

An Introduction to the Three Year Undergraduate Programme for School Experience

School experience provides the means through which students can draw together all their learning experiences and locate their developing knowledge and understanding of theory within the practical context. It also provides the opportunities for students to practise and develop their practical teaching skills and also demonstrate their achievement of many of the standards for the award of QTS.

The placements will take place within the well-established St Martin's College Schools Partnership and in all the secondary school placements, each student will be in the care of a trained subject mentor under the overall management of the school's professional mentor.

Where possible, students will be placed in schools in same-subject pairs or larger groups so that they can provide peer support and undertake joint teaching.

The regulations in DfES document 'Qualifying to Teach' require students to spend 120 days in school. However, "time spent in schools may be completed on a part-time basis to make up the full time equivalent amount. Teaching in settings other than schools may also count towards the total, provided they enable trainees to work towards the achievement of the Standards" (R 3.4). Providers should consider candidates' prior experiences where they are satisfied it is valid and relates to activities with pupils of the relevant age range and subject.

Year 1

Taken together, the two year one placements provide students with initial experiences of the teacher's roles within the context of an environment where, even for an 18 year old student, the pupils are significantly younger than the student. The main focus is on becoming acquainted with schools from a teacher's perspective and on observing and interacting with pupils.

Key Stage 2 placement

This placement provides many students with a first experience of the school teaching context, though others will have already undertaken voluntary experience before starting the course. The purpose of the placement is to give students sufficient experience of the key stage 2 environment to be able to see the broader context to their secondary training and also be able to locate the key stage 2/3 issues considered in year 2. They will undertake a number of tasks related to their own subject as well as to the literacy and numeracy initiatives in place in the school. Direct entrants to year 2 will undertake this placement as a serial attachment during the second semester of year 2 where it will be linked to the KS2/3 issues considered in Education Professional Studies module GED202.

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Serial placement

This placement will be in a secondary or middle school and will only involve the student in attending key stage 3 classes. The nature of the attachment will enable tasks to be undertaken linked to the second semester EPS module and tutorials. A major focus will be on whole-school ethos, structure and organisation. It is not intended that students engage in whole-class teaching during this placement since they will not have been introduced to the necessary skills and issues. Instead they will undertake tasks involving observation, participation and a little collaborative teaching.

Year 2 - Serial placement and first block

These two placements will generally be undertaken in the same school as each other to allow students to begin to practise their teaching skills in the block placement in a school with which they have developed some familiarity. The school will normally cover the full 11-16 age range. During the serial placement students will work (usually in pairs or small groups) with a trained subject mentor, undertaking observation and collaborative teaching tasks but usually stopping short of full whole-class solo teaching. Linked to this serial attachment will be work from Qualificatory Professional Studies module 1 and subjects may choose to arrange for tutors to teach parts of this module in school. During the block placement, students will be expected to progress to teaching whole class lessons at key stage 3 and may also teach at key stage 4. The rate at which this progress takes place will depend on the individual student and the local circumstances, but as a rough guide, most students will be including within their school-based activities responsibility for solo or team teaching classes (with the support of the mentor) for between one third and one half of the week, after the second week of the block placement. Desired learning outcomes for these periods of school experience are indicated in the professional development forms PDU2 and PDU3.

Year 3

KS2/16+ experience

This placement will involve at least five days' experience before or during the first semester in year 3. The placement provides opportunities for the student to undertake observation, teaching and assessment of pupils in the relevant phase. This will be linked to the elective modules in the relevant phase. Desired learning outcomes for these periods of school experience are indicated in the professional development form PDU4.

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Final block placement

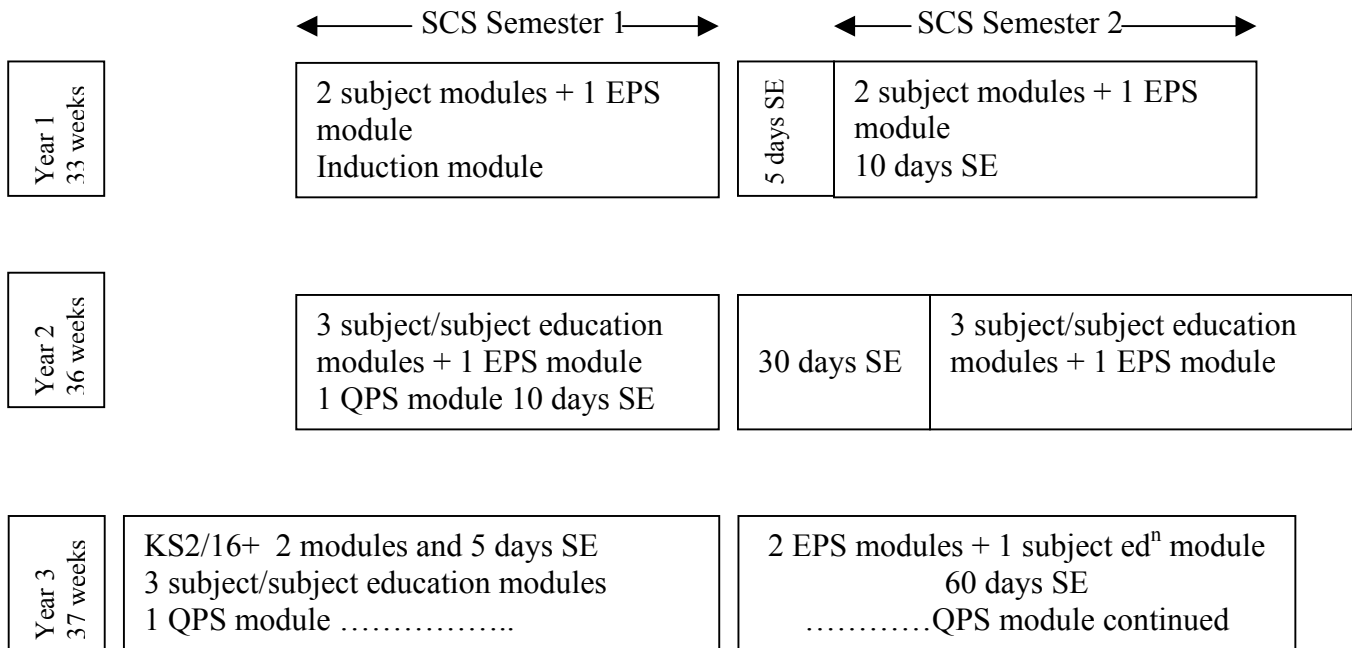
This substantial placement provides the student with the opportunity to teach for a sustained period across key stages 3 and 4. Since this will be a school the student has not been placed in before, there will be a period of induction and the student will build up to a timetable of responsibility for whole classes for between one half and two thirds of the week. Again, the rate of progress and the extent of the timetable will be determined by the needs of the individual student and the local circumstances. However, all students must be provided with the opportunities to develop and demonstrate their attainment of the full range of standards across both key stages and the full ability range. Desired learning outcomes for this period of school experience are indicated in the professional development form PDU6.

Timing of placements

The timing of most placements is determined by the timing of the semesters. The final block placement may be timed to match the secondary PGCE B placement to make things easier for schools accommodating students from both programmes. This placement will wrap around the Easter holidays of the school in which the student is placed. A full schedule of placement dates will be drawn up each year once term dates for college and schools have been determined. Some flexibility may have to be applied in cases where school term dates differ across the partnership.

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Structure diagram



Typical calendar based on 2000/2001 pattern of holidays and college week numbers.

College weeks	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18			
year 1	semester 1 teaching															Christmas holiday period					
year 2	Bridging unit			semester 1 teaching																	
year 3	KS2/16+			semester 1 teaching																	

College weeks	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	
year 1	Ass S1		KS2	semester 2 teaching											Easter holiday	
year 2	Ass S1		block school experience						sem 2 teaching							
year 3	Ass S1		semester 2 teaching							block school exp				period		

College weeks	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	
year 1	sem 2 teaching			revision & assessment period																
year 2	semester 2 teaching										assessment period									
year 3	block school experience contd (inc HT)										review									



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ST MARTIN'S COLLEGE: TEACHING YEAR 2003 - 2004

QTS4 Placements

Date (week commencing)	Std. College Week No.	Details of term dates for courses
01 September 2003	1	
08 September	2	
15 September	3	
22 September	4	Michaelmas Term
29 September	5	
06 October	6	
13 October	7	
20 October	8	
27 October	9	Study Week / Half Term
03 November	10	Yr1 SA
10 November	11	Yr1 SA Yr3 BP
17 November	12	Yr1 SA Yr3 BP
24 November	13	Yr1 SA Yr3 BP
01 December	14	Yr3 BP
08 December	15	Yr3 BP
15 December	16	<i>C H R I S T M A S</i>
22 December	17	
29 December	18	
05 January 2004	19	Lent Term
12 January	20	
19 January	21	
26 January	22	
02 February	23	
09 February	24	Yr4 wk in school
16 February	25	Study Week / Half Term
23 February	26	Yr1 SA
01 March	27	Yr1 SA Yr2 BP
08 March	28	Yr1 SA Yr2 BP
15 March	29	Yr1 SA Yr2 BP

Date (week commencing)	Std. College Week No.	Details of term dates for courses
22 March	30	Yr2 BP Yr4 BP
29 March	31	Yr2 BP Yr4 BP
05 April	32	<i>E A S T E R</i>
12 April	33	
19 April	34	Yr4 BP
26 April	35	Summer Term Yr4 BP
03 May	36	Yr4 BP
10 May	37	Yr4 BP
17 May	38	Yr4 BP
24 May	39	Yr4 BP
31 May	40	Half Term
07 June	41	Yr1 BP Yr2 BP (1wk)
14 June	42	Yr1 BP Yr3 BP
21 June	43	Yr1 BP Yr3 BP
28 June	44	Yr1 BP Yr3 BP
05 July	45	
12 July	46	
19 July	47	
26 July	48	
02 August	49	
09 August	50	
16 August	51	
23 August	52	

Term Time 
 Conference Period 
 Study Week Time 