Module Specification

Module Summary Information

1	**Module Title**	School Based Training 2
2	**Module Credits**	0
3	**Module Level**	7
4	**Module Code**	EDU7390

5	**Module Overview**

Working in partnership with schools over a sustained period of time in school, this module, School Based Training 2, enables you to build on and demonstrate your mastery and achievement of the professional standards and expectations of teaching through practical, school-based experience. You will have the opportunity to work alongside experienced teachers and other education professionals to develop your knowledge, understanding and skill in the classroom and the wider school environment. You will be able to implement theory and evidence-based understanding into your teaching into the classroom and within a professional, safe and supportive community of practice become a confident, creative and committed teacher demonstrating a working understanding of and progress towards, the professional standards that underpin learning and teaching in a primary or early years settings. You will be assessed against the current professional competences for teaching through a learning, teaching and assessment strategy that describes the stages of development as emerging, establishing, embedding, and enhancing.

This module belongs to the School Based Training strand of the programme. It is divided into two parts, a) and b). Teaching individual and small groups of learners in SBT 2a with a particular focus on the needs of individuals, barriers to learning and pupil progress.

Shared teaching of whole classes in SBT 2a enable effective planning for whole classes and individuals where interventions are needed to ensure pupil progress.

You will engage in individual teaching of whole classes in SBT 2b. During this time you will have the opportunity to plan, teach and assess whole classes and individuals. You will also be required to ensure the needs of all groups and individuals are addressed. Trainees will be taking on the full role of the teacher including aspects of the wider life of the school.

During your time in school you will observe teachers working with children and will build on and enhance your own teaching style and behaviour management strategies. Through extending your subject knowledge, understanding of differentiation and assessment, you will develop your planning and teaching skills to ensure pupils make consistent progress in your lessons. Through working in partnership with school colleagues you will evaluate and reflect on your own practice in order to inform your planning and teaching and demonstrate how you are moving your own learning on discussing and identifying your individual strengths and needs, prioritising areas for your professional development before during and after your School Based Training experience. Schools will undertake to provide trainees with a variety of opportunities to observe best practice which addresses the trainees' development needs. You will consider your developmental needs for your Career Entry

Development Profile and how you will use your remaining time on the course and in school to develop these further before your first appointment.

This module aims to provide opportunities for you in SBT 2a to:

- Apply knowledge and understanding of the curriculum and children's prior learning to secure progress.
- Take responsibility for their subject knowledge development across the primary and early years curriculum.
- Use a range of effective teaching strategies to support the diverse needs of learners.
- Demonstrate an understanding of the ways in which formative and summative assessment are used to ensure pupil progress.

This module aims to provide opportunities for you in SBT 2b to:

- Create appropriate conditions for learning, deploy an appropriate and effective range of strategies to motivate, challenge and manage pupils' behaviour including pupils' management of own learning;
- Demonstrate a secure understanding of the curriculum, for individual children's needs ensuring pupil engagement;
- Implement assessment that ensures impact and progression for all learners and be accountable for the learning taking place;
- Take on fully the role of the teacher within a staff team and as an autonomous professional and an agent for change.

This module aligns with the programme learning, teaching and assessment strategy through its inclusion of a Professional Development Profile (PDP) and also reflects the university's Academic Plan in its practice-led and knowledge based approach, focus on learning through placements in partnership with schools and use of the professional competences for teachers' to assess your progress in becoming a teacher.

6	**Indicative Content**
Session Topic/s (incl. delivery style and indicative formative learning activities)	
School Based Training experience for PGCE trainees is a combination of preliminary and preparation school experience (PPSE) visits and two blocks of continuous teaching experience made up of intervention group and whole class teaching. SBT2a Usually 8 weeks, SBT2b Usually 10 weeks.	
Observation of teaching and learning activities Supporting the class teacher Working with individual and small groups of learners	
Teaching individual and small groups of learners in SBT 2a with a particular focus on the needs of individuals, barriers to learning and pupil progress Shared teaching of whole classes in SBT 2a to enable effective planning for whole classes and individuals where interventions are needed to ensure pupil progress	

Individual teaching of whole classes in SBT 2b.To plan, teach and assess whole classes and individuals. To ensure the needs of all groups and individuals are addressed. Trainees taking on the full role of the teacher including aspects of the wider life of the school.

7	**Module Learning Outcomes** **On successful completion of the module, students will be able to:**
1	A teacher must set high expectations which inspire, motivate and challenge pupils.
2	A teacher must promote good progress and outcomes by pupils.
3	A teacher must demonstrate good subject and curriculum knowledge.
4	A teacher must plan and teach well-structured lessons.
5	A teacher must adapt teaching to respond to the strengths and needs of all pupils.
6	A teacher must make accurate and productive use of assessment.
7	A teacher must manage behaviour effectively to ensure a good and safe learning environment.
8	A teacher must fulfil wider professional responsibilities.
9	A teacher is expected to demonstrate consistently high standards of personal and professional conduct.

8	**Module Assessment**		
Learning Outcome			
	Coursework	**Exam**	**In-Person**
1-9			**X**

9	**Breakdown Learning and Teaching Activities**
Learning Activities	**Hours**
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	0
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	Placement*
Private Study (PS) includes preparation for exams	0
Total Study Hours:	0

*75 Days in school on placement.