

PGDE Placement 2 Overview

Placement 2a - 3 February 2025 – 28 March 2025

Placement 2b – 5 May 2025 – 30 May 2025



Queen Margaret University
EDINBURGH

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Placement 2 – Overview

For a successful completion of Placement 2 – students must evidence all 8 of the GTCS, SPR Benchmarks by the end of Placement 2b.

The First week in School should be an opportunity for the student to settle in and to observe the classes they will be teaching.

Where possible they may engage in some co-teaching to allow them to build up their confidence, their relationships with pupils and knowledge of the curriculum stages they will be teaching.

From Week 2 the student should take responsibility for solo teaching of at least 5 hours of their timetabled classes with their timetable gradually increasing by the end of week 3 so that they are taking responsibility for teaching a **timetable of up to 14 hours per week**. The following is a guide for both the Student and the School.

The key focus for the student on this Placement is to develop students' abilities to plan and teach for Inclusive Practice by extending their knowledge of formative assessment strategies and to allow an opportunity for them to explore how they might plan 'learning for sustainability' within their subject discipline (GTCS, SPR 1.3).

On Arrival students will:

- Meet with the Teacher Regent and the main Mentor/Supporter ie the School Based Educator (SBE)*.
- Complete any necessary Risk Assessments and become familiar with health and safety procedures.
- Find out about the Child Protection Policy
- Confirm their timetable **and post a copy of this in the PGDE Mentoring Teams File** with a copy added to their e-portfolio – Pebblepad.
- Confirm who will write their Reports.
- Arrange a regular Weekly day/time to meet with the SBE to review and set SPR Weekly Evaluation targets leading to the Mid-Way Review.
- Students who require disability adjustments must discuss these with the Teacher Regent who will decide whether requested adjustments are possible
- Find out about IT access and Wifi Connections.

(*SBE is the School Based Educator)

Student Teacher School Based Study Tasks

Task ONE: The School Context

During the first week in school students will create a 'School Profile' to add to their Pebblepad Portfolio – under Tab Placement 2 Week 1, they should include:

Whole School		For the department or curricular area in which you are based:	
Timings of the school day		The provision in each BGE year – what topics are taught?	
School demographic (socio-economic range of catchment)			
Size of school (number of pupils)			
Pastoral structure in the school		Courses offered at senior phase?	
Department/curriculum areas and structure			
School handbook – policies, procedures, protocol on all aspects of the running of the school			
Clubs and other extra-curricular activities		Find out what senior courses are considered most popular from a pupil perspective	
Behaviour Management Policy			
Child Protection Policy			
Health and Safety procedures including: <ul style="list-style-type: none">▪ Emergency procedures▪ First Aid arrangements▪ Fire procedures▪ Accident reporting and location of accident book▪ Health and Safety policy/file			

Copy and paste the above checklist into your Pebble-pad Portfolio once it is completed. Then complete the following tasks.

Task TWO: The School Context – Curriculum Reflection Task

Using the information gathered in Task One write a short (100 words) description of the school context, and its pastoral care system. Reflect too on what subjects and topics are on the School's curriculum noting those which are new to your teaching experience, reflecting on how you intend to develop your knowledge of these topics for lesson planning purposes.

Task THREE: School Policies Reflection Task

Become familiar with the *Child Protection* and *Behaviour Management* policies. Write a short reflection in your Pebble-pad Reflective Blog on how you will use these to develop your approaches to inclusive practice and to support pupils' health and wellbeing. As you progress through the Placement note some of the ways in which you are implementing positive approaches to health and wellbeing through learning and teaching in your classroom. For example, this might include GIRFEC, the SHANARRI Wheel, the Inclusive Practice or Circle, Framework or AiFL practices etc.

Task FOUR: Teaching Sustainability as a 'real world issue'

On 11 April you will be submitting your first recorded presentation relating to Sustainability as 'a real world issue'. Choose a theme relating to an aspect of Sustainability relevant to your curriculum area. Develop some resources and lesson plans for at least 3 consecutive lessons for a particular year group. Maintain a record of your lesson ideas, lesson plans, reflections and evaluations to note your successes and challenges in the teaching of your sustainability topic. Any research, lesson evaluations of pupil learning and your reflections on professional development as recorded on your plans will support your planning of your Presentation when you return to University. Consider the ways in which your topic addresses Sustainability as a 'real world issue' including its social, political and cultural consequences.

Definitions of Classroom Practice

The following definitions set out the expectations for observing, team teaching and solo teaching.

Observing Lessons

Students should have an opportunity to observe colleagues' teaching prior to being expected to take a class. The students should note the following in their Reflective Journal (digital PDP Pebble-pad) for each observed class:

- Year Group, Subject ie Food or Textiles and Curriculum Level, eg; S4 - Nat 5 HFT
- Topic of Lesson e.g. Nutrition and Curriculum Stage
- Room layout/class organisation, e.g. group work, pairs, whole class demo
- Support arrangements for pupils
- Structure of lesson
- Timings of activities

Team Teaching

Team teaching is a progression from observing and scaffolds students towards solo teaching. At this stage students are not expected to plan lessons by themselves. Students are expected to teach parts of a planned lesson, as appropriate for the subject and context.

Following the lesson students should reflect on their learning experience in their Pebble-pad Workbook.

Solo Teaching

When taking responsibility for whole-class teaching, students are expected to plan, organise, teach and evaluate each lesson. **Lesson Plans should be shared with class teachers at least 2 days in advance for their review and approval.** At least one lesson plan for each year group should be added to their Pebble-pad Workbook each week. Evaluation of lessons and Reflections on professional SPR progress should inform the student's weekly targets. These should be discussed and agreed with the supporting teacher. The student may do this through the Pebble-pad App or print a paper copy of the Weekly Review of Targets for the supporting teacher to sign. Students will track their Professional progress through the SPR self-evaluation tool in Pebble-pad. UBEs have access to the student's work in the Pebble-pad Portfolio and will monitor these.

Class Teacher - Observation Feedback and the SBE Role

Class teachers observing students should provide feedback on the Class Teacher Observation Form – easily downloadable from:

[Postgraduate School Experience Placements | Initial Teacher Education | Practice Based Learning | Queen Margaret University](#)

Where there are two or more class teachers providing feedback – the role of the SBE (mentor) is to help the student to select from teachers' feedback one key focused target for their Weekly Review and Evaluation of Teaching.

PLACEMENT 2 WEEKLY OVERVIEW:

	Student-teacher	School Based Educator (SBE)
Week One Observation	<p>Complete School Risk-Assessment.</p> <p>Find out about the Child Protection Policy</p> <p>Complete the Emergency Contact Form – leave a copy with the School Office or Teacher Regent.</p> <p>Discuss timetable with supporting teacher and arrange to observe teaching by experienced staff.</p> <p>Arrange a meeting with Guidance and the Support for Learning Department to understand how the Pastoral system works within the school.</p>	<p>Ensure student is fully inducted into the Department and any risk assessment procedures relevant to the timetabled classes.</p> <p>Confirm student-teacher timetable (13/14 hours by the end of Week 3) and allow the student the opportunity to observe their timetabled classes with experienced teachers teaching.</p> <p>Arrange orientation programme for the student to become familiar with the Department and the Wider School.</p>

	<p>Observe timetabled lessons with some co-teaching where possible.</p> <p>Arrange a regular weekly meeting time to discuss your Weekly Review targets with your SBE.</p> <p>Commence School Based Study Tasks.</p> <p>Plan for next week's lessons and share your ideas with the class teachers.</p> <p>Provide teachers with the Classroom Teacher Observation Form for them to use in providing you with feedback.</p>	<p>Meet with the student and discuss expectations for this Teaching Placement. Discuss lesson plan ideas for timetabled classes and set a regular meeting time for the Weekly Reviews.</p> <p>Clarify who will write the Final Placement Report and who will oversee the student's developmental progress towards achievement of all 8 of the GTCS SPR criteria by the end of the Placement.</p> <p>Encourage class teachers to use the class teacher formative observation form to feedback to student teachers. See Postgraduate School Experience Placements Initial Teacher Education Practice Based Learning Queen Margaret University</p>
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Week 2	<p>Begin to take responsibility for whole classes you are teaching in consultation with your SBE. This may be co-teaching to begin with up to 5 hours in Week 2.</p> <p>Share Lesson Plans with Class Teachers at least 2 working days in advance of teaching.</p> <p>Post at least two lesson plans into your Pebble-pad Placement 2 Folder under Week 2 Tab.</p> <p>Meet with the SBE and discuss Weekly Review, SPR targets for next week and upload using Pebble-pocket App.</p> <p>Continue to complete Placement Tasks.</p> <p>Post a copy of your timetable into the PGDE Mentoring Teams File, and email a copy to your UBE. Ensure lesson start and end times and your name and the school's name is on the Timetable.</p>	<p>Meet with the student and discuss lesson plan ideas, the Weekly Review and targets for next week.</p> <p>Set a regular meeting time to discuss Weekly Review of SPR targets and professional progress.</p>
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	Choose a topic for your Presentation relating to Sustainability as a 'real world' issue and plan your teaching for a particular year group.	
Week 3	<p>Take full responsibility for your scheduled timetabled classes building up to 13/14 hours this week.</p> <p>Begin to plan for a sequence of lessons noting how you will support one or two pupils' progress across these by using Learning Intentions and Success Criteria and formative assessment feedback.</p> <p>Provide Class Teachers with your Lesson Plans for the week, at least 2 days in advance of the lesson.</p> <p>Plan how you will address 'sustainability' in your teaching in accord with GTCS SPR 1.3.</p> <p>Invite class teacher(s) to observe part of a lesson and provide feedback using the Class Teacher Observation Form.</p> <p>Meet with your SBE and discuss Weekly Review, targets for next week upload to Pebblepad.</p> <p>Continue to complete Placement Tasks.</p> <p>Post a lesson Plan for each year group you are teaching and evaluations in Placement Folder 2 under Week 3 Tab.</p> <p>Attend weekly Teams discussion with University Mentoring Group.</p>	<p>Student should be taking on timetable of up to 13/14 hours by the end of this week.</p> <p>Arrange an informal lesson observation and evaluative discussion by class teacher/SBE</p> <p>Meet with student and discuss Weekly Review, and SPR targets for next week.</p> <p>Discuss how the student can introduce the theme of 'sustainability' in their classroom teaching in accord with the new GTCS Standards 1.3.</p> <p>Meet with UBE (University supporting staff) to discuss requirements for Placement and student expectations if necessary.</p>

<p>Week 4</p>	<p>Continue to develop differentiation and other inclusive practice teaching strategies to ensure that all learners are included and being supported especially where there are Additional Support Needs.</p> <p>Provide Class Teachers with your Lesson Plans for the week, at least 2 working days in advance of the lesson.</p> <p>Arrange for the SBE to observe one whole lesson to inform the Mid-Way Review due at the end of next week.</p> <p>Upload Weekly Review of SPR targets for next week via Pebble-pad App.</p> <p>Post example lesson Plans in Pebble-pad Placement Folder 2 under Week 4 Tab.</p> <p>Continue to complete Placement Tasks.</p>	<p>Arrange one formal formative lesson observation for next week to inform the student's completion of the Mid-Way Review Form.</p> <p>Arrange Teams discussion with UBE if required to discuss student progress.</p>
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<p>Week 5</p>	<p>Begin to track one or two pupils' progress towards their attainment goals across a sequence of lessons using formative assessment information. Engage with the Curriculum Benchmarks to ensure these pupils are on an expected upwards trajectory.</p> <p>Draft your Mid-Way /Review and discuss this with your SBE. Agree with your SBE what your targets should be for the remainder of the Placement.</p> <p>Discuss next week's Weekly Review and SPR targets.</p> <p>Post lesson Plans into Pebble-pad Placement Folder 2 under Week 5 Tab.</p> <p>Continue to complete Placement Tasks.</p> <p><i>Mid-way Review due – agree progress and development targets for the remainder of the placement. Once your SBE has agreed your progress and has signed your Form – then upload the Mid-way Review to Pebblepad.</i></p>	<p>Meet with the student and discuss progress following a formative observation. The student should then complete the Midway Review noting targets that you both agree should be the focus for the remainder of the Placement.</p> <p><i>Mid-way Review Form to be completed and discussed with student.</i></p> <p><i>If a student is not making suitable progress at the stage – speak with the UBE and raise a Cause for Concern discussing this with the student. This will trigger an action plan with the UBE and SBE both supporting the student with focused targets to overtake.</i></p> <p>If possible, arrange for the student to observe or co-teach a few Senior classes this week to enable them to become familiar with the Upper School Curriculum.</p>
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<p>Week 6</p>	<p>Plan to employ some new ‘self’ or ‘peer’ assessment strategies this week and then evaluate these at the end of your lesson noting what they told you about pupil progress.</p> <p>Check how are you supporting pupils with Additional Support Needs and whether this is this being recorded in your lesson plans.</p> <p>Update the SPR ‘My Focus’ section in Pebble-pad for this week to note your own professional learning progress.</p> <p>Post lesson Plans into Pebble-pad Placement Folder 2 under Week 6 Tab.</p> <p>Discuss your Weekly Review with your SBE and set targets for next week.</p> <p>Check arrangements with your UBE regarding your Joint Observation visit.</p> <p>Continue with School based study tasks and learning for Sustainability.</p>	<p>Meet with the student and discuss Weekly Review, and SPR targets for Week 6.</p> <p>Check arrangements are in place for a Joint Observation Visit by the University lecturer for weeks 8 or 9.</p> <p>At this stage of the Placement the student should be starting to monitor and track a few pupils’ progress across a sequence of lessons using formative assessment strategies as feedback on progress.</p> <p>Discuss their approaches to differentiation and inclusive practice with them in relation to their SPR targets.</p> <p>Encourage them to discuss their plans for teaching ‘Learning for Sustainability’ they have to present on these lesson plans on their return to University.</p>
<p>Week 7</p>	<p>Note the strategies you are using to promote positive behaviour. Are there any challenges?</p> <p>Seek opportunities to become involved in the wider school activities by supporting a lunch or after school club or attending a Parents’ event.</p> <p>Consider how you are leading learning by being creative in your lesson ideas.</p>	<p>Support the student teacher by providing feedback on their lesson plan ideas for the jointly observed lesson coming up.</p> <p>Invite them to participate in any wider school activities such as lunch or breakfast clubs or parents’ events.</p> <p>If there is any element of the wider school system they have not had a chance to experience – such as a pupil support base arrange for this to be visited, or arrange for them to observe a class in another School Department.</p>

	<p>Post lesson Plans into Pebble-pad Placement Folder 2 under Week 7 Tab.</p> <p>Ensure your UBE has arranged with you what your Joint Observation class will be and when they will visit.</p>	
Week 8	<p>Share your lesson plans timeously for feedback this week in preparation for your Jointly Observed lesson if this has not already happened. If it has, then plan your next steps to progress your learning based on the feedback received.</p> <p>Consider how you are using digital technology to enhance pupils' learning experiences.</p> <p>Note the range of formative assessment strategies you are using now to include all pupils in productive learning experiences.</p> <p>Post your lesson plans in the Week 8 tab of Pebblepad.</p>	<p>The Joint Observed Formative lesson with the UBE may take place this week or next week. The UBE will write up the Report after you have agreed grades.</p> <p>If there are areas of student development required for supporting pupils with Additional Support needs arrange for the student to meet with Additional Support Needs staff.</p>
Week 9 After Easter Break	<p>Continue whole class teaching as per timetable – which may now be revised for summer term - with a focus on key SPR targets.</p> <p>Meet with your SBE and discuss your most important targets for the remainder of the placement.</p> <p>Arrange a formative observation for support with your targets.</p> <p>Post Weekly Review and Lesson plans into Pebblepad Week 9 tab.</p>	<p>Continue to support student with development targets allowing opportunities for feedback on teaching where possible.</p> <p>Where possible allow them to engage in any wider school projects.</p> <p>Arrange a final observation opportunity for next week in preparation for the final Report.</p>

Week 10	<p>Arrange meeting with SBE to discuss Final Observation Opportunity.</p> <p>Upload a copy of your Final Report to the University's Drop Box in X4092 Canvas space.</p>	<p>Following final observation arrange Teams meeting or phone conversation with University Tutor to discuss and agree Final Report grades. Student must achieve all 8 of SPR categories on Final Report Form to Graduate.</p> <p>Once grades are agreed and reports are signed by yourself and the UBE share these with the student.</p> <p>The Report must be completed this week for the University Exam Board.</p>
Week 11	<p>Arrange an Enrichment Opportunity to observe some classes in other subject areas</p>	<p>Arrange for the student to have an opportunity to observe other Departments or to become involved in any school projects or extra-curricular events.</p>
Week 12	<p>Reflect on Professional Learning and begin to consider your strengths and development targets for your GTCS Profile.</p>	<p>Thank you for all of the support you have provided.</p>

REVIEWING PROGRESS AND ASSESSMENTS

Students' progress is reviewed through their regular lesson plan evaluations which in turn will inform the setting of weekly SPR targets noted on the Weekly Review form. These Weekly Reviews should form the basis for a regular shared dialogue of SPR Targets with the school mentor (SBE). Where two or more class teachers are providing feedback to the student then please encourage teachers to use the Class Teacher observation Form and thereafter discuss their feedback with the student to help the student distil a key and focused target. Each week students will upload sample lesson plans and their Weekly Review form to their digital Pebble-pad Workbook. University staff will monitor this progress. Students will also attend an on-line University Tutor led mentoring Group with peers, prior to the Mid-Way Review.

Mid-way Review

The Mid-way Review is an opportunity for a formative discussion of progress between the student and the School-based educator (Mentor). It is helpful if the SBE could undertake one formal lesson observation and provide feedback to the student to help them to review progress for the Mid-Way Review form. The student should complete the Mid-way Review

Form with the targets agreed by the SBE for the remainder of the Placement. The student should upload the Midway Review to their Pebblepad e-portfolio. Where progress is 'unsatisfactory' then the School-based educator/Mentor must submit a 'Cause for Concern' form to the UBE and discuss an Action Plan with the UBE and the student.

Formal and Informal Lesson Observations

Formal and informal lesson observations should use the QMU lesson observation templates. There is a simple informal feedback form for use by class teachers to support their review using the new GTCS 2021 standards. There are three Formal Lesson Observations. One undertaken by the SBE prior to the Midway Review, the **Jointly Observed Lesson** and the **Final Placement Report**. The Jointly Observed Lesson Report is written by the UBE although grades are agreed between the School and the University. The Final Report is written by the school with grades agreed with the UBE. Observations should be discussed with students as soon as possible following the lesson to enable them to review SPR target setting.

The forms for these and guidance on completion are available from the following link:

<https://www.qmu.ac.uk/current-students/practice-based-learning/initial-teacher-education/postgraduate-school-experience-placements/>

If you have any questions about Placement procedures then please contact the PGDE Programme Leader, Dr Linda Craig: lcraig1@qmu.ac.uk.