M.A. in Primary Education with …

Professional Experience and Practice Condensed handbook

Year 2

For rationale, appendices and detailed information, please see the full MA Primary With Year 2 Placement Guidelines.
For Questions about Year 2 Professional Experience and Practice (PEP) please contact:

Professional Experience and Practice Strand Organiser:
Deborah Holt 0131 651 6609, deborah.holt@ed.ac.uk
Moray House School of Education, Holyrood Road, Edinburgh, EH8 8AQ

or

Teaching Secretary
0131 651 6381, MAPrimary@ed.ac.uk

Professional Experience and Practice (PEP) dates

8 half days or 4 full days per semester between:

Semester 1: 8th October 2018 – 7th December 2018

NB The first meeting in January should be scheduled before the end of the Semester 1 visits.

• During Semester 2 students will be required to use 3 out of 4 days to visit a non-mainstream/alternative educational setting such as a Community Learning or Youth Work setting, a Voluntary Organisation or a Peripatetic Support Agency. This could also be Learning Support or other ASN provision within the placement school. A nursery is not a suitable setting for this.
• If possible, this setting should be identified with support from the school so that the visits are relevant to the lives of the children in that school.
• Discussion between the named school contact and the student should start as soon as possible in order to identify a suitable placement.
• By week 7 of Semester 1, students will be required to complete a form on Learn with details of their non-mainstream educational PEP setting.
• In the event that a school is unable to arrange visits to an alternative educational setting, the university will assist students in sourcing a placement.

Examples of possible alternative setting placements might include the following:
• Special schools
• Children’s Centre
• Educational Psychologists
• English as an Additional Language Service/Bilingual Support Service
• Local Authority Community Learning Centre
• Voluntary sector youth work organisation
• Educational Arts Service (e.g. museum, art gallery)
• Sports facility that includes working with young people with disabilities
• Health Promotion/Education
• Voluntary Sector Support Groups
• After school/Breakfast clubs/Wraparound care
• Young Carers
• Looked after children
School closures
In the event of a school closure, students should negotiate an alternative date with the named school contact.

Absence from Professional Experience and Practice
If students are absent from Professional Experience and Practice, they must contact the school each day of their absence and negotiate an alternative date for the missed visit(s) with the named school contact. If students are absent for more than two half days, the school should inform the Teaching Secretary.

Progress concern
Should there be concern in relation to a student’s professional conduct, the named school contact should contact Deborah Holt, PEP Strand leader, as soon as possible so that a university mentor can work together with the school mentor to determine the student’s support needs and contribute to the development of an action plan.

Return of the PEP Record of Attendance
Students should upload a copy of the completed Semester 1 Record of attendance (Please see Appendix 2) to the Dropbox in Learn by 1400 on Friday 14th December 2018.

The Semester 2 Record of Attendance should be uploaded to the Semester 2 Dropbox in Learn by 1400 on Friday 3rd May 2019.

Students should retain a copy for their records.

PEP arrangements

Making contact
Having identified when their time-table allows time to be spent in school, the student will phone the school to make an appointment with the named school contact. Students will identify the dates and times that they are available to be present at the school then, in collaboration with the named school contact, will identify dates also suitable for the school. The agreed dates will then be recorded on the Record of Attendance sheet.

Activities
Students will carry out planned activities during each PEP experience. See Activities section for full details.

Completion dates
Students are required to complete some activities by set dates in order to fully participate in university workshop activities: these dates are included in the activity description and in the table below.

<table>
<thead>
<tr>
<th>Semester 1 Activity</th>
<th>Completion required for:</th>
<th>Semester 2 Activity</th>
<th>Completion required for:</th>
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<tbody>
<tr>
<td>1a</td>
<td>Friday 02rd November 2018</td>
<td>9</td>
<td>Friday 1st February 2019</td>
</tr>
<tr>
<td>2</td>
<td>Friday 12th October 2018</td>
<td>10</td>
<td>Friday 1st February 2019</td>
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<tr>
<td>3</td>
<td>Friday 26th October 2018</td>
<td>11</td>
<td>To be discussed in week 7</td>
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<tr>
<td>1a and 4</td>
<td>Friday 02nd November 2018</td>
<td>12</td>
<td>but required for weeks</td>
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<td>and 25th</td>
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<tr>
<td>5</td>
<td>Friday 9th November 2018</td>
<td>13</td>
<td>14</td>
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<td>6</td>
<td>Friday 16th November 2018</td>
<td>15</td>
<td>Friday 5th April 2019</td>
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<td>7 and 8</td>
<td>Friday 23rd November 2018</td>
<td>16</td>
<td>Friday 12th April 2019</td>
</tr>
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</table>
Engaging in dialogue
As part of each activity, it is important that students engage in dialogue: this can be with the named school contact and/or with different teachers. Schools will identify the most appropriate person to engage in follow-up dialogue for each activity. A notes page follows each activity and a teacher comment box is provided for school mentors (Please see page 6). However, as student progress is not summatively assessed during the Year 2 PEP it may be that some schools will choose not to make use of the comment boxes.

Mentoring students
Reflecting on learning: moving from surface knowledge to deep understanding

University mentors
During workshops in Semesters 1 and 2 students, guided by university staff and input from peers, will discuss and analyse data collected during the PEP activities. Towards the end of Semester 2, students will attend an individual and/or a group meeting with their Personal Tutor. During the meeting, students will lead the discussions through guided reflection with reference to their academic and professional attainment.

School-based mentors
During the Year 2 PEP, school-based mentors (this may be the school named contact or class teachers depending on the activity carried out) will engage students in analytical, reflective dialogue after each activity in order to progress students from listening, noticing, watching, note-taking etc. to making meaning by prompting them to make deeper sense of practice by drawing on theory. During their personal learning time, students will draw together their reflections and record their thinking in their online reflective journal (PebblePad).

Peer learning
Due to the increasing expectation that teachers will work more closely with a range of professionals, it is important that students develop their ability to work collaboratively in a range of settings. Engaging in peer dialogue enhances students’ ability to:

- develop interpersonal skills;
- become aware of their own learning and
- apply their understandings to support other students.

Some peer learning will take place during planned workshop sessions. Students should also use some of their independent study time to engage in focussed dialogue with other students.
PEP activities
**Reflection Record to be completed after each activity**

Use this page to record notes which can be used to inform discussions during workshops, with your Personal Tutor and completion of a reflection in your online reflective journal (Pebblepad).

### Post-activity questions
- What were the similarities and differences that you observed across different age groups?
- To what extent did you notice similarities and variation within a single age group?
- Using the course reading, consider which factors might influence this aspect of socio-emotional development (note that there are likely to be a number of influential factors, and it is not possible to definitively attribute development to a ‘cause’ or ‘causes’ on the basis of brief observations). Consider too, whether there are factors which influence how this aspect of development is manifest in this particular educational context.
- Consider which policies support teachers in considering this aspect of socio-emotional development. Is the aspect of development discussed within the policy? If so, how?
- What were the challenges, if any, of undertaking this observation, and drawing conclusions?

### Notes

Informed by your notes, discuss your thinking with either the named school contact or the class teacher.

Informed by your notes and your discussion with either the named school contact or the class teacher, in what ways were your experiences similar/different to your peers?

### Teacher comment

### Reflective analysis
Has your university and school-based work on this topic developed your views on how you might support this aspect of socio-emotional development in pupils? Thinking about your own understandings of becoming a teacher, how does developing understanding of this topic help you to make progress against the SPR?

Note your thoughts on your online reflective journal (Pebblepad).
Semester 1
Activity 1 Linking research on socio-emotional development with educational practice

**Timing:** To be undertaken during weeks 1 - 7
**To be discussed in workshop:** Week 8

**Context**
In university classes, students will explore research and theory on a number of aspects of socio-emotional development such as attachment theory, theory of mind and friendship and will consider links with educational policy and practice, focusing in particular on the *Health and Wellbeing* strand of *Curriculum for Excellence* (CfE). During this activity, students are asked to choose one aspect of socio-emotional development to consider in detail, linking the research and theory with informal observations of pupils of different ages. They will also be asked to have a brief discussion with a teacher on how this aspect of socio-emotional development is supported/considered in lesson planning.

**Activity**
- Choose an aspect of socio-emotional development on which to focus (students will be provided with detailed guidance on this during lectures and workshops).
- In the classroom/PE setting observe pupils of different ages (around three pupils from each of three different year groups: approximately 3 x 20 min observations in total). At the start of the lesson, share with the group of pupils what you would like to do, and confirm that they are happy to be observed.
- Make notes of pupil behaviour (verbal or non-verbal) that provide an insight into this aspect of development (students will be provided with a detailed framework to support observations).
- Undertake a conversation (around 10 minutes) with a teacher on how they support this aspect of socio-emotional development (e.g. through lessons planned around the Health and Wellbeing strand of CfE), and how they take it into consideration when planning lessons, assessment or feedback with pupils of different ages/stages of development.

**Preparation for Activity 4**
- During the Activity 1 day, through discussion with your school mentor, identify a small group of pupils with whom you can work for Activity 4.

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<td>2. Professional Knowledge and Understanding</td>
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<tr>
<td>2.3.1 Have knowledge and understanding of relevant educational principles and pedagogical theories to inform professional practices</td>
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<tr>
<td>3. Professional Skills and Abilities</td>
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<tr>
<td>3.4.1 Read and critically engage with professional literature, educational research and policy</td>
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</table>
Activity 2 Investigating numeracy/mathematics policy within school and range of resources in support of mathematics education

**Timing:** To be undertaken during weeks 1 – 4
*To be discussed in seminar:* Week 5

**Context**
In university classes, students will explore research and theory on learning and teaching mathematics in Scottish primary schools. Activity 2 will enable students to investigate how theories are interpreted in one particular school context. During this activity, students are asked to find out about the school’s numeracy and mathematics policy and to observe a mathematics lesson (where possible, a numeracy lesson in a middle years’ class is preferred.)

**Activity**
- Familiarise yourself with the school policy on numeracy and relate this to the age/stage of your observed class. In particular, try to find out about the school’s approach to mental and written calculation.
- Observe pupils in a middle years’ class and make notes on the learning taking place. Note any specific resources that are used and be prepared to reflect on teaching approaches during the follow-up workshops.
- Undertake a conversation (around 10 minutes) with a teacher on how the observed learning relates to the school policy on numeracy and mathematics.

**Preparation for Activities 3 and 8**
For Activities 3 and 8 a small group of learners need to be identified in advance, through discussion with the school mentor. The learners should be in the middle years. – three to four learners should be identified as suitable for work on ‘assessing children’s understanding of number’. Activities 3 and 8 will enable you to gain experience in working with children on problem solving and reasoning activities that can stimulate a good mathematical discussion. Gather some basic background information from the class teacher/school mentor on the identified learners as this information will be required to enable you to plan your activities and to take account of the learners’ particular needs. Discuss the possibility of recording or videoing Activity 3 with the school mentor.

**Potential links to the Standard for Provisional Registration (GTCS, 2012)**

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<td>2.1</td>
<td>Curriculum</td>
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<tr>
<td>2.1.4</td>
<td>Have knowledge and understand of contexts for learning to fulfil their responsibilities in literacy, numeracy, health and wellbeing and interdisciplinary learning</td>
</tr>
<tr>
<td>2.3</td>
<td>Pedagogical Theories and Practice</td>
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<tr>
<td>2.3.1</td>
<td>Have knowledge and understanding of relevant educational principles and pedagogical theories to inform professional practices</td>
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<td>3.</td>
<td>Professional Skills and Abilities</td>
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<tr>
<td>3.1</td>
<td>Teaching and Learning</td>
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<tr>
<td>3.1.3</td>
<td>Employ a range of teaching strategies and resources to meet the needs and abilities of learners.</td>
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Activity 3 Children’s understanding of number

**Timing:** To be undertaken during weeks 5-6  
**To be discussed in seminar:** Week 7

**Context**
Students will work with a small group of learners as they collect focussed evidence of children’s understanding of number. This activity will support students to develop an in-depth knowledge of progression in children’s counting skills, building on prior reading and academic research on teaching and learning early number. The activity will involve the preparation of some activities that will assess the counting skills of three or four learners. Particular attention will be paid to identification of the ‘cutting edge’ of each child’s knowledge and zone of proximal development. This close assessment activity will build on principles pursued within the Mathematics Recovery programme (Wright et al., 2006, 2012), on which the curricular development Number Counts (East Lothian) and SEAL (City of Edinburgh) initiatives are based. Findings from these activities will be discussed and further developed in a course seminar. Students’ experiences and associated literature will be drawn together in order to progress understanding on assessment of early number and the teacher’s role in coaching and supporting learners’ understanding of number in the middle stages.

**Activity**
- Taking account of your prior knowledge of the group of learners, identified in advance¹, draw on available reading and /or school resources to prepare some tasks that will assess the counting skills of the learners.
- Work with the previously identified small group of three to four learners. Use the prepared tasks to assess their counting skills in some detail. Can you identify the ‘cutting edge’ of a child’s current knowledge and the zone of proximal development? Evidence should include children’s responses to a task e.g. what they say, or write, or how they gesture. You may choose to note responses or make recordings (with permission).
- Discuss your initial findings with the class teacher and make a separate note of any particular comments that differ from your initial findings.
- Prepare a short report on the counting ability of the learners you have assessed. Include a paragraph for each child giving a brief assessment of their counting skills with reference to the evidence found. Conclude with a paragraph comparing your findings and reflecting on what you have learned from the experience. How do your findings relate to your reading about the progression in understanding of number?

**Potential links to the Standard for Provisional Registration (GTCS, 2012)**

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<th>2. Professional Knowledge and Understanding</th>
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<tr>
<td>Curriculum</td>
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<tr>
<td>2.1.3 Have knowledge and understand of coherent and progressive teaching programmes</td>
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<th>3. Professional Skills and Abilities</th>
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<tbody>
<tr>
<td>Teaching and Learning</td>
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<tr>
<td>3.1.1 Plan coherent, progressive and stimulating teaching programmes which match learners’ needs and abilities</td>
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<tr>
<td>3.3.1 Use assessment, recording and reporting as an integral part of the teaching process to support and enhance learning</td>
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¹ Ideas for some possible tasks will be provided in preparatory lecture (week 5)
Activity 4 Linking research on cognitive development with educational practice

**Timing:** To be undertaken during weeks 1 - 7  
**To be discussed in workshop:** Week 8  
**Context**
In university classes, students will explore research and theory on a number of aspects of cognitive development (such as memory, executive functions and attention) and will consider links with educational policy and practice. There will also be a focus on meta-cognition. During this activity, students are asked to choose one of these aspects to consider in detail, linking the theory and research they have explored with informal observations of, and discussions with, pupils.

**Activity**
- Choose an aspect of cognitive development on which to focus (students will be provided with detailed guidance on this during lectures and workshops).
- In the classroom/PE setting observe a small group of pupils (e.g. around 4-6 pupils) for the duration of a whole lesson. At the start of the lesson, share with the group of pupils what you would like to do, and confirm that they are happy to be observed.
- Make note on pupil behaviour (verbal or non-verbal) that provides an insight into this aspect of development (students will be provided with a detailed framework to support observations).
- Consider whether this aspect of development appears to manifest differently at different points of the lesson. Why might this be?
- Consider how the teacher draws upon/supports this aspect of cognition during the lesson.
- If appropriate (i.e. if it does not disrupt the lesson and does not involve discussions which would be sensitive for pupils) talk to some of the pupils about whether they themselves feel that this aspect of cognition has changed with age (you will need to discuss this at a level appropriate for the children involved). Are the pupils aware of this aspect of cognition? If so, what strategies, if any, do they report using in order to use this aspect of cognition efficiently during class?

**Preparation for Activity 6**
- Look ahead to Activity 6 and have a brief discussion with your school mentor about which pupils could be involved in the activity.

**Potential links to the Standard for Provisional Registration (GTCS, 2012)**

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<tr>
<td>3.4.1 Read and critically engage with professional literature, educational research and policy</td>
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Activity 5 Investigating measure

Timing: To be undertaken during weeks 7-8
To be assessed in seminar and workshop: Week 9

Context
This activity is designed to allow students to investigate the teaching of measure topics. Students are working towards an assessed group presentation on the teaching of measure. In preparation for this presentation, students will take into consideration different aspects of measure, gathering information in relation to:

- progression and continuity across stages;
- common errors and misconceptions;
- appropriate classroom activities and resources;
- problem solving, challenge and application;
- links with other areas within or beyond mathematics curriculum and
- assessment of children’s understanding.

Each student group will be allocated a topic of measure to investigate from: Length, Area, Volume/Capacity, Time, Weight, or Money. The PEP dimension will complement their academic research and provide opportunity to engage with other professionals.

Activity
- Students should find out about the teaching of measure generally within the school, with special focus on their allocated topic (one of Length, Area, Volume/Capacity, Time, Weight, or Money).
- Through discussion with staff and observation where possible, students will seek out examples of the teaching of the given topic. Students should draw on expertise in the school, and study planning documents, literature and resources connected with the curriculum area.
- Evidence of practice should be collected, where possible, on key aspects of teaching the selected topic to contribute to a group presentation on return to university.
- Make notes on your experiences to feed into the group presentation with three or four of your peers.

Potential links to the Standard for Provisional Registration (GTCS, 2012)

1. Professional Values and Personal Commitment
   Trust and Respect: Professional Commitment

2. Professional Knowledge and Understanding
   Curriculum
   2.1.2 Have knowledge and understanding of the relevant area(s) of pre-school, primary or secondary curriculum
   2.1.3 Have knowledge and understand of coherent and progressive teaching programmes
   2.1.5 Have knowledge and understanding of the principles of assessment, recording and reporting

3. Professional Skills and Abilities
   Professional Reflection and Communication
   3.4.2 Engage in reflective practice to develop and advance career-long professional learning and expertise
Activity 6 Observing child and adolescent development: Pilot observation

**Timing:** To be undertaken during weeks 8 - 9
**To be discussed in workshop:** Week 10

**Context**
For a university summative assessment, students are asked to conduct an observational research study, focusing on one aspect of cognitive, socio-emotional or physical development in a small group of pupils. This furthers the observational research skills which they began to develop in first year. Activities 6 and 7 require students to consider the ethical issues around conducting a piece of observational research. They are then asked to: conduct some pilot data collection involving 2 – 3 pupils in Activity 6; reflect on their experience of data collection; consider changes that they may need to make ahead of their larger piece of observational data collection in Activity 7.

**Activity**
- *(Please undertake this first component during your previous school visit)* Have a brief (10 minute) discussion with a teacher in order to identify a small group (2 – 3 pupils) who could be involved in Activity 6. The teacher may perhaps identify a large group of pupils, from which 2 – 3 can be approached about the activity, and may also advise on pupils who specifically should not be involved. There may also be some brief discussion on characteristics of the potential participants [e.g. age, Additional Support Needs (ASN)] which might influence your interpretation of the data you collect. This would be helpful, but need not be detailed.
- Share with the group of pupils what you would like to do, and confirm that they are happy to be observed. Identify a different group if any of the pupils do not wish to participate. Note the number and approximate age of your participants.
- Using the observational schedule which you have developed prior to Activity 6, conduct your pilot observation and note your data carefully on your observation schedule. Give thought to how you will structure your half-day in order to do this most efficiently. Be mindful of the need to conduct your observations in a manner which does not disrupt the lesson or the pupils’ learning.
- **Students are also reminded that they must not record pupil names as part of their data collection (pseudonyms should be used instead) and pupils should not be audio or video recorded.**
- If the opportunity arises, have a brief discussion with pupils after the observation. Did they behave differently because they were being observed?

**Preparation for Activity 7**
Look ahead to Activity 7, and have a brief discussion with your school mentor about which pupils could be approached to be involved in this activity.

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Activity 7: Observing child and adolescent development: Main data collection

**Timing:** To be undertaken during weeks 8 - 10

*To be discussed in workshop:* Week 11

Sample parent/carer information letter (Appendix 7)

**Context**
For a university summative assessment, students are asked to conduct an observational research study, focusing on one aspect of cognitive, socio-emotional or physical development in a small group of pupils. This furthers the observational research skills which they began to develop in first year. Following Activity 6, students have refined their observational methods as required, ready to conduct a (slightly) larger scale observation for Activity 7.

**Activity**
- *(Please undertake this first component during your previous school visit)* Have a brief (10 minutes) discussion with a teacher in order to identify a group (6 – 8) of pupils who could be involved in Activity 7. The teacher may perhaps identify a larger group of pupils, from which 6 – 8 can be approached about the activity, and may also advise on pupils who specifically should not be involved. There may also be some brief discussion on characteristics of the potential participants (e.g. age, ASN) which might influence your interpretation of the data you collect. This would be helpful, but is not essential and need not be detailed.
- Share with the group of pupils what you would like to do, and confirm that they are happy to be observed. Identify a different group if any of the pupils do not wish to participate. Note the number and approximate age of your participants.
- Using the observational schedule which you have refined prior to Activity 7, conduct your observation and note your data carefully on your observation schedule. Give thought to how you will structure your half-day in order to do this most efficiently. Be mindful of the need to conduct your observations in a manner which does not disrupt the lesson or the pupils' learning.
- Students are also reminded that they must not record pupil names as part of their data collection (pseudonyms should be used instead) and pupils should not be audio or video recorded.
- If the opportunity arises, have a brief discussion with pupils after the observation. Did they behave differently because they were being observed?

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2.3.1 Have knowledge and understanding of relevant educational principles and pedagogical theories to inform professional practices |
| 3. Professional Skills and Abilities  
Professional Reflection and Communication  
3.4.1 Read and critically engage with professional literature, educational research and policy |
Activity 8 Problem solving in mathematics

**Timing:** To be undertaken during weeks 8 – 10
**To be discussed in seminar:** Week 11

**Context**
Students will work with a small group of learners from the middle years, as identified following Activity 2. This activity will require a suitable space for the student to work with the group on the selected problem solving activities. The activity will provide an opportunity for students to engage learners in problem solving/ reasoning activities that can open up a good mathematical discussion. The outcomes of the activity will feed into discussion of ‘rich mathematical activities’ and assessing children’s thinking and learning.

**Activity**
- Taking account of prior knowledge of the group of learners identified in advance, make a selection from the activities introduced in the lecture (and /or school resources), and tailor some activities that will challenge your learners.
- Work with the small group of three to four learners you previously identified in the class. Use the prepared problem solving activities to engage the learners in discussion and collaborative activity. Assess their responses.
- Reflect on the quality of mathematical discussion the children generated and make notes of your experiences to contribute to seminar discussion of ‘rich mathematical activities’:
  - What made the task rich and /or collaborative?
  - What did you notice, that it was …
    - Interesting?
    - Challenging?
    - Enjoyable?

**Potential links to the Standard for Provisional Registration (GTCS, 2012)**

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<td>Curriculum</td>
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<td>2.1.5 Have knowledge and understanding of the principles of assessment, recording and reporting</td>
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<td>Teaching and Learning</td>
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<td>3.1.2 Communicate effectively and interact productively with learners, individually and collectively.</td>
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<td>3.1.3 Employ a range of teaching strategies and resources to meet the needs and abilities of learners</td>
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<td>3.3.1 Use assessment, recording and reporting as an integral part of the teaching process to support and enhance learning</td>
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SEMESTER 2 January – April 2019
Activity 9 Investigating progression in learning

Timing: To be undertaken during weeks 1-3
Setting: Mainstream primary
To be discussed in seminar: Week 4
Context
A focus of Year 2 Semester 2 is learning progression within a subject and how learning can be progressed over a sequence of lessons, as well as how progress is made over the course of the primary school. Students will investigate how a teacher knows that a child has made progress and how such information can be used to identify the next steps for learning. Therefore, activities 9 and 10 must be carried out over two consecutive visits. During Activity 9, students are asked to undertake two tasks: one is to observe and assess the learning for one group and then, with clear direction from the class or mentor teacher, plan and deliver the next lesson to that group during Activity 10. The second task focuses on collection and analysis of planning documents.

Activity
Task 1
Observe a group of children working in either Science, Technology, RME, Social studies, Art, Dance, Drama, Music or PE. Through discussion with the teacher, the children and through looking at plans, identify:
- what the children are learning;
- how they are learning and
- what they need to learn next?
Following the observation, and directed by the teacher, plan a short lesson for the group that builds on the learning observed. The learning which follows should be focussed on the next logical step for learning in that subject. The lesson should be taught during the next visit.

Task 2
Request and examine plans, pathways or progression documents from early to second level within a single subject. With support from the class or mentor teacher, identify how learning is progressed within the subject (or strand) according to the age stage and ability of the child. In this context, strand means an element of a broad discipline e.g. forces in science

Potential links to the Standard for Provisional Registration (GTCS, 2012)
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2. Professional Knowledge and Understanding
   Curriculum
   2.1.2 Have knowledge and understanding of the relevant area(s) of pre-school, primary or secondary school curriculum
   2.1.3 Have knowledge and understanding of planning coherent and progressive teaching programmes
   Pedagogical Theories and Practice
   2.3.1 Have knowledge and understanding of relevant educational principles and pedagogical theories to inform professional practice
3. Professional Skills and Abilities
   Teaching and Learning
   3.1.3 Employ a range of teaching strategies and resources to meet the needs and abilities of learners
Activity 10 Developing understanding of interdisciplinarity

**Timing:** To be undertaken during weeks 1-3  
**Setting:** Mainstream primary  
**To be discussed in seminar:** Week 4

**Context**  
As this activity is the follow-up to Activity 9, it should take place on the next visit so that the student can observe one week and teach the next. During this visit students are again asked to undertake two tasks: the first is to teach. The second task, as it is unlikely that interdisciplinary learning and teaching will fit the pattern of student visits, requires students to engage in discussion with a teacher to find out about how interdisciplinary learning (IDL) is planned and how differentiation and progression are managed in the Interdisciplinary context. Students will have lecture notes and a course definition for IDL that can be shared with the school as required. If IDL can also be observed, this would provide the student with the optimal experience.

**Activity**  
**Task 1**  
Teach the short lesson, planned with clear direction from the teacher, for the group that builds on the learning observed during the previous week. During the lesson, assess the learning. Following the lesson evaluate your teaching.

**Task 2**  
Through discussion, or observation, on a lesson taught by the teacher, consider how teachers plan and teach interdisciplinary learning.

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Activity 11 Inclusion and the policy context

**Timing:** To be undertaken during weeks 1 – 3
**To be discussed in workshop:** Week 7
**Setting:** Alternative – out with mainstream Primary/Secondary

**Context**
In lectures and workshops, students will explore aspects of additional support for learning, inclusion, social justice and ways in which barriers to learning are addressed within policy. During this activity, students are asked to look at ways in which policies across various settings support the needs of learners. They are asked to consider how policy is developed. Students will be introduced to policy analysis and research in university lectures and workshops linking theory with analysis of policy observed in practice during PEP. For a university summative assessment (please see below for further details), students will be asked to consider ways in which policy is developed and informs educational practice.

**Activity - Talking to staff about policy**
Familiarise yourself with policies of the organisation in relation to equality, social justice, and inclusion.
Speak to a member, or members, of staff about how these policies were/are formed and how they inform practice. Questions might include:
- Who is/are the policy/policies aimed at?
- Who was/is involved in writing policy?
- How are policies monitored, evaluated and reviewed?
- How do policies within the organisation relate to national policy or legislation?
- How is social justice or equality defined within the policy/policies?

**Post-activity reflection**
Record the outcomes of your conversation and investigation into the organisation’s policy in your online reflective journal on PebblePad. The content of this activity will form the basis of a Workshop activity in week 7 focussed on policy analysis.

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Links to part of an assessed activity (The activities carried out will also inform other assessments)

**Assessed Activity 1: 2000 word individual written assignment (60% of course mark)**
Students conduct a critical analysis of one document (e.g. historical report, research report, policy document) relating to issues of individual need and educational inclusion. They are asked to consider the document in terms of authenticity, credibility, representativeness, meaning and applicability. Students will be offered two educational research reports and two education policies from which they should select one on which to focus their assignment. Students will draw from their learning about document analysis as a research method. Activity 11 links to policy document analysis which will be further discussed during workshops/lectures.

**Potential links to the Standard for Provisional Registration (GTCS, 2012)**
1. Professional Values and Personal Commitment
   Social Justice; Professional Commitment
2. Professional Knowledge and Understanding
   Pedagogical Theories and Practice
   2.3.1 Have knowledge and understanding of relevant educational principles and pedagogical theories to inform professional practices
3. Professional Skills and Abilities
   Teaching and Learning
   3.1.4 Work effectively in partnership in order to promote learning and wellbeing
   Professional Reflection and Communication
   3.4.1 Read and critically engage with professional literature, educational research and policy
Activity 12 Inclusion and social justice: policy into practice

**Timing:** To be undertaken during week 4

**To be discussed in workshop:** Week 7

**Setting:** Alternative – out with mainstream Primary/Secondary

**Context**

Students will be familiar with some of the policies relating to inclusion and social justice at both a local and national level. During this activity they are asked to focus on how policy informs practice and consider ways in which both personal and structural barriers are addressed through policy and practice.

**Activity - Observing practice**

Shadow a member of staff as they engage in work relating to some aspect of education. This could be work to do with partnerships with schools, working with parents, supporting young people, etc. Try and spend at least 2 hours observing a member of staff going about their work. Take notes as you observe. After your observation, have a conversation with the member of staff about how their work relates to the aims of the organisation seen within the policy documents you considered for Activity 11, pay particular attention to issues of inclusion and how social justice is being addressed.

**Post-activity reflection**

Record the outcomes of your experience in your online reflective journal on PebblePad. This will form the basis of a workshop activity in **week 5** looking at the relationship between policy, theory and practice.

**Preparation for Activity 13**

Ask your named contact to help identify a small group of service users who you can speak to either individually or as a group during your next PEP visit (Activity 13). You will need to consider carefully the types of questions you will ask and therefore who would be appropriate to speak to. A member of staff may wish to sit in with you when you speak to users on your next visit and/or you may wish to seek permission from the users themselves to engage in informal discussions with them.

**Links to part of an assessed activity (The activities carried out will also inform other assessments)**

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Activity 12 links to looking at ways in which policy translates into practice.

**Potential links to the Standard for Provisional Registration (GTCS, 2012)**

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   - Integrity; Professional Commitment
2. Professional Knowledge and Understanding
   - Pedagogical Theories and Practice
   - 2.3.1 Have knowledge and understanding of relevant educational principles and pedagogical theories to inform professional practices
3. Professional Skills and Abilities
   - Professional Reflection and Communication
   - 3.4.1 Read and critically engage with professional literature, educational research and policy
Activity 13 Barriers to inclusion

**Timing:** To be undertaken during week 5
**To be discussed in workshop:** Week 7
**Setting:** Alternative – out with mainstream Primary/Secondary

**Context**
During lectures and workshops students will have been introduced to some of the research informing policies on inclusion and social justice in Scotland. During this visit they are asked to undertake two tasks: one follows up on how policy is put into practice and how this is perceived by users of the service while the second focuses on considering the extent to which research has informed policy and practice in the setting.

**Task 1 - Speaking to service users**
Speak to at least one user of the service (preferably a small group of users of the service) to find out about the people with whom the organisation works. You will need to set this up with support from staff in the organisation and staff may wish to be present when you speak to the service user(s).

- How familiar are they with the policy documents you have been looking at?
- What, if any, barriers to learning are faced by all or some of the service users?
- How does the organisation support users overcoming barriers to learning?
- What benefits do the users find from being supported by the organisation?
- In what ways might their education be further supported?

**Post-activity reflection**
Record your conversation(s) in your online reflective journal on PebblePad. This will form the basis of a workshop activity in week 6 focussed on barriers to inclusion.

**Task 2**
From reading of policy documents, conversations with staff and service users and observations of practice you now have some idea of how policies on inclusion are working within the setting. You should now return to the policy documents you looked at for Activity 11 and prepare a short reflective analysis (approx. 150 words) on PebblePad considering ways in which the policy has been informed (explicitly or implicitly) by research. Bring a copy of your writing to the workshop.

**Links to part of an assessed activity (The activities carried out will also inform other assessments)**

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<td>Activity 13 links to the assessment by providing opportunities to consider ways in which learners can be supported, how social justice is promoted in schools and how policy is understood by learners and informed by research.</td>
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   - 2.3.1 Have knowledge and understanding of relevant educational principles and pedagogical theories to inform professional practices
3. Professional Skills and Abilities
   - Teaching and Learning
   - 3.1.4 Have high expectations of all learners
   - Professional Reflection and Communication
   - 3.4.1 Read and critically engage with professional literature, educational research and policy
Activity 14 Inclusive practices for the future

**Timing:** To be undertaken during weeks 7-8  
**To be discussed in workshop:** Week 10  
**Setting:** Alternative – out with mainstream Primary/Secondary

**Context**  
For a university summative assessment, students will be asked to work in groups to design a school for the future that meets the needs of various learners and addresses issues of citizenship, sustainability and social justice. In lectures and workshops, they will be introduced to working with partner agencies and parents. Having looked at how policy has informed practice, students are now asked to think about ways in which mainstream schools could draw on the practices of the alternative educational setting they have visited. Students will be encouraged to think about what they have learnt from their alternative experiences and how this can prompt them to think differently about the wider role of education.

**Activity – Speaking to staff**  
**Structural barriers to equality and social justice**  
Considering your conversations with users of the service and staff working for the organisation, your reading of the policy documents, and your observation of practice, you should now arrange an informal conversation with a member of staff from the organisation to consider ways in which educational practice for the future might be developed and social justice, citizenship and sustainability promoted. The following questions could be used to guide your conversation:

- What is the relationship between the organisation and local schools?
- What are the hopes of staff for future support with regard to issues of inclusion and social justice?
- What (if any) are the structural barriers to achieving the policy aims of the organisation?
- What would they suggest to improve the support provided to/in mainstream schools for working with a diverse range of learners?

Depending on where you are placed and what you have learned so far during PEP, additional questions appropriate to the context could also be designed.

**Post-activity reflection**  
After writing up your notes from your conversation in your online reflective journal on PebblePad, you should write a short 200-word response to the following questions:  
How can support for working with a diverse range of learners be improved?  
What could mainstream schools learn from the practices of alternative settings and what could alternative settings learn from mainstream school practices?  
This will help inform your Future Schools assessed presentation in week 11. Your writing will be shared during a workshop in week 10 and will provide a formative feedback opportunity prior to your group presentation.

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| **Assessed Activity 2: Group Presentation (20% of course mark)**  
Individual reflection on group presentation (20% of course mark)  
Students are assigned to a group. Each group is asked to identify the features of a future school with reference to globalisation and sustainability. In the final week of Block 3, group presentations will draw together learning from the course to design a school for the future. The presentation should take into account the types of teaching and learning methods that might best support the diversity of learners who might be present in such a future school. Students are encouraged to use a range of media technology in presenting their designs. Following this, each student will also submit an individual 500-word summary of the key issues they have taken from the presentation and a summary of the readings they have personally undertaken to inform their contribution to the presentation.

During Activity 14, students will begin to engage with notions of alternative ways of thinking about the delivery of education and what support is available to schools working in partnership with external agencies to meet the needs of a diverse range of learners. |
Activity 15 Understanding the learner

**Timing:** To be undertaken during weeks 8-10

**Setting:** Alternative – out with mainstream Primary/Secondary

**Context**
The aim of this activity is to encourage students to develop deeper understandings of the learner, learning and the facilitation of learning. Activities 9 and 10 set out factors to be identified and explored during two visits to a mainstream school setting. Moving now to develop understanding of a learner in an alternative educational setting should enhance students’ understandings of ‘the whole child’ and so learners in mainstream Primary. By the end of Semester 2, students will be able to identify and compare some of the similarities and differences between learners and learning in mainstream school and in alternative educational settings.

**Activity**
Through observation in the alternative educational setting, find out the answers to the following questions:

1) What is the context?
   a) Who are the learners here? (Or who are the learners being talked about?)
   b) What learning takes place in this setting? (Or what is the learning that is being discussed?)
2) What is the learning environment that is created for the learner?
3) How is the facilitator assisting the learning?
4) What is the level of interaction? How much is dialogue? How much is exposition? Is it say, make, do and write?
5) Who is directing the learning? Is it learner-led, individual, group?
6) What is the outcome of learning from this session? What was the intended learning and has it been achieved? What progress has the learner made in the session?

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Activity 16 Perceptions of learning

**Timing:** To be undertaken during weeks 8-10

**Setting:** Alternative – out with mainstream Primary/Secondary

**Context**
This activity builds on the information gathered during Activity 15, in which the student observed the learning and facilitation of learning in an alternative educational setting. The student should bring their notes from that observation, their answers to the questions and questions that they now have about learning in the alternative educational setting. The questions should form the basis of a discussion with the learning facilitator. The student should have an awareness of and openness to recognising that they will not have gathered a complete picture of learners and progression from Activity 9 and that they may need to review and revise their understanding as a result of this dialogue with the facilitator and learner. This activity comprises of 2 tasks.

**Activity**

**Task 1**
Students should lead a conversation with the learning facilitator about learning in the alternative educational setting. The following questions can be used to structure the conversation:
1) What are the facilitator’s answers to the questions from Activity 15, (particularly question 6)?
2) What does the facilitator see as the next steps in the learning? (progression)
3) What is the philosophy behind the support mechanisms put in place to support learning within the alternative educational setting?

The following questions should be used by students to reflect on the conversation:
4) What deeper understanding of the learner and the learning has the student gained from the discussion of learning with the facilitator?
5) How does the facilitator’s perception of learning compare with the student’s perception (as described from the observation)?

**Task 2**
Following confirmation that the learner is happy to engage in a conversation, students should investigate:
1) What is the learner’s perception of learning?
2) What does the learner see as the next steps in the learning?

Reflecting on the conversation students should consider:
3) How does the learner’s perception of the learning compare with the student’s and the facilitator’s?

**Overall reflection on the findings of Activities 9, 10, 15 and 16**
Having found out about progression in learning (or the identified next steps for learning) while in the alternative and mainstream setting, use the information, especially from
Activities 9, 10, 15 and 16, to compare approaches to progression. Use the information gathered from the activities to reflect on the following questions:

1) What are the opportunities and challenges for learning in each educational setting?
2) How does the nature of the learner and learning change in an alternative environment? (Or how does the role of the alternative educational setting professional influence the nature of the learning and learner experience?)
3) How is the facilitator’s role different in the alternative educational setting, if it is?
4) Consider varied perspectives on progression: what does the facilitator say about learner progression; how does this differ to the mainstream teacher’s perspective on progression?

If working with a specialist rather than in an alternative educational setting, what is the impact of the partnership on the learner and the learning?

In your reflection you should also explore your own experience as a learner:
How have you learned about learning?
How was your learning facilitated?
What do you think you now need to learn about?