

Areas of work or activities that ITT students could undertake in museums, libraries and archives?	How does it meet the standards?
Direct teaching of education sessions in museum/library/archive	<p>S3 – Teaching</p> <p>S3.1.4 They take part in, and contribute to teaching teams</p> <p>S3.1.5 they are able to plan opportunities for pupils to learn in out-of-school contexts</p> <p>S3.2.2 They monitor and assess as they teach, giving immediate and constructive feedback to support pupils' as they learn.</p> <p>S3.3.1 They have high expectations of pupils and build successful relationships, centred on teaching and learning. They establish a purposeful learning environment where diversity is valued and where pupils feel secure.</p> <p>S3.3.3 They can teach clearly structured lessons which interest and motivate pupils.</p> <p>S3.3.4 They differentiate their teaching to meet the needs of pupils, including the more able and those with special educational needs.</p> <p>S3.3.5 They are able to support those who are learning English as an additional culture.</p> <p>S3.3.7 They organise and manage teaching and learning time effectively.</p> <p>S3.3.8 They organise and manage the physical teaching space, tools, materials and other resources safely and effectively.</p> <p>S3.3.9 They set high expectations for pupils' behaviour and establish a clear framework for classroom discipline</p>

	<p>S3.3.13 They work collaboratively with specialist teachers and other colleagues</p> <p>S3.3.14 They recognise and respond to equal opportunities issues.</p> <p>S1.3 They demonstrate and promote the positive values, attitudes and behaviour that they expect from their pupils</p> <p>S1.6 They understand the contribution that support staff and other professionals makes to teaching and learning</p> <p>S2.4 They understand how pupils' learning can be affected by their physical, intellectual, linguistic, social, cultural and emotional development.</p> <p>S2.7 They know a range of strategies to promote good behaviour and establish a purposeful learning environment</p>
<p>Devising resources for use in museum/library/archive</p>	<p>S3.1.1 They set challenging teaching and learning objectives which are relevant to all pupils in their classes</p> <p>S3.1.3 They select and prepare resources, and plan for their safe and effective organisation</p> <p>S3.1.5 They are able to plan opportunities for pupils to learn in out-of-school contexts</p>
<p>Devising resources for use in school</p>	<p>S3.1.1 They set challenging teaching and learning objectives which are relevant to all pupils in their classes</p>

	<p>S3.1.3 They select and prepare resources, and plan for their safe and effective organisation</p> <p>S3.1.5 They are able to plan opportunities for pupils to learn in out-of-school contexts</p>
<p>Direct teaching with museum/library/archive resources in school</p>	<p>S3 – Teaching</p> <p>S3.1.4 They take part in, and contribute to teaching teams</p> <p>S3.1.5 they are able to plan opportunities for pupils to learn in out-of-school contexts</p> <p>S3.2.2 They monitor and assess as they teach, giving immediate and constructive feedback to support pupils’ as they learn.</p> <p>S3.3.1 They have high expectations of pupils and build successful relationships, centred on teaching and learning. They establish a purposeful learning environment where diversity is valued and where pupils feel secure.</p> <p>S3.3.3 They can teach clearly structured lessons which interest and motivate pupils.</p> <p>S3.3.4 They differentiate their teaching to meet the needs of pupils, including the more able and those with special educational needs.</p> <p>S3.3.5 They are able to support those who are learning English as an additional culture.</p> <p>S3.3.7 They organise and manage teaching and learning time effectively.</p> <p>S3.3.8 They organise and manage the physical teaching space, tools, materials and other resources safely and effectively.</p>

	<p>S3.3.9 They set high expectations for pupils' behaviour and establish a clear framework for classroom discipline</p> <p>S3.3.13 They work collaboratively with specialist teachers and other colleagues</p> <p>S3.3.14 They recognise and responds to equal opportunities issues.</p> <p>S1.3 The demonstrate and promote the positive values, attitudes and behaviour that they expect from their pupils</p> <p>S1.6 They understand the contribution that support staff and other professionals makes to teaching and learning</p> <p>S2.4 They understand how pupils' learning can be affected by their physical, intellectual, linguistic, social, cultural and emotional development.</p> <p>S2.7 They know a range of strategies to promote good behaviour and establish a purposeful learning environment</p>
<p>Mapping resources and collections against curriculum needs</p>	<p>S2.1 They have a secure knowledge and understanding of the subjects they are trained to teach.</p> <p>S2.2 They know and understand the Values, Aims and Purposes and the General Teaching Requirements set out in the National Curriculum Handbook.</p> <p>S2.3 They are aware of expectations, typical curricula and teaching arrangements in the Key Stages or phases before or after the ones they are training to teach.</p> <p>S3.1.5 They are able to plan opportunities for pupils to learn in out of school contexts.</p>
<p>Longer term project work with schools</p>	<p>S3 – Teaching</p>

S3.1.4 They take part in, and contribute to teaching teams  
S3.1.5 they are able to plan opportunities for pupils to learn in out-of-school contexts

S3.2.2 They monitor and assess as they teach, giving immediate and constructive feedback to support pupils' as they learn.

S3.3.1 They have high expectations of pupils and build successful relationships, centred on teaching and learning. They establish a purposeful learning environment where diversity is valued and where pupils feel secure.

S3.3.3 They can teach clearly structured lessons which interest and motivate pupils.

S3.3.4 They differentiate their teaching to meet the needs of pupils, including the more able and those with special educational needs.

S3.3.5 They are able to support those who are learning English as an additional culture.

S3.3.7 They organise and manage teaching and learning time effectively.

S3.3.8 They organise and manage the physical teaching space, tools, materials and other resources safely and effectively.

S3.3.9 They set high expectations for pupils' behaviour and establish a clear framework for classroom discipline

S3.3.13 They work collaboratively with specialist teachers and other colleagues

S3.3.14 They recognise and responds to equal opportunities issues.

S1.3 The demonstrate and promote the positive values, attitudes and behaviour that they

	<p>expect from their pupils</p> <p>S1.6 They understand the contribution that support staff and other professionals makes to teaching and learning</p> <p>S2.4 They understand how pupils' learning can be affected by their physical, intellectual, linguistic, social, cultural and emotional development.</p> <p>S2.7 They know a range of strategies to promote good behaviour and establish a purposeful learning environment</p>
Liaison with teachers in schools over their needs	<p>S1.6 They understand the contribution that support staff and other professionals make to teaching and learning.</p> <p>S3.1.4 They take part in, and contribute to, teaching team.</p> <p>S3.2.6 With the help of an experienced teacher, they can identify the levels of attainment of pupils learning English as an additional language.</p> <p>S3.3.13 They work collaboratively with specialist teachers and other colleagues</p>
Other Suggestions	
Shadowing teaching sessions	<p>S1.6 They understand the contribution that support staff and other professionals make to teaching and learning</p> <p>S1.7 They are able to improve their own teaching, by evaluating it, learning from the effective practice of others and from evidence. They are motivated to take on increasing responsibility for their own professional development.</p> <p>S2.7 They know a range of strategies to promote good behaviour and establish a purposeful learning environment.</p>

	<p>S3.1.4 They take part in, and contribute to, teaching teams.</p> <p>S3.2.1 They make appropriate use of a range of monitoring and assessment strategies to evaluate pupils' progress towards planned learning objectives, and use this information to improve their own planning and teaching.</p> <p>S3.3.13 They work collaboratively with specialist teachers and other colleagues.</p>
Exhibition work	<p>NO DIRECT MATCH</p> <p>Although exhibition work could contribute to development of subject knowledge.</p>
Devising ICT resources	<p>S2.5 They know how to use ICT effectively, both to teach their subject and to support their wider role.</p> <p>S3.3.2 They can teach the required or expected knowledge, understanding and skills relevant to the curriculum for pupils in the age range for which they are trained.</p> <p>S3.3.10 They use ICT effectively in their teaching.</p>
Assisting with holiday and family activities	<p>S1.1 They have high expectations of pupils; respect their social, cultural, linguistic, religious and ethnic backgrounds; and are committed to raising their educational achievement.</p> <p>S1.2 They treat pupils consistently, with respect and consideration and are concerned for their development as learners.</p> <p>S1.4 They can communicate sensitively and effectively with parents and carers, recognising their roles in pupils' learning and their rights, responsibilities and interests in</p>

	<p>this.</p> <p>S1.6 They understand the contribution support staff and other professionals make to teaching and learning.</p>
Assisting with homework clubs	<p>S1.2 They treat pupils consistently, with respect and consideration, and are concerned for their development as learners.</p> <p>S1.6 They understand the contribution that support staff and other professionals make to teaching and learning.</p> <p>S2.7 They know a range of strategies to promote good behaviour and establish a purposeful learning environment.</p> <p>S3.1.5 They are able to plan opportunities for pupils to learn in out-of-school contexts.</p> <p>S3.3.12 They can provide homework and other out-of-class work which consolidates and extends work carried out in class and encourages pupils to work independently.</p>
General library assistant duties	NO DIRECT MATCH
Policy development	NO DIRECT MATCH
Assisting with school library book selection	S3.1.3 They select and prepare resources, and plan for their safe and effective organisation, taking account of pupils' interests and their language and cultural backgrounds.
General administration duties	NO DIRECT MATCH
Devising teaching sessions	<p>S2.1 They have a secure knowledge of the subjects they are trained to teach.</p> <p>S2.2 They know and understand the Values, Aims and Purposes and the General Teaching Requirements set out in the National Curriculum Handbook.</p> <p>S3.1.1 They set challenging teaching and learning objectives which are relevant to all</p>

	<p>pupils in their classes.</p> <p>S3.1.2 They use these teaching and learning objectives to plan lessons and sequences of lessons.</p> <p>S3.1.3 they select and prepare resources, and plan for their safe and effective organisation, taking account of pupils' interests and their language and cultural backgrounds.</p> <p>S3.1.4 They take part in, and contribute to, teaching teams. Where applicable they plan for the deployment of additional adults who support pupils' learning.</p> <p>S3.1.5 They are able to plan opportunities for pupils to learn in out-of-school contexts.</p> <p>S3.3.3 They teach clearly structured lessons or sequences of work which interest and motivate pupils.</p> <p>S3.3.6 They take account of the varying interests, experiences and achievements of boys and girls, and pupils from different cultural and ethnic groups.</p> <p>S3.3.7 They organise teaching and learning time effectively</p> <p>S3.3.8 They organise and manage the physical teaching space, tools, texts and other resources safely and effectively.</p>
Helping with INSET	<p>S1.5 They can contribute to, and share in, the corporate life of schools.</p> <p>S1.6 They understand the contribution that support staff and other professionals make to teaching and learning.</p>

<p>Visit management, health &amp; safety and risk assessments</p>	<p>S1.8 They are aware of, and work within, the statutory framework relating to teachers' responsibilities.</p> <p>S2.7 They know a range of strategies to promote good behaviour and establish a purposeful learning environment.</p> <p>S3.1.5 They are able to plan opportunities for pupils to learn in out-of-school contexts.</p> <p>S3.3.7 They organise and manage teaching and learning time effectively.</p> <p>S3.3.8 They organise and manage the physical teaching space, tools, materials, texts and other resources safely and effectively.</p>
<p>Curatorial work</p>	<p>NO DIRECT MATCH</p> <p>Although working with collections relevant to a students subject specialism will improve subject knowledge.</p>
<p>Analysing the effectiveness of learning resources</p>	<p>S1.6 They understand the effectiveness that support teachers and other professionals make to teaching and learning.</p> <p>S1.7 They are able to improve their own teaching, by evaluating it, learning from the effective practice of others and from evidence.</p> <p>S2.4 They can understand how pupils' learning can be affected by their physical, intellectual, linguistic, social, cultural and emotional development.</p> <p>S2.7 They know a range of strategies to promote good behaviour and establish a purposeful learning environment.</p> <p>S3.1.5 They are able to plan opportunities for pupils to learn in out-of-school contexts.</p>

	<p>S3.3.8 They organise and manage the physical teaching space, tools, materials, texts and other resources safely and effectively.</p>
<p>Costumed interpretation/costume work</p>	<p>S1.7 They are able to improve their own teaching, by evaluating it, learning from the effective practice of others and from evidence. They are motivated and able to take on increasing responsibility for their own professional development.</p> <p>S2.1 They have a secure knowledge of the subjects they are trained to teach.</p> <p>S3.1.4 They take part in and contribute to teaching teams.</p> <p>S3.1.5 They are able to plan opportunities for pupils to learn in out-of-school contexts.</p> <p>S3.3.3 They can teach clearly structured lessons or sequences of work which interest and motivate pupils.</p>
<p>Information retrieval</p>	<p>S2.5 They know how to use ICT effectively, both to teach their subject and to support their wider professional role.</p> <p>S3.1.3 They select and prepare resources, and plan for their safe and effective organisation.</p> <p>S3.3.10 They use ICT effectively in the teaching.</p>
<p>Link to Creative Partnerships</p>	<p>S1.5 They can contribute to, and share responsibility in, the corporate life of schools.</p> <p>S1.6 They understand the contribution that support staff and other professionals make to teaching and learning.</p>

	<p>S2.1 They have a secure knowledge and understanding of the subjects they are trained to teach.</p> <p>S3.1.5 They are able to plan opportunities for pupils to learn in out-of-school contexts.</p> <p>S3.3.2 They can teach the required or expected knowledge, understanding and skills relevant to the curriculum for pupils in the age range for which they are trained.</p> <p>S3.3.13 They work collaboratively with specialist teachers and other colleagues.</p>
Working with youth workers and other partnership projects	<p>S1.6 they understand the contribution that support staff and other professionals make to teaching and learning.</p>
Working with children with Special Educational Needs	<p>S1.1 They have high expectations of all pupils; respect their social, cultural, linguistics, religious and ethnic backgrounds; and are committed to raising their educational achievement.</p> <p>S1.2 They treat pupils consistently, with respect and consideration, and are concerned for their development as learners</p> <p>S1.6 They understand the contribution that support staff and other professionals make to teaching and learning.</p> <p>S1.8 They are aware of, and work within, the statutory frameworks relating to teachers' responsibilities.</p> <p>S2.4 They understand how pupils' learning can be affected by their physical, intellectual, linguistic, social, cultural and emotional development.</p> <p>S2.6 they understand their responsibilities under the SEN Code of Practice.</p>

	<p>S3.1.1 They set challenging teaching and learning objectives which are relevant to all pupils in their classes.</p>
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	<p>S3.3.4 They differentiate their teaching to meet the needs of pupils, including the more able and those with special educational needs.</p>
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