



**Northumbria  
University**  
NEWCASTLE

## **BA (Hons) Primary Education**



### **Educational Placements 1**

**Module Code TE0488**

### **Collaborative Placement in a Nursery Setting**

### **Guidelines for Trainee Teachers and mentors**

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### Our vision is to:

***‘create excellent 21<sup>st</sup> Century educators who can lead and inspire children and young people to reach their full potential. We do this through outstanding partnership working, high aspirations, and having raising achievement at the heart of all we do.’***

### Aims of the placement

The purpose of this placement is to introduce a pair of trainee teachers to the early part of child development. Each partner will spend 1 week in the same Nursery. One partner will experience the setting directly while the other partner engages daily in theoretical research to support that person’s experience. At the end of each day, both partners will engage in a virtual meeting to reflect upon the experience and to create a collaborate evidence file of their learning. At the end of the week the partners will swap over, and the support partner then becomes the setting-based partner. Theory and practice will be intertwined to ensure the greatest possibly understanding of the Early years of child development.

### Links to the Core Content Framework

High Expectations	<p>2. Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.</p> <p>4. Setting clear expectations can help communicate shared values that improve classroom and school culture.</p> <p>5. A culture of mutual trust and respect supports effective relationships</p>
How pupils learn	<p>1. Learning involves a lasting change in pupils’ capabilities or understanding.</p> <p>2. Prior knowledge plays an important role in how pupils learn; committing some key facts to their long-term memory is likely to help pupils learn more complex ideas.</p> <p>3. An important factor in learning is memory, which can be thought of as comprising two elements: working memory and long-term memory.</p>
Subject and curriculum	<p>7. In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or “schemata”); carefully sequencing teaching to facilitate this process is important.</p> <p>8. Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context.</p>

	<p>9. To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode.</p>
Classroom practice	<p>7. High-quality classroom talk can support pupils to articulate key ideas, consolidate understanding and extend their vocabulary.</p> <p>8. Practice is an integral part of effective teaching; ensuring pupils have repeated opportunities to practise, with appropriate guidance and support, increases success.</p> <p>9. Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice.</p>
Adaptive Teaching	<p>1. Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.</p> <p>2. Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.</p>
Assessment	<p>1. Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs.</p> <p>2. Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear</p> <p>5. High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve.</p>
Managing Behaviour	<p>1. Establishing and reinforcing routines, including through positive reinforcement, can help create an effective learning environment.</p> <p>2. A predictable and secure environment benefits all pupils, but is particularly valuable for pupils with special educational needs.</p> <p>3. The ability to self-regulate one's emotions affects pupils' ability to learn, success in school and future lives.</p>
Professional Behaviours	<p>1. Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration.</p> <p>2. Reflective practice, supported by feedback from and observation of experienced colleagues, professional debate, and learning from educational research, is also likely to support</p>

	<p>improvement.</p> <p>3. Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success.</p>
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## Guidance for Trainee Teachers

This placement will be an opportunity to **develop or extend your awareness learning within a pre-school setting**. As a student in Year 1, you will not be expected to have a wealth of professional knowledge, but you will be expected to be punctual, professional and proactive in your learning and integration with staff and pupils. Your knowledge and subject skills should be the basis of all you have to offer the setting coupled with your positive approach to be advised and guided.

- Your standard of dress should be functional, in line with the policy of the setting. If in doubt, ask your setting-based mentor. **Be prepared to spend part of the day outside and take appropriate clothing**
- Do not assume that you can park in a setting environment where places may be limited.
- Plan your route to the setting in advance
- You may be designated an area for breaks and lunch times other than the staffroom.
- If you are in the staffroom, please be aware of staff seating arrangements/ refreshment facilities. Taking your own mug and/or contributing to a 'tea fund' is appreciated.
- Your personal conversations/mobile phone calls should not dominate staffrooms and should never be used in the company of children. Your setting may have a specific policy in relation to mobile phones and this must be always adhered to.
- If your setting operates a shift pattern, you should try to gain experience of all the shifts, including some early starts and late finishes if applicable (within a weekly working a pattern of approximately 35 hours per week)
- Your spoken and written observations are expected to be of the highest professional standard. Ensure that you anonymise any observations of children.
- You should not attempt to access personal email or web sites on school computers.

## Placement Expectations

	<b>Setting based trainee</b>	<b>Placement partner</b>
Prior to placement	<ol style="list-style-type: none"> <li>1. Set up placement file – title page and <b>dividers</b>, personal statement.</li> <li>2. Buy an A5 notebook to take field notes during placement.</li> <li>3. Contact setting and introduce yourself to setting staff. Discuss starting times.</li> <li>4. Locate and read website for setting.</li> <li>5. Locate and read Ofsted reports for setting.</li> <li>6. Locate and read Safeguarding policy for the setting.</li> </ol>	<ol style="list-style-type: none"> <li>1. Set up placement file – title page and <b>dividers</b>, personal statement.</li> <li>2. Buy an A5 notebook to take field notes during placement.</li> <li>3. Contact setting and introduce yourself to setting staff. Discuss starting times.</li> <li>4. Locate and read website for setting.</li> <li>5. Locate and read Ofsted reports for setting.</li> <li>6. Locate and read Safeguarding policy for the setting.</li> </ol>
Day 1	<ol style="list-style-type: none"> <li>1. Take field notes throughout the day to inform discussion with collaborative learning partner</li> <li>2. Meet mentor.</li> <li>3. Observe 3-4yr old child in a child-initiated activity. Make notes using university proforma. Type up child observation using proforma</li> <li>4. Work alongside mentor to learn the role of the setting staff.</li> <li>5. Identify the numbers of children in setting over the week with ages and place in placement file.</li> <li>6. Learn the names of the children.</li> <li>7. <b>Task 1</b> Safeguarding. Find out who the safeguarding officer is within the setting.</li> <li>8. Collect data to complete <b>Key information</b> aspect of placement file</li> <li>9. Identify the daily routines / timings of the setting and place in placement file.</li> </ol>	<ol style="list-style-type: none"> <li>1. Read supporting reading for Safeguarding task</li> <li>2. Watch Observing play and learning video,</li> <li>3. Create reflection from observation</li> <li>4. Meet with collaborative partner.</li> <li>5. <b>Discuss the day</b>. Share copies of field notes and documents collected.</li> <li>6. <b>Discuss safeguarding task Task 1</b> Safeguarding. Write up reflective statement after discussion with Setting based trainee using the proforma both partners to place in your placement file.</li> <li>7. Update Key information aspect of placement file</li> <li>8. Update Development matters proforma</li> </ol>

	<ol style="list-style-type: none"> <li>10. Locate a list of staff with job titles and place in placement file.</li> <li>11. At the end of the day meet with collaborative partner. Email over scanned versions of field notes and setting document collected.</li> <li>12. Ensure Attendance record is signed before leaving setting.</li> </ol>	
Day 2	<ol style="list-style-type: none"> <li>1. Take field notes in journal</li> <li>2. Work alongside mentor and support setting staff as directed.</li> <li>3. Locate planning completed by the setting staff and place in placement file.</li> <li>4. Locate assessment data held within the setting and place in placement file.</li> <li>5. Identify the settings process of recording child observations and place blank and/or completed copy in file</li> <li>6. <b>Task 2.</b> Observe mentor carrying out an observation during either an adult led session or continuous provision. Make notes for discussion with collaborative partner.</li> <li>7. Carry out two other observations of a 3-4 year old child within the setting. Complete UNIVERSITY OBSERVATION RECORD for each observation.</li> <li>8. Identify how the setting reports to parents. Place copy of written report in file with name of child and setting and anonymise (blacken out the child's name and the setting name).</li> <li>9. Ensure Attendance record is signed before leaving setting.</li> </ol>	<ol style="list-style-type: none"> <li>1. Read material to support placement Task 2</li> <li>2. Meet with collaborative partner.</li> <li>3. Watch Observation in the shop corner video,</li> <li>4. Create reflection from observation</li> <li>5. <b>Discuss the day.</b> Share copies of field notes and documents collected.</li> <li>6. <b>Task 2.</b> Discuss observation of mentor carrying out an observation during either an adult led session or continuous provision. Collaborative partner to write reflection.</li> <li>7. Update Development matters proforma with setting-based information about the chosen child</li> <li>8. Update Development matters proforma</li> </ol>
Day 3	<ol style="list-style-type: none"> <li>1. Take field notes in journal</li> </ol>	<ol style="list-style-type: none"> <li>1. Read materials to support</li> </ol>

	<ol style="list-style-type: none"> <li>2. Work alongside mentor and support setting staff as directed.</li> <li>3. <b>Task 3. Using blackboard collaborate record yourself</b> reading a story or singing with whole class or group. Partner to observe.</li> <li>4. Carry out two observations of a child within the setting, within the designated age bands, for 20 minutes (see list of different types of observations required). Complete UNIVERSITY OBSERVATION RECORD for each observation.</li> <li>5. Ensure Attendance record is signed before leaving setting.</li> </ol>	<p>Placement task 3</p> <ol style="list-style-type: none"> <li>2. Arrange to observe partner through Blackboard.</li> <li>3. Carry out peer observation</li> <li>4. Record using peer observation proforma.</li> <li>5. Watch Observation playing with lego</li> <li>6. Write up reflection.</li> <li>7. Meet with collaborative partner.</li> <li>8. <b>Discuss the day.</b> Share copies of field notes and documents collected.</li> <li>9. Share peer observation with partner. Discuss strengths and targets.</li> <li>10. Write up child observations using proforma</li> <li>11. Update Development matters proforma</li> </ol>
Day 4	<ol style="list-style-type: none"> <li>1. Take field notes in journal</li> <li>2. Work alongside mentor and support setting staff as directed.</li> <li>3. Observe a child in the outdoors looking to see the rules, routines or relationships that affect the child's learning</li> <li>4. Carry out two additional observations of a 3-4 year old child within the setting for 20 minutes. Complete UNIVERSITY OBSERVATION RECORD for each observation.</li> <li>5. Ensure Attendance record is signed before leaving setting.</li> </ol>	<ol style="list-style-type: none"> <li>1. Read materials to support Placement task 4</li> <li>2. Watch Observing a series of adult led activities</li> <li>3. Write reflection</li> <li>4. Meet with collaborative partner.</li> <li>5. <b>Discuss the day.</b> Share copies of field notes and documents collected.</li> <li>6. Write up child observations using proforma</li> <li>7. Update Development matters proforma</li> </ol>

Day 5	<ol style="list-style-type: none"> <li>1. Take field notes in journal</li> <li>2. Work alongside mentor and support setting staff as directed.</li> <li>3. Observe the children leaving the setting. Create notes to discuss with partner about the strategies setting staff use to manage the behaviour.</li> <li>6. Carry out two additional observations of a 3-4 year old child within the setting for 20 minutes. Complete UNIVERSITY OBSERVATION RECORD for each observation.</li> <li>4. Both trainees to meet with mentor meet to discuss weekly progress made</li> <li>5. Mentor to create report based on 1<sup>st</sup> trainees week. Trainee to upload to Turnitin.</li> <li>6. Ensure Attendance record is signed before leaving setting.</li> </ol>	<ol style="list-style-type: none"> <li>1. Read materials to support Placement task 5</li> <li>2. Watch Toddler and preschool separation and anxiety tips</li> <li>3. Watch Observation of a child building a tower</li> <li>4. Write up reflection</li> <li>5. Attend weekly progress meeting with mentor</li> <li>6. Meet separately with collaborative partner.</li> <li>7. <b>Discuss the day.</b> Share copies of field notes and documents collected.</li> <li>8. <b>Write up Task 5 reflection.</b></li> <li>9. Write up child observations using proforma</li> <li>10. Update Development matters proforma</li> </ol>
<b>Trainees to swap roles – Setting based trainee to become non-setting-based trainee Non-setting-based trainee to become Setting based trainee.</b>		
Day 6	<ol style="list-style-type: none"> <li>1. Take field notes throughout the day to inform discussion with collaborative learning partner</li> <li>2. Meet mentor.</li> <li>3. <b>Task 6</b> Observe mentor carrying out an observation. Take notes for discussion with support partner.</li> <li>4. Work alongside mentor to learn the role of the setting staff.</li> <li>5. Learn the names of the children.</li> <li>6. Carry out two observations of a 3-4year old child for 20 minutes. Complete UNIVERSITY OBSERVATION RECORD for each observation.</li> <li>7. Ensure Attendance record is</li> </ol>	<ol style="list-style-type: none"> <li>1. Read materials to support Placement task 6</li> <li>2. Watch Observing play and learning video,</li> <li>3. Create reflection from observation</li> <li>4. Meet with collaborative partner.</li> <li>5. <b>Discuss the day.</b> Share copies of field notes and documents collected.</li> <li>6. Write up reflection for Task 6.</li> <li>7. Write up child observations using proforma</li> <li>8. Update Development matters proforma</li> </ol>

	signed before leaving setting.	
Day 7	<ol style="list-style-type: none"> <li>1. Take field notes throughout the day to inform discussion with collaborative learning partner</li> <li>2. Work alongside mentor and support setting staff as directed.</li> <li>3. Carry out two observations of a 3-4 year old child within the setting for 20 minutes. Complete UNIVERSITY OBSERVATION RECORD for each observation.</li> <li>4. Task 7 Peer assessment. Read a story to the whole class or a group. Allow partner to observe through Blackboard. Write up reflection of the behaviour strategies you used to support learning.</li> <li>5. Ensure Attendance record is signed before leaving setting.</li> </ol>	<ol style="list-style-type: none"> <li>1. Read materials for <b>Task 7</b> Peer assessment</li> <li>2. Arrange to observe partner reading a story to the class or a group.</li> <li>3. Complete peer assessment</li> <li>4. Watch Observation in the shop corner video,</li> <li>5. Create reflection from observation</li> <li>6. Meet with collaborative partner.</li> <li>7. <b>Discuss the day.</b> Share copies of field notes and documents collected.</li> <li>8. Write up child observations using proforma</li> <li>9. Update Development matters proforma</li> </ol>
Day 8	<ol style="list-style-type: none"> <li>1. Work alongside mentor and support setting staff as directed.</li> <li>2. Carry out two observations of a 3-4 year old child within the setting for 20 minutes. Complete UNIVERSITY OBSERVATION RECORD for each observation.</li> <li>3. Make a map of the Nursery showing where the areas of learning are situated.</li> <li>4. Ensure Attendance record is signed before leaving setting.</li> </ol>	<ol style="list-style-type: none"> <li>1. Read the materials for Task 8</li> <li>2. Create an early years map – a floor plan indicating where the different areas of learning would be positioned.</li> <li>3. Watch Observation playing with Lego.</li> <li>4. Write up reflection.</li> <li>5. Meet with collaborative partner.</li> <li>6. <b>Discuss the day.</b> Share copies of field notes and documents collected.</li> <li>7. Write up Task 8. Compare the actual setting to the imaginary setting. What have you changed/improved?</li> <li>8. Write up child observations using proforma</li> <li>9. Update Development matters proforma</li> </ol>
Day 9	<ol style="list-style-type: none"> <li>1. Work alongside your mentor and support setting staff as</li> </ol>	<ol style="list-style-type: none"> <li>1. Read the materials for Task 9 – collaboratively agree to</li> </ol>

	<p>directed.</p> <ol style="list-style-type: none"> <li>2. Carry out two additional observations of a 3-4 year old child within the setting for 20 minutes. Complete UNIVERSITY OBSERVATION RECORD for each observation.</li> <li>3. Ensure Attendance record is signed before leaving setting.</li> </ol>	<p>consider one of the areas of learning.</p> <ol style="list-style-type: none"> <li>2. Reflect upon how you would improve this area.</li> <li>3. Watch Observing a series of adult led activities</li> <li>4. Write reflection</li> <li>5. Write up child observations using proforma</li> <li>6. Update Development matters proforma</li> </ol>
Day 10	<ol style="list-style-type: none"> <li>1. Work alongside mentor and support setting staff as directed.</li> <li>2. Carry out two observations of a 3-4 year-old child within the setting for 20 minutes. Complete UNIVERSITY OBSERVATION RECORD for each observation.</li> <li>3. Both trainees and mentor meet to discuss weekly progress made and discuss targets for the next placement.</li> <li>4. Ensure Attendance record is signed before leaving setting.</li> <li>5. Mentor to create report based on 2nd trainees week. Trainee to upload to Turnitin.</li> </ol>	<ol style="list-style-type: none"> <li>1. Read the materials for Task 10 – observe routines leaving the setting.</li> <li>2. Write reflection</li> <li>3. Watch Observation of a child building a tower</li> <li>4. Write up reflection</li> <li>5. Attend weekly progress meeting with mentor</li> <li>6. Meet separately with collaborative partner.</li> <li>7. Discuss the day. Share copies of field notes and documents collected.</li> <li>8. Write up observations</li> <li>9. Update Development matters proforma</li> </ol>

## Attendance Record

Name of student

.....

School Name

.....

Name of school based mentor

.....

Name of training

coordinator.....

Please indicate the dates of the 5 days attendance at this setting.

<b>Day</b>	<b>Date</b>	<b>Student signature</b>	<b>Mentor signature</b>
<b>1</b>			
<b>2</b>			
<b>3</b>			
<b>4</b>			
<b>5</b>			



## List of situations to observe young children

Assessing gross motor skills – walking up stairs/downstairs, skipping, hopping, catching a ball, throwing a ball, riding a trike.

Assessing fine motor skills – holding a paint brush, holding a pencil, cutting out with scissors, fastening clothes, eating food with fingers/ cutlery.

Observing emotional development – handling negative emotions

Observing social development – child taking turns, sharing

Observing a child interacting with other children

Observing a child interacting with adults

Observing a child exhibiting basic manners (saying please and thank you, excuse me, sorry).

Observing a child in solitary play, parallel play, cooperative play

Observing a child friendship groups – same sex/opposite sex/no friends

Observe how a teacher resolves a conflict

Observe language skills – a child's verbal interaction with another child or an adult

Observe a child counting, sorting, constructing, building a tower

Observe a child in creative play/role play

Observe a child playing with sand/water etc

## Placement Tasks

These placement tasks are designed to provide you with opportunities to practise aspects of the module content in schools in order to further your understanding. The school-based tasks will be introduced via specific lectures and workshops. All tasks need to be completed using the reflection proformas held within this handbook and in your placement file prior to your mentor writing your placement report. The nature of the tasks, and assessment requirements from other modules, mean that you need to be organised and focused and address the tasks systematically.

Focus	Supporting Reading
<p><b>Task 1 - Safeguarding</b></p> <ul style="list-style-type: none"> <li>• Locate and read the settings safeguarding policy.</li> <li>• Write a reflection of one aspect of how this setting ensure that the children in their care are kept safe.</li> </ul>	<p>Keeping Children Safe in Education Working Together to Safeguard Children Setting safeguarding policy <a href="#">Safeguarding and Child Protection quiz   Online quiz   NDNA</a></p>
<p><b>Task 2 – Child Observation</b></p> <ul style="list-style-type: none"> <li>• Observe mentor carrying out an observation either during an adult led session or continuous provision.</li> <li>• Reflect upon the activity, using the Task 2 reflection proforma, in relation to how this information is used for assessment.</li> </ul>	<p>Use Development matters 2021 Read e-book from Reading list <a href="#">Developing Early Years Practice</a> by Linda Miller, , Carrie Cable, , and Jane Devereux Read Chapter 5 Reflecting in practice Watch recordings of early years settings Read Child Observation by Ioanna Palaiologou Chapters 1-3</p>
<p><b>Task 3 – Peer Assessment</b></p> <ul style="list-style-type: none"> <li>• Read a story to whole class/group.</li> <li>• Peer to observe through blackboard</li> <li>• Reflect upon behaviour management strategies you have used to support learning.</li> </ul>	<p>Use Development matters 2021 <a href="#">Developing Early Years Practice</a> by Linda Miller, , Carrie Cable, , and Jane Devereux Read Chapter 8 Language and learning Use peer observation proforma held within folder</p>
<p><b>Task 4 – Observe outdoor play routines</b></p> <ul style="list-style-type: none"> <li>• Observe children playing outdoors.</li> <li>• Reflect upon the way the setting staff create the <i>behaviours</i> they expect for this routine.</li> </ul>	<p>Use Development matters 2021 <a href="#">Developing Early Years Practice</a> by Linda Miller, , Carrie Cable, , and Jane Devereux Read Chapter 6 Learning through play Read The Early Years Foundation Stage Theory and Practice by Ioanna Palaiologou Chapter 19 Personal Social and Emotional Development</p>
<p><b>Task 5 – Observe routines</b></p> <ul style="list-style-type: none"> <li>• Observe the children arriving at the setting.</li> <li>• Reflect upon the way the setting staff</li> </ul>	<p><a href="#">Toddler and Preschool Separation Anxiety Tips - YouTube</a> Read The Early Years Foundation Stage Theory</p>

manage this behaviour.	and Practice by Ioanna Palaologou Chapter 11 Effective Transitions Read Tom Bennett summary
<b>Task 6 - Child Observation (2<sup>nd</sup> person)</b> <ul style="list-style-type: none"> <li>Observe mentor carrying out an observation either during an adult led session or continuous provision.</li> <li>Reflect upon the activity, using the Task 2 reflection proforma, in relation to how this information is used for assessment.</li> </ul>	Use Development matters 2021 Read e-book from Reading list <a href="#">Developing Early Years Practice</a> by Linda Miller, , Carrie Cable, , and Jane Devereux Read Chapter 5 Reflecting in practice Watch recordings of early years settings Read Child Observation by Ioanna Palaologou Chapters 1-3
<b>Task 7 – Peer Assessment</b> <ul style="list-style-type: none"> <li>Read a story to whole class/group.</li> <li>Peer to observe through blackboard</li> <li>Reflect upon behaviour management strategies you have used to support learning.</li> </ul>	Use Development matters 2021 <a href="#">Developing Early Years Practice</a> by Linda Miller, , Carrie Cable, , and Jane Devereux Read Chapter 8 Language and learning Use peer observation proforma held within folder
<b>Task 8 – Make a map of an Early years classroom</b> <ul style="list-style-type: none"> <li>Draft up actual classroom if in setting</li> <li>Collaboratively decide on an improved map</li> </ul>	Use resources in Creating an Early years Environment Read A guide to the Early years and primary teaching by Dominic Wyse and Sue Rodgers Chapter 5 Child Development
<b>Task 9 – Investigate learning areas</b> <ul style="list-style-type: none"> <li>Consider one of the areas of learning through play</li> <li>Collaboratively reflect upon how this area could be improved</li> </ul>	Use resources in Creating an Early years Environment Read Developing Learning in Early Childhood by Tina Bruce Chapter 1 How does learning develop?
<b>Task 10 – Observe routines</b> <ul style="list-style-type: none"> <li>Observe the children leaving the setting.</li> <li>Reflect upon the way the setting staff manage this behaviour.</li> </ul>	<a href="#">Toddler and Preschool Separation Anxiety Tips - YouTube</a> Read The Early Years Foundation Stage Theory and Practice by Ioanna Palaologou Chapter 11 Effective Transitions

## Safeguarding Reflection

**Dated**.....

Locate and read the settings safeguarding policy. Write a reflection showing how this setting ensure that the children in their care are kept safe.

Focus of reflection .....

**Describe the settings safeguarding procedure PLEASE TYPE**

**Describe what you have learnt from reading this policy and how you will use this knowledge while in school/setting.**

**Describe how you believe the safeguarding policy keeps the children in this setting safe.**

## Assessment Reflection

**Dated**.....

Observe mentor carrying out an observation during either an adult led session or continuous provision. Reflect upon the information recorded, using the Task 2 reflection proforma, in relation to how this activity is used for assessment.

**Focus of reflection** .....

**Describe the activity observed PLEASE TYPE**

**Describe how assessment of learning was recorded and used to monitor progress, set targets or plan subsequent activities.**

**Evaluate how effective this assessment procedure was in evidencing the children's learning and ensuring future progress.**

**Behaviour Reflection**

**Dated.....**

Focus of reflection .....

**Describe the activity and the behaviour management strategies observed  
PLEASE TYPE**

**Link these behaviours to the 3 R's of behaviour management Rules, routines and relationships**

**Evaluate how effective you think these strategies were in promoting the expected behaviours**

## Record of Reflective Observation

<b>Student Name:</b>	<b>Date:</b>	<b>Time:</b>
<b>Childs name:</b>	<b>Childs age in months:</b>	
<b>Child initiated</b>	<b>Adult led</b>	
<b>Link to Development matters. Area of Learning:</b>	<b>Age phase:</b>	
<b>What is the child saying or doing?</b>		
<b>Where is the evidence of the child's learning?</b>	<b>Did you support the child? How?</b>	<b>Next steps for this child in this area of learning (Reinforcing, expanding)</b>

## Peer Review Form

Trainee Teacher Name	
Reviewer Name	
Date	
Time	
School or Setting name	
Focus of observation.....  (What have you been working on and would like to be noted)	
Describe the lesson	
Identify the strengths of the lesson observed	
Identify one thing that could be done differently  1.	
Trainee teacher signature:	
PRINT NAME	
Review signature	
PRINT NAME	

## Guidance for Mentors

**Please ensure that your student has an induction into the policies and procedures appropriate to your Nursery/School on the first day of placement.**

This may include guidance with regard to signing in and out; expected starting and finishing times; dress code, sickness and absence procedures; use of mobile phones; staff meetings; guidance for working with parents; medical and dental appointments; social media etc. In all instances, the student would be expected to follow the procedure applicable to other staff members. It is the mentors responsibility to indicate start and finish times and to check students if their behavior was considered to be inappropriate to your setting. If behaviors persist, mentors should contact the university as outlined below.

### **Concerns about a student:**

We hope that all of our students will work within the expectations of Part 2 of the Teachers' Standards 2012."A teacher is expected to demonstrate consistently high standards of personal and professional conduct." If you feel this is not the case, or you have any additional concerns, please contact your assigned link tutor or alternatively Lorain Miller using the contact information outlined in this booklet.

### **Weekly Review of Progress Meetings**

Trainee teaches should meet at the end of each week with their mentor to evaluate and review their placement experience. **A Weekly Review of Progress** proforma should be completed each week to support achievement made against the Core Content Framework aims of the placement.

At the end of each week both trainee teachers and mentor should meet virtually to discuss progress made so far in line with the aims of the placement.

Where a school or setting has offered more than 2 places it may well be possible to bring all students together for a single, weekly session. It is, however, important to acknowledge the differing needs of individual students. There may be a need to speak briefly with each student to ensure that there are no concerns or anxieties which they feel unable to voice in the larger group

### **Students in difficulty**

- Students who experience problems or difficulties on placement should speak in the first instance to the host class teacher/school based mentor and highlight the problem(s). The problem(s) may be able to be solved at school level without any other support. Students should contact their link tutor/ placement module leader after this if they need further support and advice.
- Class teachers/school based mentors who are concerned about any aspect of a student's placement (planning and preparation, teaching ability, attitude, attendance,

punctuality, progress, etc.) should in the first instance discuss the problem with the student. If the problem is solved quickly then no further action need be taken.

- If a class teacher/school based mentor feel they would like/need further support with a student's placement they should contact the link tutor/placement module leader after first discussing the problem(s) with the student.

### **Guidance for mentors on completing the End of Placement Report**

At the end of each week, the mentor completes a BA1 Placement in Early Years Report with the trainee in setting on the final day. Both mentor and student should keep a copy of the report. The trainee must upload a signed copy of this report to Turnitin. This forms the first component of the 3 components necessary to pass this module.

### **University Support**

Settings will be supported by a University Link Tutor who will visit each setting virtually (using TEAMS or Blackboard collaborate) during the placement period to check the student's progress. The University Link tutor assigned to the setting will be made known to the trainee teacher. The mentor can contact the University Link tutor in the first instance if they have any issues they wish to discuss.

The Module Leader may carry out an in person visit for a small number of settings for quality assurance purposes. If the University Link Tutor is not able to answer the query raised by the mentor then please contact the Module Leader Lorain Miller via email

[Lorain.miller@northumbria.ac.uk](mailto:Lorain.miller@northumbria.ac.uk)



**DO THIS AT THE END OF EACH WEEK THAT YOU ARE ON PLACEMENT**

**Weekly Review of Progress From**

**Name of trainee:** \_\_\_\_\_

**Review of week beginning:** \_\_\_\_\_

<b>Review Of Previous Weeks Actions</b>	
<b>Actions set</b>	<b>Achieved/Evidence</b>
1.	
2.	
3.	
<b>TRAINEE TEACHER TO COMPLETE POINT 1 and 2 PRIOR TO THE MEETING</b>	
<b>Part 1 - In which aspects of the aims of the placement do you feel you have made most progress during the last week?</b>  1.  2.  3.	Core Content Framework (CCF)
<b>Part 2 - In which aspects of the aims of the placement do you feel you have made least progress during the last week?</b>  1.  2.  3.	CCF
<b>SCHOOL BASED MENTOR TO COMPLETE DURING MEETING</b>	
<b>Part 3 Aims of the placement evidenced this week</b>	<b>CCF</b>

<b>Part 4 Please comment on Professional Behaviours</b>	<b>CCF</b>

Discuss the targets in line with the CCF aims of the placement Use this format to record the discussion of your progress and the focus for the development of practice during the next week of the placement.

<b>Part 5 What specific actions need to be addressed for the trainees' development?</b>	
Action by student:	Support from school to address target (if appropriate):
<p>Signed: _____ (school based mentor/class teacher)</p> <p>Signed: _____ (student)</p> <p>Date: _____</p> <p><b>PLEASE ENSURE ALLPARTIES SIGN AND DATE THIS DOCUMENT AS IT IS EVIDENCE AGAINST THE TEACHING STANDARDS</b></p>	

- **Please hand a hard copy to the trainee at the end of each week.**
- **Trainee to put this in placement file.**

## Example of completed Weekly Review of Progress Form

Name of trainee:     A. TRAINEE    

Review of week beginning:   3<sup>RD</sup> Nov 19  

Discuss the targets in line with the aims of the placement (see below). Use this format to record the discussion of your progress and the focus for the development of practice during the next week of the placement. Please remember to relate all targets to the standards.

Review Of Previous Weeks Actions	
Action set	Achieved/Evidence
Amy is to look back at all observations carried out last week and link them to Development matters.	Reviewed at progress check – see placement file
Amy is to observe Angela carrying out another observation on Monday during continuous provision.	Achieved – Task 2 Assessment reflection in file
Amy is to read a story to the whole class on Tuesday	Achieved Task 3 Behaviour reflection in file

TRAINEE TEACHER TO COMPLETE POINT 1 and 2 PRIOR TO THE MEETING	
<p><b>Point 1 - In which aspects of the aims of the placement do you feel you have made most progress during the last week?</b></p> <ol style="list-style-type: none"> <li>I have attended placement every day and I come in at 8am and leave when my mentor says I can normally at 4:30.</li> <li>I have dressed in accordance with the guidance the mentor gave me for this placement every day.</li> <li>I have listened to my mentor carefully and learned a lot from her. I am trying to do what she has asked me to do.</li> </ol>	<p>CCF</p> <p>Professional behaviours</p>

<p><b>Point 2 - In which aspects of the aims of the placement do you feel you have made least progress during the last week?</b></p> <ol style="list-style-type: none"> <li>1. I feel I need more guidance on how record an observation properly</li> <li>2. I would like to understand more about how you plan for continuous provision</li> <li>3. I would like to see the behaviour management policy for the setting</li> </ol>	<p>CCF</p> <p>Assessment for learning</p>
<p><b>SCHOOL BASED MENTOR TO COMPLETE DURING MEETING</b></p>	
<p><b>Aims of the placement evidenced this week</b></p>	
<p>Amy is learning the routines of the setting and has started to take the initiative when it comes to getting the children ready for snack and lunch.</p>	<p><b>Managing Behaviour</b></p>
<p>Amy is starting to create good relationships with other staff members and already knows everyone's names and job roles.</p>	<p><b>Professional Behaviours</b></p>
<p>Amy was very attentive when learning how to carry out a child observation. She is starting to create detailed observations but is not sure how they connect with Development matters as yet.</p>	<p><b>Assessment for learning</b></p>
<p><b>Please comment on professional behaviours</b></p> <p>Amy has attended the setting every day. She has been punctual and appropriately dressed.</p>	<p>Professional Behaviours</p>
<p><b>What <u>specific aims of the placement</u> need to be addressed in the coming week link to CCF</b></p>	
<p><b>Aims</b></p>	
<ul style="list-style-type: none"> <li>• To become more familiar with Development matters (Subject and Curriculum)</li> </ul>	
<ul style="list-style-type: none"> <li>• To become familiar with, and contribute to the setting's observation and assessment procedures (Assessment for learning)</li> </ul>	
<ul style="list-style-type: none"> <li>• To gain an understanding of how high expectations of behaviour establish a framework for discipline (Managing Behaviour)</li> </ul>	

**What specific actions need to be taken next week in order to address these aims?**

Action by student:	Support from school to address target (if appropriate):
Amy is to look back at all observations carried out last week and link them to Development matters.	Angela will check that she has carried this out in the next weekly progress meeting.
Amy is to observe Angela carrying out another observation on Monday during continuous provision.	Angela is to show Amy how this observation is used to create a learning journey for each child and then how this information is used to set targets for each child.
Amy is to lead a welcome session on Tuesday.	Angela will show Amy what exactly is done in a welcome meeting on Monday.

Signed: \_\_\_\_\_ Angela Mentor \_\_\_\_\_ (school based mentor/class teacher)

Signed: \_\_\_\_\_ Amy Trainee \_\_\_\_\_ (student)

Date: \_\_\_\_\_ 7<sup>th</sup> November 2019 \_\_\_\_\_

**PLEASE ENSURE ALL PARTIES SIGN AND DATE THIS DOCUMENT**

## Collaborative Placement in a Nursery setting Report

Name of Student	
Dates of Placement	
Name of School/Setting	
Number of Days attended	

### INDIVIDUAL PROFILE FOR THIS STUDENT

Aspects of CCF observed	Not observed	Some Understanding	Good understanding	Exceptional understanding
<b>High Expectations</b>				
<b>How pupils learn</b>				
<b>Subject and Curriculum</b>				
<b>Classroom practice</b>				
<b>Adaptive teaching</b>				
<b>Assessment for learning</b>				
<b>Professional Behaviours</b>				
Please comment on the above grading and include comments about attendance and punctuality and appropriate dress code.				
Signature of mentor: Date:				
Signature of trainee teacher Date				

*Students should be graded by putting either a tick or cross in the boxes*

- **Please hand a hard copy of this report to the student on the last day of placement.**
- **Student to upload their report using Turnitin module TE0488 as 1 component of the 3 required to pass this module.**