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Module Handbook

XPC/XPE-3220

PGCE Secondary

2025-26 School Experience

# CABAN PGCE School experience XPC/XPE-3220

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

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 your own professional development and integrate into the school environment;
* Provide opportunities for you to develop understanding of the content, principles and foci of XTE4214 and XTE4212 in context.

## Module Content

The secondary school-based experience module will develop your competency in teaching and learning and will include lead school seminars that will inform how you teach and observe in school.

This will include:

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

**Assessment**

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

**Learning outcomes**

*On successful completion of this module you will have*

* Critically examined the practices, assumptions and theories underpinning the planning for and structuring of pupils’ learning and the management of their behaviour in secondary 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;
* Enrich learners’ sense of community and cultural values by applying your knowledge of the Welsh curriculum;
* 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 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.

**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 be encouraged to offer advanced critical evaluation of practice-based or close-to-practice research. The module will develop advanced knowledge of teacher scholarship and the long-term impact of involvement in research on their personal developing professionalism and what it means to be a research-informed teacher. The module will encourage advanced mastery of what it means to develop a ‘culture of enquiry’ within self-improving school systems, schools as learning organisations, and the importance of developing and participating in Professional Learning Communities. Specific research shared during network events will link closely to the content of XTE-4211 and XTE-4213 and will be used to inform assessments for the other two level 7 modules.

**The Professional Journal**

Throughout the module you will have many opportunities to observe, practise and reflect. You will keep research notes in a professional journal which is structured to support your progress as a new AT.

**Legal Requirements**

As this module is situated in a professional workplace you must:

* Obtain a copy of school’s Child Protection, Anti-Bullying, Discipline and Restraint Policy (this may be an electronic or hard copy).
* Ensure you complete the child safeguarding page for both the lead school and the network school in your professional journal.
* Complete the EWC’s code of professional conduct online before the placement starts.

# 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 practitioner research skills: observation and reflection. You can use three 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 18 – 21](#_AT_Stages_of)

# Enhanced Support

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

**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, department and mentor may well want to rearrange the activities to fit with their needs.

# Week 1

# NB On this page and 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 own priorities.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Monday | Tuesday | Wednesday | Thursday | Friday |
| Welcome by the **Headteacher** followed by essential safeguarding and Health and safety presented by the **Principal Mentor (PM)**    **Observation 1**  School tour with a focus on school as a **community**  Access to ICT etc.  **Observation 2**  Whole class observation in the department. ATs focus on pupil groupings, the classroom environment and teacher-pupil interactions. | **Focus on school policies and behaviour.**  **Observation 3**  Following a briefing by the Principal Mentor (PM) ATs shadow a pupil for all lessons. In turn they focus on positive teacher-pupil interactions and visible evidence of the four purposes in action | **Lead School Day**  See handbook and Blackboard for details.  **Mentor responsibilities**  Introduction to the department  Practical considerations (where things are kept etc.)  Ways of working  Addressing Health and Safety issues as needed  Arranging observations | **Observation 4**  ATs observe classes in their department with a focus on pedagogy, structure of lessons, lesson content, and evidence of the four purposes.  **Activity 1**  ATs get to know schemes of work and department materials, both online and within the department | **Observation 5**  ATs observe classes in mathematics and/or English  with a focus on the development of language and numeracy.  They note aspects which may be relevant to their own subject.  ATs **reflect** in groups/pairs on observations. Focus on what they have learnt, first impressions of the curriculum, pedagogy and teacher-pupil interactions. They identify differences and similarities between subjects. They identify positive teacher behaviours to adopt. |

**Legal Requirements**

ATs obtain a copy of school’s Child Protection, Anti-Bullying, Discipline and Restraint Policy (this may be an electronic or hard copy).  
Ensure ATs complete the child safeguarding page for both the lead school and the network school in the professional journal.  
ATs complete the EWC’s code of professional conduct online before the placement starts.

# Week 2

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Morning**  ATs **observe** lessons in KS3.  Focus on starters/beginnings; transitions; managing the learning and managing learners; engagement; AfL  ATs identify possible instances of the Four purposes of learning.  **Supporting learning**: ATs take the role of the TA as directed by the mentor/teacher.  Whilst supporting pupils, ATs 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?)  **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** | **Morning**  ATs **observe l**essons in KS3.  Focus on lesson endings, especially AfL. Continue with transitions; managing the learning and managing learners; engagement;  ATs continue to identify possible instances of the four purposes of learning.  **Supporting learning**: ATs take the role of the TA as directed by the mentor/teacher.  Whilst supporting pupils, ATs 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?) | **Lead School Day**  See handbook and Blackboard for details.  **Mentor meeting and responsibilities** Discuss Team Teaching lessons beforehand. Discuss Team Teaching lessons beforehand. Plan observations (likely to be of the classes ATs are going to teach). Brief AT on starters to be taught in the following week.  **Choose one learner with ALN to will be supported or observed for one hour per week by the AT for the whole term. The AT will use their notes as a basis for a case Study assignment.**  Contact the tutor to commence an **enhanced support plan** if there are concerns regarding the AT’s progress. | **Morning**  **Team teaching**  Lesson planned and delivered by the **mentor/teacher**; AT given key supporting role such as taking a group of learners; adopting the role of a TA with individuals; presenting a starter.  ATs **observe** a different class (in a different phase if possible)  Focus on lesson beginnings and endings, especially AfL. Continue with transitions; managing the learning and managing learners; evaluate engagement.  **Reflect**: ATs reflect in groups/pairs on their observation of learning.  They make links with the learning theories | **Morning**  **Team teaching**  Subject lesson planned by the **mentor/teacher**; AT given key supporting role such as taking a group of learners; adopting the role of a TA with individuals; presenting a starter.  **Extended Reflection (in pairs/groups)**  ATs share experiences and answer the following questions:  What was learnt by pupils? How did the mentors/teachers assess the learning?  Were the activities effective?  Were there any off-task behaviours which needed to be addressed? What were they?  How was poor behaviour prevented? |

# Week 3

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Team teaching 1**  KS3 lesson planned and delivered by the **mentor/teacher**; AT given greater responsibility to teach parts of the lessons for some classes.  **Observation 1: ATs** focus on behaviour following on from session in Lead School.  **Immediate reflection**: ATs reflect in groups/pairs on their observation of learning. They take notes, remembering what was said and done. They analyse learning.  AT starts **planning** the starter tasks.  **Case Study:** Continue to observe the learner with ALN for the PPC assignment | **Team teaching 2**  KS3 lesson planned and delivered by the **mentor/teacher**; AT given greater responsibility to teach parts of the lessons.  **Observation 2: ATs** focus on behaviour following on from session PPC 4.5 (session in Lead School).  **Immediate reflection**: ATs reflect in groups/pairs on their observation of learning. They take notes, remembering what was said and done. They analyse learning.  **Mentor checks starter planning**  AT completes **planning** the starter tasks. | **HEI Day**  See handbook and Blackboard for details.  **Mentor meeting and responsibilities**  Ensure ATs have understood starter activities.  Check plans for starters.  Arrange observations for Cymraeg Pob Dydd.  Ensure AT is observing the classes to be taught by them.  Share draft timetable with tutor  Brief AT regarding Team Teaching for next week.  Brief the AT on the classes to be taught, highlighting which lessons are their full responsibility.  Contact tutor to commence **enhanced support plan** if there are concerns regarding the AT’s progress. | **Starter teaching 1**  Teach the starter activity with the class identified on Monday.  **Immediate reflection.** ATs note key responses from the starter activity and evaluate their significance.  **Observation 3: ATs** focus on *Cymraeg Pob Dydd;* they complete the follow-on activity from the seminar.  **Immediate reflection**: ATs reflect in groups/pairs on their observation of learning and their own starter activity. They take notes, remembering what was said and done. They analyse learning.  **Observation 4**: ATs focus on AfL in KS4, looking at: questioning; strategies pupils’ responses; teachers’ responses.  Identifying progression from KS3-4. | **Starter teaching 2**  Teach the starter activity with the class identified on Monday.  **Immediate reflection.** ATs note key responses from the starter activity and evaluate their significance.  **Observation 5:** ATs focus on *Cymraeg Pob Dydd;* they complete the follow-on activity from the seminar.  **Planning**  ATs identify the areas of the curriculum to be taught. They draw up initial drafts of mid-term plans for the term**.**  ATs **reflect** in groups/pairs on their observation of learning and their own starter activities. They take notes, remembering what was said and done. They analyse learning. |

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

# Week 4

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 department and the mentor’s timetable.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Starter 1**  Teach the planned activity with identified class.  **Reflect**  Entries in journal should link observed outcomes, activities and outcomes with possible plans e.g. “How would I have planned for this?”  Use Ebbutt’s Questions to analyse the classroom.  ATs **observe** a mentor’s lesson.  Discuss the lesson with the **mentor.**  ATs **plan** the mentor’s lesson in retrospect using the CABAN pro-forma and note key aspects necessary for the lesson.  Plan starters and full lessons for classes identified in previous week  **Case Study:** Continue to observe the learner with ALN for the PPC assignment | ATs **team teach** a lesson with mentor. The mentor takes the main responsibility, but the AT teaches sections (e.g. main activity presentation, plenary, supporting learners etc)  ATs **plan** their own lessons as well as the support role of their peer. They also plan their support role in their peer’s lesson.  **Observe:** ATs continue to focus on differentiation. They also identify different approaches to different content.  **Reflect 2**  Second entry should analyse different observed pedagogies. | **Lead school day**  See handbook and Blackboard for details.  Mentoring and responsibilities meeting    Ensure that the AM observes a mentor's lesson. Discuss the learners' outcomes with the AM.    Ensure that the AC has planned for team teaching and trigger activities.    Organizing observations for Cymraeg Pob Dydd.    Give guidance to the AM and support them in planning next week's lessons, noting which lessons are their full responsibility.    **Complete formal observation, complete a Pedagogy Assessment Form (FfAA 1), review progress and set targets with the AM**    Check the AM Professional Journal    Contact a contact tutor to start an additional support plan if there are concerns about the progress of the AC. | **Observe**  Focus on differentiation.  Identify different approaches to different content.  **Observe**  Focus on *Cymraeg Pob Dydd;* follow on activity from seminar.  **Reflect**  Identify key aspects of planning, using the plan based on observing the mentor/teacher | **Observation** ATs Observe and support a pupil who has ALN either within the subject or in a different department. They follow up on the session presented in the Lead School  **Reflect and plan**  Reflect on key aspects of planning and implementing own plans. |

|  |
| --- |
| **Mentor meeting and responsibilities**  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.  Arrange formal observation and identify focus for the first **Pedagogy Assessment Form (PAF 1)**  Check AT’s Professional Journal.  Contact the tutor to commence an **enhanced support plan** if there are concerns regarding the AT’s progress. |

# Week 5

ATs plan and teach full lessons as agreed with the mentor and **take responsibility for 5 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.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Team Teaching with Peer**  Lesson planned and delivered by one AT with a second AT in a support role.  **Reflect**  Entries in journal should identify learning in the lesson as well as comparing actual events to the intended learning outcomes. Supporting AT contributes a second opinion and relevant observations.  **Case Study:** Continue to observe the learner with ALN for the PPC assignment | **Team Teaching with Peer**  Lesson planned and delivered by the second AT with the first AT in a support role.  **Reflect**  Entries in journal should identify learning in the lesson as well as comparing actual events to the intended learning outcomes. Supporting AT contributes a second opinion and relevant observations. | **Lead school day**  See handbook and Blackboard for details.  **Mentoring and responsibilities meeting**    **Ensure that the AM team teach two lessons with their peers from another subject**    **Checking the AM's planning work (making notes on plans)**    **Organizing observations for the teaching of the Welsh language.**    **Continue to give guidance for planning**    **Check the AM Professional Journal.**    **Contact a contact tutor to start an additional support plan if there are concerns about the progress of the AC.** | **Teach planned lessons**  **Reflect**  Entries in journal should identify learning in the lesson as well as comparing actual events to the intended learning outcomes. | **Teach planned lessons.**  **Extended Reflection (Afternoon)**  ATs prepare **reflective** presentation (in pairs or threes) for HEI review (next Thursday) using Ebbutt’s questions or Brookfield’s Lenses as instructed in the Professional Journal. |

**Overall**ATs plan and deliver lessons (5 hours) in consultation with the **mentor.**Continue to support and observe, looking at the four purposes (8 hours)Continue to reflect in pairs at the end of the day.  
**Case Study:** Continue to observe the learner with ALN for the PPC assignmentFirst formal observation using **Pedagogy Assessment Form (PAF 1)**

**Mentor meeting and responsibilities**

Ensure the AT team teaches two lessons with their peer from another subject.

Check AT’s planning (annotate plans)

Arrange observations for Cymraeg Pob Dydd.

Continue briefing for planning.

Complete formal observation, complete **Pedagogy Assessment Form (PAF 1),** review progress and set targets with the AT.

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

# Weeks 6 – 9

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 department and the mentor’s timetable. The timetable below is an example.

**Wednesdays in the Lead School and the University as shown in the Year Plan**

|  |  |
| --- | --- |
| **AT Activities** | **Mentoring** |
| Plan and deliver lessons which include the CCRs.  ATs should teach **8 hours**. If this is not possible, an **Enhanced Support Plan** should be implemented.  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.  **Complete follow-on tasks from Welsh seminars**  Continue to reflect in pairs **once a week.**  **Case Study**: Continue to observe the learner with ALN for the PPC assignment  **Complete Digital Learning Evidence** | **Week 6**  Review progress.  Review progress and set targets with the AT.  **Week 7**  Complete formal observation, complete **Pedagogy Assessment Form (PAF 2)**  **Week 8-9**  Complete formal observation, complete **Pedagogy Assessment Form (PAF 3)**  **For all weeks:** Contact the tutor to commence an **enhanced support plan** if there are concerns regarding the AT’s progress. |

# Weeks 10 - 12

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

**Wednesdays in the Lead School and the University as shown in the Year Plan**

|  |  |
| --- | --- |
| **AT Activities** | **Mentoring** |
| Plan and deliver lessons which include the CCRs  If the AT is unable to **teach 10 hours by the end of the placement**, an **Enhanced Support Plan** should be implemented.  Plan autonomously with mentor support where appropriate  Continue to support and observe, reflecting on how teachers plan the curriculum.  **Complete follow-on tasks from Welsh seminars (*Cymraeg Pob Dydd* and *Cwricwlwm Cymreig*) and ensure the portfolio is up to date.**  Increased upload of evidence to PLP. | **Week 10**  **For all weeks:** Contact the tutor to commence an **enhanced support plan** if there are concerns regarding the AT’s progress.  **Week 11**  Observe, review and complete **Pedagogy Assessment Form (PAF 4)** and set targets.  **Week 12**  Complete and discuss **School Experience Report (SER)** |

# Transition: observation in primary school

The visit to the Primary school should be in a feeder Primary to the 2nd Network School and should be arranged by the AT

**Wednesdays in the Lead School and the University as shown in the Year Plan**

|  |
| --- |
| **AT Activities** |
| **Observe and support in years 5 and 6**  Focus on the Welsh Curriculum and curriculum continuity between AoLEs and from year 5/6 to year 7  Focus on Cymraeg Pob Dydd, CCRs, ways of learning, differentiation, pedagogy.  **Reflect**  ATs prepare a brief presentation to share with colleagues in the lead schools.  **Consider:**   * Curriculum continuity across the primary-secondary transition * CCRs * Ways of learning * Pedagogy in the primary * Learning in your subject/AoLE * Challenge and expectations |

# Placement 2

# Week 1

|  |  |
| --- | --- |
| AT activities | **Mentor meeting** |
| **First day in 2nd Network School**  **Welcome** by the Headteacher and essential safeguarding; H&S (Principal Mentor)  School tour.   Practical considerations.  Subject department introduction  Observations focussing on Cymraeg and CCRs (Principal Mentor to identify classes)  Become familiar with resources and schemes of work. | Review of previous placement.  Ensure access to PLP.  Discuss previous School Experience Report (SER) and AT’s reflection on the Professional Standards for Teaching and Leadership (PSTL)  Assign classes for placement |

# Weeks 2 – 15

**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.

**Wednesdays in the Lead School and the University as shown in the Year Plan**

|  |  |
| --- | --- |
| **AT Activities** | **Mentoring** |
| Plan and deliver lessons which include the CCRs.  ATs should teach **15 hours**, depending on their progress and certainly by the end of the placement. The additional teaching may be team teaching, teaching in the 6th form, bespoke support for small groups in GCSE revision classes etc. These additional teaching responsibilities will replace the observations.  **Focus**: refining differentiation and AfL - planning should be informed by continual assessment and build on prior learning.  Some ATs may plan autonomously using the **Autonomous Planning sheet** with very little or no mentor support.  Continue to upload, update and review evidence to PLP.  **Complete Welsh Portfolio Part 3**  **Complete Professional Enquiry**  **Complete Career Entry Profile**  The final week may include a return to more observation and reflection. | **For all weeks:** Contact the tutor to commence an **enhanced support plan** if there are concerns regarding the AT’s progress.  **Week 2**  Discuss and support Professional Enquiry and complete the **ethics form**  Set targets and prepare for first formal observation.  **Week 3**  Support Professional Enquiry  Observe, review and complete **Pedagogy Assessment Form (PAF 5)** and set targets.  **Week 4**  Support Professional Enquiry  **Week 5**  Support Professional Enquiry Set targets and prepare for second formal observation.  **Week 6** Observe, review and complete **Pedagogy Assessment Form (PAF 6)** and set targets.  Support Professional Enquiry **Assign additional teaching and support as appropriate**  **Week 7** Support Professional Enquiry Review of PSTL – focus on **Innovation** and **Collaboration**  **Week 8**  Review of Cymraeg Pob Dydd.  **Week 9- 12**  Observe, review and complete **Pedagogy Assessment Form (PAF 7)** and set targets.  Observe, review and complete **Pedagogy Assessment Form (PAF 8)** and set targets  **Weeks 13-15**  Complete and discuss School Experience Report (SER) and support completion of the PSTL workbook  Support the Career Entry Profile and completion of the PSTL workbook |

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 avoid 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 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 arising are problems of their own 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, 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 when 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 |