

## **School-based tasks - year 2 placement (serial phase)**

The bridging placement covered a broad range of issues to do with the day to day operation of the secondary school. On this placement the focus shifts more towards the Science classroom and the issues involved in teaching and learning Science. The serial attachment (10 days in semester 1) will provide opportunities to relate experiences in school to the sessions from modules GED 201 and QED 201. The following tasks should guide your activities in this serial phase. You will need to keep a file of these tasks as they form the assessment for QED 201 and will inform your essay for the assessment of GED 201.

### ***Task A (week beginning 15 October)***

Observation

Focus your observations on the shape (or structure) of lessons. You may find it helpful to discuss with the mentor what typical shapes or structures might be used for a Science lesson.

### ***Task B (from week beginning 29 October)***

Children learning Science

Spend some time each week working with individual and small groups of pupils, helping them, listening to them, and explaining things to them. Reflect on how these experiences relate to the theories of learning referred to in the college sessions. What do you think goes on in learners' heads as they struggle to make sense of Science? What helps learning and what hinders it? How do pupils' feelings affect their learning?

### ***Task C (week beginning 29 October)***

Teaching strategies

Using the various lists of teaching strategies considered during the college session, identify strategies employed in lessons observed this week (and previous weeks). Consider why those strategies were employed in those particular circumstances. If possible, discuss with the teacher the reasons for their choice of strategies. You may find it useful to read the section on teaching strategies in the KS3 Strategy Framework for Teaching Science and consider what the main messages might be in this.

### ***Task D (week beginning 5 November)***

Differentiation

Focus your observation on how teachers cater for the differing needs of the pupils in their classes. To what extent do they differentiate by task or differentiate by outcome? Observe how teachers differentiate in subtle ways, interacting with individual pupils differently, based on their knowledge of those pupils. Choose a topic and identify a range of ways in which you might approach this topic with a year 8 'mixed ability' class.

**Task E (from week beginning 12 November)**

Pupils with special educational needs

Try to arrange to spend some time working with one or more pupils with special educational needs, preferably on Science. If possible, try to get some background information on the pupil(s), their special needs and what provision is in place to support them. When working with the pupil(s), focus on helping them to learn some Science. Reflect on the experience, linking your thoughts to those you expressed in response to task B.

**Task F (from week beginning 19 November)**

Collaborative teaching

Arrange to share the teaching of a lesson a week with your mentor. If possible, plan it together and decide who will be responsible for which parts of the lesson. At first, try to concentrate on the Science and the learning, leaving overall classroom management to the mentor until you have had some input on this in the college sessions. Gradually build up your involvement in the lessons, from planning through execution (!) to evaluation. Your records of these lessons should comprise written lesson plans and written evaluations.

When you return to the school at the end of January for your six week block placement, you will continue regular observation of experienced teachers. Also during the block placement, you 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 you and on the local circumstances, but as a rough guide, you should be including within your 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. Your mentor will structure this period of experience for you. The desired learning outcomes for the placement are indicated by the PDU report forms (PDU2 for the serial phase and PDU3 for the block placement).

Enjoy!