##### York St John University

**School of Education, Language & Psychology**

**Postgraduate Certificate in Education**

**University-centred Primary PGCE**

**Full time 2021-22**

**Part time 2021-23**

**PG7001M**

**PG7002M**

**Experiential Placements & Induction Tasks**

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Introduction

The placements and tasks outlined in this booklet are intended to help you make an excellent start to a very intensive course.

As a student teacher on a professional training programme, you will often be asked to do work which is not assessed, but which forms part of the study required to prepare you to teach well in school.

The tasks outlined in this booklet are not themselves assessed, although some of their elements form part of assessed pieces of work in relation to the taught professional modules.

This initial work is vital in preparation for the programme. The two experiential placements are a compulsory part of your PGCE programme and count towards the requirements of a minimum of 120 days of school-based training. If, for any reason, you are unable to complete these placements by the specific dates in September, you will need to arrange these at another time. However, this is not ideal as the tasks you will carry out during the placements will be referred to and discussed during the first two weeks of your taught programme.

**Key Dates and DBS Certificate**

The 2021 programme begins:

* Monday 6th September 2021

You are expected to arrange and complete two experiential placements by Tuesday 21st September. There are four days set aside within the programme to do these (Thursday 16th, Friday 17th, Monday 20th and Tuesday 21st September), or you may choose to do them in the summer term if possible. If you are on the part-time programme, you will do two of these days in the first year and two at the start of the second year.

If you have received your DBS certificate following your invitation to accept a place on the programme, you may arrange your placements before September, however there is no obligation to do so. You should check with the school or settings you are planning to undertake your placements in that you meet their safeguarding requirements and you should always carry your DBS with you and identification (such as your photo driving licence) when in schools or settings with children.

**It is your responsibility to keep your DBS certificate safe for the whole of your programme.** The university does not keep a copy of this and you will be expected to show it when you visit all schools for your placements.

When contacting schools and settings, you can explain to the headteacher/manager that you have been accepted on the PGCE programme and these are part of your preparatory studies to learn about current contexts for learning and teaching. Unfortunately we cannot help you find or arrange these placements, however, if the school or setting requires confirmation that you are accepted onto the PGCE, we can send them a confirmation email.

Experiential Placements and Tasks

There are two placements that you need to organise and complete totalling 4 days. These placements are to be negotiated by you and can be in settings or schools that are already familiar to you or not. Please note that there will be other student teachers also contacting the same settings and schools and it is advisable that you organise your placements as early as possible.

* **Lower Primary (3-7 years) student teachers:**
	+ 2 days in a setting where there are children aged between 0 to 3 years old, e.g., a crèche or playgroup (early learners). This should be a setting **not part of a school**.
	+ 2 days in a Key Stage 2 class (any or all from Year 3 to Year 6)
* **Upper Primary (7-11 years) student teachers:**
	+ 2 days in Key Stage 1 (Year 1 and Year 2). If the setting you visit also has an EYFS unit, it would be advisable to spend perhaps half a morning here too.
	+ 2 days in a Key Stage 3 school (from Year 7 to 8)

Please use the table below to record the number of days and school or setting you spend your experiential placements. After completing these placements, you should be able to explain the differences between each phase of learning before and after the ones you will be assessed in. Please blank out the placements not relative to your chosen route.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Focus** | **Name of school** | **Dates in school** | **Number of days** |
| **Lower route:**  | Early learners 0 - 3 |  |  | (2) |
| Key Stage 2 |  |  | (2) |
| **Upper route:**  | Key Stage 1 (and EYFS) |  |  | (2) |
| Key Stage 3 |  |  | (2) |

**You are a guest in the setting.** Please ensure you are punctual and dressed appropriately. Clarify points with the headteacher or manager, or the practitioner(s) and class teacher(s) and keep them informed of what you are doing. You should provide the setting or school with a copy of this booklet if they wish for further information.

Be sensitive with regards to the amount of time practitioners and teachers have to work with you as their first priority will be their children or class.

**Overview of Task Requirements**

There are three tasks which provide a focus for your programme and for learning about children and their education. You will not have enough time to do every task in every setting so you need to plan how you are going to spread them out over the four days. Prioritise the tasks that you feel are most important to you.

* **Task 1: Practitioner Enquiry**
* **Task 2: Child Study**
* **Task 3: Educational Values**

**Task 1** is to be completed in note and diagram format, as this will be an important resource underpinning your understanding of primary practice. Any references to literature should be recorded as they may prove useful for later assessed work.

**Task 2** should be completed using the pro forma provided.

**Task 3** is to be completed in note format but should be legible and understandable for use in future taught sessions on the programme.

**Task 1: Practitioner Enquiry**

There are four aspects of this task:

* one with a focus on **assessment**
* one with a focus on **behaviour** **management**
* one with a focus on **supporting vulnerable groups**
* one with a focus on the **health and well-being of pupils**

These tasks are to help you consider the issues in schools and for you as a beginning teacher and you will build upon this knowledge throughout the programme.

**Assessment Focus**

“What is needed is a culture of success, backed by a belief that all can achieve.”

Black, P. and Wiliam, D. (1998) Inside the Black Box: Raising Standards Through Classroom Assessment. London: King’s College School of Education

The report published by Black and Wiliam in 1998 into raising the standards of learning places formative assessment at the heart of effective teaching. This report forms the basis for much of the classroom practice we see today. The purpose of this task is to give you an early understanding of how settings and schools create a culture of success and achievement. This will involve evidence collection from directed reading, setting and school documentation, discussions and observations. This evidence collection will lead to critical reflections on the implications of what you have found, for you as a teacher and for the children in the schools and settings in which you have had experience.

**Stage 1: Research – review the literature**

Access the Black and Wiliam report at:

<http://weaeducation.typepad.co.uk/files/blackbox-1.pdf>

Identify from the report the key aspects of classroom practice that supports **all** children in being successful learners.

**Stage 2: Research – collecting ‘evidence’ from your placements**

**‘Evidence’ should be in the form of notes taken once you have read a document or policy (many of which are on the school website) or notes from a discussion with a key teacher/person in the setting. Documentation** from the setting or school includes:

* School prospectus
* Policies, such as Learning and Teaching Policy, Behaviour Policy, Inclusion Policy. Choose those you are most interested in (no more than 5)
* Staff with responsibility for pupil achievement
* Examples of how achievements are recorded, e.g., trackers, pupil profiles, data, target-setting

You will need to gain permission to collect pupil achievement or it might be easier to anonymise the examples. Some settings and schools may be willing to provide lots of evidence and some may not. You may wish to photocopy them but this isn’t necessary. You should not collect large quantities of paperwork, but you do need the evidence from those documents and discussions.

**Make observations** in class and other school activities.

Possible things to look for:

* Structure of a lesson
* Organisation of the learning environment (where are resources kept, how are desks and chairs set out, etc)
* Sharing of learning intentions
* Pupil self-evaluation
* Feedback to children
* Questioning
* Target setting
* Observations and monitoring
* Homework
* Working with parents

**Stage 3: Critical reflection**

In analysing and reflecting on your research, you will need to link your observations from each setting or school to the key aspects of the Black and Wiliam report. Reflect on the aspects of classroom practice that engenders a culture of success and supports **all** children in being successful learners.

Consider the following questions:

* How does the implementation of the curriculum enable the children to be successful?
* How does the learning environment enable the children to be successful?
* How do the adults support children in being successful?
* What are the similarities and differences in approaches? Why do you think this is?
* What do you notice about the extent to which the children consider their own learning?
* How far do you think the settings have gone beyond the recommendations in the report?
* What are the implications for you as a teacher?

On the basis of these critical reflections, write notes which will form evidence of your beginning progress towards the Teachers’ Standards and also provide a useful base evidence for university taught sessions on the issues throughout the programme.

**Further Reading**

<https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/483058/Commission_on_Assessment_Without_Levels_-_report.pdf>

Clarke, S. (2014) Outstanding formative assessment: culture and practice. London: Hodder Education

Earle, S (2019) Assessment in the primary classroom: principles and practice. London: Learning Matters

**Behaviour Management Focus**

Creating a positive ethos within the classroom and school requires a clear policy that is consistently implemented. Expectations for social behaviour and academic engagement should be made clear to all learners. Settings and schools employ a range of strategies although the fundamental principles are likely to be the same.

**Stage 1: Research – review the literature**

Access the journal article available at <http://www.educatejournal.org/index.php/educate/article/view/37/113>

Paraskevopoulou, F. (2004) Teachers of young children and their interaction with young pupils: approaching positive classroom management. Educate: The Journal of Doctoral Research in Education Vol 2 No. 2

Consider the key points raised in this article. Make notes on the article alongside any questions you may have at this stage.

**Stage 2: Research – collecting evidence from your placements**

Compare and contrast the approaches in your placement settings. Access the Behaviour Policy from the settings and make notes on approaches employed in each setting. What are the similarities and differences? What are the key messages?

Observe the displays around school and in the classrooms and note any that refer to esteem, behaviour, conduct and ethos. How are these displays making clear the messages in the Behaviour Policy? Use the pro forma on the next page for initial notes in the second column.

**Stage 3: Critical reflection**

Consider the evidence from your notes and begin to think about the implications for you as a beginning teacher. Use the pro forma on the next page and make initial notes in the third column.

Questions to ask yourself might include:

* How might I implement and follow a policy for behaviour?
* What are advantages and disadvantages of a positive versus negative approach?
* How might you demonstrate being a ‘positive role model’?
* What might you have to consider when you first enter a classroom as a teacher on placement?
* How do you manage a ‘firm but fair approach’ to children?
* What are your thoughts at this stage on sanctions?
* What are my own values and beliefs as a beginning teacher?

On the basis of these critical reflections, write notes which will form evidence of your beginning progress towards the Teachers’ Standards and also provide a useful base evidence for university taught sessions on the issues throughout the programme.

**Further Study and Reading**

The Steer Report. Available at:

<http://www.educationengland.org.uk/documents/pdfs/2009-steer-report-lessons-learned.pdf>

James, G. (2016) Transforming Behaviour in the Classroom. London: SAGE

Rogers, B. & McPherson, E. (2014) Behaviour Management with Young Children. London: SAGE

**Behaviour Management Observation/Analysis Sheet**

|  |  |  |
| --- | --- | --- |
|  | **Evidence** | **How I could use this in my own practice** |
| Introduction – how does the teacher gain the attention of the pupils at the start of the lesson? |  |  |
| Transitions (movement from one phase of the lesson to the next) – what strategies are used? |  |  |
| Tone of voice/body language |  |  |
| Use of praise – what strategies are used? |  |  |
| Interaction with children – how are teacher-child relationships? |  |  |

Supporting Vulnerable Groups

Providing opportunities for all learners to progress is a key aspect of an outstanding teacher. NQTs identify that they need more support in this area and it is therefore vital that you research this area from the start of your programme.

**Stage 1: Research – review the literature & documentation**

Access the following research & documentation on the PGCE York St John website. You do not have to read it all, just choose areas or sections that are most interesting to you:

<http://cprtrust.org.uk/wp-content/uploads/2015/07/Jopling-and-Vincent-report-20160427.pdf>

<http://dera.ioe.ac.uk/18010/1/DFE-RR282.pdf>

Consider some of the key points raised in your notes and write down any questions you may have at this stage.

**Stage 2: Research – collecting evidence from your placements**

Compare and contrast how vulnerable children are supported in your placements. Discuss, if possible, with the class teacher or other appropriate professionals in school, e.g. inclusion manager or SENCo how SEND/vulnerable children are integrated into whole class learning and how they are supported.

Discuss with the SENCo/inclusion manager how vulnerable pupils are identified within the setting. How is pupil premium funding used to prioritise the needs of these children? Observe learning in classrooms with vulnerable children. How are they catered for in terms of adult support, differentiated tasks and learning outcomes, resources? Are there other ways in which the teacher/school meets their needs?

**Stage 3: Critical reflection**

Consider the evidence from your notes and begin to think about the implications for you as a beginning teacher.

Questions to ask yourself might include:

* How might I implement and follow a policy for inclusion and diverse needs?
* What are advantages and disadvantages of an individual approach to learning and a group or whole class approach?
* How would you cater for individual needs?
* What do you need to consider when comparing academic progress for SEN children?
* What specialist support might you need as a beginning teacher who will be teaching children with SEND?
* What are my own values and beliefs as a beginning teacher?

On the basis of these critical reflections, write notes which will form evidence of your beginning progress towards the Teachers’ Standards and also provide a useful evidence base for university taught sessions on the issues throughout the programme.

**Further Study and Reading**

Baines, E, Blatchford, P & Webster, R (2015). The challenges of implementing group work in primary school classrooms and including pupils with special educational needs. In Education 3-13 Vol 43 No 1 15-29

Goepel, J. Childerhouse, H. & Sharpe, S. (2014) Inclusive Primary Teaching 2nd Ed. Northwich: Critical Publishing

Special Educational Needs and Disability (SEND) system for children and young people aged 0-25. Available at: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Spooner, W (2010) The SEN Handbook for Trainee Teachers, NQTs and Teaching Assistants. London: Fulton/NASEN

**Health and Well-being of Pupils Focus**

Within the past eighteen months, schools have faced much disruption due to the C-19 pandemic. The health and well-being of pupils has been raised as an important aspect of child development.

**Stage 1: Research – review the literature**

Access the DfE report: <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/925329/State_of_the_nation_2020_children_and_young_people_s_wellbeing.pdf>

**Stage 2: collecting evidence from your placements**

Review the current policies you’ve read and identify any aspects that mention health and well-being, including mental health.

Talk to teachers and adults in the setting to find out how they have supported children, for example, changes to timetable, dedicated and specialist adult support or sessions, new resources, etc

**Stage 3: critical reflection**

Consider the following questions:

* How has the awareness of health and well-being for children changed since 2020?
* What are the implications for teachers?
* How will you ensure that the health and well-being of children is considered when you begin your teaching placements?

**Task 2: The Child Study**

**Introduction**

Before the beginning of your programme, you should study one child in your placement setting or schools for one day. This will enable you to begin to understand the experience of the setting from a child’s point of view and to understand the range of learning experiences a child has during a ‘typical morning or afternoon’ in the Key Stage above and below the ones for which you are learning about. At this stage you are not expected to analyse your findings in great depth but we do want you to draw tentative conclusions. You need to begin to understand how to make observations and draw conclusions from what you observe. Your observation materials may be used to appendices for assignments.

**Task**

* **Lower Primary**: one child from each of the Early Years Foundation Stage (0-3 years) and one child from Key Stage 2 (7-11 years)
* **Upper Primary**: on child from Key Stage 1 (5-7 years) and Key Stage 3 (11-13 years)

Throughout the course of one full or one half day, (whichever is appropriate) observe the child for units of 15 minutes at a time and then at the end of each 15 minutes summarise what the child did and what the adults do and say. Do this for each child. It may be that you only observe the child for 30 minutes in one or two sittings, as you are likely to have other tasks to complete too.

Your material should be recorded using the pro forma provided. Simple notes are acceptable but they should be legible. Samples of work can be collected or photographed (**only with permission from the school**) and annotated with dates, contexts in which they were produced, the code name of the child (as you will not be using the child’s real name) and referenced to your observation notes.

**Remember that you should ask the school whether you need to gain the permission of the child’s parent or carer for the study. Be sensitive if you talk to the child; probing questions about their family circumstances are not appropriate. The child’s real name should not be used and the study should state this if another name is used.**

Try to come to conclusions about the learning experience for each child across the day in relation to:

* the teaching and learning strategies adopted
* the teaching arrangements, e.g. grouping, layout, setting
* teacher expectations of the children
* the curriculum.

Then reflect on the comparative learning experience of the children. Your reflections should be recorded using the pro forma below.

**Further Study and Reading**

Smith, P. K, Cowie, H. & Blades, M. (2015) Understanding Children’s Development6th Ed. West Sussex, John Wiley & Sons Ltd.

**An example of observations may be:**

**Plan your break times to allow observations in the playground or at lunchtime.**

|  |  |  |
| --- | --- | --- |
| **Student Teacher Name: *Andy Observer*** | **Child: *A Female******Year 6 age 11 years*** | **Date of observations:*****Thursday 8th Sept*** |
| **Description of context: primary school, 350 children, urban** |
| **Time:** | **What is the role of the child, what activities are they engaged in?** | **What are the adults doing/saying** | **Context of the lesson/session** |
| ***9:00 – 9:15******9.15 – 9.30******9:30 -9:45******9:45 – 10.00******10.00– 10.15*** | *Talking with others at the table**Answering register**Completing board task (spellings)* *Sitting at desk, listening to the teacher**Putting up hand answering questions**Listens to teacher explaining*  *Working on work sheet as an individual**Social conversation with child in next seat**Writing at a table, using pencil and worksheet* *Answering teacher’s questions* | *Talking to individuals as they arrive**Taking register in French**Checking all homework has been given in.**Teaching from the front of the class. Shares Learning objectives with children. Asking questions about equivalent fractions (oral and mental starter)**Teacher explains key vocabulary and the relationship between fractions and decimal fractions to class using IWB as a teaching resource* *Teacher working with a focus group. Reminds other children they should be working in dependently* *TA support SEN child throughout**Reminding pupils of success criteria. Asking questions. Inviting explanation.* | *Whole class group of 34. Register,**Mathematics lesson: decimal fraction taken from NC.**Resources: teacher -interactive white board child- small white board/pen, work sheets**Children sit in small groups of six around a table for individual work and whole class input. Tables set according to achievement in English.**Displays: children’s paintings, language and maths information sheets.* |

**Pro forma for Child Study**

**(You will need to photocopy one for each of the children. Please note there are two sheets for each pro forma)**

|  |  |  |
| --- | --- | --- |
| **Student Teacher Name:**  | **Child:**  | **Date of observations:** |
| **Description of context:**  |
| **Time:** | **What is the role of the child, what activities are they engaged in?** | **What are the adults doing/saying** | **Context of the lesson/session** |
|  |  |  |  |

**Reflection sheet**

|  |  |  |  |
| --- | --- | --- | --- |
| **Conclusions about the learning experience for each child across the day in relation to:** | **Child 1 Key Stage ……** | **Child 2 Key Stage …….** | **Child 3 (Upper Primary)** **Key Stage……………** |
| **The teaching and learning strategies adopted** (e.g. how do children learn, what methods does the teacher use) |  |  |  |
| **Teaching arrangements** e.g. grouping, layout, setting |  |  |  |
| **Teacher expectations of the children** (e.g. levels of independence, level of achievement); |  |  |  |
| **Reflection on the comparative learning experience of the children:** |

**Task 3: Educational Values**

Educational Values make up who you are and how you act as a teacher. Part 2 of the Teachers’ Standards state:

*Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:*

* *Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher’s professional position*
* *Having regard for the need to safeguard pupils’ well-being, in accordance with statutory provisions*
* *Showing tolerance of and respect for the rights of others*
* *Not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs*
* *Ensuring that personal beliefs are not expressed in ways which exploit pupils’ vulnerability or might lead them to break the law.*

You will be in many situations during your programme where you have to be clear about your educational values. This is often a difficult aspect to understand. This task will help you begin to identify what is important to you as a teacher and a person.

**Task:** investigate the educational values held and promoted by the headteacher/ mentor /class teachers and how these are put into practice in the school:

1. Arrange to talk to the head teacher/class teachers (as appropriate) in your settings.

Find out:

* What are the values promoted by the school that s/he identifies with?
* How does s/he attempt to embed those values into practice in the day to day life of the school?
* What helps or hinders him/her to embed these values into their practice?

Make notes during the interview (or record with permission)

1. Look for evidence of the values discussed in the school e.g.in policies, displays, resources available, teaching, learning, day to day interactions
2. Make entries in a reflective journal around the following themes:
* How your own values as a teacher are changing or being reinforced?
* How can values be shown implicitly or explicitly as a teacher? How are values linked to practice?

**Further study and reading:**

Pollard, A. (2019) Reflective Teaching in Schools. London: Bloomsbury Academic

[DfE (2014) Promoting Fundamental British Values as Part of SMSC in Schools, London: DfE](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/380595/SMSC_Guidance_Maintained_Schools.pdf)