

BEd Early Years Teaching

Professional Placement Experience

First Year Handbook

2011-2012



Contents

Staff	1
Introduction	2
Roles and responsibilities	4
Dates for 1st Year Professional Placement Experience	7
Partnership procedures	9
Children's Centre Placement	10
Expectations for placements in Early Years Settings	11
Birth to Three Experience	14
Reception Placement	15
Assessment	16

Appendices

1	1st Year Professional Placement Experience Dates	18
2	Professional Placement Experience Files 1 & 2	19
3	Explanatory Notes for Files 1 & 2	21
4	Essential Information for Teachers	25
5	Equal Opportunities Guidelines	27
6	Plan for the day	29
7	A suggested narrative observation sheet	30
8	Suggested Session Plans	31
9	Session Plan Evaluation Prompts	34
10	Record of supervision (Observations by the teacher)	35
11	Reception Booklet	36
12	The Professional Standards for QTS	49
13	Professional Placement Experience Attendance Form	52
14	Optional Audit for 1st Year Professional Placement Experience	54
15	QTS Professional Standards Evidence Checklist	63

KEY STAFF FOR SCHOOL EXPERIENCE

Dean of Faculty	John Gabriel
Academic Leader for Initial Teacher Education	Suzanne Burley
Primary Programme Director	Alayne Öztürk
Course Leader	Sarah Cousins s.hosken@londonmet.ac.uk 0207 133 2642
Personal Academic Adviser	Ranjana McLean r.mclean@londonmet.ac.uk 0207 133 2157
1st Year Coordinator	Rita White r.white@londonmet.ac.uk 0207 133 3657
Partnership Administrator	Annie Rock annie.rock@londonmet.ac.uk 0207 133 2643
Postal Address	London Metropolitan University Department for Education Tower Building 166-220 Holloway Road London N7 8DB
Switchboard	0207 423 0000
Fax:	0207 133 2628

INTRODUCTION

This handbook sets out the expectations and requirements of the 1st Year Professional Placement Experience (PPE) and provides guidance on how best to meet them.

PPE is a very important part of your course, bringing together your own knowledge of children and their learning, of urban schools and different educational settings as they are currently organised, and the knowledge you will have gained during the taught course. While you are on your placements in schools or Children's Centres, the expectation is that you will show yourself to be as hard working and committed to teaching and children's learning as the practitioners you work alongside.

During your first year, you will move gradually from working with small groups to taking more responsibility for planning for, teaching and managing larger groups. Your planning for the Early Years Foundation Stage will become more detailed and your evaluations should become more reflective as the year progresses. You should also begin to identify targets for future development and demonstrate the potential to succeed as an Early Years teacher, showing you are committed to implementing principles of equality in your teaching.

Standards

In order to achieve recommendation for Qualified Teacher Status (QTS) you will need to meet the Professional Standards for QTS (TDA, 2007). Each year you will gather a growing bank of evidence for how you meet the standards.

By the end of the 1st Year Professional Placement Experience in a Children's Centre you will be required to have collected evidence to show that you have met the following Standards: Q1, Q2, Q4, Q6, Q7 & Q9. You are also expected to demonstrate that you have been able to address as many of the remaining Professional Standards as possible, except Q7b & Q16. At the end of your 2nd Year Professional Placement Experience in Key Stage 1, you are expected to have evidence for all of the Standards with the exception of Q7b & Q16. Finally by the end of the 3rd Year Final Professional Placement Experience you must have clear evidence to show you have fully met all of the Professional Standards for QTS. The Standards for QTS are in Appendix 12.

ROLES AND RESPONSIBILITIES

The Student Role

We expect students to:

- be professional (see Code below)
- seek advice from other professionals
- make time to discuss your progress with the QTS teacher on site
- fit in with the teacher's normal organisation and within this negotiate a teaching timetable
- join in all setting/class activities, including outside visits and INSET and planning sessions
- gradually take responsibility for management of groups or other adults in the setting when asked to do so, and show initiative in this area when working with other professionals
- look for opportunities to work with individual children, to get to know them and how they learn
- gain experience alongside other professionals in supporting children outdoors and indoors
- keep files up to date; NB ensure planning and assessment documentation is always fully up-to-date and in the files
- join in with any other activities at the Children's Centre (e.g. team meetings, INSET days, community events)

Professional Code for Students:

- remember the principles of equal opportunities and implement them with respect to everyone you work with
- be willing to learn from all the professionals you work with in the Children's Centre
- organise thoroughly for all your teaching by ensuring resources and session plans are prepared in advance and in consultation with the teacher as appropriate
- notify the Children's Centre and supervising tutor by 8am on the day if you are unable to come in during PPE due to illness
- ensure your attendance sheet (Appendix 11) is signed at the end of every week, normally by the teacher (a senior member of staff would be acceptable)
- be punctual; you should be in the Children's Centre at least half an hour before the children and remain long enough at the end of the day to clear up, review the day with the teacher if s/he is available, and make provisional plans for your next day/visit
- remember to involve yourself in the wider life of the Children's Centre
- dress appropriately in accordance with the dress codes operating in the Children's Centre
- do not leave the premises during the day, unless it is essential, in which case seek permission and let a senior member of staff know
- offer, and be available to attend, informal and formal meetings, which may be before or after school, with your teacher and staff members
- attend the Children's Centre on the days specified - this is compulsory and is a requirement of the TDA

The Teacher's Role

The teacher who has main responsibility for you is the most important mentor as they have regular contact with you. We hope they have availed themselves of the free Stage 1 mentor training at the University (or elsewhere) as per the London Providers Mentor Training Framework.

Feedback (both informal and on the forms provided) to you on your development is crucial, as is verbal feedback from the supervising tutor and Stage 2 mentor, where applicable. The expectation is that you will act upon the advice that you are given, and work on targets that you are set.

Teachers should facilitate students' experience by:

- introducing you to children and other staff; you may be introduced to children by your first name, as this is normal practice for staff in many Children's Centres
- meeting with you at least once a week to discuss your progress
- helping you negotiate your teaching timetable
- giving constructive feedback on your planning and taught sessions, particularly regarding the setting of realistic learning outcomes, and evaluating your practice
- carrying out two arranged observations, followed by formal feedback sessions with you
- sharing professional expertise and knowledge of the children (including IEPs), which you will require in order to understand the children's needs and to plan and teach effectively
- wherever possible, modelling effective teaching strategies
- involving you in planning meetings
- sharing any forward planning which will impact on your performance
- supporting you in maintaining systematic assessment records
- indicating resources that are available
- introducing you to key staff and key workers who you might need to consult
- taking an active part in the feedback after the final joint observation
- initialling the school attendance sheet (see Appendix 11)

A separate summary with the expectations of support from the teacher will be made available to the setting/school at the start of each placement (see Essential Information for Teachers BEd 1st Year (in Appendix 4).

The Supervising Tutor's Role

The key role of the supervising tutor is supporting the student, plus assessing them and maintaining a positive professional link by liaising with the partnership school.

Supervising tutors are asked to:

- make contact by phone with their students and explain the purpose of the preliminary visit and observation and suggest to the student(s) an exact date or dates when this might take place
- confirm with the student (or, if necessary, with the setting/school), the date of the preliminary visit and observation

- at the first visit agree the dates of subsequent visits with the student and confirm with the Children's Centre (or request the student to do so if the teacher or mentor are unable to confirm dates at the end of the visit)
- during each visit, spend up to an hour observing the student lead a small/large/key group or the nursery class, complete an observation form and give feedback immediately afterwards, including targets for development
- leave copies of the observation form with the student and the teacher, and aim to discuss the student's progress with the class teacher on each visit
- check the student's files
- check that the student is gaining some opportunities to carry out the requirements for the placement as listed in this handbook (including any further tasks set by course tutors)
- monitor the quality of the support and training provided by the Children's Centre, and work in liaison with relevant staff

The Stage 2 Mentor's Role

In some partnership settings there will be a trained Stage 2 mentor who shares with the University supervising tutor the observation and feedback responsibilities. Together they agree the timings of these.

A Stage 2 mentor who has this role with a student is asked to:

- make themselves known to the student
- make sure everything is going well by liaising regularly with the class teacher and the student
- discuss and agree with the supervising tutor on their first visit who is to carry out which and how many of the student's remaining entitlement to formal observations and feedback
- ensure formal observations are at an agreed time that also allows for prompt feedback afterwards when the observation form can be completed in full
- complete the three-page observation forms for the number of agreed times s/he formally observes and give feedback to the trainee
- regularly check the student's files are being well maintained and include all the required information
- maintain close links with the supervising tutor

Dates

Children's Centre placement

Day visits	7 Thursdays: 03/11/11 – 15/12/11
Three week block	Daily from 23/01/12 – 10/02/12
Day visits	3 Thursdays: 23/02/12 - 08/03/12
Three week block	Daily from 12/03/12 – 30/03/12

Reception day placement

Day visits	3 Wednesdays from 22/02/12 – 08/03/12
	3 Wednesdays from 19/04/12 – 03/05/12

Attendance

It is essential for your success on this course that you maintain 100% attendance during your day and block placements. You are required to attend your allocated settings or schools on every scheduled placement day over the three years in order for you to progress on the course and achieve Qualified Teacher Status. Any absences will be dealt with very seriously and will put you at risk of failing the placement and ultimately the course. Missed days will need to be made up in June.

Observation and feedback schedule

BEd Year 1:	Preliminary + 1	Between 23/01/12 and 03/02/12
	2	Between 12/03/12 and 16/03/12
	3 (joint)	Between 19/03/12 and 30/03/12

If there is a trained Stage 2 Mentor in the Children's Centre who wishes to be involved in mentoring a trainee (who is not the class teacher), the pattern of supervision would be as follows:

BEd Year 1:	Preliminary	University supervising tutor	23/01/12 and 03/02/12
	2	Stage 2 mentor (or University supervising tutor)	12/03/12 and 16/03/12
	3 (joint)	University supervising tutor, Stage 2 mentor and class teacher	19/03/12 and 30/03/12

PARTNERSHIP PROCEDURES

The Department's partnership office has established strong contacts with many Children's Centres and schools across London. The partnership office allocates placements according to the experiences and perceived training needs of each student. As you remember you signed, at interview, a disclaimer form, which explained that you could be sent to any of our partnership settings/schools in London according to our academic judgement of your training needs.

As you know, the course has a strong emphasis on preparing students to teach in multi-cultural, multi-lingual urban nurseries and schools; as far as is possible we place students in such settings, and certainly in at least one of the placements. Please note we cannot use schools for placements where your children or relatives attend or work; neither do we place students in schools in which they have had previous work experience.

Notification of placements will be on the BEd notice board. This is done as early as we are able, but is dependent on the availability of suitable places. You will have completed, prior to starting the course, a placement form giving details of your term-time address and nearest public transport. You must bear in mind that a long journey may be expected. You must make the journey first to ascertain how long it will take. If your address changes during the year, please make sure you inform the university at once.

Placement Difficulties

For the vast majority of students, Professional Placement Experience (PPE) weeks are rewarding times, but occasionally a problem will arise. If this is the case, and depending on what the problem is, you should discuss it with your supervising tutor, Group Tutor, teacher/ or Stage 2 mentor, to see if a solution can be found. In most cases problems are resolved. Please ensure you have read the PPE Booklet and are familiar with the roles and responsibilities of all concerned. You should also read carefully the Equal Opportunities Guidelines (Appendix 5)

Where the problem still persists, your concern must be put in writing and sent to the Academic Leader for Initial Teacher Training. This is discussed as swiftly as possible with the Primary Programme Director and a decision made. In the unlikely event that a change of placement is required, you must understand that you will inevitably experience delay in being allocated to a different Children's Centre and will probably not complete the course at the same time as the rest of the students.

In no circumstance should you remove yourself from a placement, as this constitutes failing the Professional Placement Experience.

Partnership support

Whatever setting you are in, you will have a University supervising tutor to support and advise you. Support in the setting/school is provided by teachers. They will carry out two formal observations when you teach activities or sessions. The class teacher is a key person who will support and advise you throughout your placement. In some settings/schools there may also be trained Stage 2 mentors. The Stage 2 mentor is a very experienced teacher who plays a significant part in supporting and guiding you throughout your placement. They will share the observation and feedback duties with your supervising tutor.

CHILDREN'S CENTRE PLACEMENT

This first placement gives you the opportunity to work closely with the teacher and other professionals to start to understand the way young children learn through play. You will start by observing and helping the professionals in the setting, and then progress to working with small groups, moving towards being able to plan and lead learning experiences for larger numbers of children by the end of the placement.

From day one you will be expected to set up and maintain two PPE files. It is essential that these are kept up to date. Their key purpose is to enable you to keep systematic records of all your planning, delivery, evaluations, observations, assessments and reflections, with frequent links to the standards.

These files are the major source of evidence that you are meeting the Standards, and they will be regularly monitored by your supervising tutor and/or Stage Two mentor.

The Files

File 1 is the Teaching and Learning file.

File 2 is the Observation, Record-keeping and Assessment file.

Both files should be hard back, lever-arch. Each will need dividers to create the required sections and to help you organise your material, and should have a contents page at the start of each file. Please also ensure your name and contacts are clearly displayed at the front of your file.

What you will need in your PPE Files is listed in Appendix 2, together with some explanatory notes about their contents.

You must ensure that your PPE files are available in school at all times.

Maintaining your files will support your progress as a reflective practitioner as you begin to develop:

- skills in planning suitable activities to engage learners
- the ability to evaluate what children have learned and what you need to do next to enhance their learning
- your ability to set yourself targets for improvement
- your understanding of what constitutes an appropriate curriculum for young children and to match the learning experiences you plan to the needs of individual children

EXPECTATIONS FOR THE PROFESSIONAL PLACEMENT EXPERIENCE IN CHILDREN'S CENTRES

Your PPE file is a crucial document. The contents required are listed in Appendix 2 with accompanying guidance notes.

Day Placements

Before Thursday 3rd November, you should:

- phone the Children's Centre to confirm you are coming
- find the best route to the setting

On Thursday 3rd November you should:

- arrive at the time expected or, if possible, a little earlier
- meet with the teacher who will be supporting you on your placement
- agree with the teacher how you will be introduced to the children
- behave as a prospective teacher, but especially with the children you are going to teach
- introduce yourself to the staff at the setting
- find out about procedures in the setting
- observe staff room etiquette - note whether staff pay for tea/coffee and contribute if they do
- be quiet and diplomatic in the staff room; staff need their breaks and a chance to talk to each other and get ready for the next session
- be willing to help your receiving teacher in any way necessary.
- show initiative and a willingness to be involved

On your remaining day visits you should achieve the following:

Gather all the information required for your files (see Contents Page, Appendix 2)

- observe how the setting is organised and managed
- observe how the practitioners manage and organise the children
- find out about daily routines
- note how learning is planned and taught through the use of the Early Years Foundation Stage
- establish how the adults monitor and record children's progress
- decide, with your teacher, which **three** children you will identify for profiling
- start to develop more fully your professional role as teacher, taking increasing responsibility for short periods of time each day
- observe how ICT and other technologies are used to support learning
- note the resources available for learning and teaching
- complete a 'plan for the day' (Appendix 6)
- set up a record keeping system to track the achievements of all your key children
- lead and evaluate at least one learning experience for the children each day on every visit from your third visit. Please note there is a suggested blank session plan in Appendix 8
- write a reflective review at the end of each day

Three-week block

During your three-week block you are required to carry out the following tasks in relation to your files and/or teaching:

- for each full week of the practice, write a weekly review which analyses personal and generic pedagogical issues you have encountered. This review is not simply a diary, but a reflective review
- provide a range of stimulating and challenging learning experiences, thoroughly prepared, planned, resourced and evaluated
- start by observing and helping the team. Progress to supporting small groups on your own
- monitor and record in depth the learning progress made by 3 profile children in order that you will be able to write detailed summative reports on each
- continue with your observations and record keeping
- write a final reflective review of the practice, analysing your successes, linking your experience to the standards and identifying points for development in your second year

Additional Expectations

- you are expected to be in the setting 100% of the week. Ensure your teacher initials your attendance sheet at the end of each week
- punctual arrival at the setting at least half an hour before the school day officially starts and commitment to staying at the end of the day to discuss and finalise plans for the following day/week
- attendance at and contribution to planning meetings and staff meetings/INSET days or sessions, if permitted
- you should not be on your own with children at any time. A qualified professional must be with you for insurance purposes
- during your block placements, you should be allocated some non-teaching time for each week. You must remain on site for this time and use it purposefully i.e. work on your files, plans, resources, profiles, records, tasks, etc.
- be tactful and diplomatic; Children's Centre practitioners are busy people for whom the children are their first concern. Be courteous and professional, negotiating times to meet and discuss matters with professionals and mentors

Supervising Tutor's Preliminary Visit and Observation

Early in your placement you will be visited by your supervising tutor. They will want to:

- assess your progress in setting up your files and recording your first entries; if there are major concerns about readiness, the University will be alerted immediately
- talk with your teacher (and Stage 2 mentor where appropriate) about your progress and commitment shown so far and your relationships with children and staff
- talk with you about the placement
- observe you lead a learning experience with a small group of children, look through your PPE files and give you verbal and written feedback
- agree with the Stage 2 mentor (if there is one) dates for when you will be observed during the practice

During the 1st three-week block (23rd January – 10th February 2012) you will

- plan, prepare, lead and evaluate **two** learning experiences with small groups of children each day
- lead regular learning experiences, outdoors and indoors, with small groups of children, e.g. story, singing or rhyme sessions, role play, gardening, etc...
- be observed by your supervising tutor

During the 2nd three-week block (12th March – 30th March 2012) you will

- plan, prepare, lead and evaluate **at least two** learning experiences with small groups of children each day
- take responsibility for a key group of children, in accordance with roles and responsibilities for Key Person in the setting
- by the end of the practice have a final joint observation with your supervising tutor and Stage 2 mentor (where applicable) and the teacher

Post-practice tutorial

After the final joint observation and feedback, your supervising tutor will check that you have completed all the required documentation:

- your final reflective review of the practice
- the summative reports of the 3 profile children
- up to date class records and assessment evidence
- completed plans and evaluations
- full weekly reviews
- showing evidence of how you have met the standards Q1, Q2, Q4, Q6, Q7 & Q9
- targets for Reception practice and then completion of the Reception Booklet

Your file will need to be fully up to date. (See Appendix 2 for details of what needs to be in your file). You must have prepared these documents by the time of the final joint observation, as the supervising tutor will expect to assess these after the feedback.

Guidance on the Four days in the Birth to Three Rooms

You should spend about four days in the Birth to Three rooms focusing on the following areas, make notes on the following and keep in your placement file:

Positive Relationships

Observe a baby or toddler:

- who is s/he attached to and how do you know
- what secure-base behaviours do you see?
- how does the practitioner offer security and also support exploration?

Observe a child during changing, washing, and eating:

- how many adults handle the child during this time?
- how do the routines support the characteristics of the children?
- are there any changes you could suggest that would enable these times to meet the needs of the children and staff better?
- what are the links between the theories you have studied and the practices you have observed?

Exploring, playing and learning

Note how adults support the physical development of

- a 6 month old child
- a 1 year old child
- a 2 year old child

Note how adults support children's curiosity but still ensure they feel secure and not too overwhelmed

- describe a play opportunity that you think would be appropriate for a child of a particular age (0-3)
- consider how you can support children's curiosity but still ensure that they feel secure and not too overwhelmed

0-3 year olds making sense of the world

Assess the environment for 0-3's in the setting you are observing

- what works or does not work to meet the needs of the children?
- how does the environment support children's growing self-concept? Consider
- how their cultural identity is represented.
- how does the environment support the practitioners to care for children?
- in what ways does the size of the group support or diminish children's communications and social interactions?
- does the organisation and planning of the environment support children's explorative play?

Note any aspects of the environment (physical and / or psychological) that you think are important in supporting the children's perceptual and cognitive development

0-3's making sense of themselves and their wider social world

Observe interactions between an adult and a child

- note down what is happening, including physical communication e.g. gestures, facial expressions
- which interactions contributed to the child experiencing the adult as being on his/her side willing him/her to succeed and contributing to good self-esteem?
- were there opportunities you feel were missed or times when the outcome of the interaction had the opposite effect?
- how were the children interacting with each other and how did the adults support this?

RECEPTION PLACEMENT

This takes place on five Thursdays in April and May. While in the Reception class you will be required to gather information on the setting and keep a reflective log. You will continue to gather evidence to show how you are meeting the standards.

What students will be expected to do:

- adhere to school policies and fit in with class routines
- join in all class activities
- look for opportunities to work with individual children, to get to know them and how they learn
- join in with school activities (assemblies, staff meetings) wherever possible
- carry out observations of children, as appropriate
- plan, carry out and evaluate learning experiences for individual children or small groups of children based on observations and with guidance from the class teacher
- carry out specific weekly tasks (see Appendix 11)
- become familiar with Reception routines and ways of working

ASSESSMENT

During your Children's Centre placement you will be assessed by your teacher and your supervising tutor, and a Stage 2 mentor where there is one involved. The teacher completes two Record of Supervision forms when they observe and feedback to you formally.

Assessment is carried out by your supervising tutor/Stage 2 mentor, using the universities observation form and this is discussed with you. At the final joint observation you will be observed by your supervising tutor and your teacher, and the Stage 2 mentor if they have been involved in your supervision. Advice and feedback will be given to you both informally by the class teacher, and also on the written forms. You are expected to act upon any agreed targets.

If the Children's Centre or your supervising tutor feels that you are not meeting targets, or that you are at risk of failing, they will complete a Cause for Concern form which will indicate the nature of the concern and agreed action. It is essential that this agreed action is carried out satisfactorily. If these targets are not effectively addressed, you may be at risk of failing.

Towards the end of the practice, the External Examiners will visit a sample of students to moderate the assessment process, gain an overall view of the quality of the student group and talk to them about the course. You will be given prior notice if you are selected for a visit.

Other circumstances

Occasionally circumstances arise where a student cannot complete PPE due to personal circumstances. In these cases, you should think carefully through your options, discussing the situation with your course leader. If you feel you might need to defer completing the practice you must inform your class teacher and supervising tutor and then arrange to see Alayne Öztürk, the Primary Programme Director, as soon as possible to discuss the matter and decide the way forward. Please note under no circumstances should you withdraw yourself from the placement: this constitutes failing the placement.

If you have specific personal circumstances, you may also be eligible to complete a mitigating circumstances form, which supports the reasons for deferring the practice. If you are ill or are caring for someone who is ill, you will also be required to supply medical evidence. Your Personal Academic Adviser can give you advice about this.

Exam Boards

The Board is held after the placement at which decisions about success or failure of PPE are made collectively by the Board, not by individuals. The Board also considers whether students who have been assessed as "fail" should be given a re-sit practice and to set the time for doing this. **There is no automatic right of re-sit.** Each case is considered on its merits and re-sits are only offered "in exceptional circumstances". In the event of failure and being advised to leave the course, you have the right of appeal within two weeks of the decision. Student Services and the Personal Academic Adviser for the BEd can give advice to those who wish to appeal.

In all cases the Boards will consider the recommendations made by Children's Centres and supervising tutors, via observation forms and any Cause for Concern forms. Any representations made to the Primary Programme Director by the student concerned will also be considered.

You will also fail a practice if you remove yourself from a placement.

If your school terminates the placement, this will normally also result in you failing. They may do this if the staff are not satisfied with aspects of your teaching and/or professional behaviour. While it is expected that students are given verbal and written warning of this (Cause for Concern form), it is in the power of the Head of Centre to decide that a student is no longer welcome in the setting and to ask them to leave. Any final decision on failing the placement is made by the Board.

Assessment of Nursery placement

Your first year placement will be assessed formatively up until the final joint observation, when you will have a summative assessment of the practice and be graded: 1 - very good, 2 - good, 3 - satisfactory or 4 - at risk of failing. However, the formative assessment will also include an indicative grade at each observation point during the practice.

As a minimum you will be expected to meet the following standards by the end of the placement:

- Q1 and Q2 – positive relationships with children
- Q4 – communication with children, colleagues, parents and children
- Q6 – commitment to collaboration and co-operative working
- Q7 – taking responsibility and identifying priorities for early professional development
- Q9 – acting on advice and feedback and being open to coaching and mentoring

If there are doubts about your suitability to teaching and serious concerns about your lack of progress you will receive written warning, via the observation forms and Cause for Concern form.

The criteria for passing the placement are based on your meeting the Professional Standards appropriate for this practice, with a particular emphasis on the following:

- appropriate relationships formed with children, all staff, parents and carers
- demonstration of the ability to plan for and teach individuals and groups
- developing insight into and understanding of the ways in which children learn and of the role their languages play in this
- ability to monitor and assess children's progress, both intellectual and social
- understanding the role that play has in children's learning
- proper maintenance of the files, including all listed requirements
- completion of all tasks required by the taught course
- completion of the 3 profiles
- the final reflective review, which addresses your own professional development, shows your growing confidence in planning, teaching and assessing, makes frequent reference to the standards and begins to draw on relevant theory

Appendix 1 – 1st Year BEd Early Years Teaching Placement Dates 2011 - 2012

Autumn Term: September 2011 – December 2011

Week beginning	31/10	07/11	14/11	21/11	28/11	05/12	12/12
Experience	7 Thursdays – Day Placements in Nursery Classes in Children’s Centre						

Spring Term: January 2012 – March 2012 (Schools half-term 13th – 17th February 2012)

Week beginning	23/01	30/01	06/02	13/02	20/02	27/02	05/03	12/03	19/03	26/03
Experience	First Three Week Block Placement - Nursery			Half - Term	3 Thursdays Day Placements		Second Three Week Block Placement - Nursery			

RECEPTION DAY PLACEMENTS – Wednesdays Spring & Summer Term: January 2012 to July 2012

Week beginning	20/02	27/02	05/03	Placement Block	16/04	23/04	30/04
Experience	3 Wednesdays - Reception Day Placements				3 Wednesdays - Reception Day Placements		

APPENDIX 2

What You Need In Your Files

FILE 1 Learning and Teaching – The Contents Introductory Section

Title and contents page
Placement attendance sheet
Mini CV

Section 1 (Context)

1.1 5 key points from the setting's shared vision
1.2 Names and responsibilities of all key practitioners
1.3 Notes on key points from policies, including 'Behaviour' and 'Health and Safety' policies

Section 2 (Teaching Group Information)

2.1 List of children in the key groups you will be working with
2.2 Adults working in the room and their responsibilities
2.3 Plan of setting, including outdoor area
2.4 Lists of specific pupil groups, e.g. new arrivals, children with SEND, languages spoken etc...
2.5 Weekly timetable and daily routines

Section 3 (Aims & Medium Term Plans)

3.1 Your aims for the placement
3.2 The setting's medium term plans

Section 4 (Plans and Evaluations of Day Visits)

4.1 Daily schedule
4.2 Your plans and evaluations of the learning experiences you lead
4.3 Your daily reflections

Section 5 (Plans and Evaluations during Block Placements)

5.1 Weekly plans, clearly showing your responsibilities
5.2 Daily schedule
5.3 Your plans and evaluations of the learning experiences you lead
5.4 Your weekly evaluations and final reflective review

FILE 2 Observation, Record-keeping and Assessment – The Contents

Section 1 (3 Profile Children)

1.1 Separate sections for each profile child to include, general information, annotated and dated samples of children’s achievements, observations in a range of formats
--

Section 2 (Formats for assessing, observing and monitoring)

2.2 Small group observation format/s

Section 3 (Supervising tutor/Stage 1&2 mentor observations)

Section 4 (Information about how you have met the Professional Standards for QTS)

APPENDIX 3 - EXPLANATORY Notes for File 1 – Learning and Teaching

Introductory Section

Title and contents page: your name and telephone number, name, address and telephone number of school, name and contact numbers of supervising tutor, and table of contents. You will need to provide a Mini CV of your previous experience working with children (e.g. in schools, other educational settings, youth clubs, scouts etc, plus family involvement), your interests and curriculum strengths and areas you need to develop.

Section 1 (Context)

Read the centre's 'Mission statement' or similar and select 5 key points of the school's philosophy/ethos to include in this section. You must not photocopy school policies - just make sure that you read all available ones and record the principal points from the ones indicated on the list in 1.3.

Section 2 (Teaching Group Information)

2.3 Layout of room and outdoor area: include an aerial plan of the furniture in the room/s, give some thought to how this is organised to maximise learning and to how you will go about making a display. Outdoor area: note the design of this area, the equipment available and how it is organised each day/week.

2.4 Groupings: Identify 'your' key group and any other specific groupings (e.g. for story sessions)

Section 3 (Aims and medium term plans)

Identify and record your professional and personal aims for the placement. These should be linked to the Standards but you should also add your own, particularly in connection with equal opportunities, multilingualism, identity and culture.

Include a copy of any medium and long term plans.

Sections 4 (Plans and evaluations of day visits)

Your plans should include the following:

- clearly focused and specific learning intentions for the session
- suitable activities which enable the learning objective to be achieved by the children
- rough timings
- groupings of children
- what you will be teaching and doing during all parts of the lesson
- resources needed, including human, and use of ICT (if appropriate) to support children's learning
- indoor and outdoor activities
- Clear links to the Early Years Early Years Foundation Stage

Evaluations of sessions/activities

These are an essential aspect of your development as a teacher. Your supervisor will read these especially carefully during their observation visits, since these demonstrate your ability to reflect on and analyse your:

- professional development
- provision of appropriately challenging learning experiences
- sensitivity and insight into children's differing needs and provision for them

As you gain more knowledge of the children's levels of understanding and abilities, your planning will become more precisely geared to trying to meet their needs. Evaluations are crucial in helping you identify these and in identifying aspects of your own development. Make sure your evaluations refer to the sections in your session plan.

Section 5 (Weekly plans and evaluations during professional placement experience)

This section should include:

- A weekly planner which shows a timetable and which areas you will be supporting
- A daily planner which outlines your roles and responsibilities for each day (see Appendix)
- A plan for **every** session that you lead. (See Appendix 8)
- Your weekly evaluation. This should consist of reflective and analytical comments on your professional practice. In the last three weeks of the placement you should begin to make reference to theory, the standards and your Professional Studies lecture notes to underpin your comments.

Weekly Evaluations:

At the end of each week of the Professional Placement Experience you should write a reflective, progressively analytical (posing questions, seeking answers) review, which should address some of the following:

- your progress towards meeting the Standards and your development as a professional practitioner
- your teaching of the Areas of Learning and Development and their subject content
- connections between practice and theory/professional studies
- your progress as a manager and organiser of children (this applies to small groups as well as the whole class/key group) and routines
- your ability to monitor and assess learning and keep appropriate records of progress
- the ways in which you have implemented equal opportunities and addressed issues of inclusion
- the ways in which you incorporated ICT and other resources into your teaching and the effect these had on learning experiences
- your 'targets' for the following week based on your analysis of the above points.

Final Reflective Review

You will write a final reflective review of the practice. This is your opportunity to discuss at length your analysis and ideas about your own professional progress and achievements as well as the areas where you feel you need to improve. In this you demonstrate your growth as a reflective practitioner who is intellectually engaged with teaching and learning.

You should aim to write 3-4 sides of A4 for the review, which should include (not necessarily in this order):

- an overview of your progress throughout the Professional Placement Experience
- your development as a teacher in the age range experienced
- your understanding of children's learning and how you fostered it
- your knowledge and understanding of the curriculum for that age range and how it supports learning
- the ways in which you developed effective management strategies
- how you assessed and recorded children's progress
- how you provided for children's different needs and talents
- your understanding of the ways in which language, gender, culture and identity affect children's learning and achievement

- your knowledge of relevant theory from your reading for the Professional Studies module and other core modules, and how this relates to the situation you were in
- the impact of your resources, your use of ICT and a display you created, on the children's learning and interests
- the ways in which the organisation of the indoor and outdoor environments affect children's well being and development
- your thoughts on the Standards you have achieved so far
- Your reflections on how the setting apply the principles of the Early Years Foundation Stage
- your reflections on inter-agency working
- personal targets for the next Professional Placement Experience

EXPLANATORY Notes for File 2 - Observation, Record-keeping and Assessment

Section 1:

Profile children

Identify **3** children for whom you will construct an individual learning and achievement profile throughout your placement. You will keep samples and photographs of children's achievements, as well as details of what they say and do in particular circumstances.

Consult with the teacher about the children to profile:

- ask if parents/carers should be informed of your choice
- select children with differing gender, needs and talents
- select regular attenders
- consider part and full time attenders as well as age

Most settings have information and/or profiles already in place; you may be able to use this or it may be confidential. In any case, respect all information as confidential.

Constructing the profiles

The profiles are intended to create a picture of the identified children as learners and as social beings. This picture will be based on:

- your general observations of the children throughout the day, indoors and out
- your specific observations/interactions with them during particular activities or sessions
- your discussions with the team and, if possible, their parents/carers
- your collation and annotation of mark making and photographs
- your discussion with the children about their own learning

Each profile child, identified only by first name or initials should have its own section in File 2 in which you keep:

- your notes and observations of them
- annotated samples of achievements e.g. mark-making, drawings, notes of language used, notes on social groupings, photographs of creations (where permission has been granted)

Since profiles develop over time, try to start them early in your placement and ensure you have opportunities to work alongside the children as well as see them working in other situations with other adults and children.

The profiles should identify what the children *can* do, where their strengths lie and where they need further learning support. You should also address their personal, social and emotional growth.

Profiles therefore depend on your careful analysis of evidence collected over the practice. From this analysis you should be able, by the time you complete the final profile, to:

- identify next steps for planning across the range of Early Years Foundation Stage areas of learning and development
- address, in positive, non-judgmental language, each child's personal, social and emotional development and your perceptions of this
- write short summative reports on your key children (i.e. what you have learned about them)

Section 2:

Formats for assessing, observing and monitoring

2.1 You will be recording some observations of individual children in the class other than the three profile children. This is likely to be as a result of children's significant achievement or event, and may be planned or unplanned.

2.2 When leading small groups you must assess the children's progress and keep records of their achievement

2.3 It is essential that records are kept of children's progress in **every** session you plan and teach.

APPENDIX 4

ESSENTIAL INFORMATION FOR TEACHERS

- Key staff: Alayne Öztürk Primary Programme Director
 Sarah Cousins BEd Early Years Course Leader

- This is your student's first training placement.

- The student makes a first visit on Thursday 3rd November 2011

- During the first visit the student needs to find the necessary information about the setting, including of course getting to know the children. The student will benefit from a short meeting with you, when you will identify three children for them to focus their observations on.

- During this time the student should be observing and helping you with the class and shadowing you in all your nursery roles as directed by you.

- During the block placement, the student should plan for groups of children. They should also take over an increasing amount of responsibility for learning, teaching and organization within the setting as a whole.

- You as class teacher can facilitate the student's experience by:
 - introducing them to children and other staff
 - helping them negotiate their teaching timetable
 - giving constructive feedback on their planning and taught sessions, particularly with respect to setting realistic learning outcomes and evaluating their practice and children's learning
 - sharing professional expertise and knowledge of the children (including IEPs), which students will require in order to understand the children's needs and to plan and teach effectively
 - wherever possible, showing the student how to teach/ways of teaching
 - inviting students to contribute in team planning meetings
 - sharing any forward planning which will impact on their performance
 - inviting the student to share in assessment and record-keeping
 - letting the student know where resources are that they may use

- By the end of the second block placement, the student must be able to demonstrate that they are capable of taking over the learning, teaching and organization of the nursery as a whole.

- During the practice, the student should have about 20% non-teaching time which will be expected to be taken on-site, and will be used for planning and preparation, assessment (including some observation of profile children), paperwork (eg maintaining their files, analysing their observational assessments), spending time in the Birth to Three rooms, etc.

- Your role is crucial in the training of your student. Much of this training will take place informally, discussing what you have observed when your student has been teaching, and supporting her/him with their planning. When you discuss the day with your student, it will be helpful for you to have access to their two Professional Placement Experience files. You are your student's main contact in the centre, so please aid their full involvement in school life.

- We require you to offer informal, supportive feedback on an ongoing basis. As well as this we ask you to do up to two **formal** observations and feedback, recorded on our 'Record of Supervision' forms, available in the Professional Placement Experience handbook.
- The supervising tutor, besides their preliminary visit and observation between the 23rd January and 10th February, will carry out two further observations during the placement. If you have a trained Stage 2 Mentor in your centre, s/he will probably do the second of these observations – this is sorted at the preliminary visit. The final observation will be a joint one between the University supervising tutor, the class teacher and the stage 2 mentor, where one is involved. You do not need to complete any paperwork – this is left to the supervising tutor/Stage 2 mentor, but you will be asked to attend the feedback for as long as you are able and countersign the observation form with the targets, to show it is an agreed verdict.
- Your student will be regularly recording evidence that s/he has met each Professional Standard, please ask them to show you their evidence that they have collected.
- Every 'lesson/activity' your student is required to plan and teach must be accompanied by an appropriate plan. S/he may choose the format that suits them; these have been discussed and exemplars made available to them. If there is a nursery format, this may of course be used if it fulfils our requirements.
- If you do have a concern about the progress your student is making, please get in touch with the course leader, Sarah Cousins (s.cousins@londonmet.ac.uk). You **must** also complete a Cause for Concern form, which was discussed and given to you at the INSET by the Supervising Tutor.
- Please help your student to make imaginative use of all technologies available in your setting – most of our students should be proficient with a variety of ICT programs, as they have had opportunities to develop these skills at the University.
- Please initial their school attendance sheet at the end of each week to show they are attending their placement as required.
- Finally, thank you for taking one of our students into your class. We are very grateful, and aware that the learning that takes place in the placement is crucial in your student's preparation for becoming a teacher. Without you as a quality role model and without your support, this could not happen.

APPENDIX 5

EQUAL OPPORTUNITIES GUIDELINES

INTRODUCTION TO GUIDELINES FOR STUDENTS IN THE EVENT OF RACIST INCIDENTS

London Metropolitan University is committed to Equality of Opportunity and compliance with all relevant legislation. The Department of Education is committed to equality in its practice & procedures and relations with schools and other bodies. While these guidelines are specifically about racist incidents, all breaches of equal opportunities will be taken seriously.

These guidelines have been developed to encourage students to bring incidents of racism to the notice of staff, so that such problems can be addressed. There are two parts: one refers to racist incidents in the Department of Education, and other to racist incidents on school placement. These guidelines have been written with the purpose of providing support to students. However, in situations where it is school staff or University staff who wish to report racist incidents, similar steps should be taken in line with the established procedures of the school and/or University, as appropriate.

1. Dealing with racist incidents in the Department of Education

(i) Student reports the incident to either course tutor, who will record the incident together with action to be taken to resolve the situation. The action should be taken by the course tutor/s within two weeks (10 working days), student to be given a copy of the report of the incident, the proposed action and be informed of the outcome.

(ii) If the matter has not been resolved within the two week period, then it should be reported by the course tutor (whoever was involved at the first stage) to the relevant Programme Director or Academic Leader for Partnership or Head of Department. Action to be taken by Programme Director or Head of Department or Partnership Coordinator within two weeks. Student to be given a copy of proposed action and be informed of the outcome.

2. Dealing with racist incidents on school placement

Please note that where a school has entered into a formal partnership with the University and has signed a Collaborative Training Agreement, the following guidelines should be seen as complementary to that Agreement.

(i) Student tells either mentor, school experience tutor, who will record the incident together with the action to be taken to resolve the situation. The action should be taken by the mentor, school experience tutor within one week (five working days).

(ii) If the student and tutor dealing with the situation feel that the school placement may become untenable, then a visit will be made to the school to discuss the situation with the headteacher and/or the mentor and/or the class teacher. This should take place within a week (5 working days) from when the incident was reported. The tutor will write a report on the action to be taken, student to be given a copy and to be informed of the outcome.

(iii) If the situation is so severe that the student and the tutor feel that the placement cannot continue in the current circumstances (it is unlikely that this would happen without a visit to the school by a tutor) then the tutor will consult with the Programme Director or Academic Leader for Partnership about discontinuing the placement.

In the event of discontinuation:

(a) an alternative placement will be found as soon as possible so that the student can complete placement requirements within the academic year if possible.

(b) the Programme Director will write to the headteacher informing her/him that the student will not be returning and explaining why this action was taken. The partnership arrangements between the University and the school will be reviewed in the light of the events which have occurred.

Students may be accompanied by a friend at any stage in the discussions outlined above.

Further University policies are available on the University website, www.londonmet.ac.uk

APPENDIX 6

PLAN FOR THE DAY Day..... Date.....

TIME	CHILDREN'S ACTIVITIES	YOUR ROLE & NOTES	EVALUATIONS
These 3 columns should be completed in advance, in discussion with the class teacher.			This column is completed at the end of the session/day
	BREAK		
	LUNCH		
	BREAK		

APPENDIX 7

Narrative Observation Sheet

Child's name:

Date:

Time:

Context: *(e.g. Inside/Outside/Other children/adults involved?)*

Narrative Observation *(Observe your child closely and note what they do and say on their own and with others.)*

Analysis *(What have you learned about the child's skills, knowledge and understanding as a result of what you have observed?)*

Possible Next Steps *(What will you plan/set up next as a result of what you have observed?)*

APPENDIX 8

SAMPLE SESSION PLAN

(TO BE ADAPTED ACCORDING TO THE PARTICULAR CONTEXT OF YOUR PLACEMENT SETTING)

Date	Environment <i>(please tick as appropriate)</i> Outdoors Indoors	
Focus child's/children's names <i>(first names or coded initials only)</i>		
Notes on relevant observational assessment of child (or children)	Main intended learning outcomes <i>(no more than two)</i>	
<i>Include details of a recent observation of a child. What particular strengths and interests do you want to develop? Are there any specific circumstances you want to address?</i>	<i>What do you want the children to be able to do, understand or know? e.g. 'To be able to manipulate a brush with increasing control.' or 'To understand the importance of caring for living things.'</i>	
Learning experience	Links to the Early Years Foundation Stage <i>(refer to Development Matters)</i>	
<i>What will the children do?</i>	<i>How do your intended learning outcomes match the Development Matters in at least two Areas of Learning and Development?</i>	
Meeting the needs of individual children	The role of the adult	
<i>How will you adapt the experience to ensure that all children can participate fully?</i>	<i>How will you and other adults support children to achieve the learning outcomes?</i>	
Assessment	Resources	
<i>How will you assess this learning experience? How will you know whether the children have met the learning outcomes?</i>	<i>What specific resources will you need to prepare in advance, gather or set up, outdoors and indoors?</i>	

APPENDIX 8 SUGGESTED SESSION PLAN School Name.....

Your name..... Setting.....

Class	Age range
Date	Indoors or Outdoors
Focus child's/children's names <i>(first names or coded initials only)</i>	
Notes on relevant observational assessment of child (or children) <i>Include details of a recent observation of a child. What particular strengths and interests do you want to develop? Are there any specific circumstances you want to address?</i>	
Main intended learning outcomes <i>(no more than two) What do you want the children to be able to do, understand or know? e.g. 'To be able to manipulate a brush with increasing control.' or 'To understand the importance of caring for living things.'</i>	
<ul style="list-style-type: none"> • • 	
Links to the Early Years Foundation Stage <i>(refer to Development Matters) How do your intended learning outcomes match the Development Matters in at least two Areas of Learning and Development?</i>	
Learning experience <i>What will the children do?</i>	
Meeting the needs of individual children <i>How will you adapt the experience to ensure that all children can participate fully?</i>	
The role of the adult <i>How will you and other adults support children to achieve the learning outcomes?</i>	
Assessment <i>How will you assess this learning experience? How will you know whether the children have met the learning outcomes?</i>	
Resources <i>What specific resources will you need to prepare in advance, gather or set up, outdoors and indoors?</i>	

Plenary	Notes for next session	
Planned use of other adults:		
Assessment opportunities		
Resources:	Health & Safety (if applicable)	
Support for specific groups		
SEN (IEPS)	Gifted & Talented children	EAL
Your professional development <i>(consider any previously identified specific target(s) in the areas of classroom management and teaching relevant to the session)</i>		

APPENDIX 9 - SESSION EVALUATION PROMPTS

1. Learning intentions:

a) Were your learning intentions met? What evidence do you have for this?

b) How did the children react and respond to what you wanted them to achieve; what would you have done differently?

c) What do the children need to do next (progression)?

2a) Your learning: what have you learnt about planning, learning, teaching, environment, organisation? *(Reflect on your professional development and on equal opportunities)*

2b) Target(s) to be addressed next time:

APPENDIX 10 – Record of Supervision (Early Years and Primary)

To be completed by class teacher (Stage 1 Mentor)

Name of Trainee Teacher:					
Course: (circle as appropriate):	PGCE: SE1 SE2 BEd RTP				
Please comment under each heading below:	Year Group:	Date:	Time observing:	Curriculum area:	
			Time feeding back:		
Narrative of lesson observed:					
Strengths			Agreed Targets		

Copies to: trainee, class teacher and to the Partnership Office at LMU (see page 3 for details)

Please send University copy on completion of form

BEd Early Years Teaching

Professional Placement Experience

Reception Day Visits

23rd Feb, 1st Mar, 8th Mar and 19th Apr, 26th Apr, 3rd May 2012

Day Placement Schedule

Please ensure you complete this section to show to the course leader.

Arrival time		Leaving time	
Day	am	pm	Teacher's signature
1. Wednesday			
2. Wednesday			
3. Wednesday			
4. Wednesday			
5. Wednesday			

Attendance days – x 5 Thursdays – days can be arranged to suit the school and your available days.

If the following dates are not appropriate due to holidays or half terms.

Wednesdays: 23rd Feb, 1st Mar, 8th Mar and 19th Apr, 26th Apr, 3rd May 2012

Reception letters will be available to give to schools nearer the time

- all paperwork will be with the student
- there are no formal assessments
- the school is asked to sign an attendance register for the 5 days

On the first Wednesday:

- Call on Monday 20th February to confirm attendance and time of arrival on Wednesday 23rd February. On the first day arrive at 8.00am approx
- Agree which name you are to be introduced by
- Find out about procedures and the daily timetable
- Introduce yourself to other staff and explain your course briefly
- Be aware of the classroom/staff room etiquette & offer to pay for tea/coffee
- Check with your CT about times for breaks and lunch arrangements
- Agree a suitable time to talk about next week and explain the tasks you are required to do over the 5 days
- Write out a timetable of the day or your CT may have a copy for you
- If available s/he may be able to offer a weekly timetable too which you can reflect on the difference between the day for a Reception child and a nursery child from your previous placement (optional)
- Be helpful and willing and use your initiative
- Complete an observation of classroom procedures
- Stay behind to help prepare for the next day
- At the end of the day ensure that you know what to do for the next Thursday visit and agree an activity to plan or support
- Write a reflective review at the end of the day – take care to reflect rather than simply describing the day
- Create a divider in your teaching file with a section for the Reception paperwork

Days 2, 3, 4 & 5:

There are a number of tasks to complete over the five days. Try and find out as much as you can through observation, rather asking the CT as they will be very busy.

- plan or team plan, deliver and evaluate an activity each day
- you can use any planning format as long as it covers all the elements of the LMU plan
- observe how the Reception class is organised inside/out and how the day is managed. Reflect on how it differs from the children's centre?
- observe how the CT manages the children. What strategies are used? What rewards system is in place?
- make notes about the daily routines e.g. breaks, snack time, lunch arrangements, speaking with parents, changing reading books etc. Make notes and keep them in your file which you can refer to in your daily reflections
- note how the learning is planned using the EYFS or other curriculum documents
- note how phonics is taught. Does the class use activities from Letter and Sounds? What about other published schemes or resources?
- how is reading, writing and speaking and listening integrated to each day? Make notes and reflect on them.
- consider how reading is supported and encouraged. Do the children read each day or do they have someone listen to them? Do they use a reading scheme or chose picture books? How often do they change their books, how is it organised?
- note how the CT and other adults monitor and record the children's progress? Do they use a range of observations – if appropriate ask to see the formats they use and reflect on how they differ to the ones you have tried previously

Days 2, 3, 4 & 5:

- observe how ICT is integrated into the day and what resources children have access to?
- consider planning for the outdoors, continuous provision, adult led activities and observations. What formats are used and is it team planned?
- do the children have a key worker, if so what is his/her responsibilities?
- observe the daily Maths activities that take place. Do they have one main lesson with the class or in groups or is Maths integrated into shorter activities throughout the day? How long are the sessions? Reflect on the level of learning and consider the progression from nursery to Reception age children
- write a reflective review at the end of each day – see notes on page 6

You will also need to complete the following:

- lesson Observations (x 3) each with a different focus
- make a list of resources for ICT and other subjects within the school
- ask the CT to sign and date the attendance sheet
- write a final review – see notes on page 6

Daily Reflections:

- Each Thursday write a daily reflection focusing on:
 - your progress as a trainee teacher
 - your developing knowledge and understanding of the levels children are working at in CLL and PSRN including use of phonics
 - your teaching across the six areas of learning
 - your planning for learning experiences carried out inside and out

- your ability to monitor and assess the children and use your evaluations and analysis of observations to plan next steps
- the ways in which you have included equal opportunities and addressed inclusion issues
- the way you use ICT within your teaching and learning
- your targets for next Thursday
- the activity you are planning to deliver during the next day visit?

A final review of the placement days:

- Consider the similarities and differences of the Nursery class and Reception practice
- Make links between your observations on placement and reading

Include a daily timetable

Observation of classroom procedures

How does the teacher bring the children into the classroom or greet them in the morning?

What are the children expected to do on entry to the classroom?

Where are children expected to sit at the start of the day, outline any changes you notice throughout the day?

What are the procedures for moving children from the classroom to other parts of the building or outside? (e.g. assembly, playtime, other rooms in the school, toilets, lunch etc.)

Where relevant, how are groups organised for different activities during the school day?

Organisation of the school/setting

How many pupils are in the school/setting?

Please list all classes with names and age group.

What are the arrangements for playtimes and lunch break?

What are the arrangements for the children entering the school at the start of the day, and leaving at the end?

Are there any out of hours clubs/activities run after school, at lunch time, etc.? List them and the age groups for which they are available.

What facilities are there on site for parents, and how are they utilised?

Ensure you ask the CT for permission to observe and make notes for your development only

LESSON OBSERVATION 1

FOCUS: Learning Styles and Development of Learning

Date: _____ **Curriculum area:** _____

How does the teacher engage pupils' interest at the start of the lesson?

What methods does the teacher use to cater for a range of learning styles?

Did you notice the teacher using any of the following strategies: modeling/demonstration, questioning, use of talk for learning?

In what ways has the teacher adapted tasks, materials and learning outcomes to suit the pupils' varied learning styles and needs?

What are the learning objectives?

What are the learning outcomes of the lesson? What evidence is there of these?

Ensure you ask the CT for permission to observe.

LESSON OBSERVATION 2

FOCUS: Lesson structure and teaching repertoire

Date: _____ **Curriculum area:** _____

How does the teacher introduce the lesson?

How are the children organised? Does this change as the lesson progresses? If so, how?

How does the learning start?

How does the teacher make the development of the learning and the lesson structure clear?

How does the teacher manage transitions from one activity to the next?

In what ways does the teacher make links with prior learning and/or with lessons to follow?

How does the teacher cater for the full range of learning needs?

Note the range of behaviour strategies employed by staff?

Ensure you ask the CT for permission to observe.

LESSON OBSERVATION 3

FOCUS: Assessment for Learning - the 'next steps for learning'

Date:	Curriculum Area:
Making the learning explicit to the pupils How does the teacher do this? <ul style="list-style-type: none">○ Sharing the learning objectives/goals for the lesson○ Sharing any assessment criteria during the lesson○ Letting the pupils as a group or as individuals know what they should be achieving○ Explicitly linking the learning with assessment criteria	Your comments
Planning (you may wish to discuss this area with the class teacher) <ul style="list-style-type: none">○ Does planning take account of assessment of previous learning○ Planning which allows for assessment of the learning to take place○ A structure which supports reflection on the process of learning by both the teacher and the pupils	
Assessment: What forms of assessment for learning does the teacher employ and how is this managed? <ul style="list-style-type: none">○ Post it notes○ Narrative observations○ Questioning○ Feedback, oral and written○ Peer and self assessment	

Resources:

Note how ICT and other technologies are used to support learning in the classroom.

Make a brief list of the main resources available for teaching in the class.

List other relevant resources you might find useful that are available elsewhere in the school.

Write a Final Reflective Review of your time in the Reception Class (2 sides of A4)

Final Reflective Review

This is your opportunity to discuss and analysis ideas about your own professional progress and achievements as well as the areas where you feel you need to improve. In this you demonstrate your growth as a reflective practitioner who is intellectually engaged with teaching and learning.

You should aim to write 2 sides of A4 for the review, which should include (not necessarily in this order):

- your understanding of children's learning and how you fostered it in the Reception class
- your reflections on how the school plans the curriculum for Reception age children
- the ways in which you developed effective management strategies
- your development as a teacher in the age range experienced
- the ways in which the organisation of the indoor and outdoor environments affect children's well being and development
- your thoughts on the Professional Standards you have achieved so far

APPENDIX 12 - Professional Standards for Qualified Teacher Status (QTS).

Those recommended for the award of QTS should:

1. Professional attributes

Relationships with children and young people

Q1 Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.

Q2 Demonstrate the positive values, attitudes and behaviour they expect from children and young people.

Frameworks

Q3 (a) Be aware of the professional duties of teachers and the statutory framework within which they work.

(b) Be aware of the policies and practices of the workplace and share in collective responsibility for their implementation.

Communicating and working with others

Q4 Communicate effectively with children, young people, colleagues, parents and carers.

Q5 Recognise and respect the contribution that colleagues, parents and carers can make to the development and well-being of children and young people and to raising their levels of attainment.

Q6 Have a commitment to collaboration and co-operative working.

Personal professional development

Q7 (a) Reflect on and improve their practice, and take responsibility for identifying and meeting their developing professional needs

(b) Identify priorities for their early professional development in the context of induction.

Q8 Have a creative and constructively critical approach towards innovation, being prepared to adapt their practice where benefits and improvements are identified.

Q9 Act upon advice and feedback and be open to coaching and mentoring.

2. Professional knowledge and understanding

Teaching and learning

Q10 Have a knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning and provide opportunities for all learners to achieve their potential.

Assessment and monitoring

Q11 Know the assessment requirements and arrangements for the subjects/curriculum areas in the age ranges they are trained to teach, including those relating to public examinations and qualifications.

Q12 Know a range of approaches to assessment, including the importance of formative assessment.

Q13 Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.

Subjects and Curriculum

Q14 Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy to enable them to teach effectively across the age and ability range for which they are trained.

Q15 Know and understand the relevant statutory and non-statutory curricula, frameworks, including those provided through the National Strategies, for their subjects/curriculum areas, and other relevant initiatives applicable to the age and ability range for which they are trained.

Literacy, numeracy and ICT

Q16 Have passed the professional skills tests in numeracy, literacy and information and communication technology (ICT).

Q17 Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.

Achievement and diversity

Q18 Understand how children and young people develop and that the progress and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.

Q19 Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.

Q20 Know and understand the roles of colleagues with specific responsibilities, including those with responsibility for learners with special educational needs and disabilities and other individual learning needs.

Health and well-being

Q21 (a) Be aware of current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people.

(b) Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.

3 Professional skills

Planning

Q22 Plan for progression across the age and ability range for which they are trained, designing effective learning sequences within lessons and across series of lessons and demonstrating secure subject/curriculum knowledge.

Q23 Design opportunities for learners to develop their literacy, numeracy and ICT skills.

Q24 Plan homework or other out-of-class work to sustain learners' progress and to extend and consolidate their learning.

Teaching

Q25 Teach lessons and sequences of lessons across the age and ability range for which they are trained in which they:

(a) use a range of teaching strategies and resources, including e-learning, taking practical account of diversity and promoting equality and inclusion;

(b) build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning intentions;

Teaching

Q25 Teach lessons and sequences of lessons across the age and ability range for which they are trained in which they:

- (c) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively;
- (d) manage the learning of individuals, groups and whole classes, modifying their teaching to suit the stage of the lesson.

Assessing, monitoring and giving feedback

Q26 (a) Make effective use of a range of assessment, monitoring and recording strategies.

(b) Assess the learning needs of those they teach in order to set challenging learning objectives.

Q27 Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development.

Q28 Support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging learning needs.

Reviewing teaching and learning

Q29 Evaluate the impact of their teaching on the progress of all learners, and modify their planning and classroom practice where necessary.

Learning environment

Q30 Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in out of school contexts.

Q31 Establish a clear framework for classroom discipline to manage learners' behaviour constructively and promote their self-control and independence.

Team Working and Collaboration

Q32 Work as a team member and identify opportunities for working with colleagues, sharing the development of effective practice with them.

Q33 Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfill.

APPENDIX 13 – Professional Placement Experience Attendance Form 2010-2011

Name of Student _____

In the tables below, insert a tick to indicate attendance, a cross to indicate absence. A cross should be entered for absence whatever the reason. The class teacher should initial the grid at the end of each week.

Placement 1: Children’s Centre – Nursery Class (ages 3 and 4)

Local Authority _____

Children’s Centre _____

Weekly Day Visits Semester 1

Date	Arrival time am	Leaving time pm	No of sessions missed	Class teacher initials
03/11/11				
10/11/11				
17/11/11				
24/11/11				
01/12/11				
08/12/11				
15/12/11				
TOTAL DAYS COMPLETED			NUMBER OF DAYS MISSED	

First Three Week Block Placement

Week beginning	Monday		Tuesday		Wednesday		Thursday		Friday		No of sessions missed	Class teacher initials
	am	pm	am	pm	am	pm	am	pm	am	pm		
23/01/12												
30/01/12												
08/02/12												
TOTAL DAYS COMPLETED									NUMBER OF DAYS MISSED			

Weekly Day Visits Semester 2

Date	Arrival time am	Leaving time pm	No of sessions missed	Class teacher initials
23/02/12				
01/03/12				
08/03/12				
TOTAL DAYS COMPLETED			NUMBER OF DAYS MISSED	

Second Three Week Block Placement

Week beginning	Monday		Tuesday		Wednesday		Thursday		Friday		No of sessions missed	Class teacher initials
	am	pm	am	pm	am	pm	am	pm	am	pm		
15/03/12												
22/03/12												
29/03/12												
TOTAL DAYS COMPLETED									NUMBER OF DAYS MISSED			

Dates of 4 days spent in Birth to Three room	1st day	2nd day	3rd day	4th day

APPENDIX 14



London Metropolitan University

1st Year B.Ed Early Years Professional Placement Experience in a Children's Centre

Day Placements (x 7, Thursdays) 3rd November – 15th December 2011

Nursery Placement 1st Block (3 weeks): 23rd January – 10th February 2012

Thursday Day Placements (x 3, Thursdays): 23rd February – 8th March 2012

Nursery Placement 2nd Block (3 weeks): 12th March – 30th March 2012

Reception Day Placements (x 5, Thursdays): 23rd Feb, 1st Mar, 8th Mar and 19th Apr, 26th Apr and 3rd May

Teaching Student:	Class teacher:
Mentor:	Supervising tutor:

Guidance for the BEd Early Years 1st Year Professional Placement Experience (PPE) in Children's Centre

Preparation during Thursday visits Contact the school to confirm you are coming and find the best route to travel to your school.

This audit is written for the 1st Year B.Ed Early Years Professional Placement Experience which is carried out in a Children's Centre with a nursery class. The audit provides guidance for the preparation days and the two block placements. Separate guidance will be provided for the final Reception day visits later in the year. The audit is intended to be used as a flexible working document which can be adapted to suit the student's needs and the needs of the setting in agreement with the Class teacher/Mentor and Supervising Tutor.

WHOLE SCHOOL/PROFESSIONAL DUTIES:

- Meet Head teacher, Class teacher, Mentor and all other staff you will be working with. Ask the CT to introduce you to staff and children
- Ask for relevant documentation gradually over the day placements e.g. staff handbook, teaching and learning policy and behaviour management policy. Read and annotate or summarise the documents to ensure you are clear of the setting's expectations
- Visit the staffroom and introduce yourself to other staff, be aware of staffroom etiquette
- Over the course of the placement find out about the different roles and responsibilities staff have
- Involve yourself in the wider life of the setting and attend planning/staff meetings, INSETS and outings
- Find your bearings around the setting; locate the staffroom, classrooms, toilets, resources and fire exits
- Take note of ICT resources and provision throughout the setting, identify software and resources that you are not familiar with
- Find out about the ethos of the setting: children's behaviour, staff and multidisciplinary working relationships and involvement of parents and the community
- Make a note of the setting's named person in case of any health and safety or child protection issues
- IF ON A PAIRED PLACEMENT establish with the other student and CT how you will organise roles and responsibilities within the class
- Arrange to be involved in future teacher assessments and parents' evenings where appropriate

CLASSROOM TASKS:

- Meet the children, learn their names and start to build up a picture of the CT's routines, behaviour strategies and expectations
- Start gathering information about children's abilities through observation, discussions, looking at their profile books and assessment data.
- Make note of specific ability groups, gender, ages (yr/m), ethnicity and languages and read the Individual Educational Plans of SEN children
- Meet and establish relationships with other adults working in your classroom and explain about your course and any tasks you need to complete during the placement
- Work with different groups of children throughout the week to begin to establish yourself in the role of the teacher
- Collect the information required for your two placement files (see Appendix 2)
- Take increasing responsibility for short periods of time each day, planning at least 1 learning experiences per day from the 3rd week
- Complete a daily plan for each day and write a reflective review at the end of the week
- Establish how the setting is organised and managed and how adults monitor and record children's progress
- Find out how learning experiences are planned for e.g. through children's interests, topics, schemas, themes
- Obtain copies of the CT's previous plans for guidance and access to any statutory/non-statutory guidance which is used
- Agree the timetable for first week and which learning experiences you will be leading, supporting and observing
- With support from the CT or as part of a planning team meeting discuss your ideas for learning experiences
- Explain to the CT any tasks you need to carry out in relation to module assessments
- Decide with your CT which three children will be suitable for profiling and set up a record keeping system to track their progress

Thursday Day Placement Visits: Day Placements (x 7) 3rd November – 15th December 2011

Nursery Placement Block 1: Week 1 of 3 Date w/c 23rd January 2012	
Learning Experiences and Teaching	<p>Start the week by observing and helping the team and supporting small groups of children as directed by the CT.</p> <p>Days 3 - 5: Lead at least 1 stimulating learning experience for the children, planned by the CT (or yourself with guidance)</p> <ul style="list-style-type: none"> • Use your initiative at all times. Be proactive in supporting, setting up and tidying away. If in doubt ask the CT • As directed by the CT support and lead learning experiences planned for the outdoor areas as well as inside • Learn key words and useful phrases in the main languages spoken by any of the children in the setting who are new to learning English. Try and use them during the day to support the children and note how they respond
Planning	<p>Note how the setting plans for learning experiences e.g. children’s interests as starting points, topics or schemas</p> <ul style="list-style-type: none"> • Use the university planning format or the setting’s but annotate to include any aspects missing as per LMU planning sheet • Plan and lead at least 3 learning experiences over the week, with a view to covering all areas and aspects of learning during the 3 week placement and making cross curricular links • Ensure to differentiate the learning experiences to meet the needs of all learners • Consider how you will plan to support <u>all</u> children with <u>all types of</u> additional needs e.g. non-verbal, mobility difficulties, learning difficulties, EAL etc • Write a reflective evaluation for all learning experiences you planned. Ensure the evaluations lead to ‘Next Steps’ and are used to inform your next plans or discussed with staff who will carry out follow up work
Observing	<p>Decide which types of observations to carry out during the placement and if possible try a range of different ones, focusing on your 3 profile children from your day placement visits and other children as directed by the CT</p> <ul style="list-style-type: none"> • Ensure other staff know why and when you are observing and share observations with them
Monitoring and Assessment	<p>Find out what ‘Profile,’ ‘All about Me’ or ‘My Learning Journey’ books are created to keep track of children’s development and progress and how accessible these are for the children, parents and carers</p> <ul style="list-style-type: none"> • Meet with the CT and discuss your 3 profile children and their suitability. • Collect evidence for each of the profile children based on the guidance on pg 24 of the Professional Placement Experience booklet (PPE) • Observe, monitor and record the learning and development progress of your profile children during the placement
Weekly Tasks	<p>Write a <u>reflective</u> weekly review analysing personal and generic pedagogical issues you have encountered</p> <ul style="list-style-type: none"> • Discuss how key people are used in the setting and what their roles are • Consider parental involvement, find out how the setting makes use of parents/carers knowledge of their children • Attend planning meetings and discuss which sessions to lead/support and which children to observe next week • Meet with the CT to discuss your progress and plan for the following week

Nursery Placement Block 1: Week 2 of 3 Date w/c 30th January 2012	
Learning Experiences and Teaching	<p>Lead at least 2 stimulating learning experiences per day</p> <ul style="list-style-type: none"> • During other times support learning experiences planned by the CT • Use your initiative at all times. Be proactive in supporting, setting up and tidying away • Over the week support and lead learning experiences in different areas and aspects of learning inside and out • Learn a few new nursery rhymes and practice singing them with a group of children
Planning	<p>Focus: in your plans consider different types of questions you can ask to extend children's learning and elicit understanding. Make sure you identify cross curricular links to the six areas of learning</p> <p>Plan a learning experience based on a child's or group of children's interest and in your evaluation reflect on their engagement with the activity</p> <ul style="list-style-type: none"> • Use LMU planning format or the setting's format, but annotate it to include any aspects missing as per LMU plan • Plan and lead at least 10 learning experiences over the week, with a view to covering all areas of learning • Write a reflective evaluation for all lead learning experiences. Consider what your areas for development are and how the learning activities planned for can support you in gathering evidence for the QTS standards • Contribute to ideas during the team planning meetings • Find out what resources/activities are available for continuous provision e.g. sand tray, water tray and malleable • Create a role play area, negotiate with the CT which space and children to work with and discuss possible themes
Observing	<p>Try carrying out different types of observations and reflect on their effectiveness</p> <p>Make sure to observe them at different times of the day and in different learning experiences e.g. child initiated, adult led, whole class carpet sessions, speaking and listening etc</p>
Monitoring and Assessment	<p>Contribute your findings from your observations during the planning meetings</p> <ul style="list-style-type: none"> • Discuss with the CT the data collected to date on the profile children • Monitor the use of the outdoor area. Which children use it most and how is it used by staff and children?
Weekly Tasks	<p>In your <u>reflective</u> weekly review consider any difficulties that arose this week and how you managed them</p> <ul style="list-style-type: none"> • Be proactive by using your initiative and checking what you can do to help with the day to day management, setting up, tidying away etc. You may wish to ask the CT or make suggestions regarding daily activities/duties s/he would like you do be responsible for e.g. distributing fruit, changing reading books, setting up, tidying away • Meet with the CT to discuss your progress and plan for the following week • Find out about support for non-verbal communicators and children with EAL
Professional Development	<p>Ask to observe a phonics session if one is carried out in the setting with an older age group</p> <ul style="list-style-type: none"> • Be available when parents and carers collect the children and make a point of talking to them about something their child did that day. Try to say hello to all parents/carers during the three week block placement. •

Nursery Placement Block 1: Week 3 of 3 Date w/c 6th February 2012	
Learning Experiences and Teaching	<p>Continue to lead at least 2 learning experiences per day and support groups as directed by the CT</p> <ul style="list-style-type: none"> • Try and spend time leading and supporting areas of the curriculum you have not yet covered • Create an interactive 3D wall or table display based on the children's work • Lead a story session with a larger group of children and use of props to engage them
Planning	<p>Focus on incorporating assessment during the learning experience, or writing up very soon after it finishes e.g. questioning, self-assessment by children, observations or reflection</p> <p>Continue to plan and lead least 10 learning experiences focusing on children's interests or themes as negotiated with the CT</p> <ul style="list-style-type: none"> • Write a reflective evaluation for all lead learning experiences. Consider which areas you are developing in and which areas you continue to require support with and discuss with the class teacher • Contribute to ideas during the team planning meetings
Observing	<p>Try carrying out different types of observations and reflect on your findings</p> <p>Observe children who return to the same area to play or use the same resources each day. Are there any changes in the way they use the areas or resources? Talk to them about their play and reflect on what you learn</p>
Monitoring and Assessment	<p>Contribute your findings from your observations during the planning meetings</p> <ul style="list-style-type: none"> • Monitor and record in depth the learning experiences of your profile children • Find out how children with SEN are identified, how parents are notified and the process of support available
Weekly Tasks	<p>In your <u>reflective</u> weekly review consider difficulties that arose this week and how you managed them, set targets for yourself in relation to these</p> <ul style="list-style-type: none"> • Continue to use your initiative and ask if there is anything else you can be doing if you are unsure. • Meet with your CT to discuss your progress and consider areas of strength and development in order to write a reflective review of the 3 week block placement
Professional Development	<p>Observe a phonics session if one is carried out in the setting with an older age group</p> <ul style="list-style-type: none"> • Be available when parents and carers collect the children and make a point of talking to them about something their child did that day.

Nursery Placement Block 2:**Week 1 of 3 Date w/c 12th March 2012**

Learning Experiences and Teaching	Having previously negotiated teaching arrangements for this week during your last Thursday day visit: Lead at least 2 stimulating learning experiences each day as agreed with the CT <ul style="list-style-type: none">• Continue to use your initiative and be proactive in supporting, setting up and tidying away• As agreed with the CT support and lead learning experiences planned for the outdoor areas as well as inside• Try and learn some key words and phrases in Makaton or British Sign Language and use them with the children• Plan a learning experience based on a children's picture book reflect on its effectiveness and their interest• Create learning experiences using technology e.g. digital cameras, microscope, voice recorders, IWB etc
Planning	Focus on sharing the learning objective or purpose of the activity with the children and refer to previous learning <ul style="list-style-type: none">• Continue planning using the LMU planning format or the setting's which is annotated to include any aspects missing as per LMU planning sheet• Plan and lead least 10 learning experiences over the week, with a view to covering all areas and aspects of learning during the block placement and making cross curricular links• Plan a role play area during the block and include children in all stages: planning, setting up and using it• Write a reflective evaluation for all lead learning experiences. Ensure the evaluations lead to 'Next Steps' and are used to inform your next plans or discussed with the CT or other key people who will carry out follow up work
Observing	Continue observing your profile children and other children in the setting as required by the CT Ensure you share observations with relevant staff (key person) <ul style="list-style-type: none">• Identify the way non verbal communicators make themselves understood by other children and staff
Monitoring and Assessment	Continue adding to the records of your profile children with a view to writing summative reports in Week 3 <ul style="list-style-type: none">• Meet with the CT and discuss the progress to date of your profile children• Consider areas and aspects of learning that you do not have data on for each of the profile children & add to them
Weekly Tasks	Write a <u>reflective</u> weekly review analysing personal and generic pedagogical issues you have encountered <ul style="list-style-type: none">• Set yourself targets for development, work on them and reflect on your progress in your weekly review• Consider how other support staff are used each day and the impact on children's learning and development• Continue attending planning meetings and contributing to discussions• Meet with the CT to discuss progress and plan work for the following week
Professional Development	<ul style="list-style-type: none">• Identify QTS standards that you still require evidence for and try to collect them during the week• Observe learning activities lead by the CT in areas of the curriculum that you feel least confident with

Nursery Placement Block 2:

Week 2 of 3 Date w/c 19th March 2012

Learning Experiences and Teaching	Lead at least 2 stimulating learning experiences per day <ul style="list-style-type: none">• During other times support learning experiences planned by the CT• Continue to work as part of a team being proactive in supporting, setting up and tidying away• As directed by the CT support and lead learning experiences planned for the outdoor areas as well as inside• Continue using key words in the main languages spoken by the children who are new to learning English and make use of any signing (BSL or Makaton) that you have learnt
Planning	Focus on how your learning experiences end, do they stop abruptly? How do staff 'round up' or finish activities? Plan a learning experience based on a child's or group of children's interest, in your evaluation reflect on their engagement with the activity <ul style="list-style-type: none">• Use LMU planning format or the setting's but annotate it to include any aspects missing as per LMU plan• Plan and lead least 10 learning experiences over the week, with a view to covering all areas of learning• Write a reflective evaluation for all lead learning experiences. Consider what went well and what didn't and why• Plan for learning experiences that develop fine and gross motor skills, observe how children of different ages (months) manage the activities and what support or extension they require
Observing	Carry out different types of observations including tracking a child over a morning or afternoon. Reflect on what you learnt about their behaviour, interests, learning, development and communication skills Add to the data on your profile children. Ask them about their likes and dislikes, use this information to plan learning experiences based on their interests
Monitoring & Assessment	Share your findings from your observations with staff at appropriate times <ul style="list-style-type: none">• Continue to monitor and record the learning experiences of your profile children (see pg. 24 of the PPE booklet)
Weekly Tasks	In your <u>reflective</u> weekly review consider difficulties that arose this week and how you managed them, set targets for yourself in relation to these <ul style="list-style-type: none">• Continue to be proactive, using your initiative and helping with day to day duties, setting up, tidying away. Make suggestions regarding daily activities/duties that you could be responsible for• Meet with the CT to discuss progress and planned work for the following week
Professional Development	Observe another phonics session if one is carried out in the setting with an older age group <ul style="list-style-type: none">• Be available when parents and carers collect the children and make a point of talking to them about something their child did that day. Try to say hello to all parents/carers during the three week block placement.

Nursery Placement Block 2:**Week 3 of 3 Date w/c 26th March 2012**

Learning Experiences and Teaching	Continue to lead at least 2 learning experiences per day and support as directed by the CT <ul style="list-style-type: none">• Try and spend time leading and supporting areas of the curriculum you have not yet covered• If you haven't already done so, create another interactive 3D wall or table top display based on the children's work• Lead a story session with a larger group of children and make use of props to engage the children
Planning	Focus on child initiated learning. What can you do to support and extend their play and development and how do they respond when you involve yourself? Continue to plan and lead at least 10 learning experiences focusing on children's interests or themes as negotiated with the CT <ul style="list-style-type: none">• Write a reflective evaluation for all lead learning experiences. Consider which areas you are developing in and which areas you continue to require support with. Discuss with the class teacher• Contribute to ideas during the team planning meetings
Observing	Carry out different types of observations with different children and reflect what you learn, using it to plan new learning experiences Ask to look at observations carried out previously by other staff. What can you learn from them? Is there anything you need to change about the way you write your observations? If you haven't observed children using digital media (cameras, voice recorders, video etc), discuss this with the CT and if s/he agrees carry out an observation. Reflect in your weekly review what you learnt from this experience
Monitoring and Assessment	Contribute your findings from your observations during the planning meetings <ul style="list-style-type: none">• Meet with the CT and discuss your 3 profile children, consider what you have learnt from working with them and observing them over the block placements• <u>Write your final summative reports</u> for the three children. Share these with the CT and supervising tutor
Weekly Tasks	In your <u>reflective</u> weekly review consider difficulties that arose this week and how you managed them <ul style="list-style-type: none">• Meet with your CT to discuss your progress during the whole placement. Consider areas of strength and development and make a note of targets for further placements. Your supervising tutor will discuss this further• Use the targets to <u>write a final reflective review of this 3 week block placement</u>
Professional Development	<ul style="list-style-type: none">• Plan how you will say goodbye to the children, discuss this with your CT• Make sure to meet with the HT and thank him/her for accommodating you and the support you were given• Don't forget to say goodbye to other staff, parents/carers

Assessors' Responsibilities during the TWO Block Placements

Class Teacher/Mentor

- Observe the Teaching Student formally twice using the 'Record of Supervision' forms and provide feedback. Ensure you have both signed the observation forms
- Negotiate non contact time for the student (20% of the week)
- If possible observe the student informally on a regular basis, providing feedback and setting targets for further development
- Discuss and model strategies to achieve the targets
- Support the Teaching Student with planning, gradually reducing the input as required but checking over plans before s/he carries out the activities
- Involve her/him in the weekly planning meetings
- Advise the Teaching Student with the task set of creating a 3D wall or table display of the children's work
- Support the Teaching Student with advice on creating two role play areas and including the children at all stages; from planning to setting up and using it

Supervising tutor

- Make an initial visit and observation between 23rd January and 3rd February 2011 to explain the placement requirements
- Agree future observation dates (2nd: 12/03/12 – 16/03/12 and 3rd & Final: 19/03/12 – 30/03/12)
- Speak with Sarah Cousins at LMU if there are concerns about the Teaching Student's readiness for the placement
- Ensure the agreed procedures are understood including tasks to be completed for modules and non-contact time agreed
- Ask the Teaching Student to explain to you and the CT any tasks the s/he needs to complete for module assessments
- On each visit, talk with the CT/Mentor about the progress, initiative and professionalism shown by the Teaching Student
- Check students files are up to date
- Ensure that assessment and all evaluations are informing planning
- Check student is collecting evidence in meeting the QTS Standards

At the end of the placement check:

- | | |
|--|--|
| <ul style="list-style-type: none"> • Final reflective review of the practice • Summative reports of three profile children • Up to date class records of assessment evidence • Ask the CT/Mentor about the attendance, punctuality and professionalism shown by the Teaching Student | <ul style="list-style-type: none"> • Completed plans and evaluations • Weekly reflective evaluations • That there is evidence of meeting at least the following QTS standards Q1, Q2, Q4, Q6, Q7 & Q9 • Complete the SE Post-Practice tutorial report, setting targets for future placements |
|--|--|

APPENDIX 15 - QTS STANDARDS EVIDENCE CHECKLIST

- By the end of the 1st Year Professional Placement Experience in a Children's Centre you will be required to have collected evidence to show that you have met the following Standards: Q1, Q2, Q4, Q6, Q7 & Q9.
- You are also expected to demonstrate that you have been able to address as many of the remaining Professional Standards as possible, except Q7b & Q16.

1. Professional Attributes – to include relationships with children and young people, frameworks, communicating and working with others and personal professional development.			
	QTS STANDARD	POSSIBLE EVIDENCE	Notes
Q 1	Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.	Direct observations Planning: Are resources selected to support different culture/backgrounds? Evaluation of lessons: evidence from past to set challenging objectives/targets for pupils.	
Q 2	Demonstrate the positive values, attitudes and behaviour they expect from children and young people.	Direct observation Comments on marking, Evaluation of teaching Quality of questioning/response by teacher showing respect.	
Q 3	(a) Be aware of the professional duties of teachers and the statutory framework within which they work. (b) Be aware of the policies and practices of the workplace and share in collective responsibility for their implementation.	Sets good example for pupils, aware of school policies. Professional behaviour around school: time management, reliability. Pay & Conditions document. Child Protection, SEN Code of Practice, Inclusion and Discrimination	
Q 4	Communicate effectively with children, young people, colleagues, parents and carers.	Formal communications with Parents Observing/shadowing teacher at meetings Home visits, Parents meetings Use of Parents/adults in class Positive relationship with colleagues	

1. Professional Attributes – to include relationships with children and young people, frameworks, communicating and working with others and personal professional development.

QTS STANDARD		POSSIBLE EVIDENCE	Notes
Q 5	Recognise and respect the contribution that colleagues, parents and carers can make to the development and well-being of children and young people and to raising their levels of attainment.	Liase with parents and carers through verbal and written communication. Communicate with colleagues on the children's development.	
Q 6	Have a commitment to collaboration and co-operative working.	Collaborative working relationship with Teacher, TA, Ed Psychologist, Social Worker, Health Professional, EWO Use and organisation of TA. Off site activities: advice sought (Specialist Staff) Liase with colleagues when planning.	
Q 7	(a) Reflect on and improve their practice, and take responsibility for identifying and meeting their developing professional needs (b) Identify priorities for their early professional development in the context of induction.	Direct observations Evaluation of lessons Evidence from past experience.	
Q 8	Have a creative and constructively critical approach towards innovation, being prepared to adapt their practice where benefits and improvements are identified	Attendance at inset, LA courses etc. Evidence of prior experience.	
Q 9	Act upon advice and feedback and be open to coaching and mentoring.	Active response to lesson observations and evaluations across a range of expertise.	

2. Professional Knowledge and Understanding – to include teaching & learning, assessment & monitoring, subjects and curriculum, literacy, numeracy & ICT, achievement & diversity and health & well-being

	QTS STANDARD	POSSIBLE EVIDENCE	Notes
Q1 0	Have a knowledge and understanding of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning and provide opportunities for all learners to achieve their potential.	Evidence of secure subject knowledge across two or more consecutive age ranges Planning documents Subject audits	
Q1 1	Know the assessment requirements and arrangements for the subjects/curriculum areas in the age ranges they are trained to teach, including those relating to public examinations and qualifications.	Evidence of understanding 6 areas of learning (3-8) Evidence of understanding primary national curriculum (5-11) Awareness of Early Years Foundation Stage and primary national requirements, e.g. Early Years Foundation Stage profile, SATs, etc.	
Q1 2	Know a range of approaches to assessment, including the importance of formative assessment.	Evidence of formative, summative, formal and informal assessment strategies Evidence of leveling children's work.	
Q1 3	Know how to use local and national statistical information to evaluate the effectiveness of their teaching, to monitor the progress of those they teach and to raise levels of attainment.	Leveling children's work Attendance at monitoring meetings Working with colleagues.	

2. Professional Knowledge and Understanding – to include teaching & learning, assessment & monitoring, subjects and curriculum, literacy, numeracy & ICT, achievement & diversity and health & well-being.

	QTS STANDARD	POSSIBLE EVIDENCE	Notes
Q1 4	Have a secure knowledge and understanding of their subjects/curriculum areas and related pedagogy to enable them to teach effectively across the age and ability range for which they are trained.	Lesson observations from First Block Experience Lesson observations from Final Block Response to school based tasks set in term one and two.	
Q1 5	Know and understand the relevant statutory and non-statutory curricula, frameworks, including those provided through the National Strategies, for their subjects/curriculum areas, and other relevant initiatives applicable to the age and ability range for which they are trained.	Ability to teach Primary Framework to all abilities Good understanding of all Foundation Subjects RE agreed syllabus Knowledge of Curriculum Guidance for the Foundation Stage and the six areas of learning.	
Q1 6	Have passed the professional skills tests in numeracy, literacy and information and communication technology (ICT)	Copies of three certificates in numeracy, literacy and ICT.	
Q1 7	Know how to use skills in literacy, numeracy and ICT to support their teaching and wider professional activities.	Evidence of core areas in planning across all areas of learning when appropriate All professional documentation presented in an acceptable style.	
Q1 8	Understand how children and young people develop and that the progress and well-being of learners are affected by a range of developmental, social, religious, ethnic, cultural and linguistic influences.	Evidence of reading and access to e-learning Planning and delivery reflects the influences within the school.	

2. Professional Knowledge and Understanding – to include teaching & learning, assessment & monitoring, subjects and curriculum, literacy, numeracy & ICT, achievement & diversity and health & well-being.

	QTS STANDARD	POSSIBLE EVIDENCE	Notes
Q1 9	Know how to make effective personalised provision for those they teach, including those for whom English is an additional language or who have special educational needs or disabilities, and how to take practical account of diversity and promote equality and inclusion in their teaching.	Planning includes EAL, SEN, G&T and reflects cultural diversity Planning reflects personalised learning Lesson observations take account of the promotion of equality and inclusion.	
Q2 0	Know and understand the roles of colleagues with specific responsibilities, including those with responsibility for learners with special educational needs and disabilities and other individual learning needs.	Liaison with those responsible for children with particular needs as reflected in lesson planning and report writing.	
Q2 1	(a) Be aware of current legal requirements, national policies and guidance on the safeguarding and promotion of the well-being of children and young people. (b) Know how to identify and support children and young people whose progress, development or well-being is affected by changes or difficulties in their personal circumstances, and when to refer them to colleagues for specialist support.	Bristol Guide. Liaison with specialist colleagues. Working within the school's policies.	

3. Professional Skills – to include planning, teaching, assessing, monitoring & giving feedback, reviewing teaching & learning, learning environment and team working & collaboration

	QTS STANDARD	POSSIBLE EVIDENCE	Notes
Q22	Plan for progression across the age and ability range for which they are trained, designing effective learning sequences within lessons and across series of lessons and demonstrating secure subject/curriculum knowledge.	Lesson Plans: setting objectives for class/group or individuals as appropriate Direct observations Direct link of objective to National expectations: National Curriculum levels Use made of previous pupil achievement	
R2.7and engage them with the expectations, curricula, strategies and teaching arrangements in the age phases immediately before and after the ones they are trained to teach		
Q23	Design opportunities for learners to develop their literacy, numeracy and ICT skills.	Evidence of planning to include core areas within the wider curriculum Secure planning and delivery of all core area skills matched to age/ability/gender/EAL/SEN Lesson observations and own evaluation.	
Q24	Plan homework or other out-of-class work to sustain learners' progress and to extend and consolidate their learning.	Homework and out-of-class work that reflects class-based work and extends it.	

3. Professional Skills – to include planning, teaching, assessing, monitoring & giving feedback, reviewing teaching & learning, learning environment and team working & collaboration

	QTS STANDARD	POSSIBLE EVIDENCE	Notes
Q25	<p>Teach lessons and sequences of lessons across the age and ability range for which they are trained in which they:</p> <p>(a) use a range of teaching strategies and resources, including e-learning, taking practical account of diversity and promoting equality and inclusion;</p> <p>(b) build on prior knowledge, develop concepts and processes, enable learners to apply new knowledge, understanding and skills and meet learning objectives;</p> <p>(c) adapt their language to suit the learners they teach, introducing new ideas and concepts clearly, and using explanations, questions, discussions and plenaries effectively;</p> <p>(d) manage the learning of individuals, groups and whole classes, modifying their teaching to suit the stage of the lesson.</p>	<p>Evidence of planning across 2 or more CAR and Final Block Experience</p> <p>Whole class, group and individual teaching Use of IWB, e-learning and other forms of ICT Resources that reflect children’s interests across a wide range of areas and subjects.</p> <p>Knowledge and understanding of age phases before and after that for which they are being trained to teach Evidence from lesson plans of prior knowledge Evidence from lesson planning of concept formations.</p> <p>Appropriate subject vocabulary introduced and developed Clear explanations for all activities as evidenced in lesson planning Encouragement of speaking and listening across the curriculum Evidence of effective use of plenaries.</p> <p>Lesson plans and observations reflect ability to affect suitable transition within a lesson.</p>	

3. Professional Skills – to include planning, teaching, assessing, monitoring & giving feedback, reviewing teaching & learning, learning environment and team working & collaboration

QTS STANDARD	POSSIBLE EVIDENCE	Notes
<p>Q26 (a) Make effective use of a range of assessment, monitoring and recording strategies.</p> <p>(b) Assess the learning needs of those they teach in order to set challenging learning objectives.</p>	<p>Planning over a period of time showing: evaluation Examples of marking pupils work Structured assessments: class, as homework Record of pupils strengths and weaknesses How this information is used to inform future planning Setting assessment criteria matched to Learning Objective</p> <p>Direct observation: targeted questioning, to challenge pupils understanding. Use of plenary to share and discuss strategies During lesson are pupil errors and misconceptions picked up and developed.</p>	
<p>Q27 Provide timely, accurate and constructive feedback on learners' attainment, progress and areas for development.</p>	<p>Use of own record keeping system Use of Schools data Is data used to group/ differentiate? Target setting for individual pupils Are assessments able to be used to support pupil progress and inform parents?</p>	
<p>Q28 Support and guide learners to reflect on their learning, identify the progress they have made and identify their emerging learning needs.</p>	<p>Direct observation: targeted questioning, to challenge pupils understanding, Use of plenary to share and discuss strategies During lesson are pupil errors and misconceptions picked up and developed?</p>	

3. Professional Skills – to include planning, teaching, assessing, monitoring & giving feedback, reviewing teaching & learning, learning environment and team working & collaboration

QTS STANDARD		POSSIBLE EVIDENCE	Notes
Q29	Evaluate the impact of their teaching on the progress of all learners, and modify their planning and classroom practice where necessary.	Self evaluation of lessons Lesson observation across a range of senior colleagues Future planning reflects evaluation.	
Q30	Establish a purposeful and safe learning environment conducive to learning and identify opportunities for learners to learn in out of school contexts.	Organisation of classroom and outside areas (PE layout and Health & Safety) Deploy support staff effectively	
Q31	Establish a clear framework for classroom discipline to manage learners' behaviour constructively and promote their self-control and independence.	Planning: may show positive behavioural strategies to be used during lesson Has clear set of class rules, rewards and sanctions Know Schools Behavioural Policy Grouping and organising pupils to pre-empt behavioural problems Use of Support staff.	
Q32	Work as a team member and identify opportunities for working with colleagues, sharing the development of effective practice with them.	Team planning Attendance at planning meetings, staff meeting etc Reporting to colleagues on effective practice.	
Q33	Ensure that colleagues working with them are appropriately involved in supporting learning and understand the roles they are expected to fulfil.	Teaching Assistants, Parents, Volunteers Evidence of planning and feedback from support staff Bilingual or EAL support staff SENCO	

TDA support for Standards at:

<http://www.tda.gov.uk/trainee-teacher/qts-standards/attributes/relationships/Q2.aspx? st=-988665973>