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Module Handbook

XTE-3210/3310

PGCE Primary/Primary with ALN

2025-26 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/XTE4211/4311 and XTC/XTE4213/4313 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.

**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-4211/4311, and XTE 4213/4313 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 teacher
* 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>

# How the Associate Teacher (AT) Learns

|  |  |
| --- | --- |
| **Professional Autonomy** |  |
| **Dialogue** | **Collaboration** |
| Learning conversations  Peer coaching  Peer learning  Dialogic approach  Evaluation | Co-operation  Co-construction  Co-planning  Co-teaching  Team teaching |
| **Critical Reflection** |  |
| **Observation** | **Enquiry** |
| Focused Observation  Response to feedback  Assessment of learning  Critical observation  Evaluation  Learning rounds | Subject pedagogy  Evidence-based research  Innovation  Problem solving  Professional Enquiry |

# Reflective Practice

In addition to the initial induction to effective teaching this module will focus on two essential 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

# Brookfield’s Lenses

And secondly, 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)

# AT progress

During the course, ATs will develop as they progress within the professional Standards for Teaching and Leadership (PSTL).

To track their progress, we have identified three stages of development:

* Beginning Teaching
* Developing Teacher Identity
* Becoming Autonomous

Details of how ATs progress through these three stages within the PSTL with appropriate mentoring strategies can be seen on [pages 24 – 28](#_AT_Stages_of)

# Enhanced Support

Should an AT’s progress be a cause for concern then the mentor should contact the University 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 |

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, year team or mentor may rearrange the activities to fit with their needs.

# Week 1

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 this week**  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 on the observation of learning and teaching

# Week 2

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 this week**  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 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 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 ATs reflect in groups/pairs on their observation of learning. This may be completed online.

# Week 3

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**  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?   Take 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

**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. | **AoLE day**  See handbook and Blackboard for details  **Mentor meeting and responsibilities this week**  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 in Week 5; 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 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 Observation, support 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 lesson 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 this week**  Ensure the AT observes a mentor’s lesson. Discuss the learner outcomes with the AT.  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 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. | **Network School Day**  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. | **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.**

**Arrange PAF 2 for Week 7.**

Continue to support and observe focussing on learner development within the phase (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

**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.

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

# Weeks 7 – 8 Observation, support, 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.

|  |  |
| --- | --- |
| **AT activities** | **Mentoring** |
| **Week 7:** Lead School Day  **Week 8:** Network School Day  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 | **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  **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 – 12 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.

**Refer to the year plan for Lead school and University Wednesdays**

|  |  |
| --- | --- |
| **AT activities** | **Mentor meetings** |
| **Week 9** Lead School Day  **Week 10** Network School Day  **Week 11** Lead School Day  **Week 12** AOLE Day  If the AT is unable to teach 12 hours, an **Enhanced Support Plan** should be implemented, contact the tutor for support.  Plan with mentor support.  Continue to support and observe, reflecting on how teachers provide for, and facilitate, progress within the phase (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**  At any point, contact tutor to discuss/commence **enhanced support plan** if there are concerns regarding the AT’s progress.  Arrange a placement for AT in a preschool and secondary school for week 13. **Complete formal observation - Pedagogy Assessment Form (PAF 3)**  **Week 10**  Focus on **Cymraeg Pob Dydd** – monitor portfolio and set targets for its completion.  Continue to review targets and encourage uploads to the PLP  **Week 11 (after Christmas holiday)**  **Complete formal observation - Pedagogy Assessment Form (PAF 4)** Continue to develop learning conversation putting emphasis on the AT to lead, agree targets.  **Week 12**  Complete School Experience Report – send to the tutor to review and agree before sharing with AT. |

# Week 13 Observations in a Pre-School and 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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Monday (pre-school)** | **Tuesday (pre-school)** | **Wednesday** | **Thursday (Secondary School)** | **Friday (Secondary School)** |
| **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 head teacher / leader to 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 adults support behaviour and expectations? | Observe a small focus group of children.    **Design** questions to ask the teacher/teaching assistant/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 | **Lead School Day**  See Blackboard for details. | **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 Placement 2

**For those on the ALN course whose second placement is in a Special School, see pages 22 -25**

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

# Week 1 – 3 Observation, support, planning and team-teaching

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| --- | --- |
| AT Activities | **Mentor meetings** |
| **Week 1** (Wednesday: Lead School)  **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.  **Week 2 (Wednesday: Call Back Day / University Learning)**  **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.  **Week 3 (Wednesday: Lead School)**  **Observation**, focus on AOLE pedagogy with an aim to identify and complete the proposal for the Professional 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)  **Arrange and teach lesson for PAF 5.** | **Week 1**  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 (last 9 weeks of placement)  **Week 2**  Initial discussion of **Professional 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.  **Week 3**  Observe, review and complete **Pedagogy Assessment Form** (PAF 5) and set targets.  Contact tutor to commence the **enhanced support plan** if there are concerns regarding the AT’s progress. |

Weeks 4 - 16   
**ATs should increase their teaching time gradually to 15 hours 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.

|  |  |
| --- | --- |
| **AT activities** | Mentoring Examples |
| Plan and deliver lessons which include the Cross Curricular Responsibilities (Literacy/ Numeracy / Digital competency).  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 Professional 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. | Contact the tutor to commence the **enhanced support plan** if there are concerns regarding the AT’s progress at any point during the school experience.  **Week 4** Support **Professional Enquiry**  **Week 5**  Review PLP standards. Support **Professional Enquiry**  **Week 6**  Observe, review and complete **Pedagogy Assessment Form** (PAF 6) and set targets.  Support **Professional Enquiry**  **Week 7**  Review of PSTL – focus on **Pedagogy ; refining teaching / advancing learning / influencing learners**  **Week 8**  Review of Cymraeg Pob Dydd.  Review of PSTL – focus on **Collaboration and Innovation**  **Week 9**  Observe, review and complete **Pedagogy Assessment Form** (PAF 7) and set targets.  **Week 10 – 11**  Review of PSTL – focus on **Leadership and Professional Learning** **Week 12**  Observe, review and complete **Pedagogy Assessment Form** (PAF 8) and set targets.  **Week 13** Review of PSTL – focus on any **gaps in the standards.**  **Week 14** Complete and discuss **School Experience Report** (SER) and support completion of the PSTL workbook  **Week 15 –16**  ATs to complete PLP and CEP.  Mentors to target standards which need strengthening  Tutors to sign off CEP.  **Week 16** Course Director to complete CEP process |

## Weeks 4 - 16

## Wednesday Locations: University Call Back Days, Lead School Days and Network School experience

Week 4 Call Back Day / University Learning

Week 5 Lead School

Week 6 Network School

Week 7 Lead School

Week 8 Network School

Week 9 Network School

Week 10 Network School

Week 11 Lead School

Week 12 Network School

Week 13 Lead School

Week 14 Network School

Week 15 Network School

Week 16 Wednesday – Friday will be at the University

# **Placement 2: ALN**

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

ATs will need to revisit earlier stages of development initially whilst becoming familiar with a Special School cohort, environment and expectations of the school.

**Refer to the year plan for Lead school and University Wednesdays**

# Week 1 – 3

|  |  |
| --- | --- |
| AT Activities | **Mentor meetings** |
| **Week 1** (Wednesday: Lead School)  **First** day in 2nd Network School  Welcome by the Headteacher and essential safeguarding (enhanced safeguarding for vulnerable pupils), H&S.  School tour with a focus on school as a community and community links.  Induction to school ethos and routines / timetables / length of learning sessions.  Introduction to the class and mentor.  Introduction to Teaching Assistants (TAs) and other professional support workers (behaviour support, SaLT, physio, school nurse etc.) working regularly with your class. Practical considerations e.g. what’s suitable to wear / not to wear, time to arrive / leave, parking, lunchtime arrangements.  **Week 2** (Wednesday: Call Back Day / University Learning)  Observation, looking at learners’ interactions and behaviours and how your mentor and other professionals respond to learners’ interactions and behaviours.  Observe how your mentor communicates with TAs and leads the team.  Observe the learners’ interactions with each other, recognising friendships and learners who work well together and those who don’t.  Observe different types of communication used including AAC, sign, symbols and non-verbal communication. Find out if there are AAC resources you can use / learn more about.  Ask for and read IDPs, behaviour support plans, health / care plans, etc.  Find out how the school and families communicate with each other, including children using taxis for transport. Discuss when and how you might start communicating with families.  Focus on pedagogies used, including any sensory approaches and become familiar with resources and any schemes of work.  Become familiar with the planning for the half term /term and how your mentor plans weekly from this.  **ATs teach** two or more sessions to individual children / small groups (supporting mentor’s main lesson) and discuss outcomes based on AT’s and mentor’s assessment of learning. | **Week 1**  Review of previous placement – referencing SER1.  Discuss how previous School Experience actions can be transferable into a Special School setting.  Discuss previous School Experience and AT’s reflection on standards in the Professional Learning Passport PLP.  Consider how to support the AT moving to becoming autonomous (Stage 3) in the new context of a Special School.  Share medium term planning and explain how weekly planning is carried out.  Consider any training needs for the AT and arrange it (if possible); e.g. manual handling  **Week 2**  Initial discussion of **Professional 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.  Discuss learners’ IDPs and other support document.  Contact tutor to commence the **enhanced support plan** if there are concerns regarding the AT’s progress. |
| **AT Activities** | **Mentor meetings** |
| **Week 3** (Wednesday: Lead School)  **Observation**, focus on AOLE pedagogy with an aim to identify and complete the proposal for the Professional Enquiry assignment. If your class is following a sensory or alternative curriculum, discuss how this can be related to an AOLE with your mentor.  Observe professionals who come into class to support learners, or who take them out of class for support. Arrange to talk to them about their role. If possible, ask if you can shadow them for half a day or more.  Observe how your mentor responds when a pupil is unable to engage with a planned activity. How do they adapt? Discuss with your mentor how you can become more adaptable.  **ATs** plan and teach four or more short sessions to individuals /small groups (depending on learners).  **AT** to take the whole class for a short activity e.g. the morning welcome /Helpu Heddiw  **ATs** to plan two short activities for TAs to carry out and review them with them. This could be for working one-to-one or in a small group. Ensure TAs know in advance (at least the day before) what they are teaching and why and have resources ready for them.  **Arrange with the mentor and teach the observed lesson (PAF 5)** | **Week 3**  Initial discussion of **Professional 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.  Discuss learners’ IDPs and other support document.  Observe, review and complete **Pedagogy Assessment Form (PAF 5)** and set targets.  Contact the tutor to commence the **enhanced support plan** if there are concerns regarding the AT’s progress at any point during the school experience. |

Weeks 4 – 16  
**ATs should increase their teaching time gradually to 15 hours by the end of the school experience**.  
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.

|  |  |
| --- | --- |
| **AT activities** | Mentoring |
| Plan and deliver lessons which include the Cross Curricular Responsibilities (Literacy / Numeracy / Digital Competency), where appropriate. Work with your mentor to be creative in how you do this, especially for learners with more complex needs.  ATs should teach **15 hours**, depending on their progress and certainly by the end of the placement.  ATs need to plan and resource activities for the TAs working with learners in their class. By PAF 6 the AT should be planning (with support from the mentor) for all the TAs supporting learners.  By PAF 7 and 8, the AT should be planning and resourcing differentiated activities with/for all TAs.  **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 Professional 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. | Contact the tutor to commence the **enhanced support plan** if there are concerns regarding the AT’s progress at any point during the school experience.  **Week 4**  Support **Professional Enquiry**  **Week 5**  Review PLP standards. Support **Professional Enquiry**  **Week 6**  Observe, review and complete **Pedagogy Assessment Form** (PAF 6) and set targets.  Support **Professional Enquiry**  **Week 7**  Review of PSTL – focus on **Pedagogy ; refining teaching / advancing learning / influencing learners**  **Week 8**  Review of Cymraeg Pob Dydd.  Review of PSTL – focus on **Collaboration and Innovation**  **Week 9**  Observe, review and complete **Pedagogy Assessment Form** (PAF 7) and set targets.  **Week 10 – 11**  Review of PSTL – focus on **Leadership and Professional Learning** **Week 12**  Observe, review and complete **Pedagogy Assessment Form** (PAF 8) and set targets.  **Week 13**  Review of PSTL – focus on any **gaps in the PLP standards workbook.**  **Week 14**  Complete and discuss **School Experience Report** (SER) and support completion of the PSTL workbook  **Week 15 –16**  ATs to complete PLP and CEP.  Mentors to target standards which need strengthening  Tutors to sign off CEP.  **Week 16** Course Director to complete CEP process |

## Weeks 4 – 16

## Wednesday Locations: University Call Back Days, Lead School Days and Network School experience

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Week 16 Wednesday – Friday will be at the University

The next pages model ATs’ progression towards QTS with corresponding possible mentoring approaches.

# AT Stages of Development

|  | **BEGINNING TEACHING** | **DEVELOPING** **TEACHER** **IDENTITY** | **BECOMING AUTONOMOUS** |
| --- | --- | --- | --- |
| **The AT** | * is adjusting to school life and culture. * has values and beliefs that are beginning to shift and evolve to the reality of the profession, including their perception of being a teacher. * is developing their classroom management and planning. * is planning based on curriculum requirements and has begun to plan and teach collaboratively. * makes contributions and reflections that generally tend to be descriptive rather than analytical and interpretive. * needs guidance with goal setting and action planning. * may be more welcoming of external information when this provides a solution to a problem. * may define problems of own practice as problems on the part of learners. * needs support in understanding the significance of events and their actions. * may wish to avoid emotional experiences or be dealing with and acting upon secondary emotions (frustration, irritation, relief) that impede their learning. | * increasingly feels more integrated in the school, with staff, pupils and parents. * has beliefs and values are constantly evolving and shifting and as a result, their own individual identity as a teacher is forming and developing. * is becoming more confident in managing the teaching and learning, however, may still heavily rely on external regulation. * is planning and teaching in a way that shows more awareness of learners’ needs and how to meet these. * is being more analytical and critical in their reflections and their contributions are increasingly voluntary. * can take on more responsibility for their own action planning. * can plan whole class lessons for all learners and has begun to differentiate effectively. * may define problems of own practice as problems of their performance. | * can organise their day independently. * is fully integrated in many aspects of school life. * is developing a strong identity as a teacher and is able to evaluate beliefs and values. * is placing learners’ needs at the forefront of their teaching. * reflects on their practice and can naturally create an action plan through effective reflection. * is in control of all or most aspects of the classroom and can direct other members of staff. * is starting to realise that problems of own practice are problems of their performance and understanding. * is using secondary emotions as a stimulus to learn. |
| **Possible Mentor Strategies** | * support and encourage the AT to build professional relationships with pupils and staff. * share relevant information about the class - ALN/MAT/behaviour management policies etc. * model teaching and explain to the AT what has been taught, how it was taught and why. Discuss individual incidents during the lesson. * provide examples and, or models of lesson plans. * include the AT in planning sessions - encourage the AT to share ideas. * share a plan with the AT and deliver the lesson – ask the AT to use the plan to observe the lesson. * share own reflection and evaluations out loud, discussing individual incidents during the lesson and what the next steps/lesson would be. * support the AT to link theory with practice. For example, Vygotsky and Scaffolding. * co-plan, team-teach and guide the AT in their contributions. Review lessons together. * begin discussing standards from the PSTL and **link some of the feedback to the elements**. | * discuss progress against targets and objectives with the AT either following an observed lesson or in relation to progress since the last meeting and review (Mentor Handbook p13) * complete a guided observation (Mentor Handbook p14) * adopt both a ‘directive’ and ‘non-directive’ mentoring approach. * continually support the AT in developing confidence and support with planning. * scrutinise lesson plans and provide feedback. * introduce the AT to links with other AoLEs and the wider curriculum. * challenge the AT through questions and support with greater critical dialogue, reflection and evaluation. * use knowledge of PSTL to complete PAF forms and school experience reports in order to grade the AT. | * adopt a more ‘non-directive’ mentoring approach, using more ‘directive’ approaches when appropriate. * adopt a more collaborative approach, where the mentor operates as a ‘critical colleague’. * support AT experimenting with different teaching and learning approaches. * act as more of a facilitator and promote more independent thought, reflection and teaching from the AT. * provide opportunities for the AT to reach their potential in both the classroom and in their career. |

# Progression towards the standards

| **BEGINNING TEACHING** | **DEVELOPING TEACHER IDENTITY** | **BECOMING AUTONOMOUS** |
| --- | --- | --- |
| **Pedagogy: Refining Teaching** |  |  |
| See a lesson or task as something to be completed in isolation | Make connections between lessons and topics and signposts how tasks link together to develop skills | Understand the learning aims and content within the curriculum and the broader context of the subject; therefore, regards the curriculum as an interconnected and coherent body of skills and concepts. |
| Deliver discrete tasks and focus on task completion | Experiments with group work and discussions. | Understand that discussion is essential for effective learning. |
| Presentations can be unclear and interventions ineffective. | Presentation skills and strategies for intervention are being developed. | Utilise a wide range of strategies to present confidently and effectively and intervenes when necessary. |
| **Pedagogy: Advancing Learning** |  |  |
| The curriculum is seen as a series of discrete outcomes. | Connections are made between lessons and shared with learners. | Encourage learners to make connections, explain their learning and pre-empt and address misconceptions. |
| Tasks only target individual outcomes within one limited activity. | A range of activities are used in the lesson to help learners progress towards the outcomes. | Plan and facilitate authentic, purposeful activities which link concepts and skills and are instrumental in learners achieving outcomes. |
| **Pedagogy: Influencing Learning** |  |  |
| Regard learners as variables to be controlled and feel the need to maintain control. | Are beginning to experiment with learner autonomy and involves learners in making connections. | Give more responsibility to learners to be involved in and/or lead their own learning. |
| Time and focus are taken up managing the environment. | Gain more confidence in managing behaviour so that it is not the main focus. | Regard learners as active learners, making connections and attaining deep understanding of concepts. |
| Expectations of learners are constrained by the task. | Scaffold tasks so not to limit learners’ progress. | Have insight into the deeper understanding needed by learners, leading to higher expectations. |
| Perceive learners’ ability as ‘fixed’. | Have higher expectations of learners and begins to challenge them. | Believe all learners can succeed; all learners are challenged in their classroom. |

# Progression towards the standards

| **BEGINNING TEACHING** | **DEVELOPING TEACHER IDENTITY** | **BECOMING AUTONOMOUS** |
| --- | --- | --- |
| **Collaboration** |  |  |
| Do not focus on students’ learning when discussing and assessing their own practice with others. | Use learner progress as part of discussion of practice. | Engage with other professionals in a rigorous critique of students’ learning. |
| May see feedback as a threat and fail to adapt. | Act on feedback given and reflect on its impact. | Can progress learning when given critical feedback. |
| Receive feedback passively but may act on direct advice. | Utilise feedback effectively. | Actively seek feedback and identify ways of progressing. |
| **Innovation** |  |  |
| Accept learner outcomes without interrogating their significance. | Reflect on the outcomes and link to theory. | Understand significance of outcomes in terms of theory; learner outcomes and theory inform next steps. |
| Rely on others to identify their next steps. | Begin to identify own needs with guidance of others. | Are able to identify their own development needs based on learner outcomes. |
| Are not sufficiently aware of new theories; they tend to teach as they were taught and are reluctant to adapt. | Utilise theory in their planning | Are aware of new theories which may contradict existing beliefs; they can adopt these new theories in practice. |
| Do not collect evidence of learning systematically. | Collect evidence as suggested by others | Collect evidence of learning to support the development of their own practice. |
| Are reluctant to try new ideas; risk averse. | Are willing to experiment with new ideas and risks | Take risks when trialling changes and making sense of new theories |
| Deliver one method to all learners. | Develop a range of strategies and methodologies | Adopt multiple strategies |
| Are satisfied with their current performance; their desire to manage behaviour limits learners’ experiences. | Seek to develop effective practice beyond behaviour management | Aspire to deeper learning and higher performance; have a constant desire to improve the experience of learners. |

# Progression towards the standards

| **BEGINNING TEACHING** | **DEVELOPING TEACHER IDENTITY** | **BECOMING AUTONOMOUS** |
| --- | --- | --- |
| **Leadership** |  |  |
| Rely on teachers, tutors, and mentors to provide guidance | Show some autonomy in their own development | Take responsibility for their own development; |
| Base their approaches on their own preconceptions or copy others’ practices uncritically | Begin to adapt their approaches with support | Adapt their approaches and beliefs to the context |
| Regard the context as constraining. | Accept the context and make some adaptations | Accept, adapt to, and capitalise on the context. |
| **Professional Learning** |  |  |
| Are unable to connect theories to practice. | Are able to make some links between theory and practice | Are able to support and reflect on practice using established theories. |
| Rely on others to suggest changes and are unable to identify the effectiveness of changes critically. | Reflect on practice with some critical awareness | Are able to self-regulate their own practice; monitor and reflect on the effectiveness of changes they make to their practice to maximise student outcomes |
| Change is unsupported by theories; theory and practice are seen as separate. | Make connections between theory and practice | Develop a strong theoretical framework to support their change and development |
| Have limited understanding of theories of pedagogy. | Have some understanding of theories of pedagogy | Have a clear understanding of how teaching is linked to learning. |
| Consider teaching as their own classroom performance | Link their performance to learner outcomes and achievements | Consider the learning processes and achievements of learners in detail and examine how these are linked to their own planning and actions. |
| Rely only on direct classroom experience when developing their own practice | Introduce other factors such as learner outcomes when reflecting on practice | Make use of a range of sources such as theories, learner outcomes, advice and direct experience when making sense of their own practice |