

How can museum, library and archive placements meet the Qualifying to Teach Standards?

Qualifying to teach standards	Work Activity in MLA	Evidence
1.1 They have high expectations of all pupils; respect their social, cultural, linguistic religious and ethnic backgrounds; and are committed to raising their educational achievement	Contact with children and schools from different ages, abilities and backgrounds	Planning of teaching sessions, direct work and contact with pupils, evaluation of own/other's teaching. Demonstrating ability to plan lessons based on needs and abilities of pupils from different backgrounds and cultures (e.g. an inner city school compared to a rural schools, SEN etc.) without making assumptions about their abilities. Liaising with teachers over the needs of their pupils and adapting teaching sessions accordingly.
1.2 They treat pupils consistently, with respect and consideration and are concerned for their development as learners	Working with children of many different backgrounds and abilities	Providing positive environment, learning from pupils' mistakes, responding to questions and comments positively and constructively. Observing others doing this in a museum/library/archive setting.
1.3 They demonstrate and promote the positive values, attitudes and behaviour that they expect from their pupils	Opportunity to demonstrate to children how to promote positive values and attitudes of behaviour towards other adults and children outside of the classroom	Developing positive relationships with children outside the classroom. Developing positive relationships with other adults outside the classroom. Working with children from diverse backgrounds – developing positive attitudes to diversity and inclusion. Developing a positive attitude to learning. Other professional behaviour

		e.g. time management, reliability, team working
1.4 Communicate sensitively and effectively with parents and carers, recognising their roles in pupils' learning, and their rights, responsibilities and interests in this	Working with parents and carers during education visits and providing information for them. Family learning	Interaction with parents in informal learning environments such as holiday and family learning events. Understanding the role parents and carers can have in children's learning. Written work on the role of family learning in out of school contexts.
1.5 They can contribute to, and share responsibility in, the corporate life of schools	Schools' collective relationship with the community and relationship with museums, libraries and archives. Involvement with longer term projects with museums, libraries and archives and partnership initiatives e.g. homework and out of school hours clubs	Role of the school in the community. Understanding the community role of museums, libraries and archives. Involvement in out of school learning activities e.g. homework clubs. Involvement in long term projects with schools producing e.g. exhibitions or resources. Helping with out of school hours clubs. Helping with INSET development
1.6 They understand the contribution that support staff and other professionals make to teaching and learning	Seeing the contribution others make first e.g. adult helpers, classroom assistants to learning in out of school contexts. Awareness of role of staff in museums, libraries and archives in learning	Collaborating with teaching staff in museums, libraries and archives, understanding their roles, and how they relate to teachers in schools, working with variety of other professionals e.g. community workers, museums, library, archive staff and understanding their roles and how they contribute to learning.
1.7 They are able to improve their	Direct teaching in the museum	Evaluating their own teaching and the

own teaching, by evaluating it, learning from the effective practice of others and from evidence. They are motivated and able to take increasing responsibility for their own professional development	Observing others teach in museum, library or archive setting and evaluating effectiveness and adapting approach	effectiveness of others within a museum, library or archive context. Improving their own performance, responding to feedback of others at museums, libraries and archives and incorporating this into their own planning. Use of different resources such as artefacts and archives to extend, develop & improve their teaching.
1.8 They are aware of, and work within, the statutory frameworks relating to teachers' responsibilities	Safety on out of school visits, working within the law	Ensuring they have made appropriate health and safety checks for school visits, risk assessments, health and safety when working with artefacts, health and safety in out of school contexts. Developing pro formas for risk assessments for museums, libraries and archives.
2. Knowledge and Understanding		
2.1 They have a secure knowledge and understanding of the subjects they are trained to teach	Opportunity to develop subject knowledge through research in a museum, library or archive	Evidence in teaching and how they communicate complex ideas through teaching and/or development of resources for use in teaching. Demonstration of better knowledge of planning pupils work and targets. Subject based work e.g. how history communicated through museum, using libraries for literacy, science etc. Work

		specifically related to the site, student journal of subject related knowledge. Research into specific aspects of subject knowledge. Making good use of resources available to help them improve and teach subject knowledge. Mapping resources available to NC needs or the needs of the QCA standards.
2.2 They know and understand the Values, Aims and Purposes and the General Teaching Requirements set out in the National Curriculum Handbook. As relevant to the age range to teach, they are familiar with the Programme of Study for Citizenship and the National Framework for Personal Social and Health Education	Opportunity to appreciate the role museums, libraries and archives can play in teaching citizenship and PSHE. Developing or identifying resources for use in citizenship teaching.	Mapping resources against curriculum needs, planning and developing teaching sessions and resources to meet National Curriculum guidelines. How museum, library and archive resources can be used to meet the citizenship and PSHE requirements. Contributing to out of school hours activities. Diversity and social inclusion in museums, libraries and archives
2.3 They are aware of expectations, typical curricula and teaching arrangements in the Key Stages of phases before and after the ones they are trained to teach	Opportunities to develop resources and/or teach pupils from ages and Key Stages and Phases other than those they are training to teach	Written work, resources, structured discussion, observation of teaching and behaviour and learning styles of different age ranges. Participation in specific projects with museums, libraries or archives preparing pupils for transition (e.g. library summer schools).
2.4 They understand how pupils' learning can be affected by their physical, intellectual, linguistic, social, cultural and emotional development	Researching the impact outside settings and contexts can have on children's learning and on their motivation, confidence and self	Experience of working with disaffected children and the impact this can make. Involvement in projects e.g. Excellence in Cities with museum, libraries or

	esteem and the effect that can have on their learning	archives. Working on specific projects with specific groups e.g. Gifted and Talented, SEN, refugee children. Written work on effectiveness of learning in out of school contexts for disaffected children.
2.5 They know how to use ICT effectively, both to teach their subject and to support their wider professional role	Using ICT in museums, libraries and archives. The Peoples Network and Learndirect, seeing benefits of ICT related learning packages, developing them and becoming familiar with others available on market	Using a range of ICT resources in museums, libraries and archives e.g. library catalogues, book ordering systems, archives, online catalogues, web resources, touchscreen computers and interactives, CD-Roms etc. and understanding their effectiveness for teaching. Developing their own ICT skills by using a range of packages and resources e.g. scanners, digital cameras, video etc and understanding how these can be used for teaching. Greater appreciation of the range of electronic resources available through libraries, museums and archives. Observing children's use of ICT in museum/library/archive setting or using ICT resources in school setting. Using ICT to record their own work in museum/library/archive
2.6 They understand their responsibilities under the SEN Code of Practice and know how to seek	Liasing with SENCOs over their needs when bringing a class to museum/library/archive.	Written work or evidence of contributing to/researching the role of museums, libraries and archives in SEN

advice from specialists on less common types of educational needs	Development of learning resources, learning sessions for children with SEN. How plans for sessions take account of pupils with SEN. Contributing to INSET training.	
2.7 They know a range of strategies to promote good behaviour and establish a purposeful learning environment	The opportunity to try things out with different groups outside the classroom. Seeing how a range of techniques work with a range of children of ages and backgrounds	Using different teaching and behaviour management styles in museum/library or archive and/or observing others doing so. Understanding what works (and what doesn't) with children of different age ranges and backgrounds. Understanding the effect out of school contexts can have on children's behaviour and motivation and devising strategies to cope. Written work on learning in out of school settings.
3. Teaching		
3.1 Planning, expectations and targets		
3.1.1 They set challenging teaching and learning objectives which are relevant to all pupils in their classes	Devising education sessions/workshops for range of ages. Devising lesson plans and	Lesson plans and teaching in a museum/library/archive context. Setting learning objectives for small groups of

	setting learning objectives. Seeing examples produced by others and analysing what works and what doesn't	children. Taking account of prior learning before visiting museum/library/archive. Discussions with class teachers over needs of class or groups of children in class. Planning or adapting teaching sessions accordingly.
3.1.2 They use these teaching and learning objectives to plan lessons, showing how they will assess pupils' learning. They take account of and support pupils' varying needs so that girls and boys, from all ethnic groups, can make good progress	Devising education workshops and lesson planning. Opportunity to plan lessons for children of varying ability and taking account of children from different ethnic backgrounds	Developing a series or sequence of lesson plans for work with specific group of children over time. Evaluating effectiveness of these over time. Planning to take account of varying needs in class. Evaluating lessons of others or those in existence at museum/library/archive. Commenting on effectiveness of existing lesson plans and how they meet learning objectives and how they might be improved.
3.1.3 They select and prepare resources, and plan for their safe and effective organisation, taking account of pupils' interest and their language and cultural backgrounds, with the help of support staff where appropriate	Devising resources for use in museum/library or archive or for use in school. Seeing how effective resources are, analysing those that exist.	Understanding range of resources available for them to use in museums/libraries/archives and how they can be used. How to teach with objects and archives. Importance and role of schools library service. Understanding the advisory role of school library service for schools libraries. Guidelines for children handling artefacts and archives. Guidelines for books and other resources, teaching respect for books. Asking children about

<p>3.1.4 They take part in, and contribute to, teaching teams as appropriate to the school. Where appropriate they plan for the deployment of additional adults who support pupils' learning</p>	<p>Team working and team teaching in museum/library/archive. Working with casual, volunteer and freelance teaching staff</p>	<p>their views on resources</p> <p>Observation of teaching sessions – understanding the role of teachers, adult helpers and other adults and the effect they have on children's learning. Experience of working in teams, experience of devising briefing materials for adult helpers due to visit a museum, library or archive. Acting as support themselves by teaching/facilitating small groups and evaluating their role and effect on children's learning. Role of adults outside of school.</p>
<p>3.1.5 As relevant to the age range they are trained to teach, they are able to plan opportunities for pupils to learn in out-of-school contexts, such as school visits, museums, theatres, field-work and employment based settings, with the help of other staff where appropriate</p>	<p>Planning sessions in museum, library or archive. Working in out of school context, seeing effectiveness of learning in an out of school context</p>	<p>Teaching of groups in museum/library/archive. Written work on importance of museums/libraries/archives as centres of learning. Using museum/library/archive to deliver different elements of National Curriculum. Observing children (and adults) as learners in museums, libraries and archives. Understanding the resources museums, libraries and archives have to offer teachers, understanding the different role and how learning is different in out of school contexts. Observing teaching and informal learning. Observing behaviour and commenting on how it is different in</p>

		school. Learning and teaching with objects, archives and library resources – using them as a stimulus to learning. Understanding the influence the out of school environment can have on children’s learning.
3.2 Monitoring and Assessment		
3.2.2 They monitor and assess as they teach, giving immediate and constructive feedback to support pupils as they learn. They involve pupils in reflecting on, evaluating and improving their own performance	Monitoring lesson as it proceeds in a museum/library/archive or observing someone else. Responding to children who have misunderstood positively and correcting them. Monitoring pupils learning in small groups, offer feedback, challenge pupils and re-focus attention. Plenary sessions with pupils – allowing pupils to share strategies, involving pupils in problem solving and constructing strategies for learning. Asking children to evaluate artworks, artefacts, books or resources and comment on them with peers.	Diary, journal or written work reflecting on their own monitoring of pupils learning, or that of others.
3.2.4 They identify and support more able pupils and those who are working below age related expectations	Gifted and talented Excellence in Cities Working with special needs etc	Classroom observation in museum/library/archive to identify more able pupils. What strategies work with what pupils? Identifying behaviour patterns in a museum/library/archive out

		of school context and comparing them to patterns in school. Employing teaching strategies to support most able and those working below age-related expectations
3.2.5 With the help of an experienced teacher, they can identify the levels of attainment of pupils learning English as an additional language They can begin to analyse the language demands and learning activities in order to provide cognitive challenge as well as language support	<p>Opportunities to work with children for whom English is a second language possible in many museums/libraries/archives in the Yorkshire region</p> <p>Developing tasks, resources and activities that take account of EAL children. Knowing that resources are available e.g. through libraries to support EAL children and children from different cultural backgrounds.</p>	Direct experience of working with EAL children (especially for students who may not have had the opportunity during teaching practice in school). Working with advisory teachers through museum/library/archive e.g. minority achievement advisers. Written work on how museums/libraries/archives have/are working with EAL children e.g. assembling case studies of work with refugees and asylum seekers. Using multicultural resources/exhibitions, making use of bilingual or other language resources from schools library service. How to communicate using means other than language and the power of artefacts in doing so.
3.3 Teaching and Class Management		
3.3.1 They have high expectations of pupils and build successful relationships, centred on teaching and learning. They establish a purposeful learning environment	Teaching in museums/libraries/archives	Examples of students challenging pupils or setting work that challenges them in museums, libraries or archives or using museum, library or archive resources. Pupils responses and initiative and how

<p>where diversity is valued and where pupils feel secure and confident</p>		<p>they work together in museums, libraries and archives. Working with museum, library and archive staff to plan at a suitably high level for pupils. Selecting e.g. library resources to meet the needs of differing ages and abilities. Working in small groups to get children to e.g. express their views on a work of art, artefact, archive or books. Developing pupils' confidence in settings outside the classroom. Developing respect in pupils by getting them to work together in groups on e.g. problem solving.</p>
<p>3.3.2 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>Teaching in museums/libraries and archives. Devising structured lessons which motivate and involve participation, active responses and independent thinking and learning.</p>	<p>Plans for structured lessons, assessment of delivering/helping to deliver them. Structuring part of a lesson. Developing creative ideas that will motivate pupils learning. Communicating planned learning objectives to pupils (and to teachers). Observing ways in which this is done in museums, libraries and archives. Understanding how nature and purpose of a class visit to a museum/library/archive is communicated to pupils. How could it be improved? Promoting reflection, observation, critical thinking, discussion of own work & the work of others. Promoting collaborative working by designing tasks for small groups in museum/library/archive or</p>

		using their resources.
3.3.3 They can teach clearly structured lessons or sequences of work which interest and motivate pupils which: make learning objectives clear to pupils employ interactive teaching methods and collaborative group work Promote active and independent learning	Devising lesson plans and teaching/assisting with teaching of workshops in museum, library and archive. Using interactivity and objects or resources as a stimulus for learning. Assisting with sessions that allow for group work and watching how children learn as individuals in a museum, library or archive setting	Discussions with experienced staff about how they plan for differentiation. Selection of e.g. library resources for differing age groups and abilities. Liaising with classroom teachers and planning for differentiated needs when visiting museum/library/archive with help of staff.
3.3.4 They differentiate their teaching to meet the needs of pupils	Liaising with teachers over their needs, adapting lessons, workshops and resources accordingly to meet the needs of different pupils	Preparing differentiated lesson plans. Assisting with delivery of lessons. Liaising with teachers, working with children with special educational needs. Preparing resources and selecting them for SEN children through the schools library service. Setting differentiated tasks for groups, providing challenges at a variety of levels. Providing accelerated work for more able pupils
3.3.5 They are able to support those who are learning English as an additional language	Opportunity to work with schools where many classes have high proportion of ESOL children	Setting tasks which enable pupils to develop language and literacy skills. Drawing on pupils' experience of their home languages. Knowledge of resources around to help them. Observing how museums, libraries and archives work with EAL children and

		knowledge of the resources available to support them. Examining case studies of museum, library and archive work with children for whom English is an additional language and its effectiveness.
3.3.6 They take account of the varying interests, experience and achievements of boys and girls, and pupils from cultural and ethnic groups, to help pupils make good practice	Cultural diversity in museums, libraries and archives. Opportunities to work with children from wide and differing ethnic backgrounds. Opportunities to present information, devise learning based on people of different cultures using the resources in museums, libraries and archives	Setting open tasks so pupils can expand their own interests. Knowledge about range of support materials for pupils with particular interests and EAL. How to work with minority ethnic groups and how to use different strategies for inclusion. How museum, library and archive learning can value the experiences of all pupils and all cultures in wider community. Knowledge of the latest resources and ranges of texts that avoid cultural stereotyping and how to use them and encourage children to read and value them. Use of non-stereotypical vocabulary. Positive images in the museum, library or archive. Opportunities for children to reflect and discuss their own cultural identities and for students to confront their own identities too.
3.3.7 They organise and manage teaching and learning time effectively	Planning class visits when time is short	Effective time management of school trip/visit to museum/library/archive

	Managing their own time and managing time of pupils	Lesson planning with time allocations for different activities. Evaluating balance of time spent by themselves/others on different tasks in teaching sessions and adapting accordingly. Showing that lessons and visits run to plan. Allowing time for introductions, plenary etc. Managing small groups and keeping them on task and to time.
3.3.8 They organise and manage the physical teaching space, tools, materials, texts and other resources safely and effectively	Managing the education space and learning environment in a museum/library/archive context. Understanding the role the space has on effective learning. Using objects/archives/books as resources and understanding their care and conservation needs. Health and safety implications of working in museum/library/archive context and/or with artefacts and resources and carrying out risk assessments before doing so.	Guidelines for safe use of museum artefacts and archives Guidelines for proper handling of books – aimed at nurturing respect for objects/archives/books in children. An understanding of what resources are appropriate for different age groups Understanding of the limitations of resources Working with others to assess what resources are appropriate (e.g. conservators, librarians, archivists, curators) Use of physical space as a resource in museum/library/archive setting Management of resources in museum, library and archive – establishing routines
3.3.9 They set high expectations for pupils' behaviour and establish a	Managing behaviour outside the classroom. Understanding	Observation of management of class behaviour outside of school by teachers

<p>clear framework for classroom discipline to anticipate and manage pupils behaviour constructively, and promote self control and independence</p>	<p>behaviour and discipline during a school visit</p>	<p>and other adults. Managing whole class or groups themselves. Knowledge of or developing rules for behaviour outside the classroom. Rewarding those that are well-behaved and recognising good behaviour. Dealing with incidents of bad behaviour or recognising them and asking for assistance. Providing opportunities for children to reflect on consequences of bad behaviour.</p>
<p>3.3.10 They use ICT effectively in their teaching</p>	<p>Using ICT in museums/libraries/archives. Using resources they have to offer (web, CD-ROM, touchscreens etc). Monitoring their effectiveness for learning. Developing or assisting with development of ICT based resources. Work with ICT specialists on projects</p>	<p>Selection of software, knowledge of resources available e.g. through CD Rom, web, in museums, libraries and archives e.g. Learndirect and Peoples Network. Opportunities for pupils to use ICT during visit or in school. Knowledge of copyright law when preparing ICT materials. Designing ICT based learning materials. Evaluation of range of ICT based learning materials available commercially and their effectiveness.</p>
<p>3.3.12 They can provide homework and other out of class activity that consolidates and extends work carried out in the class and encourages pupils to learn independently</p>	<p>Working with homework clubs and out of school hours clubs. Understanding the range of resources available to students when doing their homework to enable them to set it more effectively</p>	<p>Providing evidence that work in museums/library/archive relates to work in the classroom. Planning for pre, during and post visit activities for classes they will teach or other pupils. Discussions with teachers and other staff on how pupils are prepared for visits and how</p>

		<p>learning is consolidated back in school. Knowledge of range of resources available to pupils for homework in libraries, archives and museums and their possibilities and limitations Helping with homework clubs, observing/assisting homework mentors or study buddies in libraries and evaluating effect these have on children's learning.</p>
<p>3.3.13 They work collaboratively with specialist teachers and other colleagues and, with the help of an experienced teacher as appropriate, manage the work of teaching assistants or other adults to enhance pupils' learning</p>	<p>Assisting with or working with volunteers, other teaching staff, explainers, and freelancers in delivering teaching in a museum/library/archive setting</p>	<p>Examples of joint planning with teachers and staff at museums, libraries and archives Working with volunteers and other teaching staff as well as adults Appreciating the role of librarians, curators and all other staff Making the most of them to enhance learning opportunities for children.</p>