educator by email, the School Based Educator feels that an earlier visit during the school placement would be preferable in supporting the student and the school it would be appropriate to arrange as a matter of urgency.

* A school visit can be rescheduled to the final week of placement if for any reason the original mutually arranged visit between the School Based Educator and University Based Educator could not take place.

- A mutually agreed time to visit the school will be confirmed by email between the School Based Educator and the University Based Educator. The University Based Educator will include a copy of the joint lesson observation form to the School Based Educator for reference (**Please see Appendix 4 for a copy of the joint lesson observation form**)

Pre-school visit procedures:

- The School Based Educator should remind the student that the University Based Educator will be taking a cursory view of the student's Professional Development Portfolio which can be found on PebblePad/ATLAS prior to making the school

visit. It would be useful for the School Based Educator to remind the student to ensure they have regularly uploaded their **weekly focus, reflections on observations** and **weekly self-evaluations** and that all are in place just before the school visit. The University Based Educator will pay close attention to comments written in the most recent weekly self-evaluation which may give some initial context for the school visit.

The school visit procedures. The visit would normally last approximately 2 hours:

- The University Based Educator would normally arrive 10-15 minutes before the start of the arranged school visit schedule.
- An initial brief chat/meeting with the University Based Educator prior to the joint lesson observation would be beneficial to discuss student progress/areas for development and contextualise the class being observed.
- The School Based Educator is to jointly observe the student teaching in conjunction with the University Based Educator. Both observers will use the joint observation form to record their thoughts of the student's teaching during the lesson observation.
- As a guide, the lesson observation should last around 45 minutes and the lesson, where possible, should be a complete lesson within that time.

Lesson observations of students

During their time in school a student might be observed teaching by several people during their school placements. The list includes School Based Educators/class teachers, headteachers and University Based Educators. To achieve some consistency of approach it is recommended that joint observations are carried out. Many schools now include joint observations as a means of moderating assessments and for training less experienced staff.

Aims of lesson observations:

Lesson observations are conducted as formative classroom assessment to:

- *identify the student's strengths and areas for development*
- *offer strategies and ideas to help the student improve*
- *develop the student's knowledge and skills through analysis and discussion of classroom performance.*

In general, observers should:

- *comment on what is seen objectively*
- *focus on any specific areas perhaps discussed pre the observation*
- *consider any contextual information*
- *try to understand the rationale for the student's methodology*

Observations can provide good evidence of curriculum knowledge. To address curriculum knowledge, observers could focus on issues such as:

- *What sort of questions are being asked, e.g. open/closed?*
- *How does the student get the pupils to think?*
- *What starting points are being used? Is the student able to use allusions, analogies, and anecdotes to make curriculum knowledge available and accessible to learners?*
- *Is the student capable of differentiating questions for individual learners and encouraging them to develop their own ideas?*

- Following the lesson both the School Based Educator and University Based Educator meet to discuss the student's teaching and to agree on what the

feedback to the student should be.

- Feedback on the lesson observation should then be provided to the student. It would be excellent practice for both the School Based Educator and University Based Educator to jointly provide feedback to the student. This may not always be possible and may depend on whether as a School Based Educator there is availability/cover has been arranged. It may therefore be the University Based Educator who will primarily provide the agreed joint feedback to the student alone.

When feeding back, observers should:

- *encourage the student to analyse the lesson and to identify strengths and areas for development*
- *focus on strengths initially*
- *consider the student's stage of development*
- *report on the main foci of the observation*
- *set realistic and achievable targets*
- *advise on and discuss alternative approaches (especially if the student has encountered difficulties)*
- *conclude by summarising main points, revisiting strengths*

- Following the lesson feedback, the University Based Educator will then provide discussion time which they will personalise and link to the needs of the student. This could include any additional advice post lesson or discussing future targets where necessary and providing advice and guidance regarding paperwork for the Professional Development Portfolio.

Post-school visit procedures:

- The University Based Educator will then write up the joint observation and email a signed copy of the completed lesson observation form to the School Based Educator. The School Based Educator should then add any additional information which may have been omitted from the lesson observation form and add their signature. The School Based Educator should email the updated version of the completed observation form to the student who should then upload to their Professional Development Portfolio and to the Hub drop box.

Final Report

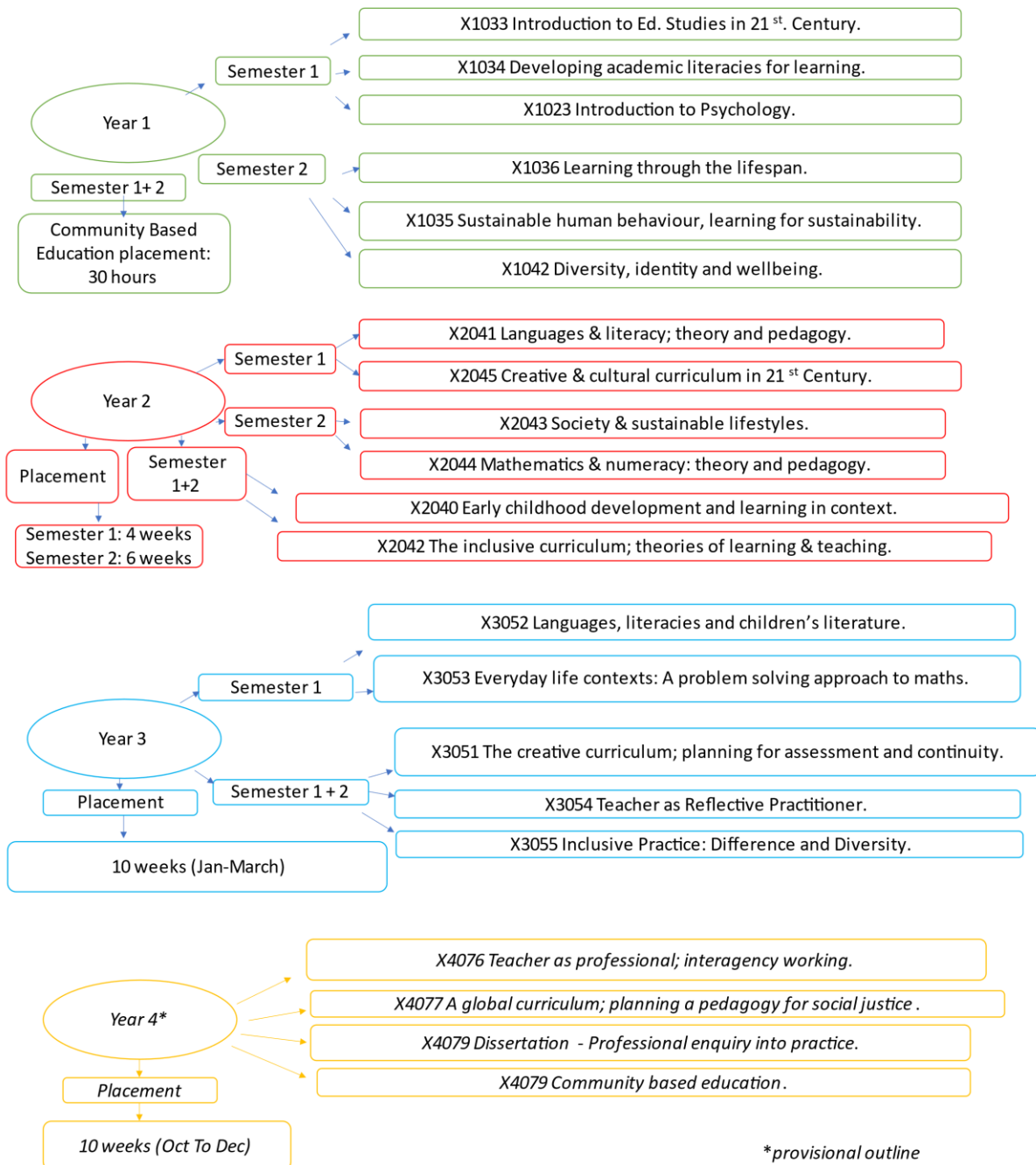
- The SBE will share the Final Report with the student who will then sign it and upload it to the Hub and their Professional Development Portfolio.

Overview of SPS (Student Placement System)

The Placement & Partnership Officer arranges all placements through the SPS via the GTCS website. This is a central hub for all universities to match student teachers to schools. The student teachers are matched based on the criteria set by universities and offers provided by schools. Students should not arrange their own. All course documentation is uploaded and accessible through the system prior to the placement start date.

Appendices

Appendix 1: QMU undergraduate programme structure (As of Feb 2022)



Appendix 2: Placement Overviews

Year 2 Placement Overview

BA Education Studies (Primary) School Experience Year 2

In year 2, students have two placements in the same school, one for 4 weeks, the other for 6 weeks.

Placement 1- 4 Weeks

The first placement is the time for the student to become familiar with being in the classroom, observe the class and the teacher and to learn the class routine.

Main activities: -

- Orientation
- Introduce SBE and UBE via email
- Gather information for PDP
- Complete Health & Safety checklist
- Individual and group support / teaching
- Visit to nursery if possible - please discuss with School Based Educator/school nursery
- Observe lessons across the curriculum, with a specific focus on literacy, numeracy, health and wellbeing, and the expressive arts
- Observe the class routines across the day and week
- Observe the teachers approach to managing the class, groups and individual pupils.
- Reflect on daily routines and procedures, why are they included, who do they benefit?
- Consider the examples of good teaching practice you have observed and reflect about why they were successful and what you have learned from experiencing them.

Week	PDP Evidence Gathering Guidance
1	Start collating the 'About your school' information detailed below in your PDP
2	Make general notes about your observations and experiences in school and add them to your PDP. Discuss how the pupils are assessed.
3	Write some reflections about the literacy, numeracy and the expressive arts (visual, music, drama and dance) you have seen and consider how the teaching of each influenced the learning in the class.
4	Placement Summary – Reflect about what have you seen on your placement and what progress has been made by the class in the 4 weeks you have been there. Think about the teaching you have observed, issues that have arisen and how they have been resolved. Finally, what have you learned from this placement? Mid Way Review is due at the end of this placement.

About your school

Your first placement is about getting to know the school,

Here is the recommended list of school policy documents and procedures for you to find out about and include in your PDP notes:-

- Current class data (think about accelerated reader, curriculum levels, GL assessment data, complete maths – whatever the school has. You cannot plan to meet the needs of all learners without knowing their starting point.)
- Class timetable
- Individual child support plans
- School/class ethos and relationships policy (previously called behaviour management)
- School handbook
- School monitoring and tracking policy
- School improvement plan
- Health and Safety Policy (think first aid, accident reporting and fire procedures so you know what to do)
- Child Protection Policy (who do you report a concern to)
- Parent/Carer communication policy
- Staff attendance/absence policy
- Staff social media policy
- Structure of the school (is there a head of year/stage, deputies, principal teachers? How does the school 'fit' together).
- When are school meetings. If in agreement with the school, you are expected to attend these, and any in-service training.
- Inter professional working – school policy on working with teaching assistants, parent helpers, other professionals who are involved in the class.

Placement 2 - 6 Weeks

The second placement is when the student begins their teaching journey including planning lessons, teaching the lessons and reflecting on those lessons.

Main activities:-

- Weekly planning with your School Based Educator to arrange when and what you are going to teach.
- Complete weekly evaluation form and agree targets with SBE – pebble pocket signed and uploaded each week.
- Planning, delivering and evaluating single lessons, to small groups at first, including lessons in literacy, numeracy and expressive arts.
- Building up to planning and teaching a series of lessons to the whole class for **one lesson a day** in the final two weeks. This may be a series of lessons about a particular concept/topic in literacy and/or numeracy.

Suggested teaching time per week.

This is very much a rough guide and will depend on the student's progress through the placement and should be negotiated, at least weekly, with the SBE and school.

Week	Single small group lessons/activities per week	Whole class lessons
1	2-3 first days joining in to help teachers' activities whenever possible	0
2	3-5 as agreed with SBE	0
3	4-5 as agreed with SBE	1 (not essential as agreed with SBE)
4	Please discuss this week with your SBE –some whole class activities or 5 small group depending on progress	
5	1-2	2 or 3
6	As agreed with SBE	4 or 5

Students should work towards the following planning, teaching and formative assessment of pupils along with self-evaluation/reflection on their progress: -

- Plan, teach and evaluate individual group lessons in literacy and numeracy
- Plan, teach and evaluate single lessons in literacy and numeracy
- Plan, teach and evaluate a series of lessons in literacy and numeracy (small group or whole class as appropriate for the stage of the placement).
- Have regular experiences of planning, teaching and evaluating lessons in Expressive Arts (or another curricular area *if* unable to teach Expressive Arts).
- Plan for diverse learners, making use of and adapting individual lesson plans where appropriate.
- Use different ways to formatively assess learning, identifying next steps and different, varied ways of recording your findings.
- Where possible, students are encouraged to incorporate digital technology and outdoor learning into their planning

Week	Single small group lessons/activities per week
1	2-3 first days joining in to help teachers' activities whenever possible
2	3-5 as agreed with SBE
3	4-5 as agreed with SBE
4	Please discuss this week with your SBE –some whole class activities or 5 small group depending on progress 1-2
5	
6	As agreed with SBE

Where possible, you should look for opportunities to engage in broader activities, such as creating displays and taking part in lunch time or after school clubs. You should also take advantage of the learning on any in-service days if you can, by negotiation with the school.

Year 3 Placement

School Experience 3:

Placement criteria:

- Take whole class responsibility for one or more outcomes / experiences in literacy and numeracy.
- Plan, teach and assess a sequence of science or technology.
- Plan to teach across all curricular areas working within the SBE's termly plan.
- Your teaching should normally be whole class (your SBE can discuss with you what is best for your individual progress).
- From Week 3 onwards have at least one observation per week carried out by your SBE.
- Build up to consecutive days of full responsibility.

Here is a suggestion for pattern of teaching time, building up your responsibility (reflected in the placement overview). However, this is NOT fixed and your teaching should be negotiated with your SBE and school. You can also teach more than is suggested below – take the opportunity to gain as much experience as you can!

	¼ Days	½ Days	Single Days	Consecutive Days	Total
Week 1	School / class familiarisation, document gathering & health & safety / risk assessments. Agree with SBE sequence outcomes to take responsibility for teaching and begin sequence planning. Support SBE with teaching of groups and individuals.				
Week 2	Plan, teach and assess 3 individual lessons (one literacy, one numeracy (can be a group) and one other (three ¼ days). Discuss overview of teaching going forward, looking at termly plans, and review sequence plans with SBE.				
Week 3	2	2			1 ½
Week 4	2	3			2
Week 5		2	1		2
Week 6		1	2		2 ½
Week 7			1	2	3
Week 8				4	4
Week 9				4	4
Week 10	Negotiation with SBE (or mop up if required)				

PDP:

- Week 1 – Gather documentation outlined in PDP plus class list, pupil groupings (first names only) and class timetable. Covid risk assessment.
- Each week make a copy of the class timetable and highlight your teaching responsibility for that week.
- Sequence planner for literacy and numeracy from week 3 onwards.
- Daily planner for each day to evidence your experience.
- Weekly evaluation with links to literature.

Weekly Foci:

Each week you will be asked to further develop your understanding on a specific aspect of teaching and learning. You should make explicit reference to this as one aspect of your weekly evaluation – e.g. what you learned about it, how you incorporated into your practice and planning, what your learning means for your practice going forward. You can develop your understanding via professional reading, discussing with your SBE and / or other school staff, observing other classes, reviewing university content, etc. Where possible try to have your daily planning and evaluations reflect these foci.

Year 3 Placement Overview:

Please note: these weeks correspond to full school weeks. The week of the February half term is not included. If you are in a local authority where the half term break is less than a full week you do not have to evidence the remainder of that week.

Where possible, you should look for opportunities to engage in broader activities, such as creating displays and taking part in lunch time or after school clubs. You should also take advantage of the learning on any in-service days if you can, by negotiation with the school.

Week 1

- Observe your SBE teaching across the curriculum, with specific focus on Literacy, Numeracy, Health and Wellbeing, Science, Technologies and PE.
- Observe the class routines across the day and week.

- Observe the teachers approach to managing the class, groups and individual pupils. As part of this process, discuss how children learn and consider approaches to integrated learning.
- *[Note – these are ongoing tasks. Ideally you will spend time observing experienced teachers throughout your placement when you are not teaching.]*
- Gather school / class documentation as outlined in the 'Week 1' tab.
- Complete all relevant health & safety and risk assessments.
- Agree with SBE sequence outcomes to take responsibility for teaching, and begin sequence planning.
- Support SBE with teaching of the class (e.g. taking a group).

Week 2

- Plan, teach and assess three individual lessons in literacy, numeracy and one other of science, technology or PE (three quarter days). *This is a suggestion - you can do more!*
- Assist SBE with teaching and learning when you are not responsible for teaching.
- Discuss overview of teaching going forward with your SBE, looking at termly plans.
- Review sequence plans (ensure you have given your SBE time to look at these in advance before discussing). Take feedback on board and adjust accordingly.

Week 3

- Plan, teach and assess two quarter days and two half days.
- Begin learning sequences.
- Assist SBE with teaching and learning when you are not responsible for teaching.
- Minimum of one recorded observation by your SBE.
- Weekly focus: inclusive practice and pupil groupings.

Week 4

- Plan, teach and assess two quarter days and three half days.
- Assist SBE with teaching and learning when you are not responsible for teaching.
- Minimum of one recorded observation by your SBE.
- Weekly focus: creativity.

Week 5

- Plan, teach and assess two half days and one full day.
- Assist SBE with teaching and learning when you are not responsible for teaching.
- Minimum of one recorded observation by your SBE.
- Weekly focus: digital learning.
- Midway review due by the end of the week.

Week 6

- Plan, teach and assess one half day and two full days.
- Assist SBE with teaching and learning when you are not responsible for teaching.
- Minimum of one recorded observation by your SBE.
- Weekly focus: questioning.

Week 7

- Plan, teach and assess 3 full days, two of which must be consecutive.
- Assist SBE with teaching and learning when you are not responsible for teaching.
- Minimum of one recorded observation by your SBE.
- Weekly focus: differentiation.

Week 8

- Plan, teach and assess 4 full, consecutive days.
- Minimum of one recorded observation by your SBE.
- Weekly focus: planning and adaptations for diverse learners.

Week 9

- Plan, teach and assess 4 full, consecutive days.
- Minimum of one recorded observation by your SBE.
- Weekly focus: assessment.

Week 10

- Your teaching this week is by negotiation with your SBE. If you need to do more full days (e.g. if any absence has affected this) please do. Teach as much as you can in order to develop your experience as much as possible and take advantage of the time in school. You can also work on any areas you and your SBE feel you need more development in.
- Final Report due by end of this week - please discuss this with your SBE as early as possible in the week to give them time to write it up.
- Weekly focus - outdoor learning (a nice thing to finish on - Spring will be here, get outside!).

Year 4: School Based Educator communication for 10 (11) -week placement in Semester 2

The purpose behind this final placement before probation year, is for the students to take on increasing responsibility for the class. Week one of placement the focus is on the student getting to know the class and the school, and it is up to yours, and the schools, discretion what this should look like, over and above the need for the student to be familiar with the school's policy and procedures. From week two onwards we would expect the student to be taking on the majority of the teaching for that class in the week - we are recommending that the student has a maximum class contact of 0.7 but this should include full day teaching.

Additionally, during the placement, we would like the students to arrange, via yourself, to visit the feeder high school for a day, with the aim being to shadow a first year class for the day.

Week: Date		
3: 19/09/22	Placement preparation	Student should email the school to introduce themselves
4: 26/9/22	Placement preparation	
5: 3/10/22	PLACEMENT	Student to return their Health and Safety checklist
6: 10/10/22	PLACEMENT	
7: 17/10/22	PLACEMENT	
8: 24/10/22	PLACEMENT	
9: 31/10/22	PLACEMENT	SBE Midway Review
10: 7/11/22	PLACEMENT	
11: 14/11/22	PLACEMENT	University virtual drop in
12: 21/11/22	PLACEMENT	
13: 28/11/22	PLACEMENT	UBE visits
14: 5/12/22	PLACEMENT	UBE visits
15: 12/12/22	PLACEMENT	School leadership team observation SBE Final Review
16: 16/12/22	Deadline for submissions	Students to submit their final forms by this date

During their placement, the students will also be undertaking community based education and should be seeking to work on a weekly basis with a link agency working in the school, for example the family learning worker, EAL worker, parent as partners project, whatever the school's current focus is on, or where there is opportunity. The time to do this is during the 0.3 non contact time in this placement and should not come out of their teaching time.

There is a section on the student's eportfolio (Pebblepad) for them to record their reflections and work on their community education experiences.

Recommended list of school policy documents and procedures (for week one).

The first week of placement is about getting to know the school. This will include, in addition to getting the student getting to know the class, reading, discussing with someone, or having sight of:

- Term plan for the class
- Current class data (think about accelerated reader, curriculum levels, GL assessment data, complete maths – whatever the school has. You can not plan to meet the needs of all learners without knowing their starting point.
- Individual child support plans
- School/class ethos and relationships policy (previously called behaviour management)
- School handbook
- School monitoring and tracking policy
- School improvement plan
- Health and Safety Policy (including first aid, accident reporting and fire procedures so they know what to do).
- Child Protection Policy (who do they report a concern to)
- Parent/Carer communication policy
- Staff attendance/absence policy
- Staff social media policy
- Structure of the school (is there a head of year/stage, deputies, principal teachers? How does the school 'fit' together).
- When are school meetings. If in agreement with the school, the students are expected to attend these, and any in-service training.
- Inter professional working – school policy on working with teaching assistants, parent helpers, other professionals who are involved in the class.

This list is by no means definitive as every school and local authority operates according to their community and their improvement plan objectives.

Weekly planning sheet

This year, we are asking our students to move to weekly plans. This is more akin to what they will do in the probation year and reflects that the curriculum and lessons are interlinked, as opposed to discrete individual lessons. You may use a different version, and you may prefer the student to use your version. If this is the case then please ask your student to send a copy of this and discuss with their University Based Educator. Weekly plans do not mean the student is preparing for each lesson/topic/day in less depth than in years 2 and 3, but rather reflects their growing knowledge and ability as a teacher in that we are not asking them to write your preparation for each part of the day in great detail. This is also reflected in their portfolio submissions where we are asking them to reflect on the week as a whole.

Student absence from placement

Please read below in conjunction with Placement Absence – Guidance **Appendix 7**

Students are expected to comply with the attendance and reporting sickness policies of the school and must familiarise themselves with these policies within the first week of placement. If absence is before the start of a placement the student must contact the School Based Educator and ITEPlacements@gmu.ac.uk to report any sickness or absence. Every

student is required to inform the school and the University should they be unable to attend their placement on any given day. Students should:

- Contact the placement school, the Placement & Partnership Officer and report all absences via the Student Portal in the usual way
- If absent for more than one day students should contact both the placement school and the Placement & Partnership Officer on each day of absence
- If absent for more than 5 working days students must submit a medical certificate to the Student Portal and to ITEPlacements@gmu.ac.uk
- When students return to school they should advise the Placement & Partnership Officer, via ITEPlacements@gmu.ac.uk
- Any days missed due to absence must be made up at the end of the placement if the school is in agreement or by undertaking an additional placement. This is to be arranged and agreed between the UBE and SBE and not led by the student.

IMPORTANT: Failure by students to inform the School Based Educator, and the University that they are not attending placement will be regarded as unprofessional behaviour:

A School Based Educator should only report unauthorised absences, but these should be notified to the University's Placement & Partnership Officer - ITEplacements@gmu.ac.uk as soon as practicable, and certainly within 48 hours.

Attendance must be monitored throughout the placement and all absences from placement must be recorded by School Based Educators(s). This has been added to the weekly evaluation to mark any absent days.

Problems on Placement

If a student is experiencing difficulties on school experience or needs to discuss any aspect of the placement with a member of academic staff, they are advised to contact their University Based Educator initially. Students may choose to discuss problems of a personal nature with their School Based Educator, or to contact their Personal Academic Tutor (PAT).

However, if an incident occurs outside of normal working hours, where there is an urgent need to contact the University, please telephone: (0131)-474-0000. When prompted ask for reception.

Supporting Students at risk of an Unsatisfactory Placement

Whilst being relatively rare, an unsatisfactory outcome of school experience does happen and can be a very stressful situation for all concerned. One of the key aspects in managing this is early detection – the sooner a student's performance can be identified as **a cause for concern** then the more opportunity available to the student to address the concerns (see **Appendix 8** for Cause for Concern forms).

The student and the University Based Educator need to be informed whether their progression on school experience is a cause for concern at the earliest possible point of the placement.

- The word "unsatisfactory 'and or cause for concern at this stage must be clearly used in this discussion
- All attributes/knowledge gaps where the student is not satisfactory must be

clearly indicated to the student and examples must be given by the **School Based Educator** and related to the SPR

- **School Based Educators** must complete a cause for concern notification form and should also list the areas causing concern
- **The UBE will complete the Cause for Concern Action Plan with the student**

Whilst each situation will vary and requires to be handled appropriately, there are key aspects as how to best work forward. Honesty is paramount and requires both School Based Educator and student to be open within the learning relationship. Clarity is important, make sure the student is very clear about areas of concern and they might best address these. This will involve an action plan setting weekly goals/targets for the rest of the placement so that the student has an agreed plan to move things forward. The University Based Educator should support in this process and share the Cause for Concern Action Plan. In some cases, this might trigger an additional visit by the University Based Educator. A copy of this report will be held in the student's school experience placement file at the University.

Guiding principles:

- The student should be informed as soon as possible if their practice is a cause for concern
- The University Based Educator should be informed as soon as possible if student performance is causing concern
- The School Based Educator encourage the student to talk with their University Based Educator at the earliest opportunity
- Ensure that the student receives honest, non-judgmental feedback which focuses on the key areas causing concern
- Document these discussions have taken place on the weekly reflection record. Both School Based Educator and student should sign this
- Set weekly goals/targets with the student for the remainder of the placement – making these realistic and achievable. Both School Based Educator and student should sign this
- Schedule weekly feedback sessions indicating progress on the set goals/targets and document discussions on the weekly reflection record
- Encourage the student to use reflection as much as possible to allow them to assess their own practice – giving some focus to where things go well as well as those where practice has not been so good
- The School Based Educator should keep in touch with the student's University Based Educator to feedback on progress

If the student has not been able to achieve the necessary SPRs by the final report then ensure that all verbal, and written comments are in line with the SPR so that the student is left with a clear picture of where their practice did not meet expected levels.

We must ensure that all students maintain proper teaching standards whilst on placement. This is about safeguarding that our students are fit to practise so that public trust and confidence in teachers is maintained and the learning of our children and young people is protected.

If the University becomes aware of an issue regarding a student's health or behaviour which may have an adverse effect on the student and or school experience, a Fitness to Practise (FtP) Panel may be convened by the University. The Fitness to Practise (FtP) Panel has the delegated authority to impose a range of sanctions including requiring a student to suspend study or withdraw from the programme. If the outcomes of the FtP Panel prevent a student from starting or continuing with a school placement these will be discussed within the team and a recommendation made regarding their progress on the professional programme. See QMU's Fitness to Practise policy: <https://www.qmu.ac.uk/about-the->

[university/quality/committees-regulations-policies-and-procedures/regulations-policies-and-procedures/fitness-to-practise-ite/](#)

Appendix 3: Exemplar of introductory student email:

Dear (University Based Educator),

My name is (student to insert name here), and I am undertaking my 4/6/10-week school placement beginning on (insert date) and I have been assigned to (insert name of school) in class (insert details).

My School Based Educator is (insert SBE name and include a brief description of their responsibility in school). I have copied them into this email for your reference.

I hope this information finds you well and I look forward to your forthcoming visit during my placement.

Sincerely,

(student to insert their name here)

Appendix 4: University Based Educator and School-based Educator Joint Observation Form



Queen Margaret University
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Division of Psychology, Sociology and Education
BA (Hons) Education Studies (Primary)

University Based Educator and School Based Educator Joint Observation Form

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

1. Please give a brief overview of the lesson observed: -

2. Observed strengths: -

3. Observed areas for development: -

4. Next steps as identified by SBE and UBE discussion (maximum of three).

5. Feedback to student – notes from discussion (if appropriate)

Summary of the GTCS Standards for Provisional Registration (SPR)

Being a Teacher in Scotland
1.1 Professional Values
<ul style="list-style-type: none"> • Social Justice • Trust and Respect • Integrity
1.2 Professional Commitment
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • 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
<ul style="list-style-type: none"> • Have knowledge and understanding of Education Systems • Have knowledge and understanding of learning Communities
Professional Skills and Abilities
3.1 Curriculum and Pedagogy
<ul style="list-style-type: none"> • 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
3.2 The Learning Context
<ul style="list-style-type: none"> • Appropriately organise and manage learning • Engage Learning participation • Build positive, rights respecting relationships for learning
3.3 Professional Learning
<ul style="list-style-type: none"> • Engage critically with literature, research, and policy • Engage in reflective practice to develop and advance career long professional learning and expertise

Appendix 5: The Mid Way Review to be completed by the School Based Educator:

Please be aware that the Mid Way Review in Year 2 takes place at the end of the 4-week placement in Semester 1.

The Mid Way Review takes the form of a discussion between students and the School Based Educator halfway through each placement, highlighting areas of progress across the specific SPR and University learning outcomes for each School Experience. It guides the professional actions to be taken by the School Based Educator, and the student during the remainder of the placement. Areas requiring further development and priorities to be addressed in the second half of the placement should be highlighted, agreed and documented in an action plan on the Mid Way Review form.

The purpose of the professional dialogue between students and School Based Educators is to identify strengths and areas of development in relation to the SPR giving them the opportunity to modify and/or further develop specific aspects of their practice before completing the placement.

It is expected that students will prepare for the Mid Way Review by completing the “student’s comments” section. This self-assessment process contributes towards the development of their professional judgement by encouraging students to reflect on their practice and identify evidence of meeting any further professional action goals identified in their Portfolio.

Mid Way Review comments must be signed and dated by both School Based Educators and students before being submitted to the university.

The following list of points is intended to assist School Based Educators in the compilation of the above.

Feedback should be:

- **Individualised and relevant**, demonstrating attention to the particular development needs of the student
- **Goal-directed**, providing assistance and increased understanding of what is expected or required, with a focus on the needs of pupils and relationship to the learning goals of the student
- On the Mid Way Review and/or Cause For Concern forms it is helpful to **summarise the key points** in the form of a development/action plan
- **Behaviour-focused**, rather than personality focused. Feedback that refers to what the student does, allows scope for change
- **Respectful**, demonstrating mindfulness of acceptable boundaries, respecting confidentiality and using language that is non-judgmental
- **Balanced**, comment on strengths and what the student did well with areas of further development
- **Written feedback** should be constructive and structured so that students are clear about specific aspects of their practice requiring further development
- **Collaborative**, inviting student involvement and agreement in identifying strengths and areas of development, in seeking solutions, reaching conclusions and formulating plans for future action, facilitating self-evaluation
- **Change focused (non-evaluative)**, exploring specific strategies to maintain strengths and support areas of development and facilitating a problem-solving approach that highlights the consequences both positive and negative of particular behaviours or actions

- **Encourage improvement** with practical and specific suggestions and evidence required from the student to demonstrate further achievement
- **Factual (not generalised)**, providing evidence-based examples based on observed practice that highlight actual strengths and weaknesses of modifiable behaviours that have been observed
- **Aligned** to the SPR.



Queen Margaret University
EDINBURGH

Division of Psychology, Sociology and Education
BA (Hons) Education Studies (Primary)

Midway Review Form

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

Students are asked to complete the midway review form with their School Based Educator (SBE) and submit it to the university by the required deadline. Please list a maximum of three key strengths and three key areas of development.

1(a) My areas of strength are:

1(b) These strengths can be further developed by

2(a) My areas for development are:

2(b) My next steps are:

Additional comments

Appendix 6: The Final Report Form to be completed by the School-Based Educator (Summative)

The final report form should be completed by the School Based Educator at least one day before the end of the school experience and discussed with the student. This provides the student with the opportunity to review the report with the School-Based Educator before signing it.

School Based Educators must refer to the SPR benchmark statements when completing the final report form. In making a judgement, it is important to bear in mind the extent to which the placement has given the opportunity to demonstrate the criterion being considered, and what can be realistically expected from students in relation to their stage of the programme.

Where a particular criterion is not applicable to the practice setting, or where the student has not been assessed on a particular criterion, then N/A should be inserted in the grid. We ask that School Based Educator document the reason(s) for lack of opportunity in the "School Based Educator's comments" section. By the end of the final school experience students need to achieve a satisfactory grade across all elements of the SPR.



Queen Margaret University

EDINBURGH

Division of Psychology, Sociology and Education
BA (Hons) Education Studies (Primary)

Final Report

Please provide evidence of the student's progress to date. The student should be assessed against the Standard for Provisional Registration but with consideration given to the stage that they are at in their ITE programme.

Please provide an overall grade for each of the eight sections using the following descriptors as a guideline:

- **S** - Satisfactory: student is making expected progress towards this Standard.
- **U** - Unsatisfactory: student is not making the expected progress towards this Standard.

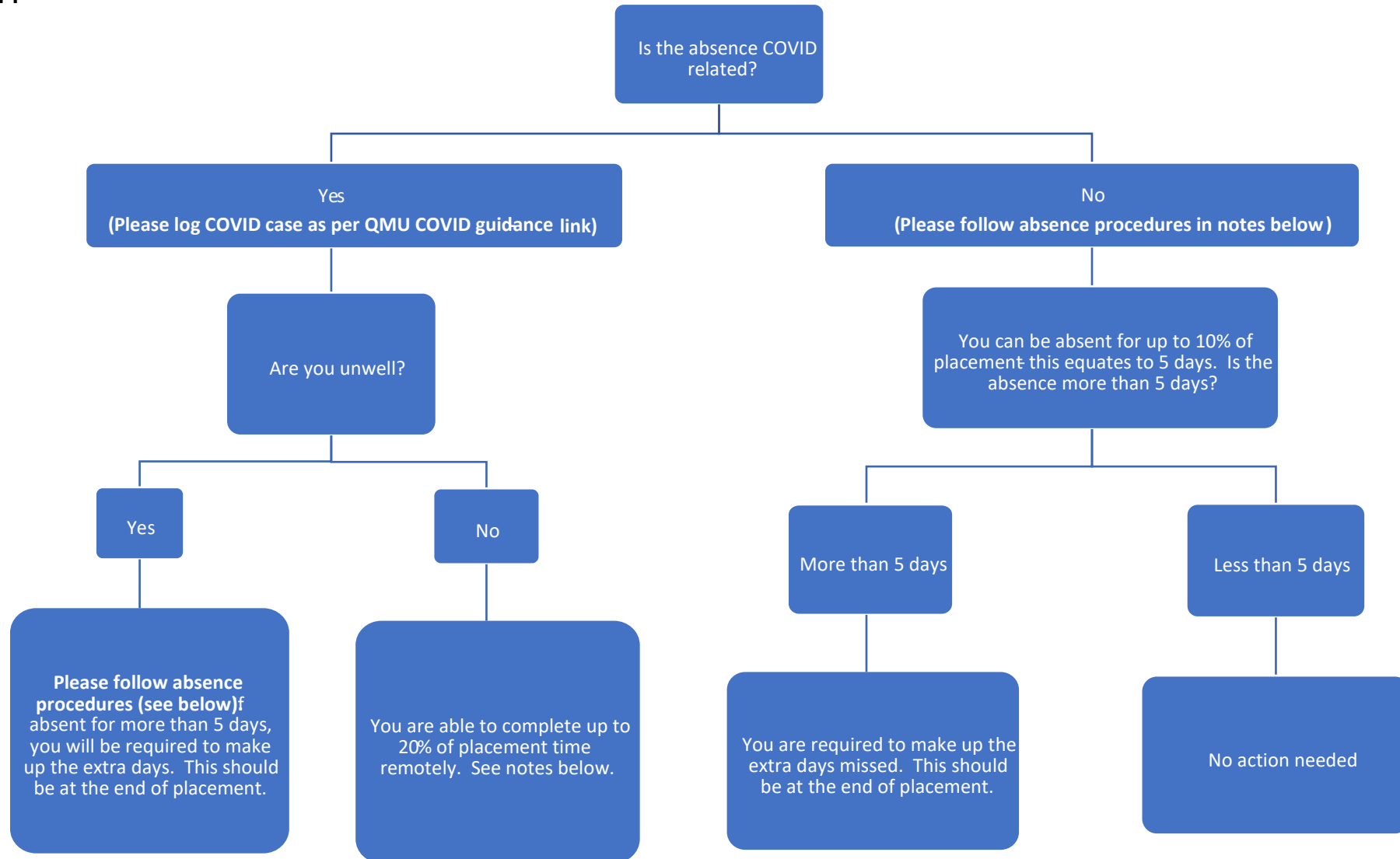
Please indicate the appropriate grade. The comments in all sections should support the grades allocated. If progress is *unsatisfactory* this should be clearly communicated to the student and supporting documentation indicated (e.g., Mid Way Review Form, Observation Forms, Notification of Cause for Concern, etc.).

Student Name:	School:	Date:
Year of Study:	Number of days absent:	
Names of persons completing the report:	Role of SBE (i.e. Class Teacher, PT, etc.):	
I confirm that the content of the Report has been discussed with the student: Yes / No (<i>delete as appropriate</i>)	<i>If 'No' please indicate why this was not possible:</i>	
Signature of School-Based Educator:	Signature of Student:	
Date:	Date:	

Being a Teacher in Scotland	
1.1 Professional Values	Comments on progress to date drawing on evidence
<ul style="list-style-type: none"> • Embracing the values of social justice • Trust and Respect • Integrity 	S/U
1.2 Professional Commitment	Comments on progress to date drawing on evidence
<ul style="list-style-type: none"> • 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 	S/U
1.3 Standard for Provisional Registration	Comments on progress to date drawing on evidence
<ul style="list-style-type: none"> • Learning for Sustainability • Leadership of and for learning • Engaging with the Standard to demonstrate developing professionalism 	S/U
Professional Knowledge and Understanding	
2.1 Curriculum and Pedagogy	Comments on progress to date drawing on evidence
<ul style="list-style-type: none"> • 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 	S / U
2.2 Professional Responsibilities	Comments on progress to date drawing on evidence
<ul style="list-style-type: none"> • Have knowledge and understanding of Education Systems • Have knowledge and understanding of learning Communities 	S / U
Professional Skills and Abilities	
3.1 Curriculum and Pedagogy	Comments on progress to date drawing on evidence
<ul style="list-style-type: none"> • 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 	S / U
3.3 The Learning Context	Comments on progress to date drawing on evidence
<ul style="list-style-type: none"> • Appropriately organise and manage learning • Engage Learning participation 	S / U

<ul style="list-style-type: none"> • Build positive, rights respecting relationships for learning 	
3.3 Professional Learning	Comments on progress to date drawing on evidence
<ul style="list-style-type: none"> • Engage critically with literature, research, and policy • Engage in reflective practice to develop and advance career long professional learning and expertise 	S / U
Additional Comments:	
Standard of Student Teacher Literacy: Written Satisfactory <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Verbal Satisfactory <input type="checkbox"/> Unsatisfactory <input type="checkbox"/> Comment (if necessary):	

Appendix 7: Placement Absence – Guidance



Absence Notes:

- Students can be absent up to **10% of placement** before they are required to make up the time. This equates to **5 days** for a total of 10 weeks of School Placement.
- If students are absent for longer than 5 days across 10 weeks of school placement, they are required to make up for absent time.
 - The set dates for retrieval placements are determined by ITEPlacements@gmu.ac.uk
 - ✦ Retrieval placement dates must first be confirmed by ITEPlacements@gmu.ac.uk
 - ✦ Retrieval placement arrangements should then be discussed with both your School Based Educator and University Based Educator to agree a plan.
- If a student is absent, they must remember to log any absence via the Student Portal and email ITEPlacements@gmu.ac.uk. This email should explain both the nature of the absence and the number of days they were / expect to be absent.
 - **This is essentially to ensure an accurate log of attendance which is required for you to register for your probation year.**

COVID Absence Notes:

- If a student has a positive diagnosis of COVID they should follow the reporting procedures outlined here: <https://www.gmu.ac.uk/coronavirus/updates/>
- In addition, if a student is absent they must remember to log any absence via the Student Portal and email ITEPlacements@gmu.ac.uk. This email should explain both the nature of the absence and the number of days they were / expect to be absent.
 - **This is essentially to ensure an accurate log of attendance which is required for you to register for your probation year.**
- If a student is required to isolate and is unwell, they must follow the guidance above and treat it as an absence.
- If a student is **isolating but are well**, they are able to complete **up to 20%** of their placement remotely.
 - Ideally students will provide support to their school remotely.
- This could involve supporting online learning, developing resources or other tasks that can be agreed with SBE
 - If the school feel this is not possible, please contact the University Based Educator who can sign post appropriate alternative tasks for the student to complete.

Appendix 8: Cause for Concern Notification



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Division of Psychology, Sociology and Education
BA (Hons) Education Studies (Primary)

Cause for Concern Notification

Student:	
School:	
SBE:	
UBE:	
Person raising concern:	
Date:	

A cause for concern may be triggered by:

- A pattern of absence and/or lateness
- Lack of thorough preparation for lessons
- Inability and/or unwillingness to act upon advice/feedback given
- Unprofessional conduct including inappropriate interaction with staff, pupils and members of the wider school community
- Unusual pressures and/or burdens on the student

This is not an exhaustive list. Please highlight any circumstances that may have a detrimental impact on the student's progress, complete and return to the UBE.

Please give as much detail as possible about the cause for concern.
Please provide details about any action and/or discussions already had with the student.
Initial actions to be taken (to be completed by UBE):

Appendix 9: Cause for Concern Action Plan



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Division of Psychology, Sociology and Education
BA (Hons) Education Studies (Primary)

Cause for Concern Action Plan

Student:	School:
SBE:	UBE:
Person raising concern:	Date:
What is the concern?	What is the desired outcome?
How can this be achieved?	When will this be completed?
Date to be reviewed:	Date to be completed:
I understand the actions set for me and what is required to resolve this Cause for Concern.	Student Signature:
Has the Cause for Concern been resolved?	YES / NO
Comments:	
SBE Signature & Date:	UBE Signature & Date: