

## MA (Hons) Education

## MA4PP (ED42002) Expectations

## 2024-25

## This document provides information specific to the MA4PP placement.

## It should be read in conjunction with the *MA Education Professional Practice Handbook*.

# MA (Hons) Education Year 4 Professional Practice

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| YEAR | Professional Practice | DATES | STAGE |
| 4 | Pre-visit Week  Ten Week Professional Practice  Recall Day  On-line drop-in sessions | 27th Jan – 31st January 2025  Block Placement: 17th Feb – 9th May 2025 (10 weeks)  Recall Day: Friday 7th March 2025  *Allowing for any holiday or in-service dates.* | Choice of stage |

## Background

MA4PP is the final Professional Practice that our MA4 students undertake in the four-year MA (Hons) Education course. They can choose which stage in the primary school they wish to undertake this Professional Practice from Early Years (P1-P3), Middle (P4-P5) or Upper Stages (P6-P7). This Professional Practice in designed to enable students to enhance their understanding of learning and teaching in their chosen stage. Additionally, students will develop their understanding of inclusion, differentiation, social justice, equity, transition, recording and reporting for the purpose of communication with parents or guardians.

Students are required to synthesise their learning across all four years of University inputs and previous Professional Practices. Issues will have been addressed during on-campus inputs in a theoretical sense. It is anticipated that our teacher partners will support our students in making sense of these issues in the practical context of the classroom.

## MA4PP Requirements

MA4PP is a period of one pre-visit week and one ten-week block in an Early Years, Middle or Upper Stages classroom, depending on student request.

The aims of Professional Practice in Year 4 are to prepare student teachers to be highly competent, thoughtful, reflective and innovative practitioners, who are committed to providing high-quality teaching and learning for all pupils. This will be through providing students a practical context to:

* create and maintain a Professional Practice File as outlined in Section 3 of the Professional Practice Handbook. This File should be available to the class teacher each day of Professional Practice
* enable students to demonstrate enhanced competency in pedagogic skills, subject knowledge and understanding developed during four years of University inputs and previous Professional Practice
* demonstrate their enhanced understanding of the role of partnership with different sectors and agencies within education to ensure the smooth transition of pupils from nursery to primary and/or primary to secondary school. NB – students should inform their thinking about nursery transition using their MA3PP experience as a useful indicator
* demonstrate their enhanced ability to be critical, reflective practitioners who engage with current national educational frameworks and relevant theory
* plan, organise, implement, assess and evaluate a variety of teaching and learning experiences over periods of six then ten continuous days’ responsibility. It is understood that plans may need to be adapted/fine-tuned during the six then ten continuous days of responsibility
* ensure planning meets the needs of all children within the class. Where children are withdrawn for extra support, students should try to access information related to these children in order to meet their needs
* develop creative and innovative teaching approaches and strategies where possible in their planning;
* evaluate continuously the children’s learning and their own teaching throughout the placement and to do this in discussion with the class teacher
* undertake assessment recording and reporting, making use of a range of strategies and approaches in order to feed back into their planning
* demonstrate their role as professionals through observing the General Teaching Council for Scotland’s Code of Professionalism and Conduct (GTCS, 2021)

## Pre-visit Week

Students are expected to use this time to get to know the class and the class teacher with whom they will be working during the ten-week placement in school. During this time, students should:

* discuss with the class teacher and observe the routines, resources, groupings, and overall development of the children in order to prepare for the teaching during MA4PP
* collect information about policies and practices within the school and class that are relevant to this Professional Practice
* give the class teacher information about their own goals for this Professional Practice and the University requirements and expectations
* assist the class teaching as required and provide support to pupil groups / take small group activities which do not require prior planning on the part of the student

This pre-visit week also gives mentors the opportunity to identify areas where students could conduct some focused pre-placement reading to support them in meeting the varied needs of the class – for example: additional support needs, approaches to learning, curricular topics, etc.

**During pre-visit week, students are expected to teach a minimum to two whole class lessons,** in addition to some group lessons towards the end of the week.

Following the pre-visit week (MA4PP), the students’ tutors will email the class teachers to introduce themselves and further explain the placement requirements.

## MA4PP Teaching Guidelines

MA4PP is an extended placement which should be seen as a two-stage process of development.

**Stage 1** includes pre-visit week and runs to the end of week 5 with students building up to six continuous days of responsibility over weeks 4 and 5.

**Week 6** should be seen as an opportunity for the student to reduce (but not abandon) teaching commitments in order to observe the class teacher again with the benefit of a considerable amount of personal teaching upon which to reflect. This week should also be an opportunity for the student to observe other colleagues who might be able to offer a different perspective on issues with which the student might wish to engage such as composite teaching, behaviour management, classroom organisation, teaching children with particular ASN, teaching of particular curriculum areas to specific stages, observing teaching and learning in other stages of the school ie. nursery, etc.

**Stage 2** begins in week 7 with a ramping up of teaching responsibility. Students should build up to ten continuous days of responsibility between the period of Wednesday of Week 7 and Tuesday of Week 10. Finally, in week 10, students should wind down their teaching responsibility to single lessons as required to facilitate hand over to the class teacher and further reflection and observation. During this final week, students might gain further additional experience across the school.

**Teaching expectations by week**

* **Pre-visit week:** **a minimum of two whole class lessons** in addition to other responsibilities
* **Week 1:** **half day of responsibility**; mix of group and class lessons
* **Week 2:** **2 non-consecutive days**; single class lessons on other days
* **Week 3:** **2 continuous days**; single lessons on other days; Recall Day Friday 8 Mar
* **Weeks 4 & 5:** **6 continuous days over two weeks**, starting no earlier than Wednesday week 4 and finishing no later Friday week 5; single lessons and group support on Mon & Tues of week 4
* **Week 6:** Observation Week. reflect; **single lessons**/observations/group support/observing other colleagues
* **Weeks 7-10:** single lessons/group support on days prior to full responsibility; **10 continuous days of responsibility** between Wed week 7 – Tues week 10
* **Week 10:** **Single lessons as required** to facilitate handover. One aspect of supporting students’ understanding of transition is that, where appropriate, students should have the opportunity to observe/participate in P7-S1 transition events. They may visit the cluster secondary school for one day to track an S1/S2 pupil during the school day, for example.

*Students are to be given an afternoon (or the equivalent of this time) out of the classroom every week as an opportunity to plan, work on their school file, prepare resources, etc. This may work best on a Friday afternoon, but it could be at a different time in the week if that is more suitable to the class context.*

Students should allow for some ‘hand-over’ time towards the end of each placement. This will also permit the students to observe the class teacher again and to critically reflect on their own practice.

## Additional opportunities

During placement, students are encouraged to spend some time gaining a wider picture of provision within the school (eg. a nurture room, hearing impairment unit, support for learning, or even another stage of the school). Please note that this is a flexible arrangement and is not a requirement of the placement, merely a recommendation. Students should capitalise on additional learning experiences such as:

* extra-curricular involvement
* transition arrangements
* opportunities to understand role of Social Work, Ed. Psych, Active Schools coordinators, etc.
* staff meetings and departmental meetings
* assemblies
* parents’ evenings
* school concerts/shows/charity events
* in-service days
* transition arrangements
* pupil councils
* rights and respecting/ECO schools meetings, etc

During MA4PP, one aspect of supporting students’ understanding of transition is that students should have the opportunity to explore P7/S1 transition, including gaining an understanding of the secondary school context. Schools might make arrangements for their students to visit the school’s associated secondary school to shadow an S1/S2 pupil during the school day for example or if the school’s P7 pupils are involved in any secondary transition events which the student can attend, then involvement in this could replace a secondary shadow day, so long as this does not negatively impact the student’s capacity to meet the responsibility expectations of their placement.

## Observed Lessons (by the school)

There should be **a minimum of three formally observed lessons by school staff during the period of six continuous days’ responsibility** and **five formally observed lessons by school staff during the period of ten continuous days’ responsibility**. A template for this is provided in the *MA Professional Practice Handbook*.

## Tutor and School Assessment

Professional Practice MA4PP will involve an early summative assessment by the tutor during weeks 6-8 (taking Local Authority holidays into account). Should the tutor have concerns about the student’s practice in relation to any of the sections of the SPR on the summative report form, this assessment will become formative and a summative assessment will be scheduled for the final or penultimate week of placement.

If the student is successful in all areas of the SPR during the tutor’s early summative assessment but, when the school comes to assess the student and has concerns about the student’s practice in relation to any of the sections of the SPR, the school may contact the tutor for a professional discussion involving the tutor, student and school in relation to the student’s performance.

## Professional Practice MA4PP – Choice of Stage – Criteria for Assessment

If a tutor of a MA4PP placement decides that the early summative assessment needs to be converted to a formative assessment, then the Formative Assessment Report will be used to give immediate written feedback.

The following is a guide to areas to consider when assessing a student during MA4PP for his/her report at the end of this Professional Practice. Please note that this is not a definitive list and teachers/tutors are encouraged to comment on any aspect of the student’s ability that is relevant, with consideration to the student’s experience at this stage.

For MA4PP,if a student accumulates a total of **2 or more** **Unsatisfactory** grades between the school report and the tutor report this will result in a failed placement.

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| **1. BEING A TEACHER IN SCOTLAND** | |
| **1.1**  **Professional Values** | **Social Justice**  Student teachers are expected to:   * Promote health and wellbeing of self, colleagues and the children and young people in their care. * Build and foster positive relationships in the learning community which are respectful of individuals. * Embrace global educational and social values of sustainability, equality, equity, and justice and recognising children’s rights. * Respect the rights of all learners as outlined in the United Nations Convention on the Rights of the Child (UNCRC) and their entitlement to be included in decisions regarding their learning experiences and have all aspects of their wellbeing developed and supported. * Demonstrate a commitment to engaging learners in real world issues to enhance learning experiences and outcomes, and to encourage learning our way to a better future. * Commit to social justice through fair, transparent, inclusive, and sustainable policies and practices in relation to protected characteristics (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation) and intersectionality. * Value, as well as respect, social, ecological, cultural, religious, and racial diversity and promote the principles and practices of sustainable development and local and global citizenship for all learners. * Demonstrate a commitment to motivating and including all learners, understanding the influence of gender, social, cultural, racial, ethnic, religious and economic backgrounds on experiences of learning, taking account of specific learning needs and seeking to reduce barriers to learning. * Demonstrate a commitment to supporting learners who are experiencing or who have experienced trauma, children and young people from a care experienced background and understanding responsibilities as a corporate parent. * Understand and challenge discrimination in all its forms, particularly that which is defined by the Equality Act 2010. |
| **Trust and Respect**  Student teachers are expected to:   * Promote and engender a rights respecting culture and the ethical use of authority associated with one’s professional roles. * Act and behave in ways that develop a culture of trust and respect for self, others and the natural world. * Understand, acknowledge, and respect the contribution of others in positively influencing the lives of learners. * Understand health and wellbeing and the importance of positive and purposeful relationships to provide and ensure a safe and secure environment for all learners and colleagues within a caring and compassionate ethos. * Respect individual difference and support learners’ understanding of themselves, others and their contribution to the development and sustainability of a diverse and inclusive society. |
| **Integrity**  Student teachers are expected to:   * Demonstrate kindness, honesty, courage and wisdom. * Be truthful and trustworthy. * Critically examine professional beliefs, values and attitudes of self and others in the context of collegiate working. * Challenge assumptions, biases and professional practice, where appropriate. |
| **1.2**  **Professional Commitment** | Student teachers are expected to:   * Demonstrate knowledge and understanding of barriers to wellbeing and learning associated with a range of circumstances such as the learning environment, family circumstances, disability or health need, social and emotional factors, and additional support needs. * Recognise and acknowledge the value in everyone and have a deep awareness of the need for culturally responsive pedagogies. * Promote equality and diversity, paying careful attention to the needs of learners from diverse groups and in upholding children’s rights. * Value the contribution of others, challenging biases and assumptions, and applying critical thinking to make effective decisions, in the interests of maintaining and improving the quality of education and leading to improved outcomes for all children and young people in Scotland. * Critically examine how teaching impacts on learners and using evidence collaboratively to inform teacher judgement and next steps for learning * Engage in continuous professional learning, reflection, enquiry, leadership of learning and collaborative practice. |
| **1.3**  **Engaging with Standards for Provisional Registration** | Student teachers are expected to:   * Actively embrace and promote principles and practices of sustainability. * Lead learning for, and with, all learners with whom they engage. * Demonstrate knowledge and understanding of the Standards for Provisional Registration through professional dialogue, written evaluations and reflections. * Increasingly enact all aspects of the SPR through their everyday professional practice. * Demonstrate an understanding of the inter-relationship among the categories of the Standard for Provisional Registration. |

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| **2. Professional Knowledge and Understanding** | |
| **2.1**  **Curriculum and Pedagogy** | * Evidence of students having worked to develop their own knowledge/understanding/ skills in the areas they are to teach. * In addition to research to inform their everyday teaching, students have selected, gathered and reflected upon professional reading related to at least ***two*** areas relevant to their placement’s learning context and their goals for placement. Reading evidences depth and informs practice and professional reflection. * Students have reflected on and used the information they have gathered to support children with additional support needs. This information is informing their practice. * Plans have an appropriate structure (recognisable beginning, middle and end). * Planning demonstrates: * a confident understanding of the curriculum in all subject areas (including Responsibility of All) – in short term planning and also over six followed by ten day periods of responsibility. * a competent understanding of all principles of CfE. * ability to use and adapt materials to stimulate and challenge pupils. * a confident knowledge and understanding of how to embed digital technologies to enhance teaching and learning. * a good understanding of the principles of continuity and progression between lessons. During extended periods of responsibility, plans should also demonstrate a good understanding of coherence. * an understanding of appropriate and coherent interdisciplinary links between curricular areas eg literacy, numeracy, health and wellbeing, Learning for Sustainability and digital literacy. * knowledge and understanding of approaches to assessment and recording, where appropriate, reporting. * a competent ability to adapt and change inputs when required. * By the end of the placement students should demonstrate a high level of independence in planning. * Students are able to justify planning in relation to relevance and contribution to learning. |
| **2.2**  **Professional Responsibilities** | * catchment area, the school and the class. * Students have drawn on policies to demonstrate engagement with school systems, in particular behaviour management and child protection, plus others as relevant (e.g. teaching and learning; HGIOS; school handbook to demonstrate understanding of school environment, ethos and context; Secondary transition, etc.). * Students have gathered information related to any child with additional needs, where appropriate. This information is informing their practice. * Students have a good understanding of class systems and structures for learning. * Students are confidently and competently able to take responsibility for all classroom routines, e.g. at the beginning of the day, during learning, at transition points during the day and at the end of the day. * Students are demonstrating confidence to take responsibility for the class over longer periods of time building up to six followed by ten continuous days. * Students have developed their understanding of learning beyond their classroom through observation of/professional dialogue with, for example, ASN staff, EAL teachers, teachers of different stages, nurture room facilitators, education psychologists, etc. |

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| **3. PROFESSIONAL SKILLS AND ABILITIES** | |
| **3.1**  **Curriculum and Pedagogy** | * Students can implement plans effectively. * Students are: * using a range of appropriate pedagogical approaches and resources, including digital approaches, to motivate and sustain the interest of pupils, and support teaching and learning during individual, group and class lessons. This is evident in the students’ Files and practice. * increasingly able to meet the needs of all learners through differentiated and appropriately challenging learning experiences, building confidence and promoting the progress of every learner. * able to set realistic expectations of children’s learning, including showing evidence of developing appropriate timing/pacing of lessons. * able to communicate information and explanations clearly and precisely in a stimulating manner and are portraying a good speech and writing model. * able to facilitate and control discussions through appropriate questioning and through extending children’s responses. * consolidating their understanding of the connections between learning intentions and success criteria, demonstrating this through their practice. * applying a range of techniques to establish the levels of attainment of individuals, groups and class. * using different strategies to record and analyse assessment results. * consistently using the results of assessment to evaluate and improve teaching and learning, most notably during extended periods of responsibility. * able to make positive and constructive comments to children. * Where appropriate, students are able to contribute to clear, informative reports for parents/carers and the school which discuss progress in learning in a sensitive and constructive way. * Students demonstrate the ability to work effectively with other professionals, as well as parents/carers, families and the wider school community where appropriate. * Students practise self-care and support the wellbeing of others, seeking support where necessary. |
| **3.2**  **The Learning Context** | * Students are using their developing range of organisational strategies to create a safe, caring and purposeful learning environment which is welcoming and inclusive, well managed and well organised. * Students demonstrate their understanding of the importance of appropriate seating and positioning of themselves and the children and ensure all children’s safety is taken into consideration when moving children about classroom or school. * Resources are well thought through and appropriate learning contexts are developed. * Students are able to gain and hold children’s interest through their classroom presence. * Students value all learners and are engaging children and young people in decision-making about their education. * Decisions about learning and the learning context are informed by student knowledge and understanding of wellbeing indicators and childhood development. Students recognise that childhood experiences impact on the learning and wellbeing of children and young people and actively respond in appropriate ways, seeking advice and collaborating as required. * Students are able to make appropriate and consistent use of research-informed approaches to relationship building, including effective behaviour management strategies. * Students can justify their organisation of the learning environment. * Students promote and develop positive and purposeful relationships with and between learners, colleagues, families and partners. |
| **3.3**  **Professional Learning** | * Students are: * able to discuss their teaching practice with the class teacher, showing good understanding of what aspects of their teaching are working well and not working well and why; what the next steps for their teaching are and how they might achieve these. * collaborating, sharing and articulating their planning, observations and assessments with their class teacher and other school staff. * reflecting upon and discussing their goals for MA4PP and how their reflections and consequent actions inform their practice. * evaluating their lessons and medium term plans, reflecting upon each these to inform next steps. * evaluating days of full responsibility by reflecting and discussing areas related to their professional development. * identifying key strengths and weaknesses, related to their professional practice at the end of each week and noting these on PROP forms. Areas identified will be discussed with class teacher, which the student will then analyse in their weekly reflections. * demonstrating a high level of criticality in their professional analysis, demonstrating this through professional dialogue, evaluations and in their weekly reflections, which should reference placement goals, professional reading and the SPR. |

## MA (Hons) Education Professional Practice Continuity and Progression Grid

**MA4PP: Choice of stage** – six days of responsibility across weeks 4 & 5; ten days of responsibility over weeks 7-10

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| **SPR Section 1**  **Being a Teacher in Scotland** | | | **SPR Section 2**  **Professional Knowledge and Understanding** | | **These sections cover all aspects of the SPR but particularly 1.2, 2.1 and SPR Section 3**  **Professional Skills and Ability** | | |
| **1.1**  **Professional Values** | **1.2**  **Professional Commitment** | **1.3**  **Engaging with the SPR** | **2.1**  **Curriculum and Pedagogy** | **2.2**  **Professional Responsibilities** | **Planning** | **Assessment** | **Evaluation** |
| Professional Self-Assessment Audit and Placement Goals grid  SPR Values & Commitment Audit cross-referenced to a variety of evidence. | | Evidence of knowledge and understanding of the SPR, including the inter-relationship among the SPR categories, across all aspects of practice. This should be demonstrated through connections made with the SPR, where appropriate, in planning, written reflections and evaluations, as well as across everyday practice. | Audit of Curricular Areas Taught for this placement.  Evidence of student researching curricular areas to be taught to inform planning – both *what* is to be taught (subject content) and *how* it will be taught (pedagogy).  Evidence of depth of engagement with **two** areas of reading relevant to placement’s learning context and student’s goals for placement. *This reading should be drawn from a range of robust sources, including academic texts, relevant policy and educational research. The impact of this reading should be evident through written reflections, professional discussion and everyday classroom practice.*  Evidence of reading undertaken about pupils’ Additional Support Needs as relevant.  List of References. | Information about the community, socio-economic catchment area, the school and the class.  Drawing on policies, demonstrate *engagement* with school systems, in particular behaviour management/child protection, plus others as relevant (e.g. teaching and learning; HGIOS; school handbook to demonstrate understanding of school environment, ethos and context; the Secondary transition, etc.).  Demonstrate understanding of class systems and structures for learning (e.g. pedagogical justification for approach to grouping for curricular areas, physical layout of classroom, parental involvement, soft start, nurture groups, stage partners, approaches to learning, etc.). | Planning should include:  A weekly overview for each week of Professional Practice.  Lesson plans for individual lessons using lesson planning template, available two days in advance for mentor feedback (whenever possible).  Medium term plans for extended periods of responsibility using curriculum planning template. Medium terms plans should be used in conjunction with lesson outlines for each lesson taught.  Medium term plans must be in place three days prior to period of responsibility.  Examples of associated resources.  Daily Plans for days of full responsibility using Daily Time Management Planner. | Plan lessons which clearly identify what will be assessed and how this will happen.  Assessment results will be recorded on Individual Lesson Plans with appropriate next steps.  Where lesson outlines and medium term plans are used, students will evidence a variety of methods to record assessment.  Evidence of pupil work, with comments on progress related to success criteria should be evident in file. | Evaluations of all individual lessons.  Evaluations of days of full responsibility using appropriate section of Daily time Management Planner.  Weekly reflections that refer to the SPR, personal goals, policies, underpinning theory and professional reading where appropriate.  Personal Record of Progress Forms (these should be completed weekly and discussed with mentor).  Teacher observation forms. |