

Module Handbook

XCE-2210

BA Year 2

School Experience

2024-25

# CABAN BA Year 2 School Experience XCE-2210

School experience is an essential aspect of all initial teacher education courses. This module is your opportunity to observe learners and teachers in school, to try out new ideas and professional experiences and, most importantly, to reflect and improve on your own practice.  
In your Year 2 placement will hopefully be based in Year 3 - 6 class. Those who are placed in a Foundation classroom will be placed in years 3-6 in Year 3 of the programme. The pedagogy of your Year 2 placement will focus on the progression of skills, regardless of year group.

## Overall aims and purpose

This module will:

* Support you to develop a range of skills autonomously (including building on your knowledge of the Welsh language to promote ‘Cymraeg Bob Dydd’) and reflective practice to satisfy the requirements of the Professional Standards for Teaching and Leadership (PSTL) to become a qualified teacher and contribute to the learning community;
* Ensure you are thoroughly aware of how the application of knowledge and reflective practice provides enriched learning experiences for learners’;
* Support you to independently identify a wide range of techniques to become critically reflective about you own professional development and integrate into the school environment;
* Provide opportunities for you to develop understanding of the content, principles and foci of your other Year 2 modules in context.

## Module Content

You will spend 41 days in a school setting to start learning how to become practitioners through experiences gained in lead and network schools This will involve:

* weekly cluster teaching and review events
* observations and preparatory development
* close to practice research (small scale inquiries)
* integration into the teaching environment
* mentoring and self-reflection

Seminars and activities during Lead School and HEI days will link closely to the content of all your second-year modules and build on your experiences from Year 1.

**Stage 2:** Integration (HEI, Lead Schools and Network Schools)

**Stage 3:** Development (Network Schools supported by Lead schools and HEIs)

**Stage 4:** Practice and implementation (Network Schools supported by Lead schools and HEIs)

**Stage 5:** Debrief and reflection (HEI and Lead schools)

**These stages will include:**

* weekly cluster teaching and review events;
* observations and preparatory development;
* integration into the teaching environment;
* higher order skills practice and implementation;
* mentoring and self-reflection;

AssessmentDuring the module you will continually reflect on your progress with your colleagues and mentor and upload relevant evidence to the Professional Learning Passport (PLP). At the end of the module, you will demonstrate that you have made satisfactory progress against the Professional Standards for Teaching and Leadership. For this module, pass or fail is recorded at the exam board using the PSTL. All details of assessment against the PSTL are included in the PSTL Assessment Handbook and details of how to use the PLP are available online.

## Learning outcomes

On successful completion of this module, you will have:

* Further developed a range of planning and assessment skills to ensure suitable opportunities for learners to develop key skills across the curriculum, cross curricular themes and subject based study;
* Analysed and evaluated your professional practice and begun to show the ability to collaborate and establish professional relationships with mentors/tutors as a basis for autonomous development;
* Reflected effectively on your progress in relation to the Professional Standards for Teaching and Leadership;
* Collaboratively set appropriate targets to work towards and begin to meet the PSTL.

## Cymraeg Bob Dydd and the Welsh Dimension

Whilst on School Experience, you will be expected to promote the use of *Cymraeg Bob Dydd* whenever and wherever possible, across the curriculum. Welsh (Cymraeg Bob Dydd) should be used naturally so that it forms an integral part of classroom/whole school activities/routines.

You will also begin to include the Welsh Dimension within subjects and AoLEs in your lessons.

## Progression in Bilingualism

You will continue to study bilingualism in the context of the Welsh curriculum, and the different ways that this is addressed in the different school settings (Welsh medium, bilingual and English medium). You will also study the aims and goals of bilingual education from different perspectives, consider EAL education and look at the specific issues associated with assessment of bilinguals. Subsequently you will consider the expected and realistic outcomes for different types of bilinguals. You will be made aware of and come to understand language policies in operation in schools and specific strategies that are built into the curriculum to address learners' language skills.

The Professional Journal (PJ)

Throughout the module you will have many opportunities to observe, practice and reflect. You will keep research notes in a professional journal which is structured to support your progress as a new AT. **This must be completed daily whilst on placement.**

## Professional Learning Passport (PLP)

You will need to write and upload experiences to your PLP whilst on placement, as well as uploading supporting evidence (Please see the next few pages which note what type of evidence you could upload). **The Year 2 PLP must be completed by mid-May 2025 for a Pass to be awarded and for you to be able to progress to Year 3.**

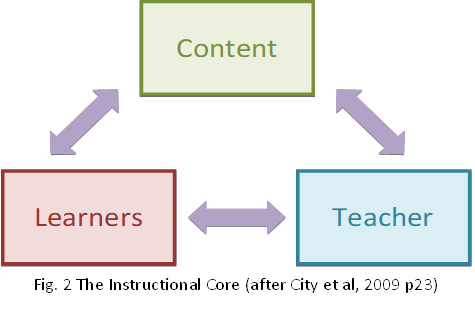
**Observation and reflection**

In addition to the initial induction to effective teaching this module will focus on two essential practitioner research skills: observation and reflection. You will use these questions to frame your reflections on your own practice as well as your observation of others:

* What did the pupils do?
* What were they learning?
* How worthwhile was it?
* What did I do? (What did the teacher do?)
* What did I learn?
* What do I intend to do next?

(Ebbutt, 1985, in Hopkins, D., 2014. *A teacher's guide to classroom research*. London, UK: McGraw-Hill Education).

## The Instructional Core



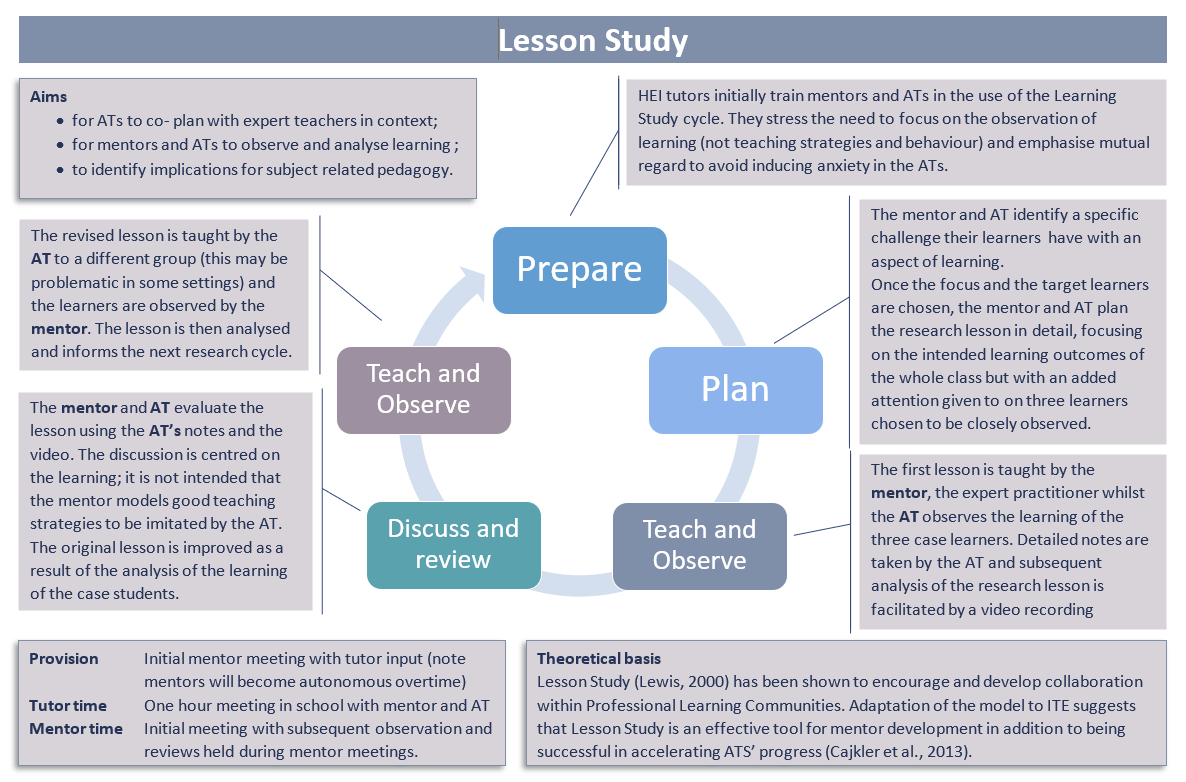
A second analytical instrument used to analyse the complex context of classroom practice will be the Instructional Core (City, E.A., Elmore, R.F., Fiarman, S.E. and Teitel, L., 2009. *Instructional rounds in education*. Cambridge, MA: Harvard Education Press. <http://www.macombfsi.net/uploads/1/5/4/4/1544586/instructional_rounds_-_principles.pdf>

## Lesson Study

Finally, you will, alongside your mentor, use a Lesson Study (Cajkler et al., 2013) approach.

The next page shows a summary of the Lesson Study Cycle.

Cajkler, W., Wood, P., Norton, J. and Pedder, D., 2013. Lesson study: towards a collaborative approach to learning in initial teacher education. *Cambridge Journal of Education*, 43(4), pp.537-554.



## The Knowledge Quartet

The fourth reflective instrument is also a set of questions; this time they are classified according to four different types of knowledge known as the **Knowledge Quartet** (Rowland et al. 2005).

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| --- | --- |
| **Foundation knowledge** | **Transformation knowledge** |
| What did the teaching and learning in this lesson reveal about:   * the teacher’s subject knowledge; * their knowledge of the curriculum; * their beliefs about the nature of the subject; * their beliefs about teaching and learning; * their knowledge of the pupils? | Which teacher activities (demonstrations, practical work, instructional materials and assessment) did the teacher use to facilitate the pupils’ learning?  Why did they choose these methods?  Was it clear to pupils what they were supposed to be doing, why they were doing it and what they would be learning?  How did the teacher support the pupils to understand concepts?  What helped the pupils to learn? (When did the pupils learn the most during the lesson?) |
| **Connection knowledge** | **Contingency knowledge** |
| How did the teacher make connections between activities during the lesson?  How did the teacher ensure a logical sequence of activities?  How did the teacher make connections with prior and future learning?  How did the teacher link the learning objectives with the activities?  How did the teacher link the activities to the curriculum? | How did the teacher respond to students’ ideas?  Were there instances of unplanned events occurring: e.g. a student asking an unexpected question, a lack of resources or something ‘going wrong’? If so, what were they and what did they signify?  How did the teacher respond/cope? |

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| **Professional Responsibilities**  During your school placement, you should complete the following activities:   * Accompany a teacher on duty one day a week. * Assist with the class’s administrative duties under the guidance of the mentor or form tutor. * Prepare a display of children’s work. | **Legal Requirements**   * Obtain a copy of school’s Child Protection, Anti-Bullying, Discipline and Restraint Policy (this may be an electronic or hard copy). * Ensure you complete the child safeguarding page for both the lead school and the network school in your professional journal. * Read the code of professional conduct online before the placement starts and complete the table in your professional journal. |

# Caban’s Eight Stages of AT Development

## Stage 1

*Focus:* Begin to understand how learning is planned for in different contexts and at different stages of development (holistic development)- supports assessment

You will have completed stage 1 in Year 1

## Stage 2

*Focus*: Consolidate and build on year 1. Develop planning for learning in different contexts (years 3-6) and manage behaviour and learning. Begin to understand assessment and its impact on pupils' learning.

*Developing practice:*  Micro teaching/team teaching/guided mentor phased teaching (up to 40%)

## Stage 3

*Focus*: Further consolidate and build on planning for learning in different contexts (holistic development)/Focus on short term planning.Begin to identify ways in which cross-curricular responsibilities can be embedded and develop awareness of subject specific pedagogies (Subject Studies 1.1, Literacy and Numeracy). Identify the personal literacy and numeracy skills in need of development

*Developing practice:*  progress from microteaching/team teaching as appropriate to more autonomy and fuller lessons (responsibility for planning and delivering 3-5 hours of lessons).

## Stage 4

*Focus*: Further consolidate and build on planning for learning (holistic development).

*Developing practice:*  Autonomy and fuller lessons (responsibility for planning and delivering 8 hours of lessons).

Welsh Portfolio – collect evidence for Part B of your Welsh Portfolio.

Stage 5 (At the University – following practice)

*Focus*: Debrief and reflect on second school experience.

Stages 6 – 8 will be developed in Year 3.

**School experience schedule**

The following pages show a detailed plan of the eight stages of the School Experience Module

**Location Abbreviations**

|  |  |  |  |
| --- | --- | --- | --- |
|  | Lead school | NLM – Network Lead Mentor | PAF – Pedagogy Assessment Form |
|  | Network school | PM – Principal Mentor | SER – School Experience Report |
|  | The University | SM – School Mentor | AoLE – Area of Learning and Experience |

On the following pages, activities have been designed to facilitate and structure ATs’ observation and reflection. The order and timing shown are suggestions and the school, class and mentor may well want to rearrange the activities to fit with their needs.

**All activities in the following pages are to be provided within the constraints of the department and the mentor’s timetable. They act as a guidance.**

the following pages, activities have been designed to facilitate and structure ATs’ observation and reflection. The order and timing shown are suggestions and the school, class and mentor may well want to rearrange the activities to fit with their needs.**All activities in the following pages are to be provided within the constraints of the department and the mentor’s timetable. They act as a guidance.**

# Stage 2 Week 1 (11/11/24 – 15/11/24) Introduction and observation& team teaching

# **All the activities outlined below may be subject to change and act as a guidance.**

**(Unless stated otherwise, all observations and teaching opportunities will take place in the KS2 classroom. ATs to be actively involved).**

*Please note: Each week, whilst on placement, ATs should receive 0.5 PPA time. Also, all lesson plans created by the AT should be sent to mentor at least 48 hours in advance for scrutiny and checking and the mentor should offer support/guidance for improvement, if required.*

By the end of Week 1, ATs should have:

* established a relationship with the learners (& staff) in their class and be aware of their interests and needs.
* an understanding/awareness of the timetable and daily routines of the class.
* gained an understanding of learners’ developmental stages.
* team taught a lesson planned for by the mentor.
* observed Welsh lessons being taught in their own and other classrooms.
* completed pages 2 – 5 in their Professional Journal and share Year 1 SER with mentor.

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| --- | --- | --- | --- | --- |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **First thing: Welcome by the Head Teacher** and essential safeguarding **(Principal Mentor).**  **AT observe** whole class with a focus agreed upon with the mentor.  **Support** learning in small groups as directed by the mentor.  Collect evidence of learners’ work to support observations & Professional Learning Experiences (PLP).  **Reflect**: At the end of the day, AT to reflect on the agreed focus for the day. Write 1 observation daily in the Professional Journal.  **ATs to complete pages 2 – 5 in the Professional Journal.** | **Remain in base class**  **AT observe** whole class with a focus agreed upon with the mentor.  **Support** learning in small groups as directed by the mentor.  Collect evidence of learners’ work to support observations & Professional Learning Experiences (PLE).  **Reflect**: At the end of the day, AT to reflect on the agreed focus for the day. Write 1 observation daily in the Professional Journal.  **2 - 3 o’clock Welsh session online** | **Observe in base class and other classrooms**  **AT to observe** Welsh sessions/lessons in own and other classrooms.  **Reflect**: At the end of the day, observation to be written in the Professional Journal. | **Remain in base class**  **AM - Team teach** a lesson planned by the **mentor**; AT given key supporting role such as taking a group of learners.  Collect evidence of learners’ work to support observations & Professional Learning Experiences (PLP).  **PM** – Discussion with Mentor regarding AT responsibilities during tomorrow’s lesson. AT to prepare suitable resources.  **Reflect**: At the end of each day, AT to reflect on the agreed focus for the day. Write 1 observation daily in the Professional Journal.  **Mentor to contact Link Tutor today or tomorrow if they have any initial cause for concern.** | **Remain in Class Base**  **AM - Team teach** a lesson planned by the **mentor**; AT given key supporting role such as taking a group of learners.  Collect evidence of learners’ work to support observations & Professional Learning Experiences (PLP).  **PM** – Discussion with Mentor regarding January’s placement e.g., timetable, themes, resources.  AT to write a PLE (on a Word document) on what they have learnt this week. This will be discussed in the next SE university session. |

# **Stage 3 Week 2 (27/01/25 – 31/01/25)** **Observation, support, planning and team teaching)**

**AM activities could be swapped with PM activities, if this works better for ATs & Mentors**

By the end of Week 2, ATs should have:

* observed several sessions with the focus agreed upon with the mentor beforehand.
* team taught an activity planned for by the mentor.
* micro taught 2 activities planned for by the AT using the CaBan planning template.
* demonstrated an awareness of AfL processes/strategies.
* demonstrated an awareness of the Lesson Study process (see page 4).

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| Monday | Tuesday | Wednesday | Thursday | Friday |
| **Team teaching**  **AM** – **Observe** whole class with a focus agreed upon with the mentor.  After break **team teach** a lesson planned by the **mentor.** AT given key supporting role.  **PM** - Mentor discussion with AT of micro teaching lesson plans for a group for Wednesday & Thursday.  AT to plan a task for 2 different groups, using the CaBan lesson plan template and to show them to their mentor for checking by tomorrow lunchtime.  Create and prepare resources.  **Reflect**: At the end of the day, AT to reflect on the agreed focus for the day. Write 1 observation daily in the Professional Journal. | **Team teaching**  **AM** – Team-teach a lesson planned for by the **mentor.**  AT given key supporting role.  Focus on lesson beginnings and endings, especially AfL.  **After break - Observe** whole class management strategies.  **PM** – **AT** to amend and ensure that the lesson plans and resources are ready for tomorrow and Thursday.  **Reflect**: At the end of the day, AT to reflect on the agreed focus for the day. Write 1 observation daily in the Professional Journal.  **2 - 3 o’clock Welsh session online** | **Microteaching 1**  **AM** - Plan and teach the specific focussed activity to a group of learners.  **Mentor** to write up an Evaluation in AT’s PJ by the end of the day.  **PM -** AT to reflect on their planning and evaluate their teaching of Microteaching 1 in their Professional Journal (once mentor has completed their section).  Use Knowledge Quartet (see page 5) to support reflection on planning & teaching and the impact this had on learning.  **Discuss/check -** Microteaching 1 – amend plan with mentor (if required) for tomorrow morning’s teaching. Ensure resources are ready. | **Microteaching 1**  **AM** - Plan and teach the specific focussed activity to a different group of learners.  **Mentor** to write up an Evaluation in AT’s PJ on the impact of the amendments to the activity on the AT & learners, by the end of the day.  **PM – Observe whole class teaching** with a focus on whole class introductions & plenaries.  **Mentor & AT** to discuss next week’s PAF1 lesson. AT & mentor to co-plan the whole lesson. AT to teach whole class introduction and plenary and a group of learners during the main activity.  **AT to start planning,** ensuring that they have shared their lesson plan with their mentor by Monday at the very latest for checking. Mentor to annotate plan.  **Contact Link Tutor if any cause for concern** - **Enhanced support: the mentor should decide as soon as possible whether the AT needs an Enhanced Support Plan.** | **Team teaching**  **AM** – Team-teach a lesson planned for by the **mentor.**  AT given key supporting role.  Focus on lesson beginnings and endings, especially AfL.    **PM** – **AT** to amend and ensure that the lesson plans and resources are ready for next week.    **Reflect**: At the end of the day, AT to reflect on the agreed focus for the day.  Write 1 observation in the Professional Journal. |

# **Stage 3 Weeks 3 (03/02/25 – 07/02/25)** **Observation, support, planning and team and group teaching**

By the end of Week 3, ATs should have:

* ensured that lesson plans have been shared with the mentor by Monday.
* observed good practice of teaching introduction and plenaries in other classrooms.
* taught whole class introductions and plenaries.
* completed PAF1 and uploaded the form, lesson plan & resources used to the correct template on their PLP.

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| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Team teach Whole Class 1**  **AM** – AT to follow mentor’s plan and be responsible for teaching the starter and plenary to the whole class. AT to teach a group of learners identified by the mentor beforehand.  **Mentor:** Complete Evaluation in Professional Journal by the end of the day.  **AT** – By the end of the day, complete Evaluation in Professional Journal and discuss planning for whole class teaching 2.  Use Knowledge Quartet (see page 5) to support reflection on planning & teaching and the impact this had on learning.  **PM - AT** to amend and adapt PAF1 lesson plan if required. Prepare resources. | **Team teach Whole Class 2**  **AM** – AT to follow mentor’s plan and be responsible for teaching the starter and plenary to the whole class. AT to teach a group of learners identified by the mentor beforehand.  **Mentor:** Complete Evaluation in Professional Journal by the end of the day.  **AT** – By the end of the day, complete Evaluation in Professional Journal and discuss planning for whole class teaching 2.  Use Knowledge Quartet (see page 5) to support reflection on planning & teaching and the impact this had on learning.  **PM – AT** to complete Evaluation in Professional Journal by the end of the day.  Check PAF1 plan and resources are ready for lesson.  **Reflect**: At the end of each day, ATs reflects. AT to make notes in Professional Journal.  **2 - 3 o’clock Welsh session online** | **PAF 1 opportunity**  Teach the PAF lesson co-constructed with mentor.  **Mentor** to complete the PAF1 and share with the AT by **Friday am.**  If **PAF1** completed, ATs to evaluate their planning and teaching using the Knowledge Quartet (see page 5) to support reflection on planning & teaching and the impact this had on learning (This will need to be transferred also to the relevant section on the PAF).  **AT** toobserve good practice of teaching introduction and plenaries in other classrooms.  **Enhanced support: the mentor should decide as soon as possible whether the AT needs enhanced support. Mentor to contact Link Tutor if this is the case.** | **PAF 1 opportunity**  If not taught yesterday, AT to teach the PAF lesson co-constructed with mentor.  **Mentor** to complete the PAF1 and share with the AT **by tomorrow pm.**  If **PAF1** completed, ATs to evaluate their planning and teaching using the Knowledge Quartet (see page 5) to support reflection on planning & teaching and the impact this had on learning (This will need to be transferred also to the relevant section on the PAF).  **AT** toobserve good practice of teaching introduction and plenaries in other classrooms.  **Discussion led by mentor on next week’s lessons/timetable for AT as well as the Lesson Study process.** | **PAF 1 opportunity**  If not taught yesterday, AT to teach the PAF lesson co-constructed with mentor.  **Mentor** to complete the PAF1 and share with the AT **by Monday morning.**  **AT** then needs to evaluate their planning and teaching using the Knowledge Quartet (see page 5) to support reflection on planning & teaching and the impact this had on learning (This will need to be transferred also to the relevant section on the PAF).  **ATs** (if not already done so,) to complete relevant sections on PAF 1.  **ATs upload to the correct template on their PLP, as well as any resources.**  **To be completed by Monday February 10th at the very latest.** |

# **Stage 4 Weeks 4 & 5 (10/02/25 – 21/02/25)**

**ATs plan and teach full lessons as agreed with the mentor and take responsibility for approximately 8-10 hours of lessons/ delivery.**

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| **By the end of Week 4,** ATs should have:   * begun to take whole class responsibilities. * carried out a Lesson Study with their mentor (linked to 2211 assignment). | **By the end of Week 5,** ATs should have:   * completed PAF2 and uploaded the form, lesson plan & resources used to the correct template on their PLP. * planned autonomously with mentor support. * taken part in ‘out of classroom’ responsibilities. * observed with the focus on differentiation and behaviour for learning strategies. |

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| **Monday - Friday** | **Mentor meetings** |
| **University call back day Wednesday February 12th**  **Tuesday of Week 4 & 5 = 2 – 3 o’clock – Welsh session online**  **Week 4**  **AT** begin to take **whole class delivery and responsibility** for key structures within the daily routine (register, quiet reading, active workout etc).  **AT** should teach around **6 - 8 hours** in Week 4. **If this is not possible, the enhanced support plan should be implemented.**  **AT & Mentor to follow the Lesson Study activity (linked to 2211 assignment).**  **AT** begin to take part in ‘**out of the classroom’ responsibilities** (transitioning around the building/ break time supervision, cloak room supervision etc).  **Observation** of practitioners in other classrooms (if possible) – focus on cross -curricular responsibilities.  Lesson planned by the **mentor**; AT given greater responsibility to teach the whole class.  **AT** plans and delivers **two** short whole class activities(20-30 mins).  **Reflection**: ATs reflect on their observation of learning and evaluate their teaching. They take notes, remembering what was said and done. They analyse learning. Complete 1 observation daily and an evaluation every time the AT has taught in their PJ.  **Write one Professional Learning Experience on a Word document** and collect relevant evidence (following discussion with mentor), by Friday evening.  **Discuss and plan lessons for Week 5. Mentor to annotate lesson plans.** | **University call back day Wednesday February 12th**  **Week 4 & 5**  **Mentor to** meet with AT formally once a week.  **Mentor to** check that AT is completing ‘Observations’ in the Professional Journal at least twice a week.  **Mentor to** write comments every now and then.  **Mentor to** complete an ‘Evaluation’ every time the AT teaches. **Mentor to** check that AT is then completing the rest of the Evaluation.  **Mentor to** observe, review and complete **Pedagogy Assessment Form** **(PAF 2 in Week 5)** and set targets.  **Mentor to** check planning and annotate lesson plans.  **Mentor to** check the PAF isuploaded to the ATs PLP and ensure AT is uploading other evidence as well (AT to share PLP link with both Mentor & Link Tutor).  **Please ensure that the Lesson Study activity has been completed by the end of Week 5.** |

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| **Monday - Friday** | **Mentor meetings** |
| **Week 5**  **Tuesday of Week 4 & 5: 2 – 3 o’clock – Welsh session online**  **ATs** plan & deliver whole lessons which include the CCRs. Lesson plans to be shared with mentor **at least 48 hours in advance**. Mentor to annotate lesson plans and offer support and guidance. All lesson plans to be written on CaBan template.  **ATs** to plan a sequence of 3 differentiated and progressive learning opportunities, ensuring CCR’s are prominent, can be delivered to the whole class.  **ATs** to plan autonomously with mentor support.  **ATs** should teach for approximately **8 -** **10 hours** whole class sessions as soon as possible **(if this is not possible, by end of week 5, the enhanced support plan (ESP) should be implemented.**  **PAF 2** (Week 5) – Observed lesson jointly observed by **Mentor and Link Tutor**.  **Mentor** to fill in PAF and send to link tutor when completed by themselves and AT.  **AT** to continue to take **responsibility** for key structures within the daily routine (register, quiet reading, active workout etc).  **AT** begins to take responsibility for further developing Welsh language opportunities e.g., Helpwr Heddiw session, teaching Welsh lessons.  **AT** continues to take part in ‘**out of the classroom’ responsibilities** (transitioning around the building/ break time supervision, cloak room supervision etc).  **Observation** of practitioners. – focus on differentiation and behaviour for learning strategies.  **Reflection**: ATs reflect on their observation of learning and evaluate their teaching. They take notes, remembering what was said and done. They analyse learning. Complete 1 observation daily and an evaluation every time the AT has taught in their PJ.  **Write one Professional Learning Experience on a Word document** and collect relevant evidence (following discussion with mentor), by Friday evening.  **AT** – **to ensure that the that the Lesson Study activity has been completed by the end of Week 5 (linked to 2211 assignment).** | **See previous page** |

# **Stage 4 Weeks 6 – 7 (03/03/25 – 14/03/25)**

**ATs plan and teach full lessons as agreed with the mentor and take responsibility for approximately 10 - 12 hours of lessons/ delivery.**

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| **By the end of Week 6,** ATs should have:   * taken responsibility for key structures within the daily routine. * completed PAF3 and uploaded the form, lesson plan & resources used to the correct template on their PLP. * planned & taught a Welsh lesson to the whole class (part of the requirements of the Welsh Portfolio 2212). | **By the end of Week 7,** ATs should have:   * observed and supported, focussing on ALN (which links to 2212 assignment). * received a copy of their SER, discussed its contents with their mentor and uploaded it to their PLP (write an experience). |

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| **University Call back day on Wednesday March 5th**  **Tuesday of Week 6 & 7 = 2 – 3 o’clock – Welsh session online**  **ATs** plan & deliver whole lessons which include the CCRs. Lesson plans to be shared with mentor **at least 48 hours in advance**. Mentor to annotate lesson plans and offer support and guidance. All lesson plans to be written on CaBan template.  **ATs** to plan a sequence of 3 differentiated and progressive learning opportunities, ensuring CCR’s are prominent, can be delivered to whole class.  **ATs** to plan autonomously with mentor support.  **ATs** should teach for approximately **10 - 12 hours** whole class sessions as soon as possible.  **PAF 3** (Week 6) – Observed lesson by **Mentor**. **Mentor** to fill in PAF and send to link tutor when completed by themselves and AT.  **AT** to continue to take **responsibility** for key structures within the daily routine (register, quiet reading, active workout etc).  **AT** plans and delivers daily (if possible) Welsh activity to group/half/whole class. AT plans & delivers a Welsh lesson (Welsh Portfolio task).  **AT** continues to take part in ‘**out of the classroom’ responsibilities** (transitioning around the building/ break time supervision, cloak room supervision etc)  **Observation** of other practitioner in another classroom - focus on differentiation and behaviour for learning strategies.  **AT** - Continue to support and observe, focusing on ALN, MAT, behaviour for learning (links to 2212 assignment).  **AT** - Analyse a linked series of observed lessons – include AfL, images of pupils’ work, reflect on pedagogy used.  **AT** - Reflect on their observation of learning and evaluate their teaching. They take notes, remembering what was said and done. They analyse learning. Complete 1 observation daily and an evaluation every time the AT has taught in their PJ. **Write one Professional Learning Experience on a Word document** and collect relevant evidence (following discussion with mentor).  **AT** to receive a copy of the SER and discuss with mentor. Create an experience and upload to PLP. | **University Call back day on Wednesday March 5th**  **(During this day, University tutor to check PLP**  **3 PLEs should have been uploaded AND 3 PAFs).**  **Mentor to** meet with AT formally once a week.  **Mentor to** check that AT is completing ‘Observations’ in the PJ at least twice a week.  **Mentor to** write comments every now and then.  **Mentor to** complete an ‘Evaluation’ every time the AT teaches.  **Mentor to** check that AT is then completing the rest of the Evaluation.  **Mentor to** observe, review and complete **Pedagogy Assessment Form** **(PAF 3 in Week 6)** and set targets.  **Mentor to** check planning and annotate lesson plans.  **Mentor to** check PAFs areuploaded to the ATs PLP and ensure AT is uploading other evidence as well (AT to share PLP link with both Mentor & Link Tutor).  **Mentor to** discuss PAF 3 with link tutor in preparation for completing School Experience Report.  **Mentor to** write School Experience Report (SER) and share with Link Tutor by Wednesday March 12th. Mentor to share and discuss with AT on Thursday/Friday of Week 7. |

# Examples of evidence to meet the Professional Teaching and Leadership Standards (PSTL)

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|  |  | **Pedagogy** |  |
| **Element** | **QTS descriptor** | **Examples of practice linked to standards** | **Evidence** |
| **Managing the learning environment** | The teacher understands the importance and demonstrates the effective establishment and on-going management of the learning environment, in promoting positive learning habits and behaviours that meet the four purposes and are understood by learners in that context. | * Excellent relationships with all learners at an individual and class level. * Have excellent knowledge of behaviour management strategies. * Make excellent use of the time during the lesson and space available in the classroom. * Pupils demonstrate through their work that they understand what is expected of them and can explain what they are doing and why. | * Lesson observations * Planning * Seating plans/groupings * Resources * Learning walk * Pupil conferencing |
| **Assessment** | The range of purposes and practices for assessment is understood and articulated | * Can implement a wide range of assessment practices in the classroom. * Question effectively and manage a whole class discussion. * Understand how to assess prior knowledge, assess progress and identify next steps for all learners. * Create opportunities for learners to self and peer assess * Moderation of assessment take place at department and school level. | * Groupings * AFL strategies * Lesson observations * Personal reflection * Evidence in books * Planning * Attending Moderation meetings |
| **Differentiation** | The teacher demonstrates knowledge, understanding and experience of high expectations and effective practice in meeting the needs of all learners, whatever their different needs | * Plan and implement engaging activities which motivate and challenge all learners. * Link planning to previous outcomes and school performance data. * Adapt learning materials to ensure that all learners have access to the curriculum. * Challenge for MAT pupils | * Planning * Assessment tracking docs * Examples of differentiated work * Groupings |
| **Recording and reporting** | The teacher produces appropriate, timely and accurate records and reports and gives feedback to facilitate a deeper understanding of learning and enhance the learning experience | * Record attainment data accurately and consistently accordingly to school policy. * Provide excellent written feedback. * Make use of summative data to plan effectively. * Make significant contributions to reports to parents/carers. | * Assessment Trackers * Examples of marking * Test trackers * Planning * Phone calls (write up) * Meetings with parents (write up) |
| **Involving partners** | The importance of positive involvement of parent/carers and other partners is understood, and opportunities are taken to observe and evaluate processes. | * Understand how parents and external partners can contribute to effective learning. * Work with external agencies who contribute to the four purposes. * Observe, evaluate critically and understand the communication with parents/carers. | * Reflective write up and how this is linked to what is provided in class * Intervention groups * Phone calls (write up) * Meetings with parents (write up) |

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| **Four purposes for learners** | The teacher demonstrates a knowledge and understanding of the needs of all learners in planning, preparation and teaching, ensuring that the four purposes are the drivers for learners’ experiences | * Pupils make excellent progress within the four purposes over a series of lessons. * Understand the implications of the four purposes for the subject content, age and prior attainment of the learners. * Understand the relevance of all curriculum content to the four purposes. | * Lesson plans * Evaluations from PJ * Learner’s work |
| **Exploiting subject disciplines in AoLEs** | The teacher demonstrates a knowledge and understanding of relevant pedagogies and disciplines within and across subject content, areas of learning and cross-curricular themes, and plans appropriately. | * Plan excellent lessons and series of lessons which achieve the four purposes. * Understand, plan and implement a range of pedagogies suitable to the content. * Understand how a topic is situated within a particular AoLE and /or subject. * Plan excellent activities to develop learners’ digital competence, literacy and numeracy. | * Planning * Work sampling * Research the four purposes and link to planning and provision * Planning (medium and range) linked to research * Lesson observations * Book scrutiny |
| **Blended learning experiences** | The teacher understands the selection, use and justification of a range of imaginative teaching approaches for the benefit of each learner. | * Adopt a range of effective pedagogies and learning environments, including, group work, role play, web-based activities, off site visits etc. * Devise and deliver a range of innovative learning resources for example, worksheets, games, apps. | * Learning walk * Trips-organisation of, photos etc… * Work * Lesson observations * Book scrutiny |
| **Real life authentic contexts** | The teacher demonstrates an understanding of the use of real life, authentic contexts for learning being provided as a natural part of the learning experience. This extends the learner’s cultural, linguistic, religious and socio-economic experience and illustrates applications of concepts and abstracts in practice. | * Present curriculum content within imaginative, relevant and valid contexts which emphasise links with the real world. * Develop learners’ knowledge of Wales and Welsh culture through meaningful, context rich activities. * Understand how context can enhance and develop cognitive skills in all learners. * Understand the role of context when developing learners’ digital competence, literacy and numeracy. | * Work * Planning * Lesson observations * Research * Reflection * Meetings with subject co-ordinators |
| **Progression in learning** | The teacher demonstrates an understanding of how learning develops incrementally and tangentially, building on prior experience and learning, and plans for progress in learning based on this | * Are familiar with curriculum requirements in preceding and subsequent stages of learning. * Plan for progression of learning within AoLE/subjects. * Can plan lessons and/or activities which significantly progress the learning of ALN learners. | * Differentiated planning and work * Evidence of considering levels 3/4 or 4/5 * Planning * Lesson observations * Meetings/liaising with ALN teacher/ALNCo |

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| **Cross curricular themes** | The teacher knows, understands and engages with the principles of curriculum design and innovation, with development of cross-curricular themes relevant to areas of learning and justifies decisions. | | * Plan and teach excellent cross-curricular learning experiences, making relevant meaningful connections with other AoLEs/subjects. * Plan activities with other teachers from other subjects. * Demonstrate an excellent understanding of curriculum design within the Welsh context. | | * Topic planning * Write up from other colleagues on working together * Research and link to current or future practice | |
| **Challenge and expectations** | The teacher provides appropriate levels of challenge and expectations for the range of student abilities and characteristics, motivating learners to achieve. | | * Have high expectations of learners’ learning and behaviour. * Plan and implement engaging, challenging activities. * Make use of a wide range of communication method to stimulate learners’ interest motivation and engagement. * Have high expectations of all learners. | | * Lesson observation * Classroom environment (photographs and write up) | |
| **Listening to learners** | The teacher demonstrates a willingness to seek, listen to and take account of the views of learners in order to engage and encourage them as active participants in their own learning. | | * Facilitate discussion on issues which are open ended, complex, controversial or emotional. * Seek the views of pupils when planning or evaluating teaching and learning. | | * Lesson observations * Reflection * Pupil input into planning and work to go with this | |
| **Learners leading learning** | In planning and delivery, the teacher demonstrates an awareness of the importance of encouraging learners to reflect upon their own learning. | | * Create opportunities for learners to self and peer assess consistently and effectively. * Involve learners when designing learning objectives. | | * AFL * Book scrutiny * Lesson observations * Pupils creating own WALTs | |
| **Sustained effort and resilience in learning** | The teacher promotes and secures learners’ self-motivation and self-direction in their learning. | | * Design activities which encourage independent learning and learner initiative. * Motivate learners to be persistent and to view problems as challenges and to ask for help if needed. * Create a learning environment which celebrates hard work and achievement. | | * Planning * Lesson observations * Book scrutiny * Research and link * Learning walks * Photographs | |
| **Reflection on learning** | In planning, the teacher demonstrates awareness of the importance of encouraging learners’ reflection and evaluation around behaviours and outlooks for learning. | | * Ensure that all learning is reflective and that learners are conscious of how and what they have learnt. * Equip learners with resources which enable them to plan and reflect on their learning e.g. checklists, rubrics and organisers. * Deliver plenaries which encourage self-monitoring of learning. | | * Examples of reflection time * Write up the benefits of reflection on learners and as a teacher for future planning * Success criteria/WILF examples and how pupils have reflected upon this and improved their work * Lesson observations * Traffic lights (AFL) | |
| **Learning outcomes and well-being** | The teacher raises awareness of how high-quality learning experiences and performance outcomes lead to improved learning and a heightened sense of well-being | | * Ensure the learner progress is linked to their well-being. * Create a learning environment which encourages mutual support and co-operation between learners. * Ensure that task design leads to success and progress for all learners. | | * PASS evidence * Lesson observations * Group and individual rewards | |
|  | |  | | **Collaboration** | |  |
| **Seeking advice and support** | | The teacher actively seeks and engages with support from a range of formal and informal sources. This includes observation and team teaching, whilst demonstrating increasing levels of independence. | | * Sharing feedback from lesson observations, book reviews. * Sharing of ideas, successful practice during departmental time. | | * Lesson observations * Book scrutiny * Staff meeting minutes including any contributions you have made * Reflection of planning meetings/ALN meetings |
| **Working with in-school colleagues** | | Organised and constructive work with a range of colleagues to enhance learners’ experience is a consistent feature of the teacher’s practice. Reflection on developing expertise is structured as a personal or a collaborative process, as appropriate. | | * Sharing feedback from lesson observations, book reviews. * Supporting less experienced colleagues either formally or informally. | | * Lesson observations * Book scrutiny * Staff meeting minutes including any contributions you have made * Reflection of planning meetings/ALN meetings |
| **Supporting and developing colleagues** | | The teacher develops high quality relationships with colleagues in order to have a positive impact upon learners’ experiences within the school. | | * Supporting less experienced colleagues either formally or informally. * Support and apply whole school initiatives. | | * Supporting supply teachers or new members of staff * SDP groups-minutes, action plan etc… * Reflection |
| **Enabling improvement** | | There are examples of improvement in outcomes for learners following the teacher’s seeking and adoption of advice. | | * Self-reflection and professional discussions following lesson observations and book reviews. * Action planning to support areas for improvement. | | * Reflection * Action plans |

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|  |  | **Professional Learning** |  |
| **Wider**  **reading and research findings** | The teacher demonstrates an increasingly confident understanding of the theories and research about assessment, pedagogy, child and adolescent development and learning relevant to planning and day-to-day practice | * Participate in departmental action research. * Involved in wider action research. | * Research and how this informs planning and delivery |
| **Professional networks and communities** | The teacher has an informed understanding of the contribution of research, including small scale action research, to the development of practice. | * Involved in professional development with organisations such as GwE, WJEC, community projects etc. | * GwE * Dysg * PHS transition/ moderation |
| **Continuing professional learning** | The Professional Learning Passport influences the ongoing critical reflection and learning of the teacher and is developmental in prompting further professional growth. | * Access and use the PLP to reflect on professional practice. * Be familiar with the four purposes of learning and incorporate in own development. | * Reflection * Evidence of courses, training, INSET and how this is embedded into practice |
| **Welsh language skills** | There is a commitment to incremental development of personal skills in the use of the Welsh language. | * Follow school policy on implementation of strategies to promote Welsh language and culture. * Improve own skills in the Welsh language. | * Welsh courses * School policy * SDP group plans and contributions * Lesson observations |

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|  |  | **Innovation** |  |
| **Offering expertise** | The teacher models an increasing repertoire of teaching techniques, as expertise emerges and flourishes, in order to inform and enhance the development of others. | * Sharing feedback from lesson observations, book reviews. * Sharing of ideas, successful practice during departmental time. * Guidance offered to newer or less experienced colleagues. | * Lesson observations * Book scrutiny * Reflection/write up of times you’ve shared ideas/successful outcome |
| **Developing new techniques** | Research on cognitive, social, emotional and physical development has a positive impact upon pedagogy. The teacher can demonstrate how professional discernment and critical analysis are brought to bear in shaping developing practice. | * Use of self-reflection to identify areas for development. * Applying new ideas which have stemmed from collaborative working or action research projects. | * Reflection * Action plan * SDP |
| **Evaluating the impact of changes in practice** | The teacher actively seeks support and advice from colleagues in developing innovative approaches within the classroom so that their impact can be evaluated, analysed and shared. | * Dialogue following lesson observations and book reviews leads to changes in practice. * Bring innovative ideas from the wider community to the school and other colleagues. | * Lesson observations * Book scrutiny |

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|  |  | **Leadership** |  |
| **Taking responsibility for self** | The teacher demonstrates professional attitudes and behaviours, developing positive relationships with learners, parents/carers and colleagues, which illustrate a personal commitment to the fundamental principles of equity and of maximising the potential of all learners. | * Continual updating of own professional development. | * Training courses (keeping a log) * GwE/Dysg newsletters |
| **Exercising corporate responsibility** | Contractual, pastoral, health and safety, legal and professional responsibilities are known and understood by the teacher. | * All school policies fully adhered to and applied successfully. * Action plans support colleagues to make improvements. | * Involvement in reviewing policies and creating new ones * Copies of policies amended etc * Action plan when advice has been sought |
| **Leading colleagues, projects and programmes** | The teacher’s understanding of, and commitment to, leading learning is demonstrated through collaborative experiences in schools and other contexts | * Share subject specific or pedagogic developments with colleagues. * Formal or informal support for colleagues to develop best practice. | * Examples of sharing knowledge with colleagues * Reflection * Write up by colleague |
| **Supporting formal leadership roles** | The teacher demonstrates an understanding of the nature of responsibilities within and across teams and of the contributions individuals make towards the school’s ethos and the successful fulfilment of the school’s vision. | * Positive support and application of all school policies. | * Lesson observations |