

Module Handbook

XTC/XTE-3210/3310

PGCE Primary/Primary with ALN

2024-25 School Experience

# School experience XTC/XTE3210/3310

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.

**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 Pob 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 XTC/XTE4211 and XTC/XTE4213 in context.

**Module Content**

The primary school-based experience module will develop your competency in teaching and learning. It will include collaboratively led close to practice seminars (in placement setting) that will inform how you teach and observe in the school. The structure will follow a progressive staged approach to learning how to teach. An indicative pattern is outlined below:

Stage 1: Preparatory (HEI and Lead schools)

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)

Stage 6: Further implementation in second school (Network Schools supported by Lead schools and HEIs)

Stage 7: Consolidation of subject knowledge skills and practice in second school (Network schools supported by Lead schools and HEIs)

Stage 8: Autonomous development and enrichment (Network schools supported by Lead schools and HEIs)

These stages will include:

* weekly cluster teaching and review events;
* observations and preparatory development;
* close to practice research (small scale inquiries);
* integration into the teaching environment;
* higher order skills practice and implementation;
* mentoring and self-reflection;
* further implementation through practice;
* consolidation of skills and practice;
* continued autonomous development and enrichment of your practice.

**Assessment**

During 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 (PSTL). 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*

* Critically examined the practices, assumptions and theories underpinning the planning for and structuring of pupils’ learning and the management of their behaviour in primary schools from the perspective of policy, research, theory and current practice;
* Demonstrated a sophisticated understanding and experience of teaching that ensures all learners develop the capacity to be ambitious and capable, enterprising and creative, ethical and informed, healthy and confident as required by the curriculum;
* Demonstrated a profound understanding of Additional Learning Needs (ALN) from different perspectives and the evaluated steps taken to address them;
* Managed and organised classrooms to promote a culture of high aspiration and behaviour which supports learning;
* Enriched learners’ sense of community and cultural values by applying your knowledge of the Welsh dimension within the Curriculum for Wales
* Reflected critically on your progress and collaboratively set targets with your mentor in order to meet or exceed the Professional Standards for Teaching and Leadership.

**Progression in Bilingualism**

You will be introduced to bilingualism in the context of the distinct Welsh dimension within the Curriculum for Wales 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. Learners 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.

**Research informed delivery and research-based teaching**

The content and delivery of the module will encourage you to offer advanced critical review of the importance of being consumers and producers of research and to analyse, synthesise and critically reflect on the spectrum of research that informs teaching practice. You will also critically evaluate practice-based and close-to-practice research. The module will develop your knowledge of a ‘culture of enquiry’ within self-improving school systems, schools as learning organisations, and the importance of developing and participating in Professional Learning Communities. Specific research shared during network events will link closely to the content of XTE-4211 and XTE-4213 and will be used to inform assessments for these modules.

**The Professional Journal**

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 Associate Teacher (AT).

**Professional Responsibilities**During your school placement, you should complete the following activities:

* Accompany a teacher on duty one day a week.
* Assist with class’s administrative duties under the guidance of the mentor or form tutor
* Prepare a display of children’s work

**Legal Requirements**

* Obtain and read copies of the school’s Safeguarding, Behaviour Management, Positive Handling, and Prevention of Bullying policies (these may be electronic or hard copies).
* 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 Journal. This can be found on the Education Workforce Council website: <https://www.ewc.wales/site/index.php/en/fitness-to-practise/code-of-professional-conduct-and-practice#:~:text=About%20the%20Code,and%20training%20roles%20in%20Wales>

# Reflective Practice

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 three theoretical models to frame your analysis of learning and teaching

## Ebbutt’s Questions

When observing or reflecting on learning and teaching, use the following questions to facilitate your analysis of learning and reflection on practice:

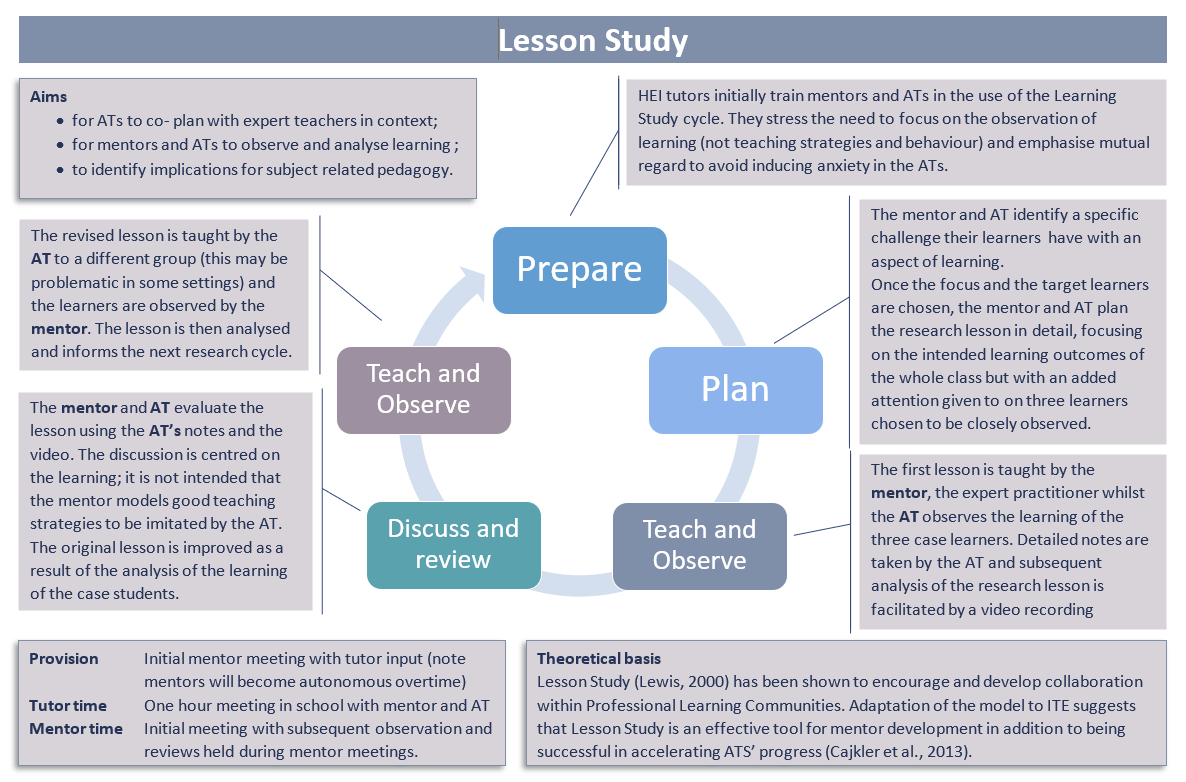
* *What did the pupils actually do?*
* *What were they learning?*
* *How worthwhile was it?*
* *What did I do? (What did the teacher do?)*
* *What did I learn?*
* *What do I intend to do next?*

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

## Lesson Study

Secondly, during your first placement, you will analyse teaching and learning alongside your mentor using a **Lesson Study** (Cajkler et al., 2013).

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 third 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)

|  |  |
| --- | --- |
| **Foundation knowledge**  **(Subject Matter Knowledge)** | **Transformation knowledge**  **(Pedagogy Concept 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? |

[Rowland, T., Huckstep, P. and Thwaites, A., 2005. Elementary teachers’ mathematics subject knowledge: The Knowledge Quartet and the case of Naomi. *Journal of Mathematics Teacher Education*, *8*(3), pp.255-281.](http://www.skima.maths-ed.org.uk/Rowland%20et%20al%20JMTE%208(3).pdf)

# Brookfield’s Lenses

And finally, Brookfield (1998) uses four lenses to analyse professional reflection:

|  |  |
| --- | --- |
| **Autobiographical** | **Learners’ Eyes** |
| How does our own history influence the ways we behave?  We must consider:   * how personal experiences have influenced our beliefs * why we choose certain approaches over others * how our own failures and successes influence our choices of pedagogy. | What do the learners think of me and the way that I teach? We should:   * create a safe space for pupil voice. * be sensitive to their needs during lessons and respond sensitively * adapt our teaching and planning according to their needs. |
| **Colleagues’ Experience** | **Theoretical Literature** |
| Having critical conversations with peers enables us to:   * gain an additional perspective * evaluate more effectively and critically * broaden our approaches * change our practice. | Reading academically literature can:   * help me identify and label my teaching approaches or pedagogy * explain success and failure * explain the complexity of the classroom * introduce me to new and effective approaches |

[Brookfield, S., 1998. Critically reflective practice. *Journal of Continuing Education in the Health Professions*, *18*(4), pp.197-205.](https://www.kent.ac.uk/teaching/documents/academic-practice/New%20to%20teaching%20Staff/Brookfield%20models%20of%20reflective%20practice.pdf)

# 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.

**Stage 2**

*Focus*: Further consolidate and build on awareness of planning for learning in different contexts (holistic development) and managing 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 30%)

**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).

**Stage 5**

*Focus*: Debrief and reflect on first school experience. Develop expertise in research methods (action research and further data collection methods). Observation and reflection in the previous primary phase.

**Stage 6**

*Focus*: Critical observation of effective practice. Planning and teaching in a new context.

*Developing practice:* Increased autonomy and complete lessons (responsibility for planning and delivering 12 hours of lessons).

**Stages 7 - 8**

*Focus*: Consolidation of Skills and Practice.

*Developing practice:* Achieving autonomy and teaching complete lessons with responsibility for planning (using the CaBan Stage 8 Autonomous Planning sheet) and delivering up to 15-16 hours of lessons. The additional teaching may be team teaching, teaching in the 6th form, bespoke support for small groups in GCSE revision classes etc.

# Enhanced Support

Should an AT’s progress be a cause for concern then the mentor should contact the link tutor immediately to initiate the Enhanced Support Programme. A typical Enhanced Support Programme provides a series of structured short-term targets and may also involve a reduced teaching workload or additional team teaching. Details of the programme can be found on our Caban Documents web page on the final page of the PSTL Handbook (use the QR code below to access the page).

QR code for PSTL


# 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 PM – Principal Mentor |
|  | Network school | SM – School Mentor PAF – Pedagogy Assessment Form |
|  | HEI | SER – School Experience Report AoLE – Area of Learning and Experience |
|  | AoLE in an Expert school |  |

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

# Week 1 Stage 1: Observation, support and reflection

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Welcome to the school - essential safeguarding .**  **Activity 1**  Observe **whole class/group** with a focus on communication oracy/talk (adult talk, child talk and adult-child interactions).  **Activity 2**  **Observe** the adults in the room.  Focus on:   * Body language * Non-verbal cues * Interactions with children * Response to children * Initiation of activities   **Activity 3**  **Observe** the school to parent/carer transition at the end of the day. How do adults and children behave at the hand-over? Note interactions, language, emotion, body language of all parties. | **Observe** in **your class.**  **Activity 4**  How are the children welcomed?  What is the role of the teacher?  How are routines established at various stages of the day?  **Observe** how adults promote positive behaviours.  **Activity 5**  Observe children in a small group being taught/supported by an adult.  **Activity 6**  Take an active part in supporting the adults. Facilitate learning ; reflect on the interactions between you and the children and between them as they learn; evaluate your influence. | **Lead School Day**  See handbook and Blackboard for details.  **Mentor responsibilities**  Introduction to the phase and class.  Practical considerations (where things are kept etc.).  Ways of working.  Addressing Health and Safety issues as needed.  Arranging observations  Review of the first week – from whole class talk to small group activities. | **Activity 7**  Observe and analyse the classroom.  How does the environment inspire the children?  How does the environment encourage collaboration and communication?  How does the environment encourage the child to explore ideas and concepts?   * How accessible are tools and materials for the children?   Continue to analyse routines – how are they sustained? Which ones are more effective?  **Activity 8**  Continue to **observe** strategies to promote positive behaviour when relevant to an individual child. Track an individual child throughout the day. Focus on:   * Transitions * Interactions * Activity * Talk   Record observations in your journal and link to your reading. | **Activity 9**  Observe a small group of 4-6 children and note, in detail, how they interact with each other. Identify the implications of these interactions on teaching and planning for learning.  **Activity 10**  **Extended reflection.** Review of the whole week – from whole class interaction to group activities in the different classes.   * What did you notice? * How did the pupils talk? * What did they do in groups? * How did they interact? * How did the pupils interact with the adults? * What did they do? * What did they learn?   Record your observations in your professional journal, link to your reading and the element Progression in Learning in the PSTL (standards). |

**Reflect**: At the end of each day reflect in groups/pairs on the observation of learning and teaching

# Week 2 Stage 1: Introduction and observation

NB: All activities are to be provided within the constraints of the school, the class and the mentor’s timetable. This timetable is an example.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| ATs **Observe** whole class with a focus on oracy/talk (teacher talk, pupil talk and teacher-pupil interactions).  Identify possible instances of the four purposes of learning.  **Support** learning, taking the role of the TA as directed by the mentor.  Focus on communication (including Cymraeg Pob Dydd)  **Identify, with the aid of the mentor, the learner with ALN who is going to be supported and observed for the Case Study Assignment (PPC B).**  **You should observe at least one hour per week** | In class **Observe** **small group** with a focus on wider literacy skills (reading and writing) and a closer focus on pupil-pupil talk.  Continue to identify possible instances of the four purposes of learning.  Extended **reflection** in pairs or threes.   * What did you notice? * I tried to teach this – what happened? * How did the pupils talk? * What did they do in groups? * How did they interact? | **Lead School Day**  See handbook and Blackboard for details.  **Mentor meeting and responsibilities**  Share/discuss lesson plans prior to team teaching.  Brief ATs on their role for the team teaching.  Plan observations (probably the classes ATs are going to teach).  Brief AT on lesson introductions to be planned and taught in the following week  **Choose one learner with ALN to will be supported or observed for one hour per week by the AT for the whole term. The AT will use their notes as a basis for a case Study assignment.**  Contact the personal tutor to commence an **enhanced support plan** if there are concerns regarding the AT’s progress. | **Observe** a different group/whole class with a focus on wider literacy skills (reading and writing).  In-depth focus on learner-to-learner communication. Consider the language progression and development of learners with ALN and more able and talented learners (MAT). | **AT** to arrange observation of an alternative class with a focus on relationships and developing positive behaviour strategies.  Time to reflect, consider and plan keeping notes in your professional journal. |

**Reflect**: At the end of each day Trainees reflect in groups/pairs on their observation of learning. This may be completed online.

# Week 3 Stage 2: Observation, support and team teaching

NB: All activities are to be provided within the constraints of the school and the mentor’s timetable. This timetable is an example.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Observations**  Focus on starters/beginnings; transitions; managing the learning and managing learners; engagement; AfL.  Continue to identify possible instances of the four purposes of learning.  **Support learning**, taking the role of the TA as directed by the mentor.  Whilst supporting pupils, identify which **AoLE** is being addressed. Identify the subject knowledge being acquired by the pupils and the pedagogy being adopted by the teacher. (What are they learning and how they are learning?) | **Observations**  Focus on lesson endings, especially AfL. Continue with transitions; managing the learning and managing learners; maintaining interest; engagement;  Continue to identify possible instances of the four purposes of learning.  **Support learning**, taking the role of the TA as directed by the mentor.  Whilst supporting pupils, identify which **AoLE/area of learning** is being addressed. Identify the subject knowledge being acquired by the pupils and the pedagogy being adopted by the teacher. (What are they learning and how they are learning?) | **HEI Day (Week 8)**  See handbook and Blackboard for details  **Mentor meeting and responsibilities**  Share/discuss lesson plans prior to team teaching.  Discuss Team Teaching lessons beforehand and brief ATs on their role for team teaching Lesson.  Plan observations (likely to be of the classes ATs are going to teach).  Brief AT on lesson introductions to be planned and taught in the following week.  Contact tutor to commence **enhanced support plan** if there are concerns regarding the AT’s progress. | **Team teaching**  AT is responsible for a lesson introduction to a lesson planned and otherwise delivered by the **mentor**\*; AT then given key supporting role such as taking a group of learners; adopting the role of a TA with individuals.  **Reflect and prepare**  Reflect on behaviours seen during the last 5 days. Prepare brief contribution to following day’s presentation on behaviour for learning. Identify one incident from which you can learn. | AT to arrange observation of an alternative class with a focus on relationships, developing positive behaviour strategies and classroom management.  **Extended Reflection time**  On the two lessons supported by the AT:   * What was learnt? How did the mentor assess the learning? * Were the activities effective * Were there any off-task behaviours which needed to be addressed? What were they? * What would the mentor do differently next time?   Time to reflect, consider and plan keeping notes in your professional journal. |

**Reflect**: At the end of each day Trainees reflect in groups/pairs on their observation of learning. This may be completed online.  
**Case Study**: Continue to observe the learner with ALN for the PPC assignment

# Week 4 Stage 2: Observation, support, planning and team teaching

**NB**  ATs take more control of lessons; they begin to teach full lessons as agreed with the mentor.

All activities are to be provided within the constraints of the department and the mentor’s timetable

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Team teaching**  Lesson planned by the **AT and** **mentor**; AT given key supporting role such as taking a group of learners; starting the lesson; adopting the role of a TA with individuals.  The **AT** starts planning the microteaching task (see Thursday)  **Case Study:** Continue to observe the learner with ALN for the PPC assignment | A literacy-based lesson planned and delivered by the **mentor**; AT given key supporting role such as taking a group of learners; adopting the role of a TA with individuals.  **OR**  **In the foundation**: the AT delivers a parallel literacy focus task whilst the mentor leads the whole class.  The AT continues planning the microteaching task. Share with Mentor. | **Lead School Day**  See handbook and Blackboard for details  **Mentor meeting and responsibilities**  Share and discuss plans for team teaching/microteaching lessons.  Ensure ATs have understood starter activities/microteaching tasks.  Check lesson plans for starters.  **Arrange first formal observation of AT for a group session; complete Pedagogy Assessment Form (PAF 1); review progress and set targets with the AT.**  Arrange observations for Cymraeg Pob Dydd.  Brief the AT on the lessons to be taught in the coming weeks, highlighting which lessons are their full responsibility.  Brief AT regarding Team Teaching for next week.  Contact link tutor to commence enhanced support plan if there are concerns regarding the AT’s progress. | A numeracy/mathematics lesson planned by the **mentor**\*; AT given key supporting role such as taking a group of learners; adopting the role of a TA with individuals.   **Microteaching**  Identify a group of learners with the mentor beforehand. Plan and teach a specific activity, using one of the Four Purposes as a focus.  **Immediate reflection**: ATs reflect in groups/pairs on their observation of learning. They take notes, remembering what was said and done. They analyse learning    **ATs plan for first formal observation with mentor support (PAF1)**  **Observe a different class**  Focus on lesson beginnings and endings, especially AfL. Continue with transitions; managing the learning and managing learners; engagement | **Class teaching**  Teach first lesson (formal observation). This may be delivered with mentor support and may be team taught if necessary.  **Immediate reflection**: ATs reflect in groups/pairs on their first formally observed lesson. They complete their reflection, remembering what was said and done. They analyse learning.  **Preparation**  ATs and mentors ensure preparations have commenced for the following week  **Observe a different class**  Focus on lesson beginnings and endings, especially AfL. Continue with transitions; managing the learning and managing learners; engagement  **Reflect**: At the end of each day Trainees reflect in groups/pairs on their observations of learning by updating their journal. |

# Week 5 Stage 3: Observation, support, planning and team-teaching

ATs take more responsibility for lessons; they teach full lessons as agreed with the mentor (3-5 hours).

All activities are to be provided within the constraints of the school, the class and the mentor’s timetable

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Teach**  The AT plans a Maths activity following on from last Thursday’s lesson.  **Evaluate and plan**  ATs use the outcomes and the progression steps to assess where learners are at plan a lesson for the following day.  **Observe and reflect**  Entries in journal should link observed outcomes, activities and outcomes with possible plans e.g. “How would I have planned for this?”  Use the ***Ebbutt’s Questions*** to analyse the classroom  **Case Study**: Continue to observe the learner with ALN for the PPC assignment | **Teach**  Deliver PAF llesson from previous day/week for another group. Amend plan following feedback.  **Evaluate and assess**  Select three books of children’s work with the mentor (or photo evidence of their learning).  Using the school’s marking and assessment policy, assess the progress of the children. | **Lead School Day**  See handbook and Blackboard for details  **Mentor meeting and responsibilities**  Ensure the AT observes a mentor’s lesson. Discuss the learner outcomes with the AT.  **Prepare for Lesson Study**  Ensure the AT has planned for team teaching and starters.  Arrange observations for Cymraeg Pob Dydd.  Brief the AT and support them with for planning next week’s lessons, highlighting which lessons are their full responsibility.  Check AT’s Professional Journal.  Complete formal observation, using the **Pedagogy Assessment Form** (PAF 1), review progress and set targets with the AT.  Contact tutor to commence enhanced support plan if there are concerns regarding the AT’s progress. | **Observe (all day)**  Focus on the following in turn   * Communication (teacher-pupil and pupil-pupil) * Differentiation * Transitions * Learning behaviours * Assessment for learning and questioning.   Compare and contrast the development of different learners within your observed class.  **Reflect** in groups/pairs on  the observation of learning | Deliver focus task planned on Tuesday pm.  **Extended Reflection**  Reflect on key aspects of planning and implementation, with a particular focus on Cymraeg Pob Dydd.  **Observe a different class**  Focus on Maths and/or literacy lessons.  **Reflect**: At the end of each day Trainees reflect in groups/pairs on their observations of learning  Update journal with relevant findings. |

# Week 6 Stage 3: Observation, support, planning and teaching

ATs take more control of lessons; they teach full lessons as agreed with the mentor and take responsibility for 3-5 hours of lessons.

All activities are to be provided within the constraints of the school, the class and the mentor’s timetable

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Planning**  Make an audit of school resources. Establish where resources are kept and how availability to shared areas is timetabled.  **Facilitate and support teaching and** learning as directed by the mentor. | **Team Teaching with Peer**  Lesson planned and delivered by one AT with a second AT/TA/M in a support role (where possible).  **Reflect**  Entries in journal should identify learning in the lesson as well as comparing actual events to the intended learning outcomes. Supporting AT/TA/M contributes a second opinion and relevant observations.  **Observe** and facilitate teaching and learning in another AoLe.  Plan 2 tasks for the AoLe to develop relevant skills to be delivered later in the week. | **Team Teaching with Peer**  Lesson planned and delivered by the AT with a second AT/TA/Min a support role (where possible).  **Reflect**  Entries in journal should identify learning in the lesson as well as comparing actual events to the intended learning outcomes. Supporting AT/TA/M contributes a second opinion and relevant observations. | **Teach planned lessons and focus tasks.**  **Observe a different class**  Focus on the Four Purposes of Learning.  **Reflect**: At the end of each day Trainees reflect in groups/pairs on their observations of learning  Update journal with relevant findings. | **Teach planned lessons and focus tasks.**  **Observe a different class**  Focus on the Four Purposes of Learning.  **Reflect**: At the end of each day Trainees reflect in groups/pairs on their observations of learning  Update journal with relevant findings. |

**Overall**

ATs plan and deliver lessons (5 hours) in consultation with the **mentor**

Continue to support and observe, looking at the four purposes (8 hours)

Continue to reflect in pairs/groups at the end of the day

**Case Study**: Continue to observe the learner with ALN for the PPC assignment

**Plan for Lesson Study**

**Mentor meeting and responsibilities**

Ensure the AT team teaches a lesson with another AT/Ta/M in a support role (and then reverse the roles).Check AT’s planning (annotate plans)

Arrange observations for Cymraeg Pob Dydd. Continue briefing for planning. **Support the Lesson Study**

Contact tutor to commence **enhanced support plan** if there are concerns regarding the AT’s progress.

# Weeks 7 – 8 Stage 4: Observation, support, planning, team-teaching, autonomy and fuller lessons

# ATs plan and teach full lessons as agreed with the mentor and take responsibility for 8 hours of lessons.

All activities are to be provided within the constraints of the school and the mentor’s timetable. The timetable below is an example.

|  |  |  |
| --- | --- | --- |
| **Monday, Tuesday, Thursday, Friday** | **Wednesday** | **Mentoring** |
| Plan and deliver lessons which include the Cross Curricular Responsibilities.  ATs should teach **8 hours**. If this is not possible, an **Enhanced Support Plan** should be implemented if needed.  Plan autonomously with mentor support  Continue to support and observe, looking at ALN, Equity, assessment for learning. (8 hours)  Analyse a series of observed lessons – include AfL, images of pupils’ work, reflect on pedagogy used. **Include in Critical Portfolio**  **Complete follow-on tasks from Welsh seminars (*Cymraeg Pob Dydd* and *Cwricwlwm Cymreig*).**  Continue to reflect in your journals **once a week** and link evidence to the Professional Standards (PSTL)  Case Study: Continue to observe the learner with ALN for the PPC assignment  **Complete Lesson Study** | **Lead School Day (Week 7)**  See handbook and Blackboard for details  **HEI Day (Week 8)**  See handbook and Blackboard for details | **Mentor meeting Week 7**  Check Professional Journal  Check planning  Complete formal observation, complete **Pedagogy Assessment Form** (PAF 2), review progress, continue to develop critical reflection within learning conversation, agree targets with the AT  **Mentor meeting Week 8**  Support AT with future planning due to progression from 8 to 12 hours of learning activities.  Contact tutor to discuss / consider **enhanced support plan** if there are any concerns regarding the AT’s progress. |

Weeks 9 - 14 Stage 6: Teaching, observation and reflection   
ATs plan and teach full lessons as agreed with the mentor and take responsibility for 12 hours of lessons by the end of the placement.  
All activities are to be provided within the constraints of the school, the class, and the mentor’s timetable. The timetable below is an example.

|  |  |  |
| --- | --- | --- |
| **Monday, Tuesday, Thursday, Friday** | **Wednesday** | **Mentor meetings** |
| If the AT is unable to teach 12 hours, an **Enhanced Support Plan** should be implemented, contact link tutor for support.  Plan with mentor support.  Continue to support and observe, reflecting on how teachers provide for, and facilitate, the Four Purposes (4 hours).  **Complete follow-on tasks from Welsh seminars (*Cymraeg Pob Dydd* and *Cwricwlwm Cymreig*) ensuring the portfolio is up to date.**  Increased upload of evidence to PLP. | **Week 9**  **AoLE day in expert school**  See handbooks and Blackboard for details.  **Week 10**  **Lead School Day**  See handbooks and Blackboard for details.  **Week 11**  **HEI Day**  See handbooks and Blackboard for details.  **Week 12**  **HEI/Study at home day**  See handbooks and Blackboard for details.  **Week 13**  **Lead School Day**  See handbooks and Blackboard for details.  **Week 14**  **Lead School Day**  See handbooks and Blackboard for details. | **Mentor Meeting Week 10**  At any point, contact tutor to discuss/commence **enhanced support plan** if there are concerns regarding the AT’s progress. Observe, review and complete **Pedagogy Assessment Form** (PAF 3) and set targets  Arrange a placement for AT in a preschool and secondary school for week 15.  **Mentor meeting Week 11**  Focus on **Cymraeg Pob Dydd** – monitor portfolio and set targets for its completion.  Continue to review targets and encourage uploads to the PLP  **Mentor meeting Week 12**  Observe, review and complete **Pedagogy Assessment Form** (PAF 4), continue to develop learning conversation putting emphasis on the AT to lead, agree targets.  **Mentor meeting Week 13**  Complete School Experience Report – send to Link tutor to review and agree before sharing with AT.  **Mentor meeting Week 14**  Assign additional teaching and targets for Stage 7-8 |

# Week 15 Observations in pre-school setting

All activities are to be provided within the constraints of the school, the classes, and teacher availability. The timetable below is an example.

|  |  |  |
| --- | --- | --- |
| **Monday** | **Tuesday** | **Wednesday** |
| **Welcome** by the Headteacher/Leader; essential safeguarding, H&S (NLM)  Tour of the placement with a focus on school as a **community.**  Induction to school ethos and routines.  Meet with headteacher/leader discuss the transition from **home to school.**  Observe children with a focus on:   * **Progression** (what are they learning?) * **Pedagogy** (how are they learning?) * **Behaviour**  what do you notice the children do/can’t do? * How do the adults **support** behaviour and expectations? (strategies/ positive praise etc..) | Observe a small focus group of children.  **Design** questions to ask the teacher/nursery nurse/adult , including:  How are parents/carers engaged with transition?  Is there an information sharing/ visiting opportunity before learners start?  Do you have other stakeholders involved in provision? (committee/ business owner/ Local Authority input etc)Focus questions on:   * Learning * Friends and social environment * The physical environment * The curriculum * Challenge * Preparation for transition to primary school.   **Observe** a group of children  Focus on attainment, challenge, support and differentiation | **AoLE day in expert school**  See handbooks and Blackboard for details. |

At the end of each day**, reflect** in pairs/groups. Identify implications for early years/year 6 teachers. Reflect on the nature of pre-school/secondary pedagogy and curriculum, using your observations to frame your discussion and write up in Journal.

# Week 15 (continued) Observations in a secondary school

All activities are to be provided within the constraints of the school, the classes, and teacher availability. The timetable below is an example.

|  |  |
| --- | --- |
| **Thursday** | **Friday** |
| **Welcome** by the Headteacher; essential safeguarding, H&S (NLM)  School tour with a focus on school as a **community.** Induction to school ethos and routines.  Meet with head of year 7 to discuss transition.  Observe year 7/8 classes with a focus on:   * **Progression** (what are they learning?) * **Pedagogy** (how are they learning?) * **Behaviour** (what are the obvious similarities and differences compared to KS2?)   **Observe** a range of lessons from year 7-10  Focus on ALN:   * How are learners supported? * Is there ability setting - What is the effect of this?? * How have learners’ skills developed since primary? * Has the environment and pedagogy stayed constant /changed from Primary setting? * How do the problems they faced in primary change as they move to secondary? * Is behaviour linked to poor academic attainment? Why? What strategies are put in place to provide consistent learning opportunities for all? | Meet with small focus group of children.  **Design** questions to ask them, including:  What went well when you moved school? What needs to be improved?  Focus questions on:   * Learning * Friends and social environment * The physical environment * The curriculum * Challenge * Preparation in the Primary for transition   **Observe** a year 7 class.  Focus on attainment, challenge, support and differentiation |

# School Experience 2

Some ATs may need to revisit stage 6 initially whilst becoming familiar with the new cohort, environment and expectations of the school.

**For those on the ALN course, the second placement will be in a Special School.**

# Week 16 – 17 Placement 2 Observation, Support, Planning & Team Teaching

|  |  |  |
| --- | --- | --- |
| Monday - Friday | Wednesday | **Mentor meeting** |
| **Introductory Week**  **First day in 2nd Network School**  **Welcome** by the Headteacher and essential safeguarding, H&S.  School tour with a focus on school as a **community**  Induction to school ethos and routines.  Introduction to the class and the mentor. Practical considerations.  **Wk 16**  **Observation,** looking at learners, interactions and behaviours Focus on pedagogy and become familiar with resources and any schemes of work.  **ATs teach** two sessions to small groups (supporting mentor’s main lesson) and discuss outcomes based on AT’s and mentor’s assessment of learning.  **Wk 17**  **Observation**, Focus on subject pedagogy with an aim to identify and complete the proposal for the practitioner enquiry.  **ATs** plan and teach 4 lessons to small group/whole class. AT to take the whole class for an activity (For example - reading/singing/games) | **Week 16**  **AoLE day in expert school**  See handbooks and Blackboard for details.  **Week 17**  **HEI Day**  See handbook and Blackboard for details | **Mentor Meeting**  **Week 16**  Review of previous placement – referencing SER1.  Discuss previous School Experience and AT’s reflection on standards in the Professional Learning Passport PLP  Assign lessons for Stages 7-8 (weeks 18 – 27)  **Week 17**  Initial discussion of **Practitioner Enquiry** (including ethics). Agree focus for the enquiry.  Mentor to sign the proposal for the AT to submit to the university for approval.  Ensure AT has completed relevant parts of their journal.  Any concerns contact Link Tutor to discuss. |

Weeks 18 - 27 Stages 7 – 8 Autonomous teaching and reflection   
**ATs should increase their teaching time gradually to 15 hours by the end of the stage**.  
All activities are to be provided within the constraints of the school, the class, and the mentor’s timetable. The timetable below is an example.

|  |  |  |
| --- | --- | --- |
| **Monday, Tuesday, Thursday, Friday** | **Wednesday** | **Mentoring** |
| Plan and deliver lessons which include the Cross Curricular Responsibilities.  ATs should teach **15 hours**, depending on their progress in Stage 6 and certainly by the end of the stage. The additional teaching may be team teaching or bespoke support for small ALN or MAT groups. These additional teaching responsibilities will replace the observations.  **Focus**: refining differentiation and AfL - planning should be informed by continual assessment and should build on prior learning.  Continue to upload, update and review evidence to PLP.  **Complete Welsh Portfolio Part 3 ?**  **Complete Practitioner Enquiry**  **Complete Career Entry Profile.**  As ATs progress, they may plan autonomously using the school’s pro-forma/template; this is a joint decision to be taken when each AT is ready. | **Week 18 AoLE day in expert school**  See handbooks and Blackboard for details.  **Week 19 Lead School**  See handbook and Blackboard for details.  **Week 20 AoLE day in expert school**  See handbooks and Blackboard for details.  **Week 21 Lead School**  See handbook and Blackboard for details.  **Week 22 –** Full week in Network school.  **Week 23 Lead School**  See handbook and Blackboard for details.  **Weeks 24/25 -** Full weeks in network school.  **Week 23 Lead School**  See handbook and Blackboard for details.  **Week 27  Mon-Thurs –** Full week in Network school.  **Friday – HEI Day**  See handbook and Blackboard for details. | **Mentor meeting Week 18**  Observe, review and complete **Pedagogy Assessment Form** (PAF 5) and set targets. Support **Practitioner Enquiry**  **Mentor meeting Week 19**  Review PLP standards  **Mentor meeting Week 20**  Observe, review and complete **Pedagogy Assessment Form** (PAF 6) and set targets.  **Support Practitioner Enquiry**  **Mentor meeting Week 21**  Review of PSTL – focus on **Innovation** and **Collaboration**  **Mentor meeting Week 22**  Observe, review and complete **Pedagogy Assessment Form** (PAF 7) and set targets.  Review of Cymraeg Pob Dydd.  **Mentor meeting Week 23**  Review of PSTL – focus on **gaps in the PLP standards workbook**  AT to attend Venue Education Show  **Mentor meeting Week 24**  Observe, review and complete **Pedagogy Assessment Form** (PAF 8) and set targets.  **Mentor meeting Week 25** Complete and discuss **School Experience Report** (SER) and support completion of the PSTL workbook  **Week 26**  ATs to complete PLP and CEP.  Link Tutors to sign off CEP.  **Week 27**  Course Director to complete CEP process |