

Module Handbook

XCE-3210

School Experience

BA Year 3

2025 – 2026

# BA Year 3 School Experience XCE-3210

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.

Year 3 placement will be based in the stage of your choice (ages 3-7 or 7-11).

The pedagogy of your Year 3 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 3 modules in context.

## Module Content

You will  develop your practice 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 third year modules and build on your experiences in years 1 and 2.

## 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. For this module, pass or fail is recorded at the exam board using the PSTL (The PLP must be completed for a Pass to be awarded). 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:

* Reflect effectively and analyse their progress in relation to the professional teaching standards;
* Analyse, synthesise and critically reflect on their own professional practice and begin to show the ability to collaborate and establish professional relationships with mentors/tutors as a basis for autonomous development;
* Effectively apply a wide range of range of planning and assessment skills to ensure suitable opportunities for learners to develop key skills across the curriculum, the wider curriculum/cross curricular themes and subject based study;
* Become highly competent in recording and implementing suitable action-based research strategies;
* Collaboratively set appropriate targets to work towards and meet or exceed the new professional standards for teaching and leadership for the award of QTS.

## 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 need to include the Welsh Dimension within subjects and AoLEs in your lessons, wherever possible.

## 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 PLP must be completed by mid-May 2025 for a Pass to be awarded and for you to gain your QTS.

## Legal Requirements

**You need to:**

* 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 and the Network school in your Professional Journal.
* Complete the code of professional conduct online before the placement starts.

## Observation and reflection

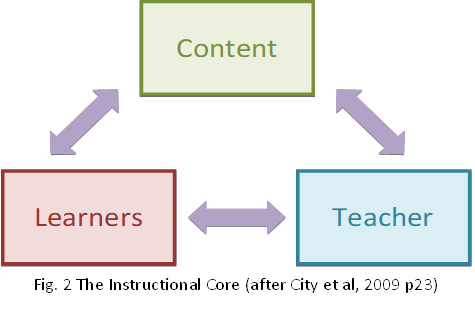
In addition to the initial induction to effective teaching this module will focus on two essential practitioner research skills: observation and reflection. You will use these questions to frame your reflections on your own practice as well as your observation of others:

* 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>

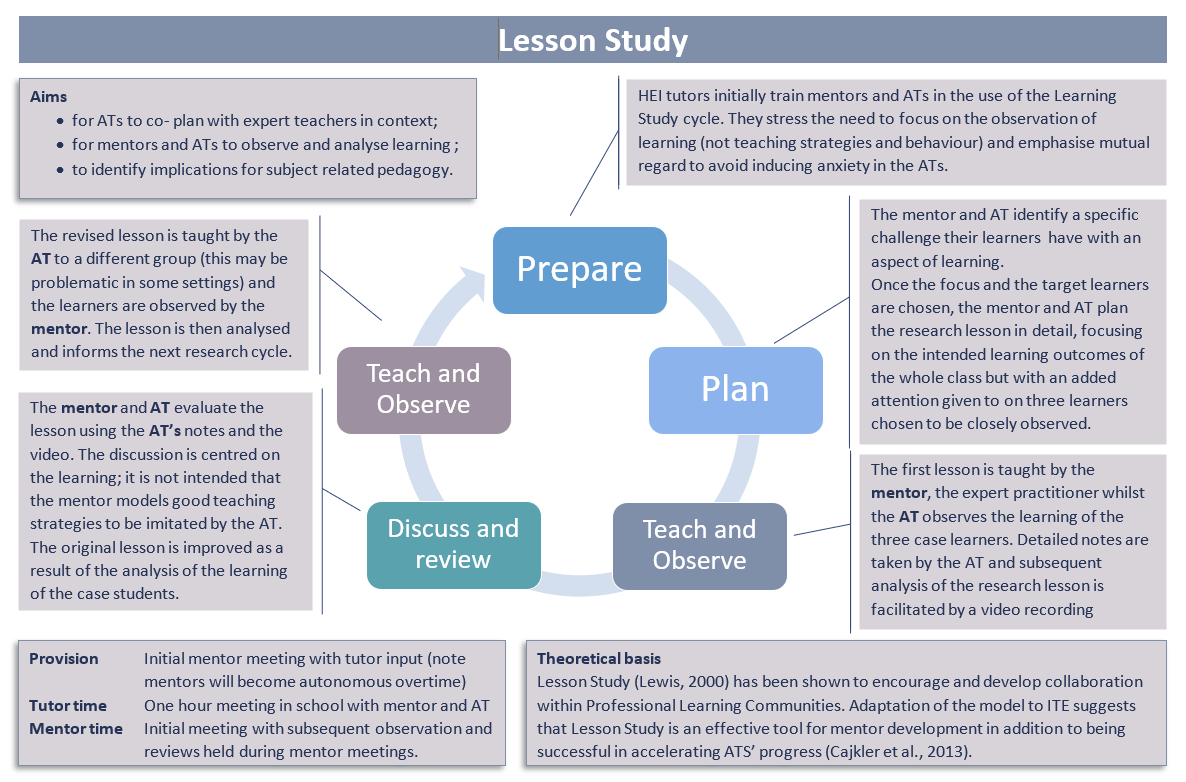


## Lesson Study

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 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** | **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? |

## 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

## Weeks 1 – 4

*Focus*: Critical observation of effective practice. Planning and teaching in chosen phase.

*Developing practice:*   Increased autonomy and complete lessons (responsibility for planning and delivering 10-12 hours of lessons).

## Weeks 5 – 10

*Focus*: Consolidation of Skills and Practice.

*Developing practice:*   Achieving autonomy and teaching complete lessons with responsibility for planning and delivering up to 15 hours of lessons.   
 The additional teaching may be team teaching or bespoke support for small groups or individual learners (e.g. MAT, ALN).

# School experience schedule

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

**Location Abbreviations**

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|  | 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, department 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 school and the mentor’s timetable. They act as a guidance.**

# **Week 1 Introduction and Team Teaching**

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

Please note - 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 lessons planned for by the mentor.
* observed Welsh lessons being taught in your own and other classrooms.
* completed pages 2 – 5 in their Professional Journal and shared Year 2 SER with the mentor.

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| --- | --- | --- | --- | --- |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **First thing: Welcome by the Head Teacher** and essential safeguarding **(Principal Mentor)**  School tour with a focus on school as a **community.**  **Induction** to school ethos and routines.  **Introduction** to the class and the mentor.  **AT observe** whole class with a focus agreed upon with the mentor.  **Support** learning, 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**  **ATs observe** whole class with a focus agreed upon with the mentor.  **Support** learning, as directed by the mentor.  Collect evidence of learners’ work to support observations & Professional Learning Experiences (PLP).  Become familiar with resources, storage, any schemes of work, planning and teaching tools.  Become familiar with core teaching strategies.  Become familiar with class routines and learner responsibilities.  **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**  **ATs observe** whole class with a focus agreed upon with the mentor.  **PM** - **Observe** whole class management strategies.  Identify key strategies being used to support organisation and management of learners.  Make detailed notes of strategies observed, differentiation towards individuals, the effect strategies have on learners and learning.  **Reflect:**   * What did you notice? * How did the pupils talk? * What did they do in groups? * How did they interact? | **Remain in base class**  **AM** - Team teach a lesson planned by the mentor; AT given key supporting role.  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 the day, AT to reflect on the agreed focus for the day. Write 1 observation daily in the Professional Journal.  **IMPORTANT:**  **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.  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. |

## **Week 2**

**ATs plan and teach full lessons as agreed with the mentor and take responsibility for 8 hours of lessons by the end of stage 5.**

**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.**

***Please note - ATs should receive 0.5 PPA time + 0.5 Action Research time.***

**By the end of Week 2, ATs should have:**

* observed several sessions with a focus agreed upon with the mentor.
* team taught to groups
* planned lessons for whole class teaching for the following week and shown them to their mentor for approval at least 48 hours in advance.
* shared PLP & Skills Workbook link with class mentor and link tutor.
* completed proposal/ethics form for Professional Enquiry Project/Action Research + begun to collect data.

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| **Monday - Friday** | **Mentor meetings** |
| **Tuesday – Lead School Day in Ysgol Gwynedd 13/01/26**  **Wednesday 2 – 3 o’clock pm = Welsh session online**  **Welcome by the Head Teacher/Lead Mentor** and re-cap essential safeguarding **(Principal Mentor)**  **Observation -** looking at learners, interactions, and behaviours. Focus on pedagogy.  **Observation** of Mentor/class teacher and of general organisation and management.  **AT to team teach** to groups (supporting mentor’s main lesson) and discuss outcomes based on AT’s and mentor’s assessment of leaning.  **AT to team teach** with mentor two introductions/plenaries as planned by the mentor.  **AT to assist** wherever necessary in the classroom.  **AT to plan** whole class teaching for next week and show plans to mentor **at least 48 hours in advance** (must use the University lesson plan template).  **AT** – By the end of each day, complete 1 observation and Evaluations for every lesson /session taught in Professional Journal and **discuss planning for next day.** Use Knowledge Quartet (see page 5) to support reflection on planning & teaching and the impact this had on learning.  **Write one Professional Learning Experience on a Word document** and collect relevant evidence (following discussion with mentor), by Friday evening;  **AT to share** PLP and Skills Workbook online with Mentor & Link Tutor, if not already done;  **AT to complete** proposal/ethics form for Professional Enquiry Project/Action Research and to collect data.  **AT to** **e-mail** **Link Tutor to report on wellbeing on Friday afternoon.** | **Mentor to:**   * discuss **expectations** with the AT. * give class list to AT & discuss learners’ ALN. * discuss previous School Experience Report with AT (SER). * reflect on standards in the Professional Learning Passport PLP with the AT - where are they currently up to with it. * discuss **responsibility for key structures** within the daily routine with the AT (register, quiet reading, active workout etc) * discuss ‘**out of the classroom’ responsibilities with AT** (transitioning around the building/break time supervision, extra-curricular activities etc. * discuss target setting for Stage 6. * assign whole class teaching for week 3. * check & annotate lesson plans. * support by reviewing planning for week 2 before delivery. * check observations in Professional Journal. * fill in evaluations in PJ when AT is teaching. * discuss Professional Enquiry/Action Research (including ethics) with AT and agree focus for the enquiry. |

# **Week 3**

ATs plan and teach full lessons as agreed with the mentor and take responsibility for **8 hours of lessons by the end of Week 3.**

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

*Please note - ATs should receive 0.5 PPA time + 0.5 Action Research time.*

**By the end of Week 3, ATs should have:**

* taught 3 specific focussed activities.
* delivered 2 short whole class activities
* begun to take whole class responsibilities.
* begun to take part in ‘out of classroom responsibilities.
* begun to implement Professional Enquiry/Action Research + collect data.
* observed other practitioners.

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| Monday – Friday | **Mentor meetings** |
| **Wednesday pm 2 – 3 o’clock = Welsh session online**  **Whole class teaching -** This week, AT to plan and teach 3 different AoLE activities.  **AT plans and delivers** **whole class lessons.** Lesson plans to be given to mentor **48 hours in advance**.  **AT to assist** wherever necessary in the classroom.  **AT begins** to take **responsibility** for key structures within the daily routine (register, quiet reading, active workout etc).  **AT begins** to **take part** in ‘out of the classroom’ responsibilities(transitioning around the building/ break time supervision, cloak room supervision etc).  **AT begins to implement Professional Enquiry/Action Research + collect data.**  **Observation** of practitioners in base and other classrooms – focus on the AoLEs + Cymraeg Bob Dydd.  **AT** – By the end of each day, complete Evaluation in Professional Journal and **discuss planning for next day.**  Use Knowledge Quartet (see page 5) to support reflection on planning & teaching and the impact this had on learning.  **AT to** write up and review their daily observations & evaluations in their Professional Journal and write **one experience/asset,** collectingrelevant evidence for their PLP (following discussion with mentor), by Friday evening;  **AT to** **e-mail** **Link Tutor to report on wellbeing on Friday afternoon.** | **Mentor to:**   * **share and discuss** plans for whole class teaching. * **check** & annotate plans for teaching tasks. * Consider observations for Cymraeg Bob Dydd. * **brief** the AT on the lessons to be taught in the coming weeks, highlighting which lessons are their full responsibility. * **brief** AT regarding whole class teaching for next week. * **discuss** Lesson Evaluations, feedback can be given verbally for AT to complete evaluation in PJ. * complete an ‘Evaluation’ every time the AT teaches. **Mentor to** check that AT is then completing the rest of the Evaluation. * check that AT is completing ‘Observation notes’ in their Professional Journal.   **IMPORTANT:**  **Mentor to contact Link Tutor if any cause for concern.**  **Enhanced support: the mentor should decide as soon as possible whether the AT needs enhanced support.** |

## **Week 4**

**ATs plan and teach full lessons as agreed with the mentor and take responsibility for 10 hours of lessons.**

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

*Please note - ATs should receive 0.5 PPA time + 0.5 Action Research time.*

By the end of Week 4, ATs should have:

* taught a minimum of 10 hours (if they are unable to then an Enhanced Support Plan should be implemented).
* taken responsibility for key structures.
* taken part in ‘out of the classroom’ responsibilities.
* planned and delivered daily/regular Welsh learning opportunities to whole class.
* implemented Professional Enquiry/Action Research.
* completed PAF1 and uploaded the form, lesson plan & resources used to the correct template on their PLP.

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| **Monday – Friday** | **Mentor meetings** |
| **Wednesday pm 2 – 3 o’clock = Welsh session online**  **AT to** plan and deliver lessons. Lesson plans to be given to mentor **48 hours in advance**.  **AT should** teach **10 hours**. If this is not possible, an **Enhanced Support Plan** should be implemented.  **AT to** plan autonomously with mentor support.  **AT** takes **responsibility** for key structures within the daily routine. (Register, quiet reading, active workout etc).  **AT** takes part in ‘**out of the classroom’ responsibilities** (transitioning around the building/ break time supervision, extra-curricular activity).  **AT** plans and delivers daily/regular Welsh learning opportunities to whole class.  **Collect evidence for Welsh Portfolio tasks (linked to 3211 assignment)**  **AT implements Professional Enquiry/Action Research.**  **Observation** of practitioners in base and other classrooms – focus on classroom management.  **AT to** write up and review their daily observations & evaluations in their Professional Journal and write 1 experience for PLP, collecting suitable, relevant evidence for the Professional Learning Passport (PLP) following discussion with mentor, by Friday evening;  **Week 4 PAF 1** - Complete formal observation and Pedagogy Assessment Form  **AT to e-mail Link Tutor to report on wellbeing on Friday afternoon.** | **Mentor to:**   * **share and discuss** plans for whole class teaching. * **check** & annotate plans for teaching before delivery. * **brief** the AT on the lessons to be taught in the coming weeks, highlighting which lessons are their full responsibility. * **discuss** Lesson Evaluations, feedback can be given verbally for AT to complete evaluation in PJ. * complete an ‘Evaluation’ every time the AT teaches. **Mentor to** check that AT is then completing the rest of the Evaluation. * check that AT is completing ‘Observation notes’ in their PJ. * review Professional Enquiry/Action Research on implementation.   Complete formal observation, complete **Pedagogy Assessment Form, PAF 1.** Review progress and set targets with the AT.  **Enhanced support: the mentor should decide as soon as possible whether the AT needs enhanced support (if they are not making progress according to the AT stages of development) and contact the Link Tutor.** |

# **Weeks 5 – 8**

ATs plan and teach full lessons as agreed with the mentor and take responsibility for approximately **10 – 14 hours** of lessons/ delivery.

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.

***Please note - ATs should receive 0.5 PPA time + 0.5 Action Research/Curriculum Design time.***

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| By the end of **Week 5**, ATs should have:   * taught a minimum of 10 hours * discussed Professional Enquiry/Action Research with their mentor * identified focus of Curriculum Design Project with their mentor and planned how the project will be implemented * plan autonomously with mentor support where appropriate. | By the end of **Week 6**, ATs should have:   * taught a minimum of 12 hours * completed **PAF 2** and uploaded the form, lesson plan & resources used to the correct template on their PLP. * finalised details for Professional Enquiry/Action Research | By the end of **Week 7**, ATs should have:   * taught a minimum of 12 hours * collected evidence for Welsh Portfolio tasks * implemented the Curriculum Design Project. | By the end of **Week 8,** ATs should have:   * taught a minimum of 14 hours * completed PAF3 and uploaded the form, lesson plan & resources used to the correct template on their PLP. |

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| Monday – Friday | Mentoring |
| **Week 5 Monday 02/02/26 Call Back Day at the University Week 7 Tuesday 24/02/26 Lead School Day in Ysgol Gwynedd**  **Every Wednesday pm 2 – 3 o’clock = Welsh session online**  **AT to plan and deliver** lessons which include the CCRs, building on Stage 5.  **If the AT is unable to teach a minimum of 10 hours, an Enhanced Support Plan should be put in place before Week 7, as 3 weeks are required to implement it.**  **AT should** plan autonomously with mentor support where appropriate.  **AT should** continue to support and observe, reflecting on how teachers provide for, and facilitate, the Four Purposes. Use **KQ** if appropriate.  **AT to** write up and review their daily observations & evaluations in their Professional Journal and **write/upload** at least two **experiences/assets** (collecting evidence) to their PLP (following discussion with mentor), by Friday evening;  **Week 5 - AT & Mentor to** identify focus for Curriculum Design Project, plan how the project will be implemented.  **Collect evidence for Welsh Portfolio tasks**  **Week 6 PAF 2** - possible Link Tutor visit.  **Week 7** - **AT to** implement Curriculum Design Project  **Week 8 PAF 3** – possible Link Tutor Visit if not visited in Week 6.  **AT to e-mail Link Tutor to report on wellbeing on Friday afternoon.** | **Week 5 Monday 02/02/26 Call Back Day at the University Week 7 Tuesday 24/02/26 Lead School Day in Ysgol Gwynedd**  **Mentor to:**   * **discuss and support** Professional Enquiry/Action Research. * Discuss the mentor’s role in the inquiry (e.g., focussed observation); * **check** & annotate plans for teaching before delivery (every week). * **discuss** Lesson Evaluations, feedback can be given verbally for AT to complete evaluation in PJ (every week). * complete an ‘Evaluation’ every time the AT teaches. **Mentor to** check that AT is then completing the rest of the Evaluation (every week). * check that AT is completing ‘Observation notes’ in their PJ (every week).   **Week 5**   * Discuss and support Professional Enquiry/Action Research. * Finalise the mentor’s role in the enquiry (e.g. focussed observation). * **Start discussing** Curriculum Design project with AT.   **Week 6**   * Observe alongside Link Tutor, review, and complete **Pedagogy Assessment Form PAF 2** and set targets.   **Weeks 7 & 8**   * **AT to** implement Curriculum Design Project. * **Week 8** Observe, review and complete **Pedagogy Assessment Form (PAF3) and set targets.** * Focus on **Cymraeg Bob Dydd** – monitor Welsh Portfolio and set targets for completion. * Assign additional teaching for Stage 8. |

# **Weeks 9 – 10 Autonomous teaching and reflection**

ATs plan and teach full lessons as agreed with the mentor and take responsibility for approximately **14-16 hours** of lessons/ delivery.

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.

***Please note - ATs should receive 0.5 PPA time + 0.5 Action Research/Curriculum Design time.***

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| By the end of **Week 9**, ATs should have:   * planned autonomously and taught a minimum of 14 hours * planned and delivered lessons in AoLEs not yet taught. * taught for whole days (minimum of 50% of timetable). * continued to take responsibility for key structures | By the end of **Week 10**, ATs should have:   * planned autonomously and taught a minimum of 14 hours * taught for whole days (minimum of 50% of timetable). * received a copy of their SER, discussed its contents with their mentor and uploaded it to their PLP (creating an experience). * discussed targets set in SER for completion of Career Entry Profile. |

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| Monday – Friday | Mentoring |
| **Every Wednesday pm 2 – 3 o’clock  Welsh session online**  **AT to plan and deliver** learning experiences across any AoLE **not yet taught**. CCR’s to be embedded.  **AT** **should** teach a minimum of **12 hours** whole class as soon as possible.  **AT to** plan autonomously, sharing plans **48 hours** in advance with mentor.  **AT continues** to take **responsibility** for key structures within the daily routine in and out of the classroom setting. (Register, quiet reading, active workout, transitioning to other areas etc).  **AT to** write up and review their daily observations & evaluations in their Professional Journal and write at least two **experiences/assets** and collect relevant evidence for their PLP (following discussion with mentor), by Friday evening;  **AT to e-mail Link Tutor to report on wellbeing on Friday afternoon.** | **Mentor to:**   * **check** & annotate plans for teaching before delivery (every week). * **discuss** Lesson Evaluations, feedback can be given verbally for AT to complete evaluation in PJ (every week). * complete an ‘Evaluation’ every time the AT teaches. **Mentor to** check that AT is then completing the rest of the Evaluation (every week). * check that AT is completing ‘Observation notes’ in their Professional Journal (every week).   **Week 9: Link Tutor**   * **review of PLP**: check **PAF 1, 2 & 3** are uploaded and ensure AT is uploading appropriate and relevant evidence to the PLP.   **Week 9: Mentor to:**   * communicate with Link Tutor to discuss progress and attainment in preparation for completing School Experience Report.   **Week 10: Mentor to:**   * **Complete SER** in collaboration with Link Tutor and AT. Share with Link Tutor by Wednesday March 18th. Once signed by LT, mentor to share and discuss the SER with the AT on Thursday/Friday. * Discuss targets in preparation for Career Entry Profile. |

# 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 |

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|  |  | **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 |