

Department of Educational Studies  
Faculty of Education

**LEARNING FROM EXPERIENCE:  
THE ROLE OF PLACEMENT IN BECOMING A  
REFLECTIVE PRIMARY TEACHER**

A longitudinal study of students' experiences on the  
Bachelor of Education (Primary) Degree at the University  
of Strathclyde

Volume 2: Appendices

**M E Rae Stark**

Submitted in fulfilment of the requirements for the degree of PhD.

April 2000

The copyright of this thesis belongs to the author under the terms of the United Kingdom Copyright Acts as qualified by University of Strathclyde Regulation 3.49. Due acknowledgement must always be made of the use of any material contained in or derived from this thesis.

## VOLUME 2

### Contents

#### APPENDICES

Appendix 1	Students' Questionnaires, Phase 1: 1993-94	1
Appendix 2	Teachers' Questionnaires, Phase 1: 1993-94	26
Appendix 3	Tutors' Questionnaires, Phase 1: 1993-94	51
Appendix 4	Remit-holders' Questionnaires, Phase 1: 1993-94	57
Appendix 5	Interview Schedules: Students, Phase 2	63
Appendix 6	Interview Schedules: 'Good Practice' Teachers	79
Appendix 7	Students' Questionnaires, Phase 2: 1994-97	85
Appendix 8	Students' Questionnaires on Competences, 1997	107
Appendix 9	Interviews 1993-97: The Students	130

# APPENDIX 1

## Students' Questionnaires

Phase 1: 1993-94

**School Experience in the BEd Degree**

**Questionnaire for Students**

We are undertaking a study of School Experience which will involve BEd students, their tutors and the placement schools. Your views are important and we would be grateful if you could help us by completing this questionnaire.

**Please return to :**

**A Background Information**

1 School : ..... **code**

2 Division :

Argyll & Bute	<input type="checkbox"/>
Dumbarton	<input type="checkbox"/>
Lanark	<input type="checkbox"/>
Renfrew	<input type="checkbox"/>
Glasgow	<input type="checkbox"/>

3 Stage in school : .....

**B On Placement - Placement 3**

Please base your answers to this section of the questionnaire on your experiences on Placement 3.

1 Indicate if you received enough information from Jordanhill to allow you to prepare for the Placement 3 by ticking the appropriate boxes.

	Did you receive enough information on -	yes	no
i	<i>the <u>school</u> in which you were to be placed</i>	<input type="checkbox"/>	<input type="checkbox"/>
ii	<i>the <u>duration</u> of the placement</i>	<input type="checkbox"/>	<input type="checkbox"/>
iii	<i>the <u>week-by-week</u> <u>pacing</u> of your teaching load on placement</i>	<input type="checkbox"/>	<input type="checkbox"/>
iv	<i>how you were to be <u>assessed</u> on placement</i>	<input type="checkbox"/>	<input type="checkbox"/>
v	<i>the <u>amount</u> of assistance the teacher could offer</i>	<input type="checkbox"/>	<input type="checkbox"/>
vi	<i>the <u>kind</u> of assistance the teacher could offer</i>	<input type="checkbox"/>	<input type="checkbox"/>
vii	<i>the <u>timing</u> of tutor visits</i>	<input type="checkbox"/>	<input type="checkbox"/>
viii	<i>the <u>requirements</u> for tutor visits</i>	<input type="checkbox"/>	<input type="checkbox"/>

What other information would you have liked before the placement began?

**BEd 1**

Matric. No. ....

2 On the two preparation days before Placement 3 you were required to collect information on the following. Tick those which you were able to collect.

I collected information on:

A	<i>the school and its environment</i>	
B	<i>the type of school</i>	
C	<i>school policies</i>	
D	<i>resources available</i>	
E	<i>the children in the class</i>	
F	<i>classroom layout</i>	
G	<i>classroom resources</i>	
H	<i>classroom time-table</i>	
I	<i>classroom routines</i>	
J	<i>the maths group I would work with</i>	
K	<i>the language group I would work with</i>	
L	<i>my provisional programme of work</i>	

Use the letters to complete these statements:

The three easiest to collect were : ..... ..

The three most difficult to collect were : ..... ..

3 Which of those in the list A - L did the teacher/school have ready for you?  
(Write letters)

4 How much help did you need to collect this information? (tick)

none	<input type="checkbox"/>
------	--------------------------

a little	<input type="checkbox"/>
----------	--------------------------

some	<input type="checkbox"/>
------	--------------------------

a lot	<input type="checkbox"/>
-------	--------------------------

5 Who gave you most help in gathering this material? .....

6 Which of these people gave you support/advice during Placement 3?

1- often 2 - sometimes 3 - never

A	<i>The PFT tutor from Jordanhill</i>	1	2	3
B	<i>The class teacher</i>	1	2	3
C	<i>The AHT/DHT/HT in the school</i>	1	2	3
D	<i>The Senior Teacher in charge of students</i>	1	2	3
E	<i>Other teachers in the school</i>	1	2	3
F	<i>Other students at the school</i>	1	2	3

Anyone else?

Using the letters in the first column, list these people in the order of the value you placed on their advice, from most valuable to least:

.....



7 Teachers support you on placement in a number of ways, some of which are listed below. Which of the following did you experience on Placement 3? (Circle)

Codes : 1- often 2 - sometimes 3 - never 4 - don't

know

<b>A</b>	<i>The teacher demonstrated teaching and I observed.</i>	1	2	3	4
<b>B</b>	<i>She/he discussed her /his teaching of a lesson with me</i>	1	2	3	4
<b>C</b>	<i>She/he observed me teaching and gave me feedback.</i>	1	2	3	4
<b>D</b>	<i>She/he made notes on my progress as feedback to tutor.</i>	1	2	3	4
<b>E</b>	<i>She/he met with me to discuss my progress.</i>	1	2	3	4
<b>F</b>	<i>She/he helped in planning for my teaching.</i>	1	2	3	4
<b>G</b>	<i>I worked collaboratively with the teacher.</i>	1	2	3	4
<b>H</b>	<i>She/he read and commented on my SE file.</i>	1	2	3	4
<b>I</b>	<i>She/he gave advice on my lesson plans before I taught.</i>	1	2	3	4
<b>J</b>	<i>She/he listened to my concerns about my teaching.</i>	1	2	3	4
<b>K</b>	<i>The teacher discussed her/his practice, concerns and view of teaching.</i>	1	2	3	4
<b>L</b>	<i>The teacher knew the requirements of the placement.</i>	1	2	3	4
<b>M</b>	<i>I had a good personal relationship with the teacher.</i>	1	2	3	4
<b>N</b>	<i>The teacher gave me information about the class/children</i>	1	2	3	4

If there was any other form of support which you received from the teacher, please comment here:

8 Which form(s) of support did you find most valuable at different stages in the placement?  
(use the letters A - N above)

beginning	middle	end	of placement
all through the placement			

**BEd 1**

Matric. No. ....

9 In which of the following areas of teaching did you learn most during Placement 3? Tick the three key learning areas for you.

Then, in the second column, indicate where you got help for each area, using the codes J- Jordanhill and T - Teacher in school. (You can use both if you wish.)

Areas of teaching		J or T or both
<i>Forward Planning</i>		
<i>Short term planning</i>		
<i>Presentation</i>		
<i>Responsiveness</i>		
<i>Relationships</i>		
<i>Management</i>		
<i>Evaluation and assessment of pupil learning</i>		
<i>Self evaluation</i>		
<i>Personal qualities</i>		
<i>Committee to development</i>		

10 Which parts of the BEd programme at Jordanhill helped in your preparation for Placement 3? Use codes : 1 - not a lot; 2 - some; 3 - a lot

<b>A</b>	<b>Preparation for Teaching</b>	
<b>B</b>	<b>Professional Studies</b>	
<b>C</b>	<b>Language</b>	
<b>D</b>	<b>Mathematics</b>	
<b>E</b>	<b>Expressive Arts</b>	
<b>F</b>	<b>Environment</b>	
<b>G</b>	<b>General Elective</b>	
<b>H</b>	<b>Religious and Moral Education</b>	
<b>I</b>	<b>Educational Computing</b>	
<b>J</b>	<b>Audio-Visual</b>	

11 Could the BEd programme add/change anything to help your development? If so, what?



12 Across Placements 1 - 3, tutors support you in a number of ways, some of which are listed below. Which of the following did you experience? (Circle)

1- often 2 - sometimes 3 - never 4 -

don't know

<b>A</b>	<i>The tutor demonstrated teaching and I observed.</i>	1	2	3	4
<b>B</b>	<i>She/he discussed her /his teaching of a lesson with me</i>	1	2	3	4
<b>C</b>	<i>She/he observed me teaching and gave me feedback.</i>	1	2	3	4
<b>D</b>	<i>She/he made notes on my progress as feedback.</i>	1	2	3	4
<b>E</b>	<i>She/he met with me to discuss my progress.</i>	1	2	3	4
<b>F</b>	<i>She/he helped in planning for my teaching.</i>	1	2	3	4
<b>G</b>	<i>I worked collaboratively with the tutor.</i>	1	2	3	4
<b>H</b>	<i>She/he read and commented on my SE file.</i>	1	2	3	4
<b>I</b>	<i>She/he gave advice on my lesson plans before I taught.</i>	1	2	3	4
<b>J</b>	<i>She/he listened to my concerns about my teaching.</i>	1	2	3	4
<b>K</b>	<i>The tutor discussed her/his practice, concerns and view of teaching.</i>	1	2	3	4
<b>L</b>	<i>The tutor knew the requirements of the placement.</i>	1	2	3	4
<b>M</b>	<i>I had a good personal relationship with the tutor.</i>	1	2	3	4
<b>N</b>	<i>The tutor gave me information about the class/children</i>	1	2	3	4

If there was any other form of support which you received from the tutor, please comment here:

13 Which form(s) of support did you find most valuable in each placement? (use the letters A - N above)

<b>Placement 1</b>	<b>Placement 2</b>	<b>Placement 3</b>	of placement
<b>across all placements</b>			

**C On Placement - General Issues**

1 You may have fairly definite views about going on Placement. Please circle the numbers to indicate how you feel about each of the statements:

1- often 2 - sometimes 3 -

never

- I look forward to going to schools on placement.* 1 2 3
- I feel apprehensive about school experience placements.* 1 2 3
- I actually enjoy being on school experience placements.* 1 2 3
- I would like to work with students when I am a teacher.* 1 2 3
- I see the supervision of students as part of a teacher's role.* 1 2 3
- The teacher on Placement 3 appeared to enjoy having a student.* 1 2 3

If you wish to add to this list please do so here:

2 Do you think that the school should play a greater role in the training of students than it does at present?

yes  no

Comment:

3 Would you like to see schools having a greater role in the assessment of students towards the final grade for a placement?

yes  no

Comment:

4 If you wish to comment on any aspect not raised in this questionnaire, please use this space:

**THANK YOU FOR TAKING THE TIME TO COMPLETE THIS  
QUESTIONNAIRE.  
PLEASE RETURN TO :**

**School Experience in the BEd Degree**

**Questionnaire for Students**

We are undertaking a study of School Experience which will involve BEd students, their tutors and the placement schools. Your views are important and we would be grateful if you could help us by completing this questionnaire.

**Please return to :**

**A Background Information**

1 School : .....

code

--	--	--

2 Division :

Argyll & Bute	
Dumbarton	
Lanark	
Renfrew	
Glasgow	

3 Stage in school : .....

**B On Placement - Placement 5**

Please base your answers to this section of the questionnaire on your experiences on Placement 5.

1 Was it at all helpful to be returning to your Placement 4 school? **yes**  **no**   
Why do you think so?

Indicate if you received enough information from Jordanhill to allow you to prepare for the Placement 5 by ticking the appropriate boxes.

	Did you receive enough information on -	yes	no
i	<i>the <u>duration</u> of the placement</i>		
ii	<i>the <u>week-by-week</u> pacing of your teaching load on placement</i>		
iii	<i>how you were to be <u>assessed</u> on placement</i>		
iv	<i>the <u>amount</u> of assistance the teacher could offer</i>		
v	<i>the <u>kind</u> of assistance the teacher could offer</i>		
vi	<i>the <u>timing</u> of tutor visits</i>		
vii	<i>the <u>requirements</u> for tutor visits</i>		

What other information would you have liked before the placement began?







7 How did your professional relationship with the teacher differ, if at all, from Year 1?

8 Teachers support you on placement in a number of ways, some of which are listed below. Which of the following did you experience on Placement 5? (Circle)

1- often 2 - sometimes 3 - never 4 -

don't know

<b>A</b>	<i>The teacher demonstrated teaching and I observed.</i>	1	2	3	4
<b>B</b>	<i>She/he discussed her /his teaching of a lesson with me</i>	1	2	3	4
<b>C</b>	<i>She/he observed me teaching and gave me feedback.</i>	1	2	3	4
<b>D</b>	<i>She/he made notes on my progress as feedback to tutor.</i>	1	2	3	4
<b>E</b>	<i>She/he met with me to discuss my progress.</i>	1	2	3	4
<b>F</b>	<i>She/he helped in planning for my teaching.</i>	1	2	3	4
<b>G</b>	<i>I worked collaboratively with the teacher.</i>	1	2	3	4
<b>H</b>	<i>She/he read and commented on my SE file.</i>	1	2	3	4
<b>I</b>	<i>She/he gave advice on my lesson plans before I taught.</i>	1	2	3	4
<b>J</b>	<i>She/he listened to my concerns about my teaching.</i>	1	2	3	4
<b>K</b>	<i>The teacher discussed her/his practice, concerns and view of teaching.</i>	1	2	3	4
<b>L</b>	<i>The teacher knew the requirements of the placement.</i>	1	2	3	4
<b>M</b>	<i>I had a good personal relationship with the teacher.</i>	1	2	3	4
<b>N</b>	<i>The teacher gave me information about the class/children</i>	1	2	3	4

If there was any other form of support which you received from the teacher, please comment here:

9 Which form(s) of support did you find most valuable at different stages in the placement? (use the letters A - N above)

<b>beginning</b>	<b>middle</b>	<b>end</b>	of placement
<b>all through the placement</b>			

10 In which of the following areas of teaching did you learn most during Placement 5?  
Tick the three key learning areas for you.

Areas of teaching	
<i>Forward Planning</i>	
<i>Short term planning</i>	
<i>Presentation</i>	
<i>Responsiveness</i>	
<i>Relationships</i>	
<i>Management</i>	
<i>Evaluation and assessment of pupil learning</i>	
<i>Self evaluation</i>	
<i>Personal qualities</i>	
<i>Committee to development</i>	

11 The specific requirements for Placement 5 are listed below. Please tick those where you think you made progress during the placement.  
In the last column, indicate where you got help for each area listed; use the codes J for Jordanhill and T for Teacher input. (You can use both if you wish)

	Specific requirement	tick	J or T or both
A	<i>Using a curricular framework in Forward planning</i>		
B	<i>Using an integrated framework in Forward planning</i>		
C	<i>Planning a series or sequence of sessions</i>		
D	<i>Resource-based learning-teaching</i>		
E	<i>Operating a simple work programme</i>		
F	<i>Moving from one curricular area to another</i>		
G	<i>Moving from one mode of learning to another</i>		
H	<i>Differentiation</i>		
I	<i>Group work</i>		
J	<i>Teaching a reading group</i>		
K	<i>Working in all curricular areas</i>		
L	<i>Practical activities</i>		
M	<i>Studying the transition from home to school</i>		
N	<i>Taking responsibility for two consecutive days</i>		



12 Across Placements 4 and 5, tutors support you in a number of ways, some of which are listed below. Which of the following did you experience? (Circle)

**1 - often 2 - sometimes 3 - never 4 - don't know**

- A *The tutor demonstrated teaching and I observed.* 1 2 3 4
- B *She/he discussed her /his teaching of a lesson with me* 1 2 3 4
- C *She/he observed me teaching and gave me feedback.* 1 2 3 4
- D *She/he made notes on my progress as feedback.* 1 2 3 4
- E *She/he met with me to discuss my progress.* 1 2 3 4
- F *She/he helped in planning for my teaching.* 1 2 3 4
- G *I worked collaboratively with the tutor.* 1 2 3 4
- H *She/he read and commented on my SE file.* 1 2 3 4
- I *She/he gave advice on my lesson plans before I taught.* 1 2 3 4
- J *She/he listened to my concerns about my teaching.* 1 2 3 4
- K *The tutor discussed her/his practice, concerns and view of teaching.* 1 2 3 4
- L *The tutor knew the requirements of the placement.* 1 2 3 4
- M *I had a good personal relationship with the tutor.* 1 2 3 4
- N *The tutor gave me information about the class/children* 1 2 3 4

If there was any other form of support which you received from the tutor, please comment here:

13 Which form(s) of support did you find most valuable in each placement? (use the letters A - N above)

<b>Placement 4</b>	<b>Placement 5</b>
<b>across Placements 4 and 5</b>	

14 Which parts of the BEd programme at Jordanhill helped in your preparation for Placement 5? Use codes : 1 - not a lot; 2 - some; 3 - a lot

A	Preparation for Teaching	
B	Professional Studies	
C	Language	
D	Mathematics	
E	Expressive Arts	
F	Environment	
G	General Elective	
H	Religious and Moral Education	
I	Educational Computing	
J	Audio-Visual	

13 Could the BEd programme add/change anything to help your development? If so, what?

**C On Placement - General Issues**

1 You may have fairly definite views about going on Placement. Please circle the numbers to indicate how you feel about each of the statements:

1- often 2 - sometimes 3 - never

<i>I look forward to going to schools on placement.</i>	1	2	3
<i>I feel apprehensive about school experience placements.</i>	1	2	3
<i>I actually enjoy being on school experience placements.</i>	1	2	3
<i>I would like to work with students when I am a teacher.</i>	1	2	3
<i>I see the supervision of students as part of a teacher's role.</i>	1	2	3
<i>The teacher on Placement 5 appeared to enjoy having a student.</i>	1	2	3

If you wish to add to this list please do so here:

2 Do you think that the school should play a greater role in the training of students than it does at present?

yes  no

Comment:

3 Would you like to see schools having a greater role in the assessment of students towards the final grade for a placement?

yes  no

Comment:

4 If you wish to comment on any aspect not raised in this questionnaire, please use this space:

<p><b>THANK YOU FOR TAKING THE TIME TO COMPLETE THIS</b></p> <p><b>QUESTIONNAIRE.</b></p> <p><b><u>PLEASE RETURN TO:</u></b></p>
--

**School Experience in the BEd Degree**

**Questionnaire for Students**

We are undertaking a study of School Experience which will involve BEd students, their tutors and the placement schools. Your views are important and we would be grateful if you could help us by completing this questionnaire.

**Please return to :**

**A Background Information**

1 School : ..... **code**

2 Division :

Argyll & Bute	
Dumbarton	
Lanark	
Renfrew	
Glasgow	

8 Stage in school : .....

**B On Placement - Placement 7**

Please base your answers to this section of the questionnaire on your experiences on Placement 7.

1 Indicate if you received enough information from Jordanhill to allow you to prepare for the Placement 7 by ticking the appropriate boxes.

	Did you receive enough information on -	yes	no
i	<i>the school in which you were to be placed</i>		
ii	<i>the duration of the placement</i>		
iii	<i>the week-by week pacing of the your teaching load on placement</i>		
iv	<i>how you were to be assessed on placement</i>		
v	<i>the amount of assistance the teacher could offer</i>		
vi	<i>the kind of assistance the teacher could offer</i>		
vii	<i>the timing of tutor visits</i>		
viii	<i>the requirements for tutor visits</i>		

What other information would you have liked before the placement began?



**BEd 3**

Matric. No. ....

2 You were asked to design your own programme of data collection for the two preliminary visits. How much help did you need to collect this information?  
(tick)

none	<input type="checkbox"/>
------	--------------------------

a little	<input type="checkbox"/>
----------	--------------------------

some	<input type="checkbox"/>
------	--------------------------

a lot	<input type="checkbox"/>
-------	--------------------------

3 Who gave you most help in gathering this material? .....

4 Which of the following information did the teacher/school have available for you?  
(tick) Use the blank boxes to record any other information which was ready for you.

A	<i>resources available</i>	<input type="checkbox"/>
B	<i>the children in the class</i>	<input type="checkbox"/>
C	<i>classroom layout</i>	<input type="checkbox"/>
D	<i>classroom resources</i>	<input type="checkbox"/>
E	<i>classroom time-table</i>	<input type="checkbox"/>
F	<i>classroom routines</i>	<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

5 Which of these people gave you support/advice during Placement 7?  
1- often 2 - sometimes 3 - never

A	<i>The PFT tutor from Jordanhill</i>	1	2	3
B	<i>The class teacher</i>	1	2	3
C	<i>The AHT/DHT/HT in the school</i>	1	2	3
D	<i>The Senior Teacher in charge of students</i>	1	2	3
E	<i>Other teachers in the school</i>	1	2	3
F	<i>Other students at the school</i>	1	2	3

Anyone else?

Using the letters in the first column, list these people in the order of the value you placed on their advice, from most valuable to least:

.....

..



6 Teachers support you on placement in a number of ways, some of which are listed below. Which of the following did you experience on Placement 7? (Circle)

1- often 2 - sometimes 3 - never 4 -

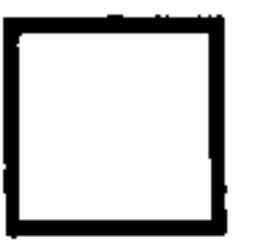
don't know

<b>A</b>	<i>The teacher demonstrated teaching and I observed.</i>	1	2	3	4
<b>B</b>	<i>She/he discussed her /his teaching of a lesson with me</i>	1	2	3	4
<b>C</b>	<i>She/he observed me teaching and gave me feedback.</i>	1	2	3	4
<b>D</b>	<i>She/he made notes on my progress as feedback to tutor.</i>	1	2	3	4
<b>E</b>	<i>She/he met with me to discuss my progress.</i>	1	2	3	4
<b>F</b>	<i>She/he helped in planning for my teaching.</i>	1	2	3	4
<b>G</b>	<i>I worked collaboratively with the teacher.</i>	1	2	3	4
<b>H</b>	<i>She/he read and commented on my SE file.</i>	1	2	3	4
<b>I</b>	<i>She/he gave advice on my lesson plans before I taught.</i>	1	2	3	4
<b>J</b>	<i>She/he listened to my concerns about my teaching.</i>	1	2	3	4
<b>K</b>	<i>The teacher discussed her/his practice, concerns and view of teaching.</i>	1	2	3	4
<b>L</b>	<i>The teacher knew the requirements of the placement.</i>	1	2	3	4
<b>M</b>	<i>I had a good personal relationship with the teacher.</i>	1	2	3	4
<b>N</b>	<i>The teacher gave me information about the class/children</i>	1	2	3	4

If there was any other form of support which you received from the teacher, please comment here:

7 Which form(s) of support did you find most valuable at different stages in the placement? (use the letters A - N above)

beginning	middle	end	of placement
all through the placement			



9 In which of the following areas of teaching did you learn most during Placement 7?  
Tick the three key learning areas for you.

Areas of teaching	
<i>Aims and objectives</i>	
<i>Preparation</i>	
<i>Content/Skills</i>	
<i>Elicitation</i>	
<i>Responsiveness</i>	
<i>Resources</i>	
<i>Organisation etc.</i>	
<i>Supervision</i>	
<i>Assessment of pupil learning</i>	
<i>Evaluation</i>	
<i>Personal qualities</i>	
<i>Commitment to development</i>	

10 The specific requirements for Placement 7 are listed below. Please tick those where you think you made progress during the placement.

Then, in the last column, indicate where you got help for each area listed; use the codes J for Jordanhill and T for Teacher input. (You can use both if you wish)

	Specific requirement	tick	J or T or both
A	<i>Using 5 - 14 Strands and Outcomes in your programme</i>		
B	<i>Curricular Forward Planning</i>		
C	<i>Forward planning using Integrated Frameworks</i>		
D	<i>Working collaboratively with the teacher</i>		
E	<i>Providing for collaborative group work</i>		
F	<i>Experiencing all aspects of teacher's role e.g. staff development, PTA</i>		
G	<i>Reviewing your progress daily</i>		
H	<i>Reviewing your progress fortnightly</i>		
I	<i>Assessment and evaluation of pupil learning</i>		



11 Which parts of the BEd programme at Jordanhill helped in your preparation for Placement 7? Use codes : 1 - not a lot; 2 - some; 3 - a lot

A	Preparation for Teaching	
B	Professional Studies	
C	Language	
D	Mathematics	
E	Expressive Arts	
F	Environment	
G	General Elective	
H	General Elective 2	
I	Religious and Moral Education	
J	Educational Computing	
K	Audio-Visual	

12 Could the BEd programme add/change anything to help your development? If so, what?

13 During Placement 7, tutors supported you in a number of ways, some of which are listed below. Which of the following did you experience? (Circle)

1- often 2 - sometimes 3 - never 4 - don't know

- A *The tutor demonstrated teaching and I observed.* 1 2 3 4
- B *She/he discussed her /his teaching of a lesson with me* 1 2 3 4
- C *She/he observed me teaching and gave me feedback.* 1 2 3 4
- D *She/he made notes on my progress as feedback.* 1 2 3 4
- E *She/he met with me to discuss my progress.* 1 2 3 4
- F *She/he helped in planning for my teaching.* 1 2 3 4
- G *I worked collaboratively with the tutor.* 1 2 3 4
- H *She/he read and commented on my SE file.* 1 2 3 4
- I *She/he gave advice on my lesson plans before I taught.* 1 2 3 4
- J *She/he listened to my concerns about my teaching.* 1 2 3 4
- K *The tutor discussed her/his practice, concerns and view of teaching.* 1 2 3 4
- L *The tutor knew the requirements of the placement.* 1 2 3 4
- M *I had a good personal relationship with the tutor.* 1 2 3 4
- N *The tutor gave me information about the class/children* 1 2 3 4

If there was any other form of support which you received from the tutor, please comment here:

13 Which form(s) of support did you find most valuable in across the three phases of the placement? (use the letters A - N above)

beginning	middle	end	of the placement
across Placement 7			

**C On Placement - General Issues**

1 You may have fairly definite views about going on Placement. Please circle the numbers to indicate how you feel about each of the statements:

1- often 2 - sometimes 3 -

never

<i>I look forward to going to schools on placement.</i>	1	2	3
<i>I feel apprehensive about school experience placements.</i>	1	2	3
<i>I actually enjoy being on school experience placements.</i>	1	2	3
<i>I would like to work with students when I am a teacher.</i>	1	2	3
<i>I see the supervision of students as part of a teacher's role.</i>	1	2	3
<i>The teacher on Placement 7 appeared to enjoy having a student.</i>	1	2	3

If you wish to add to this list please do so here:

2 Do you think that the school should play a greater role in the training of students than it does at present?      **yes**     **no**

Comment:

3 Would you like to see schools having a greater role in the assessment of students towards the final grade for a placement?      **yes**     **no**

Comment:

4 If you wish to comment on any aspect not raised in this questionnaire, please use this space:

**THANK YOU FOR TAKING THE TIME TO COMPLETE THIS  
QUESTIONNAIRE.  
PLEASE RETURN TO:**



**School Experience in the BEd Degree**

**Questionnaire for Students**

We are undertaking a study of School Experience which will involve BEd students, their tutors and the placement schools. Your views are important and we would be grateful if you could help us by completing this questionnaire.

**Please return to :**

**A Background Information**

1 School : ..... **code**

--	--	--

2 Division :

Argyll & Bute	
Dumbarton	
Lanark	
Renfrew	
Glasgow	

3 Stage in school : .....

**B On Placement - Placement 8**

Please base your answers to this section of the questionnaire on your experiences on **Placement 8**.

1 Indicate if you received enough information from Jordanhill to allow you to prepare for the Placement 8 by ticking the appropriate boxes.

	Did you receive enough information on -	yes	no
i	<i>the school in which you were to be placed</i>		
ii	<i>the duration of the placement</i>		
iii	<i>the pacing of the your teaching load on placement</i>		
iv	<i>how you were to be assessed on placement</i>		
v	<i>the amount of assistance the teacher could offer</i>		
vi	<i>the kind of assistance the teacher could offer</i>		
vii	<i>the timing of tutor visits</i>		
viii	<i>the requirements for tutor visits</i>		

What other information would you have liked before the placement began?



2 You were asked to design your own programme of data collection for the two preliminary visits. How much help did you need to collect this information? (tick)

none	<input type="checkbox"/>
------	--------------------------

a little	<input type="checkbox"/>
----------	--------------------------

some	<input type="checkbox"/>
------	--------------------------

a lot	<input type="checkbox"/>
-------	--------------------------

3 Who gave you most help in gathering this material?

.....

4 Which of the following information did the teacher/school have available for you? (tick) Use the blank boxes to record any other information which was ready for you.

A	<i>resources available</i>	<input type="checkbox"/>
B	<i>the children in the class</i>	<input type="checkbox"/>
C	<i>classroom layout</i>	<input type="checkbox"/>
D	<i>classroom resources</i>	<input type="checkbox"/>
E	<i>classroom time-table</i>	<input type="checkbox"/>
F	<i>classroom routines</i>	<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

5 Did you receive enough information during the placement?      **yes**     **no**

If 'no' indicate how things could have been improved:

6 Did you need to contact the tutor during the placement?      **yes**     **no**

If 'yes', was it easy to do?      **yes**     **no**

Did you feel that you could contact the tutor if you needed to?      **yes**     **no**

7 Which of these people gave you support/advice during Placement 8?

1- often    2 - sometimes    3 - never

A	<i>The PFT tutor from Jordanhill</i>	1	2	3
B	<i>The class teacher</i>	1	2	3
C	<i>The AHT/DHT/HT in the school</i>	1	2	3
D	<i>The Senior Teacher in charge of students</i>	1	2	3
E	<i>Other teachers in the school</i>	1	2	3
F	<i>Other students at the school</i>	1	2	3

Anyone else?

Using the letters in the first column, list these people in the order of the value you placed on their advice, from most valuable to least:

.....

..



8 Teachers support you on placement in a number of ways, some of which are listed below. Which of the following did you experience on Placement 8? (Circle)

1- often 2 - sometimes 3 - never 4 - don't know

- A *The teacher demonstrated teaching and I observed.* 1 2 3 4
- B *She/he discussed her /his teaching of a lesson with me* 1 2 3 4
- C *She/he observed me teaching and gave me feedback.* 1 2 3 4
- D *She/he made notes on my progress as feedback to tutor.* 1 2 3 4
- E *She/he met with me to discuss my progress.* 1 2 3 4
- F *She/he helped in planning for my teaching.* 1 2 3 4
- G *I worked collaboratively with the teacher.* 1 2 3 4
- H *She/he read and commented on my SE file.* 1 2 3 4
- I *She/he gave advice on my lesson plans before I taught.* 1 2 3 4
- J *She/he listened to my concerns about my teaching.* 1 2 3 4
- K *The teacher discussed her/his practice, concerns and view of teaching.* 1 2 3 4
- L *The teacher knew the requirements of the placement.* 1 2 3 4
- M *I had a good personal relationship with the teacher.* 1 2 3 4
- N *The teacher gave me information about the class/children* 1 2 3 4

If there was any other form of support which you received from the teacher, please comment here:

9 Which form(s) of support did you find most valuable at different stages in the placement? (use the letters A - N above)

beginning	middle	end	of placement
all through the placement			

10 In which of the following areas of teaching did you learn most during Placement 8? Of the twelve listed, which were the five key learning areas for you? (tick)

Areas of teaching	
<i>Aims and objectives</i>	
<i>Preparation</i>	
<i>Content/Skills</i>	
<i>Elicitation</i>	
<i>Responsiveness</i>	
<i>Resources</i>	

Areas of teaching (ctd.)	
<i>Organisation etc.</i>	
<i>Supervision</i>	
<i>Assessment of pupil learning</i>	
<i>Evaluation</i>	
<i>Personal qualities</i>	
<i>Commitment to development</i>	

**BEd 4**

Matric. No. ....

11 The requirements for Placement 8 are listed below. Tick those where you think you made progress during the placement. Then, in the last column, indicate where you got help for each area listed, using the codes J for Jordanhill and T for Teacher input. (You can use both if you wish)

	Specific requirement	tick	J or T or both
A	Using 5 - 14 Strands and Outcomes in your programme		
B	Applying the SPIE model		
C	Planning using different curricular frameworks		
D	Taking increased responsibility in each curricular area		
E	Increasing your day-to-day teaching skills		
F	Working within a school's teaching programme		
G	Being involved in the wider activities of a school		
H	Working collaboratively with the teacher		
I	Working as a member of a team		
J	Reflecting on your development		

12 Which parts of the BEd programme at Jordanhill helped in your preparation for Placement 8? Use codes : 1 - not a lot; 2 - some; 3 - a lot

A	Preparation for Teaching	
B	Professional Studies	
C	Language	
D	Mathematics	
E	Expressive Arts	
F	Environment	
G	Religious and Moral Education	
H	Educational Computing	
I	Curriculum Elective 1	
J	Curriculum Elective 2	
K	Cross-curricular elective	

13 Could the BEd programme add/change anything to help your development? If so, what?



14 During Placement 8, tutors supported you in a number of ways, some of which are listed below. Which of the following did you experience? (Circle)

1- often 2 - sometimes 3 - never 4 - don't know

- |          |   |   |   |   |   |
|----------|---|---|---|---|---|
| <b>A</b> | <i>The tutor demonstrated teaching and I observed.</i>                      | 1 | 2 | 3 | 4 |
| <b>B</b> | <i>She/he discussed her /his teaching of a lesson with me</i>               | 1 | 2 | 3 | 4 |
| <b>C</b> | <i>She/he observed me teaching and gave me feedback.</i>                    | 1 | 2 | 3 | 4 |
| <b>D</b> | <i>She/he made notes on my progress as feedback.</i>                        | 1 | 2 | 3 | 4 |
| <b>E</b> | <i>She/he met with me to discuss my progress.</i>                           | 1 | 2 | 3 | 4 |
| <b>F</b> | <i>She/he helped in planning for my teaching.</i>                           | 1 | 2 | 3 | 4 |
| <b>G</b> | <i>I worked collaboratively with the tutor.</i>                             | 1 | 2 | 3 | 4 |
| <b>H</b> | <i>She/he read and commented on my SE file.</i>                             | 1 | 2 | 3 | 4 |
| <b>I</b> | <i>She/he gave advice on my lesson plans before I taught.</i>               | 1 | 2 | 3 | 4 |
| <b>J</b> | <i>She/he listened to my concerns about my teaching.</i>                    | 1 | 2 | 3 | 4 |
| <b>K</b> | <i>The tutor discussed her/his practice, concerns and view of teaching.</i> | 1 | 2 | 3 | 4 |
| <b>L</b> | <i>The tutor knew the requirements of the placement.</i>                    | 1 | 2 | 3 | 4 |
| <b>M</b> | <i>I had a good personal relationship with the tutor.</i>                   | 1 | 2 | 3 | 4 |
| <b>N</b> | <i>The tutor gave me information about the class/children</i>               | 1 | 2 | 3 | 4 |

If there was any other form of support which you received from the tutor, please comment here:

15 Which form(s) of support did you find most valuable in across the three phases of the placement? (use the letters A - N above)

beginning	middle	end	of the placement
across Placement 8			

16 What do you see as the difference in the input of the school/teacher and that of the college/faculty?

**C On Placement - General Issues**

1 You may have fairly definite views about going on Placement. Please circle the numbers to indicate how you feel about each of the statements:

1- often 2 - sometimes 3 - never

- I look forward to going to schools on placement.* 1 2 3
- I feel apprehensive about school experience placements.* 1 2 3
- I actually enjoy being on school experience placements.* 1 2 3
- I would like to work with students when I am a teacher.* 1 2 3
- I see the supervision of students as part of a teacher's role.* 1 2 3
- The teacher on Placement 8 appeared to enjoy having a student.* 1 2 3

If you wish to add to this list please do so here:

2 Do you think that the school should play a greater role in the training of students than it does at present?

yes  no

Comment:

3 Would you like to see schools having a greater role in the assessment of students towards the final grade for a placement?

yes  no

Comment:

4 What factors do you think helped you most in your development as a teacher this year?

5 If you wish to comment on any aspect not raised in this questionnaire, please use this space:

**THANK YOU FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE .**  
**PLEASE RETURN TO:**  
**RAE STARK, ROOM 564B, DIVISION OF EDUCATION & PSYCHOLOGY,**  
**JORDANHILL CAMPUS, UNIVERSITY OF STRATHCLYDE.**

## APPENDIX 2

### Teachers' Questionnaires Phase 1: 1993-94

## School Experience in the BEd Degree

### Questionnaire for Teachers (BEd 1)

As a teacher involved in supervising BEd students on placement your views are important and we would be grateful if you would complete this questionnaire. We hope the information will help us to improve the support and advice which we provide to students and teachers on placement.

**Please use the enclosed Reply Paid Label to return the questionnaire to**

<b>code</b>			
-------------	--	--	--

School : .....

#### A Background Information

1 In which division is your school situated? (Please tick)

Argyll & Bute		Dumbarton		Glasgow	
Lanark		Renfrew			

2. Please tick to indicate the year group for which you had responsibility in 1993 - 94 and as a supervising teacher over the last five years.

<i>Year group</i>	<i>1993-94</i>	<i>over last 5 years</i>
<b>BEd 1</b>		
<b>BEd 2</b>		
<b>BEd 3</b>		
<b>BEd 4</b>		

3 Circle the numbers which represent the way you feel for each of these statements.

1 - always    2 - sometimes    3 - never

- |   |   |   |   |
|---|---|---|---|
| <i>I look forward to having students on placement.</i>              | 1 | 2 | 3 |
| <i>I feel apprehensive about students on placement in my class.</i> | 1 | 2 | 3 |
| <i>I enjoy working with a student.</i>                              | 1 | 2 | 3 |
| <i>Having a student keeps me on my toes.</i>                        | 1 | 2 | 3 |
| <i>I see having a student as part of my role as a teacher.</i>      | 1 | 2 | 3 |
| <i>I learn a lot when I have a student.</i>                         | 1 | 2 | 3 |

If you wish to add to this list please do so:



- 4 Placements are planned for progression towards professional development over the four years. Students are adult learners, but they lack experience of doing the job and thinking about it. In the early stages they need to acquire skills which will enable them to survive in the classroom e.g. asking questions, narrating, planning a short lesson. Later on these skills are developed, refined and, across placements, incorporated in group, class and individual settings.

We are interested in your views on

- what can be looked for/achieved in the BEd 1 Placement 3 and
- on the basis of your experience, in which year(s) of the course are certain aspects of development best located. (Tick as many boxes as you think applicable.)

	Aspect of development	BEd 1 Plt.3	Best year for this			
			Y1	Y2	Y3	Y4
A	develop planning skills					
B	develop classroom practice skills					
C	learn from their successes and failures					
D	meet the requirements of the placement					
E	know why something they do works					
F	recognise the range of ways things can be done					
G	take responsibility for their learning					
H	test out alternative ways of doing things					
I	realise their own preconceptions					
J	ask questions about my work					
K	see what is satisfactory in their work					
L	realise the range of non-classroom work to be done					
M	construct their own agenda for development					
N	see how the whole school issues are done					
O	be able to evaluate their learning					
P	be able to assess children's work					
Q	feel good about themselves as a teacher					
R	question their views of how to teach					
S	see the effects of their actions					
T	recognise my expertise					
U	work alongside me as a colleague					
V	realise the values and social implications of work					
W	work my work programme					
X	realise how a school works					
Y	accept what they need to learn					
Z	develop their own style.					

Please complete this section on the basis of the recently completed Placement 3.

**B Students on Placement 3 : 1993 -94**

1 Both before and during a placement, teachers may be involved in a number of activities related to 'managing' the placement. Please tick to indicate if you were involved in any of the following before or during Placement 3 and circle the numbers to indicate how important you think each activity is.

Codes : 1 - very important; 2 - important; 3 - not important

<i>Before the placement</i>	<i>Plt. 3</i>			
<i>I attended meetings involving Jordanhill staff</i>		1	2	3
<i>I attended meetings with school staff (only)</i>		1	2	3
<i>I was involved in staff development activities re student supervision</i>		1	2	3
<i>I was directly involved in negotiating the placement 1 2 3 I met with the tutor from Jordanhill 1 2 3 During the placement (✓) I met with the tutor and the student together 1 2 3 I met with the member of staff with responsibility for students in the school 1 2 3 I met with other members of staff who were also supervising students</i>		1	2	3

2 Please tick to indicate if the information which you received from Jordanhill was sufficient to allow you to prepare for the placement.

	<b>Did you receive enough information on -</b>	<b>yes</b>	<b>no</b>
i	<i>the <u>background</u> of the student being placed with you</i>		
ii	<i>the <u>duration</u> of the placement</i>		
iii	<i>the <u>pacing</u> of the student's teaching load on placement</i>		
iv	<i>how the student would be <u>assessed</u> on placement</i>		
v	<i>the <u>amount</u> of assistance the teacher can offer</i>		
vi	<i>the <u>kind</u> of assistance the teacher can offer</i>		
vii	<i>the <u>timing</u> of tutor visits</i>		
viii	<i>the <u>requirements</u> for tutor visits</i>		

3 What other information would you have liked before the placement began?

4 Did you receive enough information during the placement?      **yes**     **no**

If 'no', please indicate how things could have been improved.



5 Teachers support students in a number of ways, Which of the ways listed below took place during Placement 3? (Circle)

codes : 1- often 2 - sometimes 3 - never 4 - dont know

A	<i>I demonstrated teaching and the student observed.</i>	1	2	3	4
B	<i>I discussed my teaching of a lesson with the student</i>	1	2	3	4
C	<i>I observed the student teaching and gave her/him feedback.</i>	1	2	3	4
D	<i>I made notes on the student's progress as feedback to tutor.</i>	1	2	3	4
E	<i>I met with the student to discuss her/his progress.</i>	1	2	3	4
F	<i>I helped in planning for the student's teaching.</i>	1	2	3	4
G	<i>I worked collaboratively with the student.</i>	1	2	3	4
H	<i>I read and commented on the student's SE file.</i>	1	2	3	4
I	<i>I gave advice on her/his lesson plans before s/he taught.</i>	1	2	3	4
J	<i>I listened to the student's concerns about her/his teaching.</i>	1	2	3	4
K	<i>I discussed my practice, concerns and view of teaching with her/him.</i>	1	2	3	4
L	<i>I knew the requirements of the placement.</i>	1	2	3	4
M	<i>I had a good personal relationship with the student.</i>	1	2	3	4
N	<i>I gave the student information about the class/children</i>	1	2	3	4

Anything else?

5 Which form(s) of support did you find most valuable in across the three phases of the placement? (use the letters A - N above)

beginning	middle	end	of the placement
all through the placement			

6 Which five of those listed in B4 do you think most helps the student in his/her development? [Write the letter(s) from the first column.]

.....

7 What advice would you give a teacher who was about to have a **BEd 1 student** placed with her/his class for the first time?

**C Partnership Issues**

1 The responsibility for ensuring that students acquire a satisfactory level of competence in the knowledge and skills and that they acquire a professional attitude to teaching lies with both the institution and the placement schools (and their authorities). On the basis of your overall experience (i.e. not just Placement 3) indicate where the balance of responsibility has tended to lie until now for each of these aspects.

Aspect of development		Responsibility lies:				
		all with college	mainly college	evenly shared	mainly school	all with school
<b><u>Classroom skills</u></b>						
A	classroom management	1	2	3	4	5
B	discipline	1	2	3	4	5
C	differentiation	1	2	3	4	5
D	coping with special educational needs	1	2	3	4	5
E	assessing pupil learning	1	2	3	4	5
F	evaluation of teaching	1	2	3	4	5
<b><u>Knowledge and understanding</u></b>						
G	subject knowledge	1	2	3	4	5
H	school policy issues e.g. multi-cultural education, primary/secondary liaison	1	2	3	4	5
I	SOED policy developments	1	2	3	4	5
J	School Boards	1	2	3	4	5
K	theoretical grounding for learning and teaching e.g. child development, research	1	2	3	4	5
<b><u>Personal development</u></b>						
L	counselling/guidance	1	2	3	4	5
M	encouraging reflection on practice	1	2	3	4	5
N	informal, formative assessment of the student	1	2	3	4	5
O	final grading of student on practice	1	2	3	4	5

2 The student's professional development as a teacher is dependent on an effective placement experience. To achieve this, we need to identify what it is that the faculty can best offer and what it is best for the school staff to give. Use the letters from B1 to indicate which aspects you feel are best achieved by the faculty, by the school and those which require collaboration.

<i>the faculty</i>	<i>the school</i>	<i>collaboration</i>

- 3 Consider the aspects of development listed in C1. Are there any for which you feel the school should have more responsibility than at present? **yes**  **no**

If so, please list them here:

- 4 The assessment of students on placement is a particular area of interest. Would you like to see schools having a greater role in these aspects of assessing the student on placement?

**yes**      **no**

informal, formative assessment


final grading on placement

Comment:

- 5 If you wish to comment on any aspect not raised in this questionnaire, please use this space:

**THANK YOU FOR TAKING THE TIME TO COMPLETE  
THIS QUESTIONNAIRE**

**Please use the enclosed REPLY PAID LABEL to return  
the questionnaire to:**



## School Experience in the BEd Degree

### Questionnaire for Teachers (BEd 2)

As a teacher involved in supervising BEd students on placement your views are important and we would be grateful if you would complete this questionnaire. We hope the information will help us to improve the support and advice which we provide to students and teachers on placement.

**Please use the enclosed Reply Paid Label to return the questionnaire to**

**code**

School : .....

#### A Background Information

1 In which division is your school situated? (Please tick)

Argyll & Bute	<input type="checkbox"/>
Lanark	<input type="checkbox"/>

Dumbarton	<input type="checkbox"/>
Renfrew	<input type="checkbox"/>

Glasgow	<input type="checkbox"/>
---------	--------------------------

2. Please tick to indicate the year group for which you had responsibility in 1993 - 94 and as a supervising teacher over the last five years.

<i>Year group</i>	<i>1993-94</i>
<b>BEd 1</b>	<input type="checkbox"/>
<b>BEd 2</b>	<input type="checkbox"/>
<b>BEd 3</b>	<input type="checkbox"/>
<b>BEd 4</b>	<input type="checkbox"/>

<i>over last 5 years</i>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>
<input type="checkbox"/>

3 Circle the numbers which represent the way you feel for each of these statements.

1- always 2 - sometimes 3 - never

- |   |   |   |   |
|---|---|---|---|
| <i>I look forward to having students on placement.</i>              | 1 | 2 | 3 |
| <i>I feel apprehensive about students on placement in my class.</i> | 1 | 2 | 3 |
| <i>I enjoy working with a student.</i>                              | 1 | 2 | 3 |
| <i>Having a student keeps me on my toes.</i>                        | 1 | 2 | 3 |
| <i>I see having a student as part of my role as a teacher.</i>      | 1 | 2 | 3 |
| <i>I learn a lot when I have a student.</i>                         | 1 | 2 | 3 |

If you wish to add to this list please do so:





Please complete this section on the basis of the recently completed Placement 5.

**B Students on Placement 5 : 1993 -94**

1 Both before and during a placement, teachers may be involved in a number of activities related to 'managing' the placement. Please tick to indicate if you were involved in any of the following before or during Placement 5 and circle the numbers to indicate how important you think each activity is.

Codes : 1 - very important; 2 - important; 3 - not important

*Before the placement*

*Plt. 5*

<i>I attended meetings involving Jordanhill staff</i>		1	2	3
<i>I attended meetings with school staff (only)</i>		1	2	3
<i>I was involved in staff development activities re student supervision</i>		1	2	3
<i>I was directly involved in negotiating the placement</i>		1	2	3
<i>I met with the tutor from Jordanhill</i>		1	2	3

*During the placement*

(√)

<i>I met with the tutor and the student together</i>		1	2	3
<i>I met with the member of staff with responsibility for students in the school</i>		1	2	3
<i>I met with other members of staff who were also supervising students</i>		1	2	3

2 Please tick to indicate if the information which you received from Jordanhill was sufficient to allow you to prepare for the placement.

	Did you receive enough information on -	yes	no
i	<i>the <u>background</u> of the student being placed with you</i>		
ii	<i>the <u>duration</u> of the placement</i>		
iii	<i>the <u>pacing</u> of the student's teaching load on placement</i>		
iv	<i>how the student would be <u>assessed</u> on placement</i>		
v	<i>the <u>amount</u> of assistance the teacher can offer</i>		
vi	<i>the <u>kind</u> of assistance the teacher can offer</i>		
vii	<i>the <u>timing</u> of tutor visits</i>		
viii	<i>the <u>requirements</u> for tutor visits</i>		

3 What other information would you have liked before the placement began?

4 Did you receive enough information during the placement?      **yes**     **no**

If 'no', please indicate how things could have been improved.

5 Teachers support students in a number of ways, Which of the ways listed below took place during Placement 5? (Circle)

codes : 1- often 2 - sometimes 3 - never 4 - dont know

A	<i>I demonstrated teaching and I observed.</i>	1	2	3	4
B	<i>I discussed my teaching of a lesson with the student</i>	1	2	3	4
C	<i>I observed the student teaching and gave her/him feedback.</i>	1	2	3	4
D	<i>I made notes on the student's progress as feedback to tutor.</i>	1	2	3	4
E	<i>I met with the student to discuss her/his progress.</i>	1	2	3	4
F	<i>I helped in planning for the student's teaching.</i>	1	2	3	4
G	<i>I worked collaboratively with the student.</i>	1	2	3	4
H	<i>I read and commented on the student's SE file.</i>	1	2	3	4
I	<i>I gave advice on her/his lesson plans before s/he taught.</i>	1	2	3	4
J	<i>I listened to the student's concerns about her/his teaching.</i>	1	2	3	4
K	<i>I discussed my practice, concerns and view of teaching with her/him.</i>	1	2	3	4
L	<i>I knew the requirements of the placement.</i>	1	2	3	4
M	<i>I had a good personal relationship with the student.</i>	1	2	3	4
N	<i>I gave the student information about the class/children</i>	1	2	3	4

Anything else?

6 Which form(s) of support did you find most valuable in across the three phases of the placement? (use the letters A - N above)

<b>beginning</b>	<b>middle</b>	<b>end</b>	of the placement
<b>all through the placement</b>			

7 Which five of those listed in B5 do you think most helps the student in his/her development? [Write the letter(s) from the first column.]

.....

8 What advice would you give a teacher who was about to have a BEd 2 student placed with her/his class for the first time?



**C Partnership Issues**

1 The responsibility for ensuring that students acquire a satisfactory level of competence in the knowledge and skills and that they acquire a professional attitude to teaching lies with both the institution and the placement schools (and their authorities). On the basis of your overall experience (i.e. not just Placement 5) indicate where the balance of responsibility has tended to lie until now for each of these aspects.

Aspect of development		Responsibility lies:				
		all with college	mainly college	evenly shared	mainly school	all with school
	<b>Classroom skills</b>					
A	classroom management	1	2	3	4	5
B	discipline	1	2	3	4	5
C	differentiation	1	2	3	4	5
D	coping with special educational needs	1	2	3	4	5
E	assessing pupil learning	1	2	3	4	5
F	evaluation of teaching	1	2	3	4	5
	<b>Knowledge and understanding</b>					
G	subject knowledge	1	2	3	4	5
H	school policy issues e.g. multi-cultural education, primary/secondary liaison	1	2	3	4	5
I	SOED policy developments	1	2	3	4	5
J	School Boards	1	2	3	4	5
K	theoretical grounding for learning and teaching e.g. child development, research	1	2	3	4	5
	<b>Personal development</b>					
L	counselling/guidance	1	2	3	4	5
M	encouraging reflection on practice	1	2	3	4	5
N	informal, formative assessment of the student	1	2	3	4	5
O	final grading of student on practice	1	2	3	4	5

2 The student's professional development as a teacher is dependent on an effective placement experience. To achieve this, we need to identify what it is that the faculty can best offer and what it is best for the school staff to give. Use the letters from C1 to indicate which aspects you feel are best achieved by the faculty, by the school and those which require collaboration.

<i>the faculty</i>	<i>the school</i>	<i>collaboration</i>



- 3 Consider the aspects of development listed in C1. Are there any for which you feel the school should have more responsibility than at present? **yes**  **no**

If so, please list them here:

- 4 The assessment of students on placement is a particular area of interest. Would you like to see schools having a greater role in these aspects of assessing the student on placement?

**yes**      **no**

informal, formative assessment


final grading on placement

Comment:

- 5 If you wish to comment on any aspect not raised in this questionnaire, please use this space:

***THANK YOU FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE***

**Please use the enclosed REPLY PAID LABEL to return the questionnaire to**



- 4 Placements are planned for progression towards professional development over the four years. Students are adult learners, but they lack experience of doing the job and thinking about it. In the early stages they need to acquire skills which will enable them to survive in the classroom e.g. asking questions, narrating, planning a short lesson. Later on these skills are developed, refined and, across placements, incorporated in group, class and individual settings.

We are interested in your views on

- what can be looked for/achieved in the BEd 3 Placement 7 and
- on the basis of your experience, in which year(s) of the course are certain aspects of development best located. (Tick as many boxes as you think applicable.)

	Aspect of development	BEd 3 Plt.7	Best year for this			
			Y1	Y2	Y3	Y4
A	develop planning skills					
B	develop classroom practice skills					
C	learn from their successes and failures					
D	meet the requirements of the placement					
E	know why something they do works					
F	recognise the range of ways things can be done					
G	take responsibility for their learning					
H	test out alternative ways of doing things					
I	realise their own preconceptions					
J	ask questions about my work					
K	see what is satisfactory in their work					
L	realise the range of non-classroom work to be done					
M	construct their own agenda for development					
N	see how the whole school issues are done					
O	be able to evaluate their learning					
P	be able to assess children's work					
Q	feel good about themselves as a teacher					
R	question their views of how to teach					
S	see the effects of their actions					
T	recognise my expertise					
U	work alongside me as a colleague					
V	realise the values and social implications of work					
W	work my work programme					
X	realise how a school works					
Y	accept what they need to learn					
Z	develop their own style.					



Please complete this section on the basis of the recently completed Placement 7.

**B Students on Placement 7 : 1993 -94**

1 Both before and during a placement, teachers may be involved in a number of activities related to 'managing' the placement. Please tick to indicate if you were involved in any of the following before or during Placement 7 and circle the numbers to indicate how important you think each activity is.

Codes : 1 - very important; 2 - important; 3 - not important  
Plt. 7

***Before the placement***

<i>I attended meetings involving Jordanhill staff</i>		1	2	3
<i>I attended meetings with school staff (only)</i>		1	2	3
<i>I was involved in staff development activities re student supervision</i>		1	2	3
<i>I was directly involved in negotiating the placement</i>		1	2	3
<i>I met with the tutor from Jordanhill</i>		1	2	3

***During the placement***

(√)

<i>I met with the tutor and the student together</i>		1	2	3
<i>I met with the member of staff with responsibility for students in the school</i>		1	2	3
<i>I met with other members of staff who were also supervising students</i>		1	2	3

2 Please tick to indicate if the information which you received from Jordanhill was sufficient to allow you to prepare for the placement.

	Did you receive enough information on -	yes	no
i	<i>the <u>background</u> of the student being placed with you</i>		
ii	<i>the <u>duration</u> of the placement</i>		
iii	<i>the <u>pacing</u> of the student's teaching load on placement</i>		
iv	<i>how the student would be <u>assessed</u> on placement</i>		
v	<i>the <u>amount</u> of assistance the teacher can offer</i>		
vi	<i>the <u>kind</u> of assistance the teacher can offer</i>		
vii	<i>the <u>timing</u> of tutor visits</i>		
viii	<i>the <u>requirements</u> for tutor visits</i>		

3 What other information would you have liked before the placement began?

4 Did you receive enough information during the placement?      yes  no   
If 'no', please indicate how things could have been improved.



5 Teachers support students in a number of ways, Which of the ways listed below took place during Placement 7? (Circle)

codes : 1- often 2 - sometimes 3 - never 4 - dont know

- |          |   |   |   |   |   |
|----------|---|---|---|---|---|
| <b>A</b> | <i>I demonstrated teaching and the student observed.</i>                    | 1 | 2 | 3 | 4 |
| <b>B</b> | <i>I discussed my teaching of a lesson with the student</i>                 | 1 | 2 | 3 | 4 |
| <b>C</b> | <i>I observed the student teaching and gave her/him feedback.</i>           | 1 | 2 | 3 | 4 |
| <b>D</b> | <i>I made notes on the student's progress as feedback to tutor.</i>         | 1 | 2 | 3 | 4 |
| <b>E</b> | <i>I met with the student to discuss her/his progress.</i>                  | 1 | 2 | 3 | 4 |
| <b>F</b> | <i>I helped in planning for the student's teaching.</i>                     | 1 | 2 | 3 | 4 |
| <b>G</b> | <i>I worked collaboratively with the student.</i>                           | 1 | 2 | 3 | 4 |
| <b>H</b> | <i>I read and commented on the student's SE file.</i>                       | 1 | 2 | 3 | 4 |
| <b>I</b> | <i>I gave advice on her/his lesson plans before s/he taught.</i>            | 1 | 2 | 3 | 4 |
| <b>J</b> | <i>I listened to the student's concerns about her/his teaching.</i>         | 1 | 2 | 3 | 4 |
| <b>K</b> | <i>I discussed my practice, concerns and view of teaching with her/him.</i> | 1 | 2 | 3 | 4 |
| <b>L</b> | <i>I knew the requirements of the placement.</i>                            | 1 | 2 | 3 | 4 |
| <b>M</b> | <i>I had a good personal relationship with the student.</i>                 | 1 | 2 | 3 | 4 |
| <b>N</b> | <i>I gave the student information about the class/children</i>              | 1 | 2 | 3 | 4 |

Anything else?

6 Which form(s) of support did you find most valuable in across the three phases of the placement? (use the letters A - N above)

<b>beginning</b>	<b>middle</b>	<b>end</b>	of the placement
<b>all through the placement</b>			

7 Which five of those listed in B5 do you think most helps the student in his/her development? [Write the letter(s) from the first column.]

.....

8 What advice would you give a teacher who was about to have a **BEd 3 student** placed with her/his class for the first time?

**C Partnership Issues**

1 The responsibility for ensuring that students acquire a satisfactory level of competence in the knowledge and skills and that they acquire a professional attitude to teaching lies with both the institution and the placement schools (and their authorities). On the basis of your overall experience (i.e. not just Placement 7) indicate where the balance of responsibility has tended to lie until now for each of these aspects.

Aspect of development		Responsibility lies:				
		all with college	mainly college	evenly shared	mainly school	all with school
<b>Classroom skills</b>						
A	classroom management	1	2	3	4	5
B	discipline	1	2	3	4	5
C	differentiation	1	2	3	4	5
D	coping with special educational needs	1	2	3	4	5
E	assessing pupil learning	1	2	3	4	5
F	evaluation of teaching	1	2	3	4	5
<b>Knowledge and understanding</b>						
G	subject knowledge	1	2	3	4	5
H	school policy issues e.g. multi-cultural education, primary/secondary liaison	1	2	3	4	5
I	SOED policy developments	1	2	3	4	5
J	School Boards	1	2	3	4	5
K	theoretical grounding for learning and teaching e.g. child development, research	1	2	3	4	5
<b>Personal development</b>						
L	counselling/guidance	1	2	3	4	5
M	encouraging reflection on practice	1	2	3	4	5
N	informal, formative assessment of the student	1	2	3	4	5
O	final grading of student on practice	1	2	3	4	5

2 The student's professional development as a teacher is dependent on an effective placement experience. To achieve this, we need to identify what it is that the faculty can best offer and what it is best for the school staff to give. Use the letters from C1 to indicate which aspects you feel are best achieved by the faculty, by the school and those which require collaboration.

<i>the faculty</i>	<i>the school</i>	<i>collaboration</i>

3 Consider the aspects of development listed in B1. Are there any for which you feel the school should have more responsibility than at present? **yes**  **no**

If so, please list them here:

4 The assessment of students on placement is a particular area of interest. Would you like to see schools having a greater role in these aspects of assessing the student on placement?

**yes**      **no**

informal, formative assessment


final grading on placement

Comment:

5 If you wish to comment on any aspect not raised in this questionnaire, please use this space:

**THANK YOU FOR TAKING THE TIME TO COMPLETE  
THIS QUESTIONNAIRE**

**Please use the enclosed REPLY PAID LABEL to return  
the questionnaire to:**



## School Experience in the BEd Degree

### Questionnaire for Teachers (BEd 4)

As a teacher involved in supervising BEd students on placement your views are important and we would be grateful if you would complete this questionnaire. We hope the information will help us to improve the support and advice which we provide to students and teachers on placement.

Please use the enclosed Reply Paid Label to return the questionnaire to

code 

--	--	--

School : .....

#### A Background Information

1 In which division is your school situated? (Please tick)

Argyll & Bute	<input type="checkbox"/>	Dumbarton	<input type="checkbox"/>	Glasgow	<input type="checkbox"/>
Lanark	<input type="checkbox"/>	Renfrew	<input type="checkbox"/>		<input type="checkbox"/>

2. Please tick to indicate the year group for which you had responsibility in 1993 - 94 and as a supervising teacher over the last five years.

<i>Year group</i>	<i>1993-94</i>	<i>over last 5 years</i>
BEd 1	<input type="checkbox"/>	<input type="checkbox"/>
BEd 2	<input type="checkbox"/>	<input type="checkbox"/>
BEd 3	<input type="checkbox"/>	<input type="checkbox"/>
BEd 4	<input type="checkbox"/>	<input type="checkbox"/>

3 Circle the numbers which represent the way you feel for each of these statements.

1 - always 2 - sometimes 3 - never

- |   |   |   |   |
|---|---|---|---|
| <i>I look forward to having students on placement.</i>              | 1 | 2 | 3 |
| <i>I feel apprehensive about students on placement in my class.</i> | 1 | 2 | 3 |
| <i>I enjoy working with a student.</i>                              | 1 | 2 | 3 |
| <i>Having a student keeps me on my toes.</i>                        | 1 | 2 | 3 |
| <i>I see having a student as part of my role as a teacher.</i>      | 1 | 2 | 3 |
| <i>I learn a lot when I have a student.</i>                         | 1 | 2 | 3 |

If you wish to add to this list please do so:





Please complete this section on the basis of the recently completed **Placement 8**.

**B Students on Placement 8 : 1993 -94**

1 Both before and during a placement, teachers may be involved in a number of activities related to 'managing' the placement. Please tick to indicate if you were involved in any of the following before or during Placement 8 and circle the numbers to indicate how important you think each activity is.

Codes : 1 - very important; 2 - important; 3 - not important

<i>Before the placement</i>	Plt. 8			
<i>I attended meetings involving Jordanhill staff</i>		1	2	3
<i>I attended meetings with school staff (only)</i>		1	2	3
<i>I was involved in staff development activities re student supervision</i>		1	2	3
<i>I was directly involved in negotiating the placement (e.g. pattern, content)</i>		1	2	3
<i>I met with the tutor from Jordanhill</i>		1	2	3

<i>During the placement</i>	(√)			
<i>I met with the tutor and the student together</i>		1	2	3
<i>I met with the member of staff with responsibility for students in the school</i>		1	2	3
<i>I met with other members of staff who were also supervising students</i>		1	2	3

2 Please tick to indicate if the information which you received from Jordanhill was sufficient to allow you to prepare for the placement.

	Did you receive enough information on -	yes	no
i	<i>the <u>background</u> of the student being placed with you</i>		
ii	<i>the <u>duration</u> of the placement</i>		
iii	<i>the <u>pacing</u> of the student's teaching load on placement</i>		
iv	<i>how the student would be <u>assessed</u> on placement</i>		
v	<i>the <u>amount</u> of assistance the teacher can offer</i>		
vi	<i>the <u>kind</u> of assistance the teacher can offer</i>		
vii	<i>the <u>timing</u> of tutor visits</i>		
viii	<i>the <u>requirements</u> for tutor visits</i>		

3 What other information would you have liked before the placement began?

4 Did you receive enough information during the placement?      yes     no

If 'no', please indicate how things could have been improved.

5 Teachers support students in a number of ways, Which of the ways listed below took place during Placement 8? (Circle)

codes : 1- often 2 - sometimes 3 - never 4 - dont know

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| A | <i>I demonstrated teaching and I observed.</i>                              | 1 | 2 | 3 | 4 |
| B | <i>I discussed my teaching of a lesson with the student</i>                 | 1 | 2 | 3 | 4 |
| C | <i>I observed the student teaching and gave her/him feedback.</i>           | 1 | 2 | 3 | 4 |
| D | <i>I made notes on the student's progress as feedback to tutor.</i>         | 1 | 2 | 3 | 4 |
| E | <i>I met with the student to discuss her/his progress.</i>                  | 1 | 2 | 3 | 4 |
| F | <i>I helped in planning for the student's teaching.</i>                     | 1 | 2 | 3 | 4 |
| G | <i>I worked collaboratively with the student.</i>                           | 1 | 2 | 3 | 4 |
| H | <i>I read and commented on the student's SE file.</i>                       | 1 | 2 | 3 | 4 |
| I | <i>I gave advice on her/his lesson plans before s/he taught.</i>            | 1 | 2 | 3 | 4 |
| J | <i>I listened to the student's concerns about her/his teaching.</i>         | 1 | 2 | 3 | 4 |
| K | <i>I discussed my practice, concerns and view of teaching with her/him.</i> | 1 | 2 | 3 | 4 |
| L | <i>I knew the requirements of the placement.</i>                            | 1 | 2 | 3 | 4 |
| M | <i>I had a good personal relationship with the student.</i>                 | 1 | 2 | 3 | 4 |
| N | <i>I gave the student information about the class/children</i>              | 1 | 2 | 3 | 4 |

Anything else?

6 Which form(s) of support did you find most valuable in across the three phases of the placement? (use the letters A - N above)

beginning	middle	end	of the placement
all through the placement			

7 Which five of those listed in B5 do you think most helps the student in his/her development? [Write the letter(s) from the first column.]

.....

8 What advice would you give a teacher who was about to have a BEd 4 student placed with her/his class for the first time?



**C Partnership Issues**

1 The responsibility for ensuring that students acquire a satisfactory level of competence in the knowledge and skills and that they acquire a professional attitude to teaching lies with both the institution and the placement schools (and their authorities). On the basis of your overall experience (i.e. not just Placement 8) indicate where the balance of responsibility has tended to lie until now for each of these aspects.

Aspect of development		Responsibility lies:				
		all with college	mainly college	evenly shared	mainly school	all with school
<b><u>Classroom skills</u></b>						
A	classroom management	1	2	3	4	5
B	discipline	1	2	3	4	5
C	differentiation	1	2	3	4	5
D	coping with special educational needs	1	2	3	4	5
E	assessing pupil learning	1	2	3	4	5
F	evaluation of teaching	1	2	3	4	5
<b><u>Knowledge and understanding</u></b>						
G	subject knowledge	1	2	3	4	5
H	school policy issues e.g. multi-cultural education, primary/secondary liaison	1	2	3	4	5
I	SOED policy developments	1	2	3	4	5
J	School Boards	1	2	3	4	5
K	theoretical grounding for learning and teaching e.g. child development, research	1	2	3	4	5
<b><u>Personal development</u></b>						
L	counselling/guidance	1	2	3	4	5
M	encouraging reflection on practice	1	2	3	4	5
N	informal, formative assessment of the student	1	2	3	4	5
O	final grading of student on practice	1	2	3	4	5

2 The student's professional development as a teacher is dependent on an effective placement experience. To achieve this, we need to identify what it is that the faculty can best offer and what it is best for the school staff to give. Use the letters from B1 to indicate which aspects you feel are best achieved by the faculty, by the school and those which require collaboration.

<i>the faculty</i>	<i>the school</i>	<i>collaboration</i>



3 Consider the aspects of development listed in C1. Are there any for which you feel the school should have more responsibility than at present? **yes**  **no**

If so, please list them here:

4 The assessment of students on placement is a particular area of interest. Would you like to see schools having a greater role in these aspects of assessing the student on placement?

**yes**      **no**

informal, formative assessment


final grading on placement

Comment:

5 If you wish to comment on any aspect not raised in this questionnaire, please use this space:

**THANK YOU FOR TAKING THE TIME TO COMPLETE THIS  
QUESTIONNAIRE**

**Please use the enclosed REPLY PAID LABEL to return the questionnaire to:**

## APPENDIX 3

### Tutors' Questionnaires Phase 1: 1993-94

**School Experience in the BEd Degree**

**Questionnaire for Tutors**

**We are undertaking a study of the School Experience across the four years of the B Ed course at Jordanhill involving students, tutors, placement schools and teachers. As a tutor on the course, your views are important and we would be grateful if you could help us by completing this questionnaire.**

*Please return to :*

**A Students on Placement**

1 I have taught on PFT/SE for the following year groups: (tick)

Year 1		Year 2		Year 3		Year 4	
--------	--	--------	--	--------	--	--------	--

**Please complete the remainder of this section on the basis of your overall experience of BEd students on placement.**

2 In your experience, how often do teachers provide the following kinds of support for students on placement? Please circle.

**Codes : 1- frequently 2 - occasionally 3 - rarely 4 - don't know**

- |   |   |   |   |   |
|---|---|---|---|---|
| A <i>The teacher demonstrates teaching and the student observes</i>               | 1 | 2 | 3 | 4 |
| B <i>S/he discusses her/his teaching of a lesson with the student.</i>            | 1 | 2 | 3 | 4 |
| C <i>S/he observes the student teaching and gives her/him feedback.</i>           | 1 | 2 | 3 | 4 |
| D <i>S/he makes notes on the student's progress as feedback to me.</i>            | 1 | 2 | 3 | 4 |
| E <i>S/he meets with the student to discuss her/his progress.</i>                 | 1 | 2 | 3 | 4 |
| F <i>S/he helps in planning for the student's teaching.</i>                       | 1 | 2 | 3 | 4 |
| G <i>S/he works collaboratively with the student.</i>                             | 1 | 2 | 3 | 4 |
| H <i>S/he reads and comments on the student's SE file.</i>                        | 1 | 2 | 3 | 4 |
| I <i>S/he gives advice on the lesson plans before the student teaches.</i>        | 1 | 2 | 3 | 4 |
| J <i>S/he listens to the student's concerns about her/his teaching.</i>           | 1 | 2 | 3 | 4 |
| K <i>S/he discusses own practice, concerns and view of teaching with student.</i> | 1 | 2 | 3 | 4 |
| L <i>The teacher knows the requirements of the placement.</i>                     | 1 | 2 | 3 | 4 |
| M <i>The teacher establishes a good personal relationship with the student.</i>   | 1 | 2 | 3 | 4 |
| N <i>The teacher gives the student information about the class/children</i>       | 1 | 2 | 3 | 4 |



- 3 The importance of the kind of support that the teacher provides will vary across the four years of the course. In your experience, what you think are the four most important kinds of *teacher* support for each year group.

(Use the letters in the first column in Q2; the order is not important.)

Year group	Kinds of support
BEd 1	
BEd 2	
BEd 3	
BEd 4	

- 4 What other activities do teachers undertake to support the students' development?

- 5 Similarly, tutors support students in a variety of ways. Which of the following do you undertake with students?

Codes : 1- frequently 2 - occasionally 3 - rarely 4 - never

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| A | <i>I demonstrate teaching and the student observes.</i>                           | 1 | 2 | 3 | 4 |
| B | <i>I discuss my teaching of a lesson with the student.</i>                        | 1 | 2 | 3 | 4 |
| C | <i>I observe the student teaching and give feedback.</i>                          | 1 | 2 | 3 | 4 |
| D | <i>I make notes on the student's progress as feedback for the student.</i>        | 1 | 2 | 3 | 4 |
| E | <i>I meet with the student to discuss her/his progress.</i>                       | 1 | 2 | 3 | 4 |
| F | <i>I help in planning for the student's teaching.</i>                             | 1 | 2 | 3 | 4 |
| G | <i>I work collaboratively with the student.</i>                                   | 1 | 2 | 3 | 4 |
| H | <i>I read and comment on the student's SE file.</i>                               | 1 | 2 | 3 | 4 |
| I | <i>I give advice on the lesson plans before the student teaches.</i>              | 1 | 2 | 3 | 4 |
| J | <i>I listen to the student's concerns about her/his teaching.</i>                 | 1 | 2 | 3 | 4 |
| K | <i>I discuss my own practice, concerns and view of teaching with the student.</i> | 1 | 2 | 3 | 4 |
| L | <i>I know the requirements of the placement.</i>                                  | 1 | 2 | 3 | 4 |
| M | <i>I establish a good personal relationship with the student.</i>                 | 1 | 2 | 3 | 4 |
| N | <i>I give the student information about the class/children</i>                    | 1 | 2 | 3 | 4 |

- 6 The importance of the kind of support will vary across the years. What do you think are the four most important kinds of *tutor* support for each year group?

(Use the letters in the first column in Q5; the order is not important.)

Year group	Kinds of support
BEd 1	
BEd 2	
BEd 3	
BEd 4	

- 7 What other activities do you undertake to support the students' development?
- 8 Are there particular forms of support which you feel are important at different stages within a placement? If so, please comment:

**B Partnership issues**

- 1 The responsibility for ensuring that students acquire a satisfactory level of competence in the knowledge and skills and that they acquire a professional attitude to teaching lies with both the institution and the placement schools (and their authorities).

On the basis of your experience, indicate where the balance of responsibility has tended to lie until now for each of these aspects.

Aspect of development		Responsibility lies:				
		all with college	mainly college	evenly shared	mainly school	all with school
<b><u>Classroom skills</u></b>						
A	classroom management	1	2	3	4	5
B	discipline	1	2	3	4	5
C	differentiation	1	2	3	4	5
D	coping with special educational needs	1	2	3	4	5
E	assessing pupil learning	1	2	3	4	5
F	evaluation of teaching	1	2	3	4	5
<b><u>Knowledge and understanding</u></b>						
G	subject knowledge	1	2	3	4	5
H	school policy issues e.g. multi-cultural education, primary/secondary liaison	1	2	3	4	5
I	SOED policy developments	1	2	3	4	5
J	School Boards	1	2	3	4	5
K	theoretical grounding for learning and teaching e.g. child development, research	1	2	3	4	5
<b><u>Personal development</u></b>						
L	counselling/guidance	1	2	3	4	5
M	encouraging reflection on practice	1	2	3	4	5
N	informal, formative assessment of the student	1	2	3	4	5
O	final grading of student on practice	1	2	3	4	5

- 2 The student's professional development as a teacher is dependent on an effective placement experience. To achieve this, we need to define what it is that the faculty can best offer and what it is best for the school staff to give. Use the letters from B1 to indicate which aspects you feel are best achieved by the faculty, by the school and those which require collaboration.

<i>the faculty</i>	<i>the school</i>	<i>collaboration</i>

- 3 Do you feel that the school should play a greater role in the training of students than it does at present? **yes**  **no**

If 'yes', in which areas do you think their responsibility should be increased?

- 4 The SOED is advocating an increased role for schools with greater responsibility for the training of students. What do you see as the advantages and disadvantages of such a move?

<b>Advantages</b>	<b>Disadvantages</b>

- 5 Would you like to see schools having a greater role in the assessment of students?
- informal formative assessment **yes**  **no**
- summative, final grading **yes**  **no**

Please explain:

If you wish to comment on any aspect not raised in this questionnaire, please use this space:



*This page should only be completed if you have been a tutor on BEd 4 in 1993/94.*

**C Triad Meetings**

1 It was hoped that the 'triad meeting' would become a regular feature of School Experience supervision. How much success have you experienced in establishing such meetings? (Please tick)

considerable success	<input type="checkbox"/>
some success	<input type="checkbox"/>
very little success	<input type="checkbox"/>
totally unsuccessful	<input type="checkbox"/>

2 What problems have you experienced in trying to establish triad meetings?

3 Please tick to indicate how you feel about the most recent triad meetings in which you participated.

USEFUL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	USELESS
BAD	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	GOOD
ENJOYABLE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	DETESTABLE
FRAGMENTED	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	COHERENT
SATISFYING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	DISAPPOINTING
CONFUSING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	CLEAR
WORTHLESS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	VALUABLE
VITAL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	UNNECESSARY
CONSISTENT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	VARIABLE
RELEVANT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	IRRELEVANT
INFORMATIVE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	UNINFORMATIVE
BORING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	INTERESTING
UNINSPIRING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	STIMULATING

Any additional comments?

**THANK YOU FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE**  
Please return to:

## APPENDIX 4

### Remit-holders' Questionnaires

#### Phase 1: 1993-94

## School Experience in the BEd Degree

### Questionnaire for Schools

If you hold the remit for communicating with Jordanhill in connection with the arrangement of placements, your views are important and we would be grateful if you would complete this questionnaire. Please answer as the MEMBER OF STAFF WITH RESPONSIBILITY FOR STUDENTS ON PLACEMENT WITHIN YOUR SCHOOL, not as a teacher with specific responsibility for individual students.

#### A Background Information

1 School : ..... **code**

2 Please tick to indicate your position in the school:

Senior teacher		AHT/DHT		Headteacher	
----------------	--	---------	--	-------------	--

3 Please tick to indicate the division in which your school situated. (Please tick)

Argyll & Bute		Dumbarton		Glasgow	
Lanark		Renfrew			

4 Please tick to indicate which year groups you have been involved with this year.

BEd 1		BEd 2		BEd 3		BEd 4	
-------	--	-------	--	-------	--	-------	--

#### B 'Managing' the Placements

1 Please tick to indicate if you have been involved in any of the following before or during placements this session (1993-94) and circle the numbers to indicate how important you think each activity is.

Codes : 1 - very important; 2 - important; 3 - not important

Before the placement	93-94			
<i>I attended meetings involving Jordanhill staff</i>		1	2	3
<i>I attended meetings with school staff (only)</i>		1	2	3
<i>I was involved in staff development activities re student supervision</i>		1	2	3
<i>I was directly involved in negotiating the placements</i>		1	2	3
<i>I met with the tutor from Jordanhill</i>		1	2	3
<b>During the placement</b>		(√)		
<i>I met with the students to discuss progress</i>		1	2	3
<i>I met with the teachers who were supervising students</i>		1	2	3
<b>After/ towards the end of the placement</b>		(√)		
<i>I was involved in evaluations of the placements</i>		1	2	3
<i>I gave feedback to the school on future placements</i>		1	2	3
<i>I gave feedback to Jordanhill on future placements</i>		1	2	3



- 2 It is Jordanhill's responsibility to inform you of the requirements for placements. Please indicate whether the information supplied is enough for preparing for receiving students on placement by ticking the relevant boxes.

	Did you receive enough information on -	yes	no
i	<i>the <u>background</u> of the students being placed with you</i>		
ii	<i>the <u>duration</u> of the placement</i>		
iii	<i>the <u>pacing</u> of the students' teaching load on placement</i>		
iv	<i>how the students would be <u>assessed</u> on placement</i>		
v	<i>the <u>amount</u> of assistance teachers can offer</i>		
vi	<i>the <u>kind</u> of assistance teachers can offer</i>		
vii	<i>the <u>timing</u> of tutor visits</i>		
viii	<i>the <u>requirements</u> for tutor visits</i>		

Which do you think are most important to the success of the placement?

- 3 What additional information you would have liked before the placement began?

- 4 Do you use either of these to introduce students to the school? (tick)

	yes	no
welcome pack		
induction meeting		

Anything else?

- 5 Placements are planned for progression towards professional development over the four years. Students are adult learners, but they lack experience of doing the job and thinking about it. In the early stages they need to acquire skills which will enable them to survive in the classroom e.g. asking questions, narrating, planning a short lesson. Later on these skills are developed, refined and, across placements, incorporated in group, class and individual settings.

Please indicate, on the basis of your experience, in which year(s) of the course are certain aspects of development best located. (Tick as many boxes as you think applicable.)

	Aspect of development	Best year for this			
		Y1	Y2	Y3	Y4
A	<i>develop planning skills</i>				
B	<i>develop classroom practice skills</i>				
C	<i>learn from their successes and failures</i>				
D	<i>meet the requirements of the placement</i>				
E	<i>know why something they do works</i>				
F	<i>recognise the range of ways things can be done</i>				
G	<i>take responsibility for their learning</i>				
H	<i>test out alternative ways of doing things</i>				
I	<i>realise their own preconceptions</i>				
J	<i>ask questions about my work</i>				
K	<i>see what is satisfactory in their work</i>				
L	<i>realise the range of non-classroom work to be done</i>				
M	<i>construct their own agenda for development</i>				
N	<i>see how the whole school issues are done</i>				
O	<i>be able to evaluate their learning</i>				
P	<i>be able to assess children's work</i>				
Q	<i>feel good about themselves as a teacher</i>				
R	<i>question their views of how to teach</i>				
S	<i>see the effects of their actions</i>				
T	<i>recognise my expertise</i>				
U	<i>work alongside me as a colleague</i>				
V	<i>realise the values and social implications of work</i>				
W	<i>work my work programme</i>				
X	<i>realise how a school works</i>				
Y	<i>accept what they need to learn</i>				
Z	<i>develop their own style.</i>				

**C Partnership issues**

1 The responsibility for ensuring that students acquire a satisfactory level of competence in the knowledge and skills and that they acquire a professional attitude to teaching lies with both the institution and the placement schools (and the authorities).

On the basis of your experience, indicate where the balance of responsibility has tended to lie in the recent past for each of these aspects:

ASPECT OF DEVELOPMENT		Responsibility lies:				
		<u>all</u> with college	mainly college	evenly shared	mainly school	all with school
<b><u>Classroom skills</u></b>						
A	classroom management	1	2	3	4	5
B	discipline	1	2	3	4	5
C	differentiation	1	2	3	4	5
D	coping with special educational needs	1	2	3	4	5
E	assessing pupil progress	1	2	3	4	5
F	evaluation of teaching	1	2	3	4	5
<b><u>Knowledge and understanding</u></b>						
G	subject knowledge	1	2	3	4	5
H	school policy issues e.g. multi-cultural education, primary/secondary liaison	1	2	3	4	5
I	SOED policy developments	1	2	3	4	5
J	School Boards	1	2	3	4	5
K	theoretical grounding for learning and teaching e.g. child development, research	1	2	3	4	5
<b><u>Personal development</u></b>						
L	counselling/guidance	1	2	3	4	5
M	encouraging reflection on practice	1	2	3	4	5
N	informal, formative assessment of the student	1	2	3	4	5
O	final grading/assessment of the student	1	2	3	4	5



- 2 The student's professional development as a teacher is dependent on an effective placement experience. To achieve this, we need to identify what it is that the faculty can best offer and what it is best for the school staff to give. Use the letters from B1 to indicate which aspects you feel are best achieved by the faculty, by the school and those which require collaboration.

<i>the faculty</i>	<i>the school</i>	<i>collaboration</i>

- 3 Consider the aspects of development listed in B1. Are there any for which you feel the school should have more responsibility than at present? **yes**  **no**

If so, please list them here:

- 4 The assessment of students on placement is a particular area of interest. Would you like to see schools having a greater role in these aspects of assessing the student on placement?

yes                  no

informal, formative assessment


final grading on placement

Comment:

- 5 If you wish to comment on any aspect not raised in this questionnaire, please use this space:

**THANK YOU FOR TAKING THE TIME TO COMPLETE THIS QUESTIONNAIRE**

**Please use the enclosed REPLY PAID LABEL to return the questionnaire to:**

# APPENDIX 5

## Interview Schedules Students, Phase 2 1993-97





## **B Partnership**

There are two people who support you on placement - the class teacher and the tutor from Jordanhill.

1 What do you think are the key characteristics of a 'good' supervising teacher?

2 What do you think are the key characteristics of a 'good' tutor?

3 Do you feel the teacher and tutor were working together to support your development when you were on placement? **yes** **no**

In what way(s)?

Did you think they would?

4 In what ways can you as a student help to make the placement a successful one for you?

5 What did you do to try to make the first year placements successful?

6 Which things worked and which didn't?

7 Do you think you behaved like yourself during the placement or did you behave as you felt a student teacher ought to behave?

- 8 In what way(s) did you feel responsible for your own learning during the placement or did you receive what someone else thought you needed?  
*(Did you have an agenda for your learning/development which you hoped to follow? - pursue as indicated by responses)*
- 9 Do you think that schools should play a greater role in the training of students?  
*(not more time but take more responsibility for their learning and development)*
- yes            no**
- Why/why not?
- 10 Assessment is a tricky issue. Some teachers (and students) are concerned that if they take a significant part in the final grading process might spoil the teacher -student relationship. Do you feel this is a real concern? **yes no**  
Why/why not?
- 11 How do you think your final grade for a placement should be determined?  
Explain:
- 12 How could you have been better supported and helped to develop professionally on placement by
- i the teacher?
  - ii the school
  - iii the tutor?
  - iv the faculty?
- 13 Over the whole of the BEd degree, what do you see as Jordanhill's contribution to your development into a professional teacher?

14 And what do you see as the school's main contribution?

15 Do you think one contribution is more important than the other?  
Jordanhill school equally imp. other

Explain:

**C And finally ....**

1 What advice/tips/pointers would you to

i a first year student about to go on placement?

ii a tutor who will be supervising students on placement?

iii a teacher who will be receiving a student on placement?

**Thank you for your co-operation.**



Student : .....

code

--	--	--	--

This interview is intended as a follow-up to the one which we did last year and to discuss your experiences in second year. Is it all right to tape the discussion? - it will be treated in complete confidence.

**A Placements in Year 2**

1 You had two placements in second year, Placements 4 and 5. Can you tell me the results of the placements?

Plt. 4 .....

Plt. 5 .....

Did you have any problems with the placement?

2 Which of the two did you prefer? 4 5  
Why did you prefer Plt. ...? (*follow as required*)

3 What is the worst aspect of being on placement?

And the best?

5 When you are about to go out on placement, what are your main worries?

**B Comparison with Year 1**

5 What do you feel were the main differences between first year and second year placements?  
(*probes : socio-cultural, learning, personal development, etc...*)

- 6 Did you feel more responsible for your own learning in Year 2 than in Year 1 or not?  
*If 'yes' - in what ways*
- 7 What part of your learning do you feel you made most progress in during placement in Year 2?
- 8 What do you wish you had achieved but didn't, or didn't quite, in Year 2?
- 9 Do you feel that you were adequately equipped for placement by Jordanhill?  
In what ways? Expand
- 10 In what ways might you have been better prepared by Jordanhill?

### **Section C : General views on Support**

- 11 You have had one more year of experience since I last spoke to you. What do you think are the key characteristics of a:
- i good supervising teacher

ii good tutor?

iii good school to be on placement in?

12 How do you think a student should be assessed at the end of placement?  
*(Should it be the tutor's responsibility or the teacher's?)*

13 Do you think that your views of what it is to be a teacher have changed over the last two years?  
*If yes, in what ways?*

14 Do you still want to teach at the end of the course?  
*(Assuming you finish it!)*

15 I assume that you want to be a good teacher. How would you describe a good classroom teacher?

*Thank you for your co-operation.*



Student : ..... code

--	--	--	--

This interview follows on from the one at the end of second year and will focus on your experiences on Placement 7. Is it all right to tape the discussion? It will, as always, be treated in complete confidence.

**A Placement 7**

1 Stage : .....

2 How did you do as far as grades are concerned?

Final Grade : .....

3 School : .....

Tell me about the kind of school it was and its catchment area?

4 Did you enjoy the placement?

yes  no

Tell me why:

5 Did you have a good supervising teacher on placement 7?

In what ways was s/he good/bad?

6 Did you get the support your expected from your tutor during the placement?

7 Did you have any worries about Placement 7 before you began? What?

Could Jordanhill have helped you in this, through PFT, for example?

**B Learning on Placement 7**

8 Think back to Year 2. What are the main differences between being on placement in Year 2 and being on placements in Year 3?

*(socio-cultural, learning about teaching, personal professional development)*

9 Tell me about a **successful** teaching event/episode during Placement 7 - one that you were particularly pleased about.

What do you feel you learned from that experience?

10 Tell me about **unsuccessful** teaching episode during Placement 7 - one that you were particularly upset or annoyed about.

What do you feel you learned from that experience?



17 Do you think that doing the evaluations helps you to learn and to develop as a teacher?

In what way(s)/

19 How confident are you that you can 'think on your feet' when you are teaching?

Is this a skill which you have become better at over the years? Explain.

### **Assessment**

20 Do you think you were fairly assessed during Placement 7?

(In what ways? How could it have been fairer? etc.)

21 What do you think the CT's role should be in assessing the student?

22 Do you still want to teach at the end of the course?

(Why/why not?)

*Thank you for your co-operation.*



Student : ..... code

--	--	--	--

*This is the final interview in the series and the focus is on your experiences during Placement 8. Is it all right to tape the discussion? It will, as always, be treated in complete confidence.*

**A Placement 8**

1 Stage : ..... 2 School :.....

3 How did you do as far as grades are concerned?

Final Grade : .....

4 Is that the grade you expected before you went on placement?

yes

no

What did you think you would achieve? .....

Why was that?

5 Is it the grade you think you deserved in the end?

yes

no

Why?

**B The Placement**

6 Did you enjoy the placement?

yes

no

Tell me why:

7 Did you have a good supervising teacher on placement 8?

In what ways was s/he good/bad?

- 8 What kind of support did you get from your tutor during the placement?  
Was it enough/the right kind? Explain.
- 9 What concerns did you have about the plt. before you went out?
- 10 Did it work out like that in the end?

**C Learning on Placement 8**

- 11 This placement lasted for ten weeks - longer than any other. In what ways was it different from the ones you have been before?  
*(socio-cultural, learning about teaching, personal professional development)*
- 12 Describe a lesson that went particularly well during the placement.  
What do you feel you learned?
- 13 Tell me about something that was really quite **unsuccessful** during Placement 8 - one that you were particularly upset or annoyed about.

What do you feel you learned from that experience?

- 14 What aspect of learning to be a teacher do you feel you made most progress on in Placement 7?
- 15 How much opportunity did you get to experiment or try things out for yourself on this placement?
- 16 Do you enjoy trying things out for yourself? Why is that?
- 17 Is there anything that you wished you'd done better on in Plt. 8?
- 18 You were expected to evaluate your own performance and progress on Plt. 8. How did you get on with that? (explore)
- D Becoming a teacher**
- 19 That's the last placement - next time it will be for real. How ready do you feel to be in the classroom on your own now?
- 20 What aspects do you feel particularly strong in?

21 In what aspects of 'being a teacher' do you feel that you've still got a lot to learn?

22 The model which underpins your course is said to be that of the 'reflective practitioner'. What do you understand by that?

Do you think you are a reflective practitioner?

yes  no

In what way(s)?

23 What activities or course elements have helped you develop into a reflective practitioner, do you think?

### **Assessment**

24 I've asked you this every year, but - what do you think the CT's role should be in assessing the student?

25 Do you still intend to teach?  
(Why/why not?) When?

*Thank you very much for your time over the four years.*



## APPENDIX 6

### Interview Schedules 'Good Practice' Teachers

APPENDIX: TEACHER INTERVIEW SCHEDULE

INTERVIEW SCHEDULE FOR TEACHERS

Date : .....

School : .....

Teacher : .....


code

10 Which year group(s) are you involved with this year (1994 - 95)? .....

11

Which year group(s) have you been involved with in previous years?.....

2 Why did you personally agree to take a student?

What do you feel you get from having a student?

3 What do you see as the main differences in working with Years 1/2/3/4 students? (as appropriate)

*Prompt : What are the main differences in the tasks you undertake with them?  
How do you do these tasks?*

4 How do you handle the student at the start so that you get off on the right footing?

- 5 How does your way of working with the student change as the placement progresses? (*start - middle - end*)
- 6 From the questionnaires it seems that establishing a 'good relationship' with a student is important. What is a 'good relationship' with a student for you?
- 7 Similarly, how would you describe a 'good student'?
- 8 Part of the questionnaire to schools asked teachers to indicate who they thought was currently responsible for aspects of the students development. This was followed by a section asking about where it ought to lie. Unfortunately, there was an error in the question which meant that one section was not answered as intended. This was the list of aspects of development.

Which aspects do you think **Jordanhill** should be mainly responsible for?

Which aspects do you think **schools** should be mainly responsible for?

Which aspects should be a truly shared responsibility?

- 9 The SOED has issued Guidelines which set out 'competences' which students should achieve. (*show list of competences*) Have you seen them?

What do you think of them?

Do you think they describe the job of teaching well? In what way(s)?

Do these match what you would expect a Year 1 probationer teacher to be able to do? (follow up)

- 10 Competences are seen by some as idealistic. Are any of the 'realities' missed out in the BEd. degree course do you think?

- 11 Given the current constraints on time and resources, can you identify one or two ways in which Jordanhill could improve the initial teacher training given to students? (pursue as response suggests - support, info., specific help, time, etc.)



- 12 This school was selected for this phase of the study because you have taken a lot of students across the years and given them an excellent professional experience. The links with Jordanhill have been consistently good and we hope you continue working with us in this way. What is it about your school that makes it such a good experience for the students?

*(Additional questions)*

Jordanhill has set up a course 'Working with BEd Students'. *(follow up as fit)*  
Have you heard about it?

Have you been on it?

Would you be interested in going on such a course?

What would/did you hope to get from such a course?

*Thank you for your co-operation.*



## APPENDIX 7

### Students' Questionnaires Phase 2: 1994-97

**BEd (HONS) DEGREE**

**Year 2 : SE and PFT Placement 4 and 5**

*Please return to: .....*

**Please respond to each question by ticking one box in each row or circling the appropriate number. If you have strong views about any aspect, please comment in the space below each question.**

**PLACEMENT 4**

- 1** There were 3 lectures in preparation for Plt. 4. These introduced key issues for the year and for the placement. How useful was each?

1 - very useful, 2 - useful, 3 - of limited use, 4 - of no use

Welcome to Year 2	1	2	3	4
Planning	1	2	3	4
Evaluation	1	2	3	4

- 2** The packs of tutorial materials 'Organisation in P6/7' and 'Planning in Year 2' were prepared to help you in planning and teaching in the Upper primary school. How useful was each?

1 - very useful, 2 - useful, 3 - of limited use, 4 - of no use

Organisation in P6/7	1	2	3	4
Planning in Year 2	1	2	3	4

- 3** The tutorial programme was designed to help you in planning, teaching and evaluating during placement in the upper primary school. How useful was it?

1 - very useful, 2 - useful, 3 - of limited use, 4 - of no use

Tutorial programme	1	2	3	4
--------------------	---	---	---	---



- 4 The Year 2 School Experience handbook provides information about placement. Tutors will have discussed this with you before placement.

	Did you receive enough information on -	yes	no
i	<i>the <u>duration</u> of the placement</i>		
ii	<i>the <u>week-by-week</u> pacing of your teaching load on placement</i>		
iii	<i>how you were to be <u>assessed</u> on placement</i>		
iv	<i>the <u>amount</u> of assistance the teacher could offer</i>		
v	<i>the <u>kind</u> of assistance the teacher could offer</i>		
vi	<i>the <u>timing</u> of tutor visits</i>		
vii	<i>the <u>requirements</u> for tutor visits</i>		

What other information would you have liked before the placement began

- 5 On the two preparation days before Placement 4, you were required to collect information on the following. Tick those you were able to collect.

I collected information on:

A	<i>classroom/school resources available</i>	
B	<i>the children in the class/groups</i>	
C	<i>the classroom layout</i>	
D	<i>the classroom time-table</i>	
E	<i>the classroom routines</i>	
F	<i>my provisional programme of work</i>	
G	<i>the children's work</i>	

Use the letters to complete these statements:

The three easiest to collect were :                   .....                   .....                   .....

The three most difficult to collect were :                   .....                   .....                   .....

- 6 Which of these people gave you support/advice during Placement 4?  
**1 - often 2 - sometimes 3 - never**
- |   |   |   |   |   |
|---|---|---|---|---|
| A | <i>The PFT tutor from Jordanhill</i>            | 1 | 2 | 3 |
| B | <i>The class teacher</i>                        | 1 | 2 | 3 |
| C | <i>The AHT/DHT/HT in the school</i>             | 1 | 2 | 3 |
| D | <i>The Senior Teacher in charge of students</i> | 1 | 2 | 3 |
| E | <i>Other teachers in the school</i>             | 1 | 2 | 3 |
| F | <i>Other students at the school</i>             | 1 | 2 | 3 |
- Anyone else?

Using the letters in the first column, list these people in the order of the value you placed on their advice, from **most** valuable to **least**:

.....

7 How did your professional relationship with the teacher differ, if at all, from Year 1?

8 Teachers support you on placement in a number of ways, some of which are listed below. Which of the following did you experience on Placement 4? (Circle)

1- often 2 - sometimes 3 - never 4 - don't

know

A	<i>The teacher demonstrated teaching and I observed.</i>	1	2	3	4
B	<i>She/he discussed her /his teaching of a lesson with me</i>	1	2	3	4
C	<i>She/he observed me teaching and gave me feedback.</i>	1	2	3	4
D	<i>She/he made notes on my progress as feedback to tutor.</i>	1	2	3	4
E	<i>She/he met with me to discuss my progress.</i>	1	2	3	4
F	<i>She/he helped in planning for my teaching.</i>	1	2	3	4
G	<i>I worked collaboratively with the teacher.</i>	1	2	3	4
H	<i>She/he read and commented on my SE file.</i>	1	2	3	4
I	<i>She/he gave advice on my lesson plans before I taught.</i>	1	2	3	4
J	<i>She/he listened to my concerns about my teaching.</i>	1	2	3	4
K	<i>The teacher discussed her/his practice, concerns and view of teaching.</i>	1	2	3	4
L	<i>The teacher knew the requirements of the placement.</i>	1	2	3	4
M	<i>I had a good personal relationship with the teacher.</i>	1	2	3	4
N	<i>The teacher gave me information about the class/children</i>	1	2	3	4

If there was any other form of support which you received from the teacher, please comment here:

- 9 In which of the following areas of teaching did you learn most during Placement 4? Tick the three key learning areas for you.

Areas of teaching	
<i>Forward Planning</i>	
<i>Short term planning</i>	
<i>Presentation</i>	
<i>Responsiveness</i>	
<i>Relationships</i>	
<i>Management</i>	
<i>Evaluation and assessment of pupil learning</i>	
<i>Self evaluation</i>	
<i>Personal qualities</i>	
<i>Committee to development</i>	

- 10 Indicate the key aspect requiring further professional development.

- 11 The specific requirements for Placement 4 are listed below. Please tick those where you think you made progress during the placement. In the final column, indicate where you got help for each area: use the codes J for Jordanhill and T for Teacher input. (You can use both if you wish)

	Specific requirement	tick	J or T or both
A	<i>Using a curricular framework in Forward planning</i>		
B	<i>Using an integrated framework in Forward planning</i>		
C	<i>Planning a series or sequence of sessions</i>		
D	<i>Resource-based learning-teaching</i>		
E	<i>Taking responsibility for one full day</i>		
F	<i>Moving from one curricular area to another</i>		
G	<i>Moving from one mode of learning to another</i>		
H	<i>Differentiation</i>		
I	<i>Group work</i>		
J	<i>Studying the transition from primary to secondary</i>		



12 During placement, tutors support you in a number of ways, some of which are listed below. Which of the following did you experience? (Circle)

1- often 2 - sometimes 3 - never 4 -

don't know

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| A | <i>The tutor demonstrated teaching and I observed.</i>                      | 1 | 2 | 3 | 4 |
| B | <i>She/he discussed her /his teaching of a lesson with me</i>               | 1 | 2 | 3 | 4 |
| C | <i>She/he observed me teaching and gave me feedback.</i>                    | 1 | 2 | 3 | 4 |
| D | <i>She/he made notes on my progress as feedback.</i>                        | 1 | 2 | 3 | 4 |
| E | <i>She/he met with me to discuss my progress.</i>                           | 1 | 2 | 3 | 4 |
| F | <i>She/he helped in planning for my teaching.</i>                           | 1 | 2 | 3 | 4 |
| G | <i>I worked collaboratively with the tutor.</i>                             | 1 | 2 | 3 | 4 |
| H | <i>She/he read and commented on my SE file.</i>                             | 1 | 2 | 3 | 4 |
| I | <i>She/he gave advice on my lesson plans before I taught.</i>               | 1 | 2 | 3 | 4 |
| J | <i>She/he listened to my concerns about my teaching.</i>                    | 1 | 2 | 3 | 4 |
| K | <i>The tutor discussed her/his practice, concerns and view of teaching.</i> | 1 | 2 | 3 | 4 |
| L | <i>The tutor knew the requirements of the placement.</i>                    | 1 | 2 | 3 | 4 |
| M | <i>I had a good personal relationship with the tutor.</i>                   | 1 | 2 | 3 | 4 |
| N | <i>The tutor gave me information about the class/children</i>               | 1 | 2 | 3 | 4 |

If there was any other form of support which you received from the tutor, please comment here:

13 Which forms of support did you find most valuable? Indicate by using the letters above.

14 Which parts of the BEd programme at Jordanhill helped in your preparation for Plt. 4?

Use codes : 1 - not a lot; 2 - some; 3 - a lot

A	Preparation for Teaching	
B	Professional Studies	
C	Language	
D	Mathematics	
E	Expressive Arts	
F	Environment	
G	General Elective	
H	Religious and Moral Education	
I	Educational Computing	
J	Audio-Visual	



15 Could the BEd programme add/change anything to help your development? If so, what?

If you wish to comment on any aspect not raised in this questionnaire, please use this space:

**THANK YOU FOR COMPLETING THIS EVALUATION QUESTIONNAIRE.**

**BEd (HONS) DEGREE**  
**Year 2 : SE and PFT Placement 4 and 5**  
*Please return to: .....*

**Please ring the appropriate number**

Use the code: 1 stands for ++ e.g. very helpful; 4 stands for -- .e.g not very helpful at all.

**1 How helpful/clear was the written information for:**

- |          |                             |   |   |   |   |
|----------|-----------------------------|---|---|---|---|
| <b>a</b> | The placement requirements  | 1 | 2 | 3 | 4 |
| <b>b</b> | The layout of your SE file  | 1 | 2 | 3 | 4 |
| <b>c</b> | The criteria for assessment | 1 | 2 | 3 | 4 |

**Comments:**

**2 How helpful/clear were the following elements of the programme:**

- i** Organisation for Learning P1-3 booklet
- ii** Resource-based learning workshop
- iii** Planning Exemplars

1	2	3	4
1	2	3	4
1	2	3	4

**Comments:**

**3 How helpful were the serial days in enabling you to plan for your placement?**

1	2	3	4
---	---	---	---

**Comments**

**4 Did you find the expectations made of you this placement :**

too much	about right	too few
----------	-------------	---------

**Comments**

5 Please comment on how you found the transition from Placement 4 to Placement 5:

6 The most valuable learning experiences for me during Placement 5 were :

7 Reflecting on Year 2, are there any improvements/changes you would suggest?

**THANK YOU.**

**BEd (HONS) DEGREE**

**Year 3 : Placement 7**

*Please return to: .....*

**A Background Information**

1 School : ..... code 

--	--	--

2 Division :

Argyll & Bute	
Dumbarton	
Lanark	
Renfrew	
Glasgow	

Other: \_\_\_\_\_

3 Stage in school : .....

**B On Placement - Placement 7**

Please base your answers to this section of the questionnaire on your experiences on Placement 7.

1 Indicate if you received enough information from Jordanhill to allow you to prepare for the Placement 7 by ticking the appropriate boxes.

	Did you receive enough information on -	yes	no
i	<i>the school in which you were to be placed</i>	<input type="checkbox"/>	<input type="checkbox"/>
ii	<i>the duration of the placement</i>	<input type="checkbox"/>	<input type="checkbox"/>
iii	<i>the week-by week pacing of the your teaching load on placement</i>	<input type="checkbox"/>	<input type="checkbox"/>
iv	<i>how you were to be assessed on placement</i>	<input type="checkbox"/>	<input type="checkbox"/>
v	<i>the amount of assistance the teacher could offer</i>	<input type="checkbox"/>	<input type="checkbox"/>
vi	<i>the kind of assistance the teacher could offer</i>	<input type="checkbox"/>	<input type="checkbox"/>
vii	<i>the timing of tutor visits</i>	<input type="checkbox"/>	<input type="checkbox"/>
viii	<i>the requirements for tutor visits</i>	<input type="checkbox"/>	<input type="checkbox"/>

What other information would you have liked before the placement began?



2 You were asked to design your own programme of data collection for the two preliminary visits. How much help did you need to collect this information? (tick)

none	<input type="checkbox"/>
------	--------------------------

a little	<input type="checkbox"/>
----------	--------------------------

some	<input type="checkbox"/>
------	--------------------------

a lot	<input type="checkbox"/>
-------	--------------------------

3 Who gave you most help in gathering this material? .....

4 Which of the following information did the teacher/school have available for you? (tick)  
Use the blank boxes to record any other information which was ready for you.

A	<i>resources available</i>	<input type="checkbox"/>
B	<i>the children in the class</i>	<input type="checkbox"/>
C	<i>classroom layout</i>	<input type="checkbox"/>
D	<i>classroom resources</i>	<input type="checkbox"/>
E	<i>classroom time-table</i>	<input type="checkbox"/>
F	<i>classroom routines</i>	<input type="checkbox"/>
		<input type="checkbox"/>
		<input type="checkbox"/>

5 Which of these people gave you support/advice during Placement 7?

1 - often 2 - sometimes 3 - never

A	<i>The PFT tutor from Jordanhill</i>	1	2	3
B	<i>The class teacher</i>	1	2	3
C	<i>The AHT/DHT/HT in the school</i>	1	2	3
D	<i>The Senior Teacher in charge of students</i>	1	2	3
E	<i>Other teachers in the school</i>	1	2	3
F	<i>Other students at the school</i>	1	2	3

Anyone else?

Using the letters in the first column, list these people in the order of the value you placed on their advice, from most valuable to least:

.....

..

6 Teachers support you on placement in a number of ways, some of which are listed below. Which of the following did you experience on Placement 7? (Circle)

1- often 2 - sometimes 3 - never 4 - don't know

A	<i>The teacher demonstrated teaching and I observed.</i>	1	2	3	4
B	<i>She/he discussed her /his teaching of a lesson with me</i>	1	2	3	4
C	<i>She/he observed me teaching and gave me feedback.</i>	1	2	3	4
D	<i>She/he made notes on my progress as feedback to tutor.</i>	1	2	3	4
E	<i>She/he met with me to discuss my progress.</i>	1	2	3	4
F	<i>She/he helped in planning for my teaching.</i>	1	2	3	4
G	<i>I worked collaboratively with the teacher.</i>	1	2	3	4
H	<i>She/he read and commented on my SE file.</i>	1	2	3	4
I	<i>She/he gave advice on my lesson plans before I taught.</i>	1	2	3	4
J	<i>She/he listened to my concerns about my teaching.</i>	1	2	3	4
K	<i>The teacher discussed her/his practice, concerns and view of teaching.</i>	1	2	3	4
L	<i>The teacher knew the requirements of the placement.</i>	1	2	3	4
M	<i>I had a good personal relationship with the teacher.</i>	1	2	3	4
N	<i>The teacher gave me information about the class/children</i>	1	2	3	4

If you received any other form of support from the teacher, please explain:

7 Which form(s) of support did you find most valuable at different stages in the placement? (use the letters A - N above)

all through the placement			of placement
beginning	middle	end	

12 In which of the following areas of teaching did you learn most during Placement 7? Tick the three key learning areas for you.

Areas of teaching	
<i>Aims and objectives</i>	
<i>Preparation</i>	
<i>Content/Skills</i>	
<i>Elicitation</i>	
<i>Responsiveness</i>	
<i>Resources</i>	
<i>Organisation etc.</i>	
<i>Supervision</i>	
<i>Assessment of pupil learning</i>	
<i>Evaluation</i>	
<i>Personal qualities</i>	
<i>Commitment to development</i>	

10 The specific requirements for Placement 7 are listed below. Please tick those where you think you made progress during the placement.

For each requirement ticked, indicate in the last column where you got help; use the codes J for Jordanhill and T for Teacher input. (You can use both if you wish)

	Specific requirement	tick	J or T or both
A	<i>Using 5 - 14 Strands and Outcomes in your programme</i>		
B	<i>Curricular Forward Planning</i>		
C	<i>Forward planning using Integrated Frameworks</i>		
D	<i>Working collaboratively with the teacher</i>		
E	<i>Providing for collaborative group work</i>		
F	<i>Experiencing all aspects of teacher's role e.g. staff development, PTA</i>		
G	<i>Reviewing your progress daily</i>		
H	<i>Reviewing your progress fortnightly</i>		
I	<i>Assessment and evaluation of pupil learning</i>		

10 Which parts of the BEd programme at Jordanhill helped in your preparation for Placement 7? Use codes : 1 - not a lot; 2 - some; 3 - a lot

A	Preparation for Teaching	
B	Professional Studies	
C	Language	
D	Mathematics	
E	Expressive Arts	
F	Environment	
G	General Elective	
H	General Elective 2	
I	Religious and Moral Education	
J	Educational Computing	
K	Audio-Visual	

11 Could the BEd programme add/change anything to help your development? If so, in what way?



12 **During Placement 7**, tutors supported you in a number of ways, some of which are listed below. Which of the following did you experience? (Circle)

1- often 2 - sometimes 3 - never 4 - don't know

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| A | <i>The tutor demonstrated teaching and I observed.</i>                      | 1 | 2 | 3 | 4 |
| B | <i>She/he discussed her /his teaching of a lesson with me</i>               | 1 | 2 | 3 | 4 |
| C | <i>She/he observed me teaching and gave me feedback.</i>                    | 1 | 2 | 3 | 4 |
| D | <i>She/he made notes on my progress as feedback.</i>                        | 1 | 2 | 3 | 4 |
| E | <i>She/he met with me to discuss my progress.</i>                           | 1 | 2 | 3 | 4 |
| F | <i>She/he helped in planning for my teaching.</i>                           | 1 | 2 | 3 | 4 |
| G | <i>I worked collaboratively with the tutor.</i>                             | 1 | 2 | 3 | 4 |
| H | <i>She/he read and commented on my SE file.</i>                             | 1 | 2 | 3 | 4 |
| I | <i>She/he gave advice on my lesson plans before I taught.</i>               | 1 | 2 | 3 | 4 |
| J | <i>She/he listened to my concerns about my teaching.</i>                    | 1 | 2 | 3 | 4 |
| K | <i>The tutor discussed her/his practice, concerns and view of teaching.</i> | 1 | 2 | 3 | 4 |
| L | <i>The tutor knew the requirements of the placement.</i>                    | 1 | 2 | 3 | 4 |
| M | <i>I had a good personal relationship with the tutor.</i>                   | 1 | 2 | 3 | 4 |
| N | <i>The tutor gave me information about the class/children</i>               | 1 | 2 | 3 | 4 |

If there was any other form of support which you received from the tutor, please comment here:

13 Which form(s) of support did you find most valuable in across the three phases of the placement? (use the letters A - N above)

across Placement 7			of the placement
beginning	middle	end	

**C On Placement - General Issues**

1 You may have fairly definite views about going on Placement. Please circle the numbers to indicate how you feel about each of the statements:

1- often 2 - sometimes 3 - never

- |   |   |   |   |
|---|---|---|---|
| <i>I look forward to going to schools on placement.</i>               | 1 | 2 | 3 |
| <i>I feel apprehensive about school experience placements.</i>        | 1 | 2 | 3 |
| <i>I actually enjoy being on school experience placements.</i>        | 1 | 2 | 3 |
| <i>I would like to work with students when I am a teacher.</i>        | 1 | 2 | 3 |
| <i>I see the supervision of students as part of a teacher's role.</i> | 1 | 2 | 3 |
| <i>The teacher on Placement 7 appeared to enjoy having a student.</i> | 1 | 2 | 3 |

If you wish to add to this list please do so here:



2 Do you think that the school should play a greater role in the training of students than it does at present? **yes**  **no**

Comment:

3 Would you like to see schools having a greater role in the assessment of students towards the final grade for a placement? **yes**  **no**

Comment:

4 Do you still intend to become a teacher? **yes**  **no**

Why/why not?

5 If you wish to comment on any aspect not raised in this questionnaire, please use this space:

***THANK YOU FOR TAKING THE TIME TO COMPLETE THIS  
QUESTIONNAIRE.***

**PLEASE RETURN TO: .....**

**School Experience in the BEd Degree**

**EVALUATION OF PLACEMENT 8**

**Questionnaire for Students**

*Please return to:*

**A Background Information**

- 1 School : .....
- 2 Stage in school : .....

**B On Placement - Placement 8**

Please base your answers to this section of the questionnaire on your experiences on **Placement 8**.

- 1 Indicate if you received enough information from Jordanhill to allow you to prepare for the Placement 8 by ticking the appropriate boxes.

	Did you receive enough information on -	yes	no
i	<i>the school in which you were to be placed</i>		
ii	<i>the duration of the placement</i>		
iii	<i>the week-by week pacing of the your teaching load on placement</i>		
iv	<i>how you were to be assessed on placement</i>		
v	<i>the amount of assistance the teacher could offer</i>		
vi	<i>the kind of assistance the teacher could offer</i>		
vii	<i>the timing of tutor visits</i>		
viii	<i>the requirements for tutor visits</i>		

What other information would you have liked before the placement began?

- 2 You were asked to design your own programme of data collection for the two preliminary visits. How much help did you need to collect this information? (tick)

none

a little

some

a lot

- 3 Who gave you most help in gathering this material? .....

4 Which of the following information did the teacher/school have available for you? (tick)

Use the blank boxes to record any other information which was ready for you.

A	<i>resources available</i>	
B	<i>the children in the class</i>	
C	<i>classroom layout</i>	
D	<i>classroom resources</i>	
E	<i>classroom time-table</i>	
F	<i>classroom routines</i>	

5 Did you receive enough information during the placement? **yes**  **no**   
 If 'no', indicate how things could have been improved:

6 Did you need to contact the tutor during the placement? **yes**  **no**

If 'yes' was it easy to do? **yes**  **no**

Did you feel that you could contact the tutor if you needed to? **yes**  **no**

7 Which of these people gave you support/advice during Placement 8?

**1- often 2 - sometimes 3 - never**

A	<i>The PFT tutor from Jordanhill</i>	1	2	3
B	<i>The class teacher</i>	1	2	3
C	<i>The AHT/DHT/HT in the school</i>	1	2	3
D	<i>The Senior Teacher in charge of students</i>	1	2	3
E	<i>Other teachers in the school</i>	1	2	3
F	<i>Other students at the school</i>	1	2	3

Anyone else?

Using the letters in the first column, list these people in the order of the value you placed on their advice, from most valuable to least:

.....  
 ..

6 Teachers support you on placement in a number of ways, some of which are listed below. Which of the following did you experience on Placement 8? (Circle)

1- often 2 - sometimes 3 - never 4 - don't

know

A	<i>The teacher demonstrated teaching and I observed.</i>	1	2	3	4
B	<i>She/he discussed her /his teaching of a lesson with me</i>	1	2	3	4
C	<i>She/he observed me teaching and gave me feedback.</i>	1	2	3	4
D	<i>She/he made notes on my progress as feedback to tutor.</i>	1	2	3	4
E	<i>She/he met with me to discuss my progress.</i>	1	2	3	4
F	<i>She/he helped in planning for my teaching.</i>	1	2	3	4
G	<i>I worked collaboratively with the teacher.</i>	1	2	3	4
H	<i>She/he read and commented on my SE file.</i>	1	2	3	4
I	<i>She/he gave advice on my lesson plans before I taught.</i>	1	2	3	4
J	<i>She/he listened to my concerns about my teaching.</i>	1	2	3	4
K	<i>The teacher discussed her/his practice, concerns and view of teaching.</i>	1	2	3	4
L	<i>The teacher knew the requirements of the placement.</i>	1	2	3	4
M	<i>I had a good personal relationship with the teacher.</i>	1	2	3	4
N	<i>The teacher gave me information about the class/children</i>	1	2	3	4

If you received any other form of support from the teacher, please explain:

7 Which 5 form(s) of support did you find most valuable at different stages in the placement? (use the letters A - N above)

all through the placement			of placement
beginning	middle	end	

10 In which of the following 12 areas of teaching did you learn most during Placement 8? Please identify the five key learning areas for you. (tick)

Areas of teaching	
<i>Aims and objectives</i>	
<i>Preparation</i>	
<i>Content/skills</i>	
<i>Elicitation</i>	
<i>Responsiveness</i>	
<i>Resources</i>	

Areas of teaching (ctd.)	
<i>Organisation, etc..</i>	
<i>Supervision</i>	
<i>Assessment of pupil learning</i>	
<i>Evaluation</i>	
<i>Personal qualities</i>	
<i>Commitment to development</i>	



- 11 The requirements for Placement 8 are listed below. Tick those where you think you made progress during the placement. Then, in the last column, indicate where you get help for each area listed, using the codes J for Jordanhill and T for Teacher input. (You can use both if you wish.)

	Specific requirement	tick	J or T or both
A	Using 5-14 Strands and Outcomes in your programme		
B	Applying the SPIE model		
C	Planning using different curricular frameworks		
D	Taking increased responsibility in each curricular area		
E	Increasing your day-to-day teaching skills		
F	Working within a school's teaching programme		
G	Being involved in the wider activities of a school		
H	Working collaboratively with the teacher		
I	Working as a member of a team		
J	Reflecting on your development		

- 10 Which parts of the BEd programme at Jordanhill helped in your preparation for Placement 7? Use codes : 1 - not a lot; 2 - some; 3 - a lot

A	Preparation for Teaching	
B	Professional Studies	
C	Language	
D	Mathematics	
E	Expressive Arts	
F	Environment	
G	Religious and Moral Education	
H	Educational Computing	
I	Curriculum Elective 1	
J	Curriculum Elective 2	
K	Cross-curricular elective	

- 11 Could the BEd programme add/change anything to help your development? If so, in what way?

12 **During Placement 8**, tutors supported you in a number of ways, some of which are listed below. Which of the following did you experience? (Circle)

1- often 2 - sometimes 3 - never 4 - don't know

- |   |   |   |   |   |   |
|---|---|---|---|---|---|
| A | <i>The tutor demonstrated teaching and I observed.</i>                      | 1 | 2 | 3 | 4 |
| B | <i>She/he discussed her /his teaching of a lesson with me</i>               | 1 | 2 | 3 | 4 |
| C | <i>She/he observed me teaching and gave me feedback.</i>                    | 1 | 2 | 3 | 4 |
| D | <i>She/he made notes on my progress as feedback.</i>                        | 1 | 2 | 3 | 4 |
| E | <i>She/he met with me to discuss my progress.</i>                           | 1 | 2 | 3 | 4 |
| F | <i>She/he helped in planning for my teaching.</i>                           | 1 | 2 | 3 | 4 |
| G | <i>I worked collaboratively with the tutor.</i>                             | 1 | 2 | 3 | 4 |
| H | <i>She/he read and commented on my SE file.</i>                             | 1 | 2 | 3 | 4 |
| I | <i>She/he gave advice on my lesson plans before I taught.</i>               | 1 | 2 | 3 | 4 |
| J | <i>She/he listened to my concerns about my teaching.</i>                    | 1 | 2 | 3 | 4 |
| K | <i>The tutor discussed her/his practice, concerns and view of teaching.</i> | 1 | 2 | 3 | 4 |
| L | <i>The tutor knew the requirements of the placement.</i>                    | 1 | 2 | 3 | 4 |
| M | <i>I had a good personal relationship with the tutor.</i>                   | 1 | 2 | 3 | 4 |
| N | <i>The tutor gave me information about the class/children</i>               | 1 | 2 | 3 | 4 |

If there was any other form of support which you received from the tutor, please comment here:

13 Which 5 forms of support did you find most valuable in across the three phases of the placement? (use the letters A - L above)

<b>across Placement 8</b>			
<b>beginning</b>	<b>middle</b>	<b>end</b>	<b>of the placement</b>

**C On Placement - General Issues**

1 You may have fairly definite views about going on Placement. Please circle the numbers to indicate how you feel about each of the statements:

1- often 2 - sometimes 3 - never

- |   |   |   |   |
|---|---|---|---|
| <i>I look forward to going to schools on placement.</i>               | 1 | 2 | 3 |
| <i>I feel apprehensive about school experience placements.</i>        | 1 | 2 | 3 |
| <i>I actually enjoy being on school experience placements.</i>        | 1 | 2 | 3 |
| <i>I would like to work with students when I am a teacher.</i>        | 1 | 2 | 3 |
| <i>I see the supervision of students as part of a teacher's role.</i> | 1 | 2 | 3 |
| <i>The teacher on Placement 8 appeared to enjoy having a student.</i> | 1 | 2 | 3 |

If you wish to add to this list please do so here:

2 Do you think that the school should play a greater role in the training of students than it does at present? **yes**  **no**

Comment:

3 Would you like to see schools having a greater role in the assessment of students towards the final grade for a placement? **yes**  **no**

Comment:

4 What factors do you think helped you most in your development as a teacher this year?

5 The triadic discussions with the teacher and tutor were :  
(Please tick the point which best represents your view.)

Useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Useless
Bad	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Good
Enjoyable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Detestable
Fragmented	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Coherent
Satisfying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Disappointing
Confusing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Clear
Worthless	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Valuable
Vital	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Unnecessary
Consistent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Variable
Relevant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Irrelevant
Informative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Uninformative
Boring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Interesting
Uninspiring	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Stimulating

6 If you wish to comment on any aspect not raised in this questionnaire, please use this space:

*Thank you for completing this form.*



## APPENDIX 8

### Students' Questionnaires Competences, 1997

**BEd Study : Competences for ITT**

Matriculation no.: .....

The Scottish Office expects that all teacher training courses will ensure that **beginning teachers** are competent in a number of areas. These are listed in the tables below. Please indicate how competent you **actually feel you are** at the end of your four years at Jordanhill by circling a number in each line. *The scale goes from 1 to 5 where 1 indicates that you feel very competent in this area and 5 that you feel this is an area where you have very little or no competence.*

**Competences relating to Subject and Content of Teaching**

demonstrate a knowledge of the subject(s) forming the content of his/her teaching which meets and goes beyond the immediate demands of the school curriculum 1 2 3 4 5

plan & prepare coherent teaching programmes ensuring continuity and progression, and taking account of national, regional & school policies & plan lessons within these 1 2 3 4 5

select appropriate resources for learning, for example from radio and t.v. broadcasts 1 2 3 4 5

present the content of what is taught in appropriate fashion to pupils 1 2 3 4 5

justify what is taught from knowledge & understanding of the learning process, curriculum issues, child development in general & the needs of his/her pupils in particular 1 2 3 4 5

**Competences relating to the Classroom : Communication**

present what he/she is teaching in clear language and a stimulating manner 1 2 3 4 5

question pupils effectively, respond and support their discussion and questioning 1 2 3 4 5

**Competences relating to the Classroom : Methodology**

employs a range of teaching strategies appropriate to the subject or topic and on the basis of careful assessment, to the pupils in his/her classes 1 2 3 4 5

create contexts in which pupils can learn 1 2 3 4 5

set expectation which make appropriate demands on pupils 1 2 3 4 5

identify and respond appropriately to pupils with special educational needs or with learning difficulties 1 2 3 4 5

take into account cultural differences among pupils 1 2 3 4 5

encourage pupils to take initiatives in and become responsible for, their own learning 1 2 3 4 5

select and use in a considered way a wide variety of resources, including information technology 1 2 3 4 5

evaluate and justify the methodology being used 1 2 3 4 5

**Competences relating to the Classroom : Class Management**

deploy a range of approaches to create and maintain a purposeful, orderly and safe environment for learning 1 2 3 4 5

manage pupil behaviour by the use of appropriate rewards and sanctions and be aware when it is necessary to seek advice 1 2 3 4 5

sustain the interest and motivation of pupils 1 2 3 4 5

evaluate and justify his or her own actions in managing pupils 1 2 3 4 5



**Competences relating to the Classroom : Assessment**

have an understanding of the principles of assessment and the different kinds of assessment which may be used	1	2	3	4	5
be able to assess the quality of pupils' learning against national standards defined for that particular group of pupils	1	2	3	4	5
be able to assess and record systematically the progress of individual pupils	1	2	3	4	5
be able to provide regular feedback to pupils on their progress	1	2	3	4	5
be able to use assessment to evaluate and improve teaching	1	2	3	4	5

**Competences relating to the S**

know how to discuss with parents a range of issues relevant to their children	1	2	3	4	5
be informed about school boards	1	2	3	4	5
know how to communicate with members of other professions concerned with the welfare of the pupils & with others in the community served & colleagues within the school cluster	1	2	3	4	5
be aware of sources of help and expertise within the school and how they can be used	1	2	3	4	5
be aware of cross-curricular aspects of school work and be able to make an input into these	1	2	3	4	5
have interests and skills which can contribute to activities with pupils outside the formal curriculum	1	2	3	4	5

**Competences related to Professionalism**

have a working knowledge of his/her pastoral, contractual, legal and administrative responsibilities	1	2	3	4	5
be able to make a preliminary evaluation of his/her own professional progress	1	2	3	4	5

*In addition, the following set of attitudes are regarded as important.*

a commitment to the job and to those affected by the job	1	2	3	4	5
a commitment to self-monitoring and continuing professional development	1	2	3	4	5
a commitment to collaborate with others to promote pupil achievement	1	2	3	4	5
a commitment to promoting the moral and spiritual well-being of pupils	1	2	3	4	5
a commitment to views of fairness and equality of opportunity as expressed in multi-cultural and other non-discriminatory policies	1	2	3	4	5

**Thank you very much - please return to: .....**

## APPENDIX 9

### **Interviews 1993-97: The Students**



This appendix sets out the characteristics of the 17 students who were interviewed in the course of the study. A summary of each student's progress through the course is provided. This is intended to set the context for the data from the interviews (not all of which have been used within this report). Names have been changed for the purposes of confidentiality.

**Table 1: Key characteristics of the students interviewed during 1993-97 (n = 17)**

Code	Gender	Year 1	Year 2	Year 3	Year 4	Award
01	F	√	√	√	√	BEd (1)*
02	F	√	√	Left	-	-
03	F	√	√	√	√	BEd (2.1)
04	F	√	√	√	√	BEd (2.1)
05	F	√	√	√	√	BEd (2.2)
06	F	√	√	√	√	BEd (2.2)
07	F	√	Left	-	-	-
08	M	√	√	√	√	BEd (2.2)
09	F	√	√	√	No show	
10	F	√	√	√	√	BEd (2.2)
11	F	√	√	Left	-	-
12	F	√	√	√	√	BEd (1)*
13	F	√	√	√	√	BEd (2.2)
14	M	√	√	√	√	BEd (1)*
15	F	√	√	√	√	BEd (2.1)*
16	F	√	√	√	√	BEd (2.2)
17	F	√	√	√	√	BEd (2.2)
		<b>17</b>	<b>16</b>	<b>14</b>	<b>13</b>	

\* awarded with a distinction in teaching.

One hundred and five students graduated in June 1997. Table 2 shows the percentages of graduates by class of award in the interview samples. Sixty-two students who were registered in Year 1 of the BEd course in 1993-94 at the start of the study, did not graduate on the expected date of June 1997. As in the cases of the 4 students from the sample who did not meet the June 1997 graduation date, there is likely to have been a number of explanations and some may have returned to complete the BEd course at a later date.

**Table 2 : Degrees awarded in the longitudinal cohort studied and in the interview sample (N = 167; n=17)**

Degree awarded	No in cohort	% of cohort (N=167)	No in sample	% of sample (n = 17)
BEd Hons. (1st)	15	9%	3	18%
BEd Hons. (2.1)	22	13%	3	18%
BEd Hons. (2.2)	60	36%	7	41%
BEd Hons. (3rd)	8	5%	0	0%
Failed to graduate June '97	62	37%	4	24%

## **01 Elsie**

E. was a single, mature student still in her twenties when she entered the degree course. She successfully completed all placements at the first attempt and graduated with the degree of Bachelor of Education with First Class honours and with a distinction for teaching.

### **Year 1**

In Year 1 she had a very positive attitude to teaching, passing all three placements without difficulty. She was concerned about herself and her own performance, the children and coping with the demands of the placement. Relaxed with the class teacher and pupils but 'putting on an act' in the staff room, restrained and careful. In Y1, she found most of the Jordanhill input useful with language, maths and science mentioned specifically, although felt that some of the course was only there to fill in time. The school's contribution she saw as giving the experience of working with other staff, working in school, following policies as well as giving you a class to work with and developing a relationship with them. Part of this was the learning how to make up forward plans, a necessary part of school organisation. Both the TEI and the school were important in her development with an interaction between the TEI input and the experience of applying it in school.

### **Year 2**

Elsie passed the two placements in Year 2 without difficulty, preferring the one involving infants. She felt that there was a big difference between years 1 and 2 of the course with increased responsibility for planning and teaching. She thought she did not learn as much in Year 2 however, although she felt more responsible for her own learning, drawing on books from the library. The TEI element was more challenging, not offering a single, safe solution but getting the students to challenge their own thinking. Regarding her views on being a teacher, Elsie felt she had more insight into it but it was still difficult to go into a new class and she did not feel she had developed her own style as yet. Teaching was harder than she had anticipated, particularly the amount of planning required. She still wanted to be a teacher however (definitely) and was looking forward to getting her own class.

### **Year 3**

Elsie's final placement in Year 3 was with a P7 class (11/12 years) and her grade was 8 (maximum = 9). She enjoyed the placement, having a friendly supportive supervising teacher and establishing a good relationship with the TEI tutor. She found she was working up to midnight every night however, between evaluating that day's work and planning of the next day. She depended on the other student on placement with her for support and on her supervising teacher.

### **Year 4**

Elsie's final placement was again very successful, with a final grade of 8. She had been placed in a P5 class and had found the long placement both stimulating and tiring. She was every bit as committed to teaching as she had been in Year 1 and was eager to begin being a 'real teacher'. She had changed very little in her attitudes to teaching over the four years of the course but, as a mature student, she had considered teaching carefully before entering and had, she felt, a good idea of what was involved from the beginning.



## **02 Caroline**

Caroline was a mature student, in her thirties, with a family. She struggled through the placements in Year 1 and failed both in Year 2. She subsequently withdrew from the course and, a year later, enrolled in the BA in Educational Studies, a modular programme which allows credit transfer from the BEd. She had not completed the BA course by the end of 1998 and was 'in suspension'.

### **Year 1**

The first year interview was a very negative one because of her experience on placement 3, the first solo placement of the course. She had had no problems on the earlier placements where she was with a TEI tutor and/or other students. This teacher gave her additional work to do in addition to that expected by the TEI which she felt prevented her from observing lessons and gaining an idea of what should be done. She also used a whistle to control the class which C. found very off-putting. C. felt very used rather than supported and that this hindered her learning as it was 'bitty'. She did not feel her tutor really supported her either and that there were gaps in her knowledge/skills which should have been picked up and advice given. The teacher and tutor fell out over one of her crit lessons where she should have been class teaching but the teacher insisted she teach in groups. She expected the TEI to provide her with subject knowledge and the strategies to communicate in the classroom, feeling that the rest was up to her. The school's contribution was to tell her where she was going wrong with these strategies and why. Together, there should be a balance between the two, albeit the school had a stronger role, being at the 'real, live end of it'.

### **Year 2**

At the time of the interview, Caroline had withdrawn from the BEd course following 'fails' for both placements 4 and 5 during the year. She was upset and bitter but wanted to do the interview anyway. She felt that she had not had sufficient grounding in first year to make the leap to second year. She had also 'hated' the class on the first placement of the year, disliking the teacher's way of working which she saw as controlled and very disciplined. The teacher was also 'a terrible shouter'. C. was assessed as 'weak' on identifying the learning to take place (the objectives in the lesson plans). The second placement was more enjoyable in that her relationship with the teacher was better and there was a 'good working atmosphere' although some of the children were difficult to keep on-task. Problems with identifying what learning should be happening remained however and although she stayed up until 3 or 4 in the morning she still felt she was 'muddling through'. Stress, pressure and tiredness were continual themes and she constantly argued that she did not get the support/advice/guidance she needed from either teachers or tutors. However, she also said that she had felt defeated before she started Year 2 as, although she had enjoyed Year 1, she had been apprehensive as to how she could cope with the course and 'my own life' at the same time.

Caroline was sorry that she was not going to continue with the BEd course but was now clear that teaching was not for her although she had not changed her views on what it was to be a teacher.



### **03 Kirsten**

Kirsten was a mature student, in her thirties, with a family. She had attended an access course in an FE college to gain sufficient qualifications for the course. She passed all placements at the first attempt and graduated with a Bachelor of Education degree (2.1). She did not find it easy to adjust to being a full-time student but grew steadily more confident and open as the years passed. She had a healthy sense of humour and her confidence and apparent ability in the classroom meant that she tended not to take it to heart when she experienced difficulties with her supervisors.

#### **Year 1**

Kirsten preferred the third placement in first year where she worked closely with the classroom teacher, 'more like an adult in the workplace than a student at college'. She had a supportive teacher and while the TEI tutor was well-prepared, she was somewhat 'unapproachable' and intimidating. She did not think that the tutor and teacher worked together but felt they could have. Personalities were, she considered, an important factor in all aspects of placement. Jordanhill's contribution to her development was seen as providing you with the 'background stuff' while the school's role was to put it into practice. The school was 'where you learn the most, but you need to have theory to put it in to practice when you go and the theory comes from here (the TEI)'. The contributions of each were seen as complementary.

#### **Year 2**

Kirsten had no difficulty in successfully completing the two placements in year 2 although she had reservations over one of her supervising teachers who she thought was not a good teacher, while nice enough on a personal level. Pressure of work was seen as a problem generally, for teachers as well as students, but unavoidable. Despite good results, she was concerned of failing future placements ('making a pig's ear of it') but knew this was just part of her personality. In comparing Years 1 and 2, K. thought that there was more paperwork in second year although she had not been left alone with the children as much as had been the case in first year. She did not like someone watching over her shoulder, preferring to make mistakes when no-one was there. However, the TEI's contribution seemed more relevant and the various elements of the course more coherent. Being a teacher was harder than she had thought previously, but she was still determined to be one. Second year was a bit of an anti-climax after first year.

#### **Year 3**

Kirsten was placed with a Primary 3 class for Placement 7 and achieved a Grade 8 in her assessment. She felt the staff in the school regarded her as 'part of it' rather than an outsider but she put this down to her good performance on her first crit in the school. The work required to be undertaken at home she saw as excessive. Her relationship with her supervising teacher was not ideal and she also felt she did not get the help she had expected from the tutor. She felt her view of being a teacher was growing more positive again, having been somewhat disillusioned in Year 2 and she still wanted to teach, even more so than before.

#### **Year 4**

Kirsten's Y4 placement was with a Primary 6 class and she achieved a grade 7 at the end of 11 weeks. She thought this was a fair reflection of her performance but that she 'blew it' and could have achieved more. She did not establish a good relationship with her supervising teacher but found her tutor from the TEI very supportive and professional in all her dealings with her. She intended to teach and was in the process of signing up for supply work with the local authority.

On reflection, she considered school experience an important part of her preservice education in that it provided the opportunity to put into practice the knowledge and skills gained. The TEI component she also saw as important in that, without it, students would miss out on the 'other things behind teaching' and would not understand 'how things work'. She also added that students might 'go nuts' without it.



## **04 Sarah**

Sarah had entered TEI in her early-mid twenties as a qualified nursery nurse with experience of working in nurseries. She passed all placements at first attempt during the four years of the course. She graduated in 1997 with a BEd degree (2.1). She was confident and mature in her approach to her work throughout.

### **Year 1**

While she had enjoyed the support of other students during the first two placements, the second one allowed her more freedom to work with the children. On the third placement, she did not like the school as much as in early placements, citing the general atmosphere as less friendly. She saw placement as providing the practical side of being a teacher, allowing her to practise and improve her skills and this had generally been realised although the third placement teacher had not been strong on discipline and this unnerved her. The TEI's role, she considered, was to provide the background to all aspects of teaching which they would meet in schools and she considered that most of what she did in the TEI was relevant. The school's contribution was to provide an example, or a variety of examples, for the student. Both were necessary and equally important.

### **Year 2**

Sarah had no problems in passing both placements in Year 2. She got on well with both supervising teachers although she preferred the older children (P7) to the infants. She saw Year 2 as a big step up from Year 1 with greater responsibility for the children and their learning. She felt more responsible for her own learning, with less spoon-feeding, and with her TEI tutor less 'patronising' than in first year. Her views of teaching had changed: she had less concern with the curriculum and more concern with 'all the other things children bring into school with them and how that affects how they behave'. Her earlier views of teaching had focused on the curriculum because 'you come into school to learn and then you go away'. She appreciated that there was a lot more to it, with children bringing so many other problems and baggage with them. She still wanted to teach and was even more determined than she had been at the start, albeit with a few doubts which she felt she would always have.

### **Year 3**

In Year 3 Sarah again coped well with school experience. Her supervising teacher left during Placement 7 leaving her with a mixture of supply teachers and covering by the head and assistant headteachers. She had hoped to improve her grade during the placement but felt that she had not received the constructive advice she needed from the TEI tutor to achieve this. She supported and received support from another Y4 student placed in the same school. Overall she felt that, while the changes of teacher had been unsettling, it provided her with the opportunity to see a range of teaching styles and the ways children responded differently to these. She had been left to 'get on with it' for a considerable part of the time but her experience of nursery teaching had helped her cope and, in the end, this had helped her own confidence greatly. She found the evaluations time consuming but helpful overall although she did not think her tutor paid much attention to them. She thought the role of the teacher in assessment should be a stronger one as s/he saw more of the student's day-to-day work and, more importantly, attitude, than did the TEI tutor. She still intended to teach and looked forward to her final year although she felt that too many parts of the course did not encourage you to question practice and to consider alternative ways of doing things.

### **Year 4**

Sarah was placed with a P6 class and she achieved grade 8 on her overall assessment for the placement. She considered that, all things considered, this was the grade she deserved although she just missed a 9 (distinction). She enjoyed the placement although her supervising teacher left shortly after she arrived and she had to adjust to a change of supervisor and teaching style. She found her TEI tutor very supportive, giving constructive criticism and clear action points for improvement. She had enjoyed the course,



although some of it was repetitive of her earlier nursery nurse training, and she was already engaged in looking for a post in teaching.

## **05 Colette**

Colette had entered the TEI straight from school. She passed all her placements during the course, growing in confidence and achievement over the years, and graduated in 1997 with the degree of Bachelor of Education (2.2).

### **Year 1**

Colette was very positive about school experience (great!), viewing it as where things start to fall into place. She had started off relatively unsure about whether she 'had it' to be a teacher but the supervising teacher on placement 3 had been very supportive and encouraging and she performed well on crit. She saw the TEI as providing the 'professionalism' although could not really say what she meant by this other than how to approach matters/teachers in school. She was happy with the TEI's contribution and the teaching advice given although they did not really mean anything until she was out in school, trying them out. The school provided the opportunity to go out and try out the things they had learned in the TEI; they give you the experience and the opportunity to learn by your mistakes.

### **Year 2**

Colette passed both school experience placements without any apparent difficulty. While she enjoyed placement and got on well with the teachers, she mentioned the stress which an early morning start (leaving home at 7.30 am) and late nights preparing lessons (frequently till 1.30 am) brought. She felt more responsible for her own learning in Year 2, particularly planning. She was less idealistic than she had been about teaching at the start of the course, seeing it as hard work for some time to come. Although she sometimes had her moments of doubt, she knew deep down that she still wanted to become a teacher.

### **Year 3**

Colette was placed in a Primary 5 classroom and was disappointed to be given a grade 5 in her final assessment. She had enjoyed the placement but had had two different tutors from the TEI over the year which she felt had disadvantaged her and the other students in her group. Her teacher only really stayed with her for the first week and then left her pretty much on her own. She found the paperwork stressful and time consuming. She initially said she had no intention of teaching after qualification but admitted that she kept changing her mind. She felt she would have no life as a teacher, just as it was a student teacher, and this had been reinforced by a friend who had just graduated and was in her first teaching post.

### **Year 4**

Colette's final placement was with a P3 class in an area of social deprivation and while she found some aspects of it difficult, she gained an overall grade of 6. She did not feel she had been fairly assessed but put it down to the system rather than personalities. She had established a very good relationship with the teacher (who had only been out of J. for 3 years) and found her very supportive throughout. Her TEI tutor had been very supportive too, particularly when she had been ill during the placement. She had found the long placement difficult to sustain but felt she had gained a great deal from it and had yet more to learn.

Overall, she had enjoyed the course and intended to look for a post immediately although she thought she might re-consider her options once she had completed her two years of probation. She expressed an interest in special educational needs teaching at some time in the future. On reflection, she did not think that school-based training was a good idea as she felt there were some aspects of teaching which were best tackled in the TEI, although it had taken her till fourth year to really appreciate that she needed 'the theory' as she put it.



## **06 Evelyn**

Evelyn was a mature student (in her forties) with a grown up family. She had attended 'access' courses to gain entry to J. She struggled a little throughout the course and graduated in 1997 with a BEd degree (2.2). She was fairly negative about the course, about her supervisors and the content of both the in-school and TEI components, and spent considerable time during interviews describing injustices which she believed she and other students on the course had suffered at various time.

### **Year 1**

Evelyn enjoyed placement, seeing it as a chance to put theory into practice and to modify her skills. She particularly enjoyed Plt. 3 where she had an 'excellent class', a teacher from whom she learned and an extended period of involvement which allowed her to build up a relationship with the class. She considered the TEI's contribution as out of date with what was happening in the schools and education generally while the school provided the opportunity to put knowledge and skills into practice. The school also provided a measure of how valuable J.'s contribution was in terms of beyond a qualification to teach. The balance between the two was important; one would be meaningless without the other.

### **Year 2**

The first of the two placements, with P7 pupils, was very enjoyable but the second one, with infants, was more difficult, bringing thoughts of withdrawing from the course. An early successful crit and a supportive TEI tutor got her through and restored her confidence. Evelyn saw year 2 as about building confidence, being allowed to put into practice what you've been taught and to see something through whereas first year was 'just a taster .. your actual input is not all that great'. Her views on teaching had not changed over the two year; she thought that she had come in 'very much with my eyes open' although she had decided that she never wanted a promoted post after what she had seen. She still wanted to teach, as long as it was not in a nursery school.

### **Year 3**

Evelyn 'hated every minute' of the placement with a Primary 2/3 composite class. She claimed she did not know her grade, just that she had passed. She had received little support from her teacher whom she saw twice, she said, in the course of the placement. She did not find her tutor supportive either and thought she had not had enough preparation for the placement, which she considered a significant one. She did find support from other members of staff in the school and from other students, both within the same school and in other schools. She still wanted to teach however as she gained pleasure from the actual job.

### **Year 4**

Evelyn was placed with a P6 class for her final year placement and was awarded a grade 4 (bare pass). She was very disappointed and had expected at least a 5. She attributed the low grade to inconsistent tutor expectations across the years of her course and felt that each placement was independent of past experience and performance which she found stressful and frustrating. She had a good relationship with the teacher, on both a personal and professional level but did not relate to her TEI tutor who became ill and was substituted during the placement.

On reflection, she had enjoyed some aspects of the course and acknowledged that she had learned something, although not as much as she had anticipated. She thought that J. did not practise what it taught in that it did not take account of the starting place of individual students, particularly mature students who had considerable life experience. She had been frequently frustrated and daunted by the system and felt there was no-one to turn to when she had problems or complaints. She had already approached the local authority for a post and had expressed the desire to work in the area of special needs.



## **07 Jennifer**

Jennifer came directly from school into the BEd course. She did not like the TEI-based part of the programme and failed her final placement of first year. She subsequently withdrew from the course early in the second year, following a failure on her first placement.

### **Year 1**

She disliked college, feeling that she learned more 'out there'. She also felt that the time was too short to allow her really to get to know the children. She preferred the second placement, where there were other students present but the tutor was not constantly there. Panicked when on own. She appeared to get on with her supervising teacher in plt. 3 but less so the tutor who she felt gave no support other than brief (crit) visits. She was conscious of a need to observe the 'politics' of school, to try to fit in and not to step out of line. She had difficulty in really seeing the contribution of the TEI and thought it was 'probably to give you background theory' rather than the important skills. The school's role was considered more important, 'the place where you're going to learn most' and their contribution was to let the students in with the children. At this stage, most things in TEI were still not relevant to her, although she seemed to indicate that they might become so over time.

Despite letters inviting her to do so, she did not return for an interview in 1995.

## **08 Alex**

One of the small number of male students on the course, Alex had entered TEI directly from school and seemed young and inexperienced in the early days of the course. He passed all his placements however, growing stronger and more confident over the years of the course and graduated with a BEd degree (2.2) in 1997.

### **Year 1**

While he enjoyed placement, he found it difficult to establish what he considered was the expected teacher-pupil relationship. Aware of the danger of being too informal (big brother-ish), he adopted a strict and distant attitude on the first few meetings with the class although he relaxed later when he felt more confident. The issue of relationships, with children and teachers, dominated the interview. He had a good, supportive supervising teacher who he 'opened up to' and expressed his worries which appears to have given him confidence and a positive attitude to placement. He saw the TEI's contribution as making him a competent confident teacher and looked for good tutor-student relationships, with them on 'the same side', comparing this to the teacher-pupil relationship he hoped to cultivate in school. The school should also be confidence-building, providing learning experiences and the opportunity to 'be yourself', to give you a chance and to let you enjoy it. While seeing the need for a balance in the respective contributions of TEI and school, he saw the former as more important as it provided the background for the rest, and he felt he could not support school-based training.

### **Year 2**

Alex had no problems in successfully completing Placements 4 and 5. He discovered he enjoyed working with infants and established better relationships with his supervising teachers. He thought there was a big difference between Years 1 and 2, with the need to provide differentiated learning activities for children/groups and an increased responsibility for his own learning. He had learned not to try to be 'big brother' with the children. His views on teaching had changed over the two years. It had been strange making the transition from school one minute to being on 'the other side' the next and he now appreciated



the need to establish clear relationships. He wanted to become a teacher even more than before, seeing it as more of a challenge, although not necessarily for the rest of his life.

### **Year 3**

Alex was placed with a Primary 1 and ended the placement with a grade 5, which he found a little disappointing. He felt however that he had done 'silly things' as a result of being nervous. The teacher was supportive and monitored his early performances, giving him some feedback although not as much as previous ones had. He tended to go to friends (not fellow students) or family if things were not going too well, or discuss problems with the teacher if the relationship was a comfortable one. He still wanted to be a teacher and enjoyed it, seeing it as a challenge to complete the course. He did admit however that he found the idea of teaching for the rest of his life 'scary' as he could not see the feeling of enjoyment he got teaching still being there in 20 years time.

### **Year 4**

The final placement of the course was with a Primary 5 class and Alex gained a grade 5 which he did not think he had really deserved, expecting a 6 or 7. As in Y3, he felt that 'silly things brought it down'. He had enjoyed the placement however, particularly as his supervising teacher gave him considerable responsibility for the class during the 11 weeks of the placement, including one week on his own when the teacher was absent through illness. She was friendly and supportive but gave him little advice or constructive criticism. His tutor from the TEI had been constructive and offered advice although she was somewhat distant on a personal level.

On reflection, he had enjoyed his time at J. and was surprised by how quickly it had passed. He thought he would 'probably' teach but showed some concerns about whether he could be the 'really good teacher' that he wanted to be. He could not think of anything else that would be more worthwhile to do however although he felt that there was little guidance on other options available from the TEI.

## **09 Flora**

Flora came to the TEI direct from a school in the Western Isles and was a native Gaelic speaker. She took some time to adjust to the city and appeared relatively young and inexperienced. She struggled at times and, in the final year, she failed school experience. This required that she take an additional placement in the September of 1997. She ignored all requests to attend the final interview in Year 4. She finally .....

### **Year 1**

The school provided the 'reality' of being on the BEd course, where she could see herself learning and achieving. She preferred Plt. 3 where she could make mistakes without the embarrassment of other students around. She reported that she had not been sure if she could manage teaching but that the placements had been much easier than expected and that she had coped. She watched she did not step on toes on placement and felt responsible for her own learning although she had a supportive teacher and TEI tutor.

Jordanhill's contribution was to provide help, make her aware of resources and show alternative ways of teaching. Background knowledge e.g. psychology, was important in explaining the how and why of teaching. School provided the experience of being with children and in a classroom teaching situation/environment. The two contributions were equally important; you need the background knowledge before you can teach but you need to have experience too. She did not feel that the school should have a greater responsibility for students than was the case at that time.

### **Year 2**

Flora experienced some problems in overtaking the requirements for Placement 5 although 4 was secure enough. She enjoyed working with infants (Plt. 5) and learned a lot from the teacher. The focus in Year 1 was on controlling the class, rather than being able to teach. This shifted in Year 2 to teaching, choice of resources and appropriate methodologies.



She felt that her views had changed considerably over the two years and that in first year, she 'didn't have a clue' as to what it was about. While she previously thought you walked in at 9 and out at 3, she was now aware that a lot of background work was needed before teaching and it was a much more difficult job. She still wanted to teach however, feeling the end of the course nearer and that she was more equipped for it.

### **Year 3**

Flora was placed in a Gaelic Medium Unit (where instruction was in Gaelic) with a P6/7 composite class. She gained a grade 4 overall for the placement which disappointed her. Although she had gained some quite good marks she had two poor ones which brought her overall score down to 'bare pass'. While the teacher encourage her to relax and enjoy the placement, to experiment and try things out, Flora felt she was not a good role model and she did not agree with her style of teaching. She found the staff friendly and welcoming. She did not relate easily to upper primary pupils however and found both discipline and gauging the appropriate level of work problematic. She had a very weak voice, light and high-pitched which did not carry well in class.

She still wanted to teach however ('I love it, I love the children') and could not imagine any other occupation that she would like.

### **Year 4**

The difficulties continued into Year 4 and Flora failed Placement 8, leaving her with a supplementary placement to complete in September of that year. Despite repeated attempts to contact her by phone and letter, she never responded and did not complete the series of interviews.

## **10 Linda**

Linda came to J. straight from school and was a little unsure and reticent in the early interviews. She appeared to view teaching as more technical/vocational than professional at the start but as her confidence in her ability and her willingness to speak grew, she demonstrated a deeper understanding of the issues and a more critically reflective attitude. She passed all her placements and graduated in 1997 with a BEd degree (2.2)

### **Year 1**

Linda enjoyed placements because she liked working with the children and feeling like a teacher although she thought she was under a great deal of pressure on placement. The third placement, working on her own with a teacher, was most enjoyable as she could see progress being made and relationships being established with the children. She expected tips from teachers in schools, to see how it was done in real life and how to 'basically plan and implement'. The TEI provided the things she needed to know for her own development as an adult though she was not sure how this would happen and did not see any relevance in some of it so far. Overall, school was more important than the TEI, but not much more.

### **Year 2**

Linda had no problems in completing both placements successfully, building good relationships with children, teachers and tutors. She saw a big jump in the requirements in second year, with higher expectations and greater pressure. She also drew a contrast in her learning where in first year she had been 'taken by the hand' and in second 'flung in at the deep end'. She had changed her views on teaching and felt that time spent in the TEI distanced you from the classroom, where she really wanted to be. After placement, she felt positive about teaching but 'stale' once in TEI for any length of time.



### **Year 3**

Linda received a final grade of 5 on completion of her placement with a Primary 2 class. She was nervous and unhappy during the interview when talking about the placements. She had found it a difficult experience as the school did not work a way that allowed her to work in line with the expectations of the TEI for the placement. She said that her teacher had a fixed way of working and she got the impression that she was expected to go along with it and 'not step on (the teacher's) toes'.

In spite of this she thought her teacher was a good supervisor; demonstrating, watching her teach, giving feedback. She had not felt supported by the TEI tutor however and commented that the teacher and tutor did not communicate with each other. When asked if she still wanted to teach, she replied 'I think so', adding that she enjoyed it when she was out there but that the struggle to get there ('and the unfairness sometimes') made her question if it was the right job for her.

### **Year 4**

Linda was much happier at the end of Year 4, open and laughing throughout the interview. She had been placed with a Primary 4 class and had been given a grade 8 (good merit) for the placement. She thought she had deserved the grade although she had anticipated a 5 again, acknowledging that she had made a 'big jump' from the previous year. In accounting for the jump, she felt the length of the placement had allowed her to build up a good relationship with the children and her teacher who had been supportive and given her constructive advice on her teaching. Her tutor was less significant on the placement, although positive and clear in her expectations from one visit to the next.

On reflection, she thought that the TEI had played an important part in her development, seeing the relevance of what she had been required to learn, including 'theory'. This was a significant shift in attitude as in first and second year, school was the only place where anything worthwhile happened. She was concerned about apparent inconsistencies in the assessment system but still thought there was 'more positive than not positive' about the course. She intended to apply for a post, although it might only be a temporary one, and she wanted to 'try it out' before she was sure that teaching was for her.

## **11 Donna**

Donna was a single parent with a young child who had returned to Scotland following a failed marriage in North America. She was ill during part of the course and while she passed Year 1 placements, she struggled through second year failing both placements and the re-sit opportunity provided (September 1995). She left shortly thereafter.

### **Year 1**

She saw her personal circumstances during the year (illness, re-settlement, childcare) as having detracted from the enjoyment of placement but had enjoyed interacting with the children, 'pretending to be a teacher'. She reported that her discipline was weak and that working with 33 in one class was not the same as with her own child. The TEI's contribution was to make her a more rounded individual, capable of seeing children from a number of viewpoints, challenging her set ideas. She talked of effective teaching, professionalism and self evaluation. Schools, she felt, gave you the first hand experience of working with children but felt some teachers were unsympathetic and unprofessional, gossiping about children and their families. In the early days, the TEI was more important, but this shifted to an emphasis on the school in later years 'as you mature'.

### **Year 2**

Donna failed both Year 2 placements. During the first of these she was ill although she went on to finish it and did not submit medical evidence of the illness. The second placement was very stressful and traumatic. Difficulties of childcare and lack of family support cited as contributing to her difficulties.



Her views on teaching had changed, in particular with regard to pressure on teachers to get children through the required amount of work and the tight time lines they worked to, she observed. This pressure of time disadvantaged some children and contributed to behavioural problems in class.

At the time of the interview she was about to go out on an additional placement in an attempt to overtake the failed placements and remain on course. She was still intending to teach and was considering focusing on special educational needs in the longer term. She remained fairly idealistic with the idea of teaching: a good teacher should give children dreams and goals, give them love and security and be special to some children. She still could not cope with the day-to-day discipline and planning of lessons however, according to the school experience assessment.

Donna subsequently failed the placement and, despite making a formal appeal to the TEI, was required to withdraw from the course.

## **12 Fran**

Fran was a married, mature student (early thirties) with two children of primary age. She had come to the TEI through an access course and was very committed and enthusiastic. She passed every placement, gaining a BEd First Class Honours degree in 1997, with a distinction in teaching. She received the Board of Examiners' prize which is awarded for exceptional achievement in the BEd degree. She responded well in interviews, asking questions as well as answering those put to her.

### **Year 1**

Fran had thoroughly enjoyed placement in first year. In-faculty, she sometimes lost sight of what she was there for and placement was a reminder. She enjoyed working with the children, their enthusiasm and feedback. She particularly enjoyed the responsibility of the third placement, the relationships she established with the pupils and seeing the outcomes of all her planning and teaching. School experience was for trying out things she needed to master and experimenting with those she was not too strong on. She was disappointed about the lack of professionalism of some teachers, the gossip in the staffroom and cynical way they spoke of some families and children. While she felt that the placements were the most important aspect, the TEI provided background information, 'the psychology and things', which was extremely helpful and actually worked if you tried to put it into practice. The school allowed you to 'sit on the teacher's shoulder', to be there shadowing her, and 'to practise on poor unsuspecting children'. There was a balance between these two contributions in that both were needed.

### **Year 2**

Fran passed both placements without problems. Although she reported experiencing some difficulty with one supervising teacher, she established a good rapport with the children and was concerned that what she was doing was worthwhile for children as well as progressing her own development. While she thought greater demands were made of Year 2 students, she had felt ready for it, eager to take on more than she had been required to previously. She did feel that, overall, the pace was 'just a bit crazy' with assignments for the TEI needing done while she was coping with the demands of placement. She could not remember how she had viewed teaching when she'd arrived but she felt that she had put teachers on a pedestal at first, seeing them as very, very professional, very caring, very much for the children's learning, and she had been disappointed. She still wanted to be a teacher although she had had severe doubts but these had passed. The doubts were not just about practice but about the politics behind education and the constraints and expectations on teachers from society: 'values are a bit mixed up sometimes'.



### **Year 3**

Fran worked with a P6/7 composite on placement 7 and achieved a grade 9 (distinction) for her final grade. She enjoyed the school and the children ('they were just darlings'). Her teacher was friendly and sometimes supportive but she was left very much to do as she wanted with the class. She had seemed to have confidence in Fran's ability and saw her as organised and therefore competent, as she interpreted it. She still wanted to teach although she admitted that she had had misgivings at the start of the year but they had passed. She felt she had lots of offer to children and had lots of enthusiasm for teaching.

### **Year 4**

In the intervening year, Fran's marriage broke up and she was under considerable stress in her personal life; she was not as forthcoming and enthusiastic lively as in earlier years. She still managed to achieve a final grade of 9 for the fourth year placement (P3) although she had been concerned about passing, given her personal situation. She had not found the supervising teacher supportive and had been left on her own with the class for much of the time. Her tutor had been extremely supportive though. She considered that she had very much been treated as a teacher by the staff and children but felt very much a learner still. She thought she was reflective; she tried out different approaches and experimented with strategies for managing behaviour, for example. She still intended to teach but as she did not see herself teaching 'forever', she would be returning to undertake further studies. (She subsequently registered for the MEd degree at the University of Strathclyde.)

### **13 Lynsey**

Lynsey came to the TEI straight from school. She was difficult to interview at first, untrusting and 'dour'. As the years passed, she opened up considerably and shifted from a technical/mechanistic view of teaching as skills and tips based, to more reflective and mature in her attitude. She married at the end of Year 2 and seemed more confident and mature. She passed all her placements and graduated in 1997 with a BEd Honours Degree (2.2). She thought the questions asked in the interviews were 'hard' and made her think about teaching more than she was used to doing.

### **Year 1**

Lynsey enjoyed placement, particularly the freedom on Placement 3 to develop activities and lessons for the pupils, within the limits allowed by the teacher. She stressed getting to know the children and establishing relationships. Teachers had been helpful and schools friendly; the TEI tutor was well-prepared and supportive. The TEI provided preparation for teaching, a good background of knowledge although not all immediately relevant. School provides you with hands-on experience of teaching and the teacher provides a role model. Both school and TEI were necessary and one could not exist without the other.

### **Year 2**

While Lynsey reported no real problems on placement, she felt she had only just passed Year 2 school experience. She had found the older pupils (P7) to have 'attitude' which she found unsettling but enjoyed working with infants. In moving into Year 2 she perceived a considerable increase in the expectations of the TEI. Planning became more important, with the various forms of planning to be mastered, but otherwise little difference.

While she did not think her views of being a teacher had changed much over the two years at J., her eyes had been opened a bit. There was more to teaching than she had previously realised and it was 'not just a case of going in and teaching them to count'. She did want to teach as soon as she had qualified, assuming there were openings.



### **Year 3**

Lynsey was never forthcoming and this interview was particularly difficult: the notes say 'like drawing teeth'. She had been placed with a Primary 5 and had achieved grade 5 which she considered an unfair assessment of her performance. She liked the children and got on reasonably well with the teacher although her way of working was at odds with the expectations of the TEI which caused some difficulties for the student. She reported a 'personality clash' with her tutor and had found that aspect of the placement difficult. Lynsey still wanted to teach and saw the end of her time at the TEI in sight (at which thought she gave a small cheer).

### **Year 4**

Lynsey was placed with a Primary 2 class and was awarded a final grade of 6. She was satisfied with the grade, particularly as she thought that she had had a shaky start with a 'disaster' of a first crit and a difficult supervising teacher. While the relationship improved it never became strong, at either the personal or professional student-supervisor level. She had not felt the staff in the school to be friendly, though not hostile either and she had enjoyed working with the children. On the other hand, she felt that her tutor had been very supportive, fair and constructive in her criticism and this had helped her through the difficult times.

Overall, she had enjoyed her time at J. although she thought that 'a lot of things .. are a waste of time', a view which she held throughout her time on the course. She still wanted to teach and had already signed up with the local authority for posts in the following autumn.

## **14 Rory**

Rory was a mature student, a time-served joiner, who had taken the decision to change direction and to enter teaching. He had undertaken access courses at college to gain entry qualifications. Married and with a child in primary school, this was a major life change with a considerable loss of earnings. He changed considerably during the course, gaining in confidence and competence, although never quite coming to terms with the politics of the school and staffroom and the need to conform to expectations of dress and behaviour. He had spent time in the USA and had worked with adolescent boys in reform school, teaching them carpentry. He passed all placements, although he struggled on some in the middle years, and in 1997 he was awarded the BEd degree with First Class Honours and a distinction in teaching. He talked at length, with enthusiasm and genuine commitment in each interview session.

### **Year 1**

He enjoyed placement but saw success as dependent on his own preparedness (a frequent theme during the four years). He saw relationships with the children and teacher as very important and enjoyed seeing the pupils progress as a result of his input. The TEI provided 'a great deal' e.g. theoretical input and subject knowledge, the material to work with in the classroom. The school provided the practical situation where you applied that learning, honing and developing the skills of teaching. These were equally important, he considered, and he stressed the need for TEI input that gave a greater understanding of how children are. This might not be immediately relevant in the day-to-day teaching but rather over the longer term.

### **Year 2**

He initially failed part of the first placement in Year 2 but finally passed. The main difficulty had been his forward planning, which lacked clarity. This caused problems in his relationship with the teacher and shook his confidence in his ability to complete the course. Support from tutor and other students persuaded him to persevere and the second placement was passed readily. Getting up early, abiding by a dress code (clean shirt) continued to cause him grief. Second year was a big step up, asking much more of



him. The assignments for the TEI, which hung over the placement, were also a source of stress. His views of teaching had not really changed although he felt that he had a better idea of what was involved. He still wanted to be a teacher ('absolutely') although he admitted that when he thought he could not do it, his resolve had wavered.

### **Year 3**

Rory had been placed in an infants class and had gained a distinction (9) for his final grade. He had found it a tense, hard time and had been told that he was overly self-critical, which he recognised as true. He got on well with his teacher on a personal level but she left him with the children for most of the placement. His tutor was very supportive and 'very professional', giving him constructive advice as well as general support. He still found forward planning difficult although he worked harder to get to grips with it than he had in Y2. He still wanted to teach: he enjoyed it and saw it as a challenge. He thought that after 10 years, say, he would want to move on and get involved with 'education', perhaps with emotionally disturbed young people as he had been in New York.

### **Year 4**

Rory was with a P4/5 composite class for the final placement and again achieved a 9. He was delighted with the outcome and looking forward to a good class of degree overall. He established a good personal and professional relationship with his teacher and struck up a rapport with the class that grew stronger over the 11 weeks of the placement. He also got on well with his tutor who gave him constructive advice and clear guidance, complimenting him on his teaching style. He tended to put part of his success down to being 'fortunate' in his placements rather than his own ability and effort. He also acknowledged that he had worked hard because of the decision to enter teaching had meant sacrifices in his personal life although he had really wanted to succeed. He had really enjoyed the course, the opportunity to sit with other people and discuss education, but thought staff in schools found his enthusiasm a bit wearing and perhaps idealistic. He was going to teach and already had an interview for a permanent post. He thought he would always be in education, though not perhaps as a classroom teacher, and was still thinking about special educational needs.

## **15 Janis**

Janis was a mature student in her twenties who had made the deliberate decision to give up work and enter teaching. She was single and very lively throughout but constantly questioning her decision to be a teacher. She passed all her placements with room to spare and graduated with the BEd Honours Degree (2.1) and a distinction in teaching, in 1997.

### **Year 1**

Janis felt that the enjoyment gained from school experience made all the sleepless nights doing assessments worthwhile and vindicated the decision to make teaching her career. She got a 'buzz' from teaching and working with the children particularly on placement 3 when she was on her own with a teacher and they became 'your class'. School gave an idea of how hectic it can be, how to deal with things that do not go as planned and the administrative side of teaching. Placement was where you could put theory into practice and where a theory could fall flat on its face. The TEI gave you an understanding of what should work in theory and also 'how to be a J. teacher', although she was not sure if this last one was a 'good thing'. The school and the TEI were equally important. Students needed to know that there was more than one way of doing something, not just one 'correct' way that it has to be done. The balance of TEI and school should achieve this and make students question both sides, reflecting on own performance.



## **Year 2**

Janis successfully completed both placements comfortably. She enjoyed both but felt she related more to the older pupils. She felt that much more was expected of her in Year 2 and, looking back at Year 1 lesson plans, felt 'highly embarrassed'. While she knew teaching would be hard work, she had come to appreciate that it was very hard work. She was not sure if she still wanted to teach however as she had seen many unhappy teachers. She took the view that it was 'a job, that's all' but it was only now that she was beginning to see it like that.

## **Year 3**

Janis was tired and stressed but delighted to be at the interview: *'When I was out in school, I kept thinking – I hope R. is doing the interviews again this year – when things got really stressed, I thought, I must tell R. about this'*.

She had been with a Primary 3 class and had achieved a final grade of 8. She had established a good rapport with the children and a supportive personal relationship with the teacher but could not honestly say that she had been 'supervised'. She was left on her own with the class fairly soon, the teacher having decided that 'You're fine', but this had suited her. She found her tutor supportive and received general advice but no more than that. She had come to expect no more. She did not have 'a clue' about what she would do after completing the course but she did intend to see it through.

## **Year 4**

Janis achieved a final grade of 9 (distinction) in Year 4 following a placement with a P7 class. She found the class difficult to handle and was surprised at the grade, rating herself as a 7. She also admitted that she lost interest during the placement and 'turned off completely'. The placement was one of survival, she reported, and she did not feel ready to be in the classroom as a teacher. She was not sure if she still intended to teach but did not see any alternative. Her confidence, despite achieving the top mark, had been shaken by a difficult class and an unsupportive school, she felt. (At a later meeting, however, she reported that she had a permanent post in a primary school and was very happy.)

## **16 Jackie**

Jackie came to the TEI directly from school, with a clear idea of what she wanted to do. She was confident from the beginning, although biased towards the school as the source of 'real learning'. She passed all placements and gained a BEd Honours Degree (2.2) in 1997.

## **Year 1**

Jackie considered that being on placement was the more important aspect of learning to become a teacher; TEI was 'airy-fairy' while school was hands-on. Staff in schools held that view too. The third placement was the most enjoyable with more direct contact with children and opportunities to follow things through. She also had an opportunity to experiment and learn from what happened. While not specific about the TEI's contribution, she felt that 'there's no way you could get everything out in the classroom' and felt that coming back to the TEI after placement, sharing experiences and learning from others' experiences were important. In the school, hands-on experience, the children and applying what you get from the TEI are important experiences. Both are important, it's the balance that counts; you need the school to put what you learn into practice and yet can still relate school experience to what happens at Jordanhill.

## **Year 2**

Jackie passed both placements without problems and enjoyed both, albeit for different reasons. The first turned out to be a 'terrific class' and, while the infants were more difficult, it was a good learning experience. In Year 2 she had felt more responsible for what she was doing, the onus was on her



personally, including for her own learning. The demands were much greater and there were times she felt she could not cope with the amount of work within the limited time scale.

Her views on being a teacher had changed substantially. Previously she thought teachers taught whatever they liked (to an extent) and the restrictions imposed by national guidelines came as a surprise. She believed that, once in a classroom as a qualified teacher, you would have more freedom than as a student however. It is harder work than she anticipated and she was surprised at the amount of planning and preparation which teachers did outside class contact time. She still wanted to be a teacher ('I wouldn't be happy doing anything else').

### **Year 3**

Jackie was placed with an infant class, P3 for the final placement in Year 3 and achieved a grade 6 which was lower than the 7 that she had been expecting to get. She enjoyed the placement and, for the first time, it had felt like 'being the teacher'. The teacher initially gave her considerable freedom to plan and work with the children and seemed supportive in providing materials and resources but the report she produced at the end of the placement came as a complete surprise. She had received no feedback in the course of the placement to indicate that she was not living up to expectations and depending 'too much on teacher input'. She did not find her tutor approachable but somewhat distant, and she found the paperwork very demanding, staying up till 1 or 2 in the morning. She laughed when asked if she still wanted to teach but said that she did. She felt that being a student was different from being a teacher and it would all be different 'when you're out there and it's your class'.

### **Year 4**

Again, Jackie achieved grade 6 although she felt a 7 would have been more accurate. The placement, with a composite P4-5 class had been enjoyable, mainly because she had been left with the responsibility for the class from early on, including talking with parents ('you were the teacher'). She had a good relationship with her teacher who observed her initially, then 'left you to get on with it'. The long placement allowed her to establish good relationships with the children and work routines. She did not recognise the phrase 'reflective practitioner' but she did understand the concept and thought she was 'a bit of one'. She felt ready to have her own class, though less confident with infants than older stages. She still wanted to teach although she had been disillusioned for a while but with her own class, she felt it would be different. She doubted she would be back for further studies – 'me and education are finished after this!'.

## **17 Alice**

Alice was a mature student in her thirties, married and with a family at primary school. She had studied to gain entry to the TEI and had high expectations of teaching while doubting her ability to complete the course. She was nervous and hesitant during interviews which she saw however as an opportunity to get things off her chest. She passed all her placements, although only just at times, and gained a BEd Honours Degree (2.2) in 1997.

### **Year 1**

Alice enjoyed placement as it involved working with children rather than theory. Watching teachers in action, good and bad, was also important. She enjoyed Plt. 3 most of all during Year 1 mainly because it was working on a one-to-one basis with a teacher. Generally, school experience more or less lived up to her expectations. The TEI provided the theory, particularly Professional Studies which she saw as clear, focused and relevant. Schools provided the opportunities for practice, to learn from others and to get hands on experience with children. She did not think that teachers really appreciated the demands and problems of being a year 1 student on practice however. She saw a balance between the two contributions although she thought that it was probably different for each student.



## **Year 2**

Alice passed both placements with no major problems. She enjoyed the second placement most, putting this down to a supportive supervising teacher who liked working with students and understood that they disrupted the plans. She established a good rapport with each class and learned from both placements. She saw some difference in the TEI's expectations between Years 1 and 2, but thought that appropriate. She thought her views of being a teacher had changed over the two years. She had come to realise the extent of the job and the need to be able to cope with special needs and various forms of learning difficulties. She was absolutely sure that she still wanted to be a teacher and would be looking for a post at the end of the course.

## **Year 3**

Alice was placed with a primary 1 class and, at the time of the interview, she was unsure of the grade she had achieved but knew she had passed, although not spectacularly (it was a 5). She had found neither her teacher nor tutor supportive and was particularly disappointed that the teacher had not been more of a role model and teacher to her. She discovered that the teacher had not wanted a student and found her advice contradictory and unconstructive. She still wanted to teach but could not understand why others decided that teaching was not for them. She consoled herself that being a student was an unrealistic situation and that it would be better once qualified.

## **Year 4**

In her final year placement, Anne was graded as 5. She was upset and thought she should have been graded higher. She had found her teacher unsupportive and felt she undermined her authority with the children and while her tutor had been encouraging, she offered no specific advice on coping with the situation. She felt it was '*a case of let me survive this, I don't want to have to do it again!*'. She had established a good rapport with the children during the lengthy placement but did not try to experiment, preferring to play it safe. She was apprehensive of being responsible for a class as a beginning teacher but hoped that the probationary period would allow her to gain in confidence and skill. Both teachers and tutors were variable in their ability to assess fairly, she believed, and teachers in particular were unreliable and allowed personalities to influence their judgements. She had no hesitation in applying for a teaching post although, had she known at the start how demanding and stressful it was going to be, she might not have joined the course. She did well in the academic/faculty-based elements of the course, but her performance on placement did not match up.