

CaBan

Module Handbook
XCC/XCE-1210
BA Year 1
School Experience

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.

Overview

This module will enable you to complete the first four of eight stages of development as an Associate Teacher. **These stages will take place in the foundation phase** and you will then attend a pre-school setting in May. You will be placed in pairs in network schools whilst larger schools may wish to accommodate more than one pair of ATs.

Each stage of the school experience will consist of ten days, the first of which is spent in the lead school and the last of which is at the HEI. This will enable you to gather together to reflect on learning in a range of different schools and compare their experiences.

The first day (in the lead school) will always be closely linked to lectures and workshops previously attended in the HEI (these links will be explicit in the final module document) as well as the previous school experience stage. In addition, Network Lead Mentors will model behaviours and share expectations for the network school days. This will ensure you consider your school placements as a continuous experience rather than discrete building blocks

Overall aims and purpose

The module will start developing your professional skills through the preparation and integration of skills and pedagogy via progressive phases of teaching experiences. The structure of the module is informed by the Criteria for the Accreditation of Initial Teacher Education Programmes in Wales (Teaching Tomorrow's Teachers) and the Professional Standards for Teaching and Leadership for Wales. Through the effective partnership between school and HEI, the module will:

- support you in developing a range of skills (including your knowledge of the Welsh language to promote 'Cymraeg Pob Dydd') and reflective practice to satisfy the requirements of the PSTL towards becoming a qualified teacher and contribute to the learning community.
- ensure you are aware of how the application of knowledge and reflective practice provides enriched learning experiences for learners
- support you in identifying a wide range of techniques to become critically reflective about your own professional development and integrating into the school environment.

Module Content

You will spend 40 days in a school and nursery setting to start learning how to become practitioners through experiences gained in lead and network schools This will involve:

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

Seminars and activities during Lead School and HEI days will link closely to the content of XCE1211. XCE 1212, XCB1213, XCE1214, XCE1215

Assessment

During the module you will continually reflect on your progress with your colleagues and mentor and upload relevant evidence to the Personal 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

You will

- Begin to record and implement suitable action-based research strategies
- Explain clearly the importance of a purposeful and positive learning environment which supports the needs of all learners.
- Be able to evaluate your own professional practice and begin to show the ability to collaborate and establish professional relationships with mentors/tutors as a basis for autonomous development
- Describe a range of techniques to reflect and refine your practice as a classroom practitioner and your role within the learning community
- Evaluate suitable opportunities for learners to develop key skills across the curriculum.
- Demonstrate that you make satisfactory personal progress against the new Professional Standards for Teaching and Leadership
- Identify a range of planning skills to establish a well organised learning environment which promotes the purposes of the wider curriculum/cross-curricular themes and subject based study.

Cymraeg Pob Dydd and Curriculum Cymreig

During the school experience, two school-based seminars and related activities will enable you to identify and present a range of basic informal situations to promote the use of *Cymraeg Pob Dydd* across the curriculum. You will also begin to include the main five aspects of the Curriculum Cymreig within subjects and AoLEs in your lessons

Research informed delivery and research-based teaching

Evidence-based and research-informed learning underpins the content and the delivery of this module and will be presented in a way that communicates how theory and practice are blended. In this module we will present, introduce and describe clearly the strengths and weaknesses of evidence in the latest theory and evidence-based practice that underpins the pedagogy and classroom practices covered. The content and delivery of the module will introduce you to the importance of developing your capacity to be consumers and producers of research and developing your knowledge of the spectrum of research that informs teaching practice as well as observation as a data collection method

Observation and reflection

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

- *What did the pupils 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).

A second analytical instrument used to analyse the complex context of classroom practice will be the Instructional Core (City, E.A., Elmore, R.F., Fiarman, S.E. and Teitel, L., 2009. *Instructional rounds in education*. Cambridge, MA: Harvard Education Press.

http://www.macombfsi.net/uploads/1/5/4/4/1544586/instructional_rounds_-_principles.pdf)

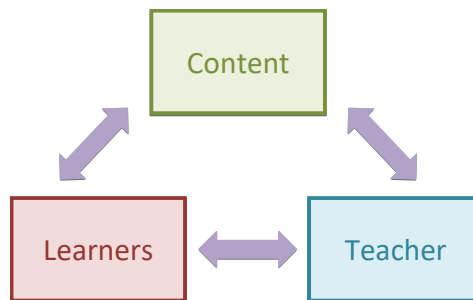


Fig. 2 The Instructional Core (after City et al, 2009 p23)

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 AT.

Lesson Study

In Stage 3, the mentor will plan and teach a lesson and share with you the rationales for the planning. You will then observe the lesson and finally both of you will review the lesson together.

These are the first three stages of a Lesson Study (Cajkler et al., 2013), a research methodology which you will use again in your second and third year School Experience modules.

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

Professional Responsibilities

- During the eight weeks in school, you should complete the following activities.
- Listen to learners reading and support them where appropriate and directed by the mentor
- Accompany a teacher on yard duty one day a week.
- Assist with class' administrative duties under the guidance of the mentor
- Prepare a display of children's work

Legal Requirements

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

Caban's four stages of AT development

Each stage has a similar pattern:

Stage 1

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

Linked Assessment: Core Studies Essay – linking observations and evaluations to research and theories on pedagogy and learning.

Stage 2

Focus: Further consolidate and build on awareness of planning for learning in different contexts (holistic development) and managing behaviour and learning. Begin to understand assessment and its impact on pupils' learning.

Developing practice: Micro teaching/team teaching/guided mentor phased teaching (up to 30%)

Linked Assessment: Professional and Pedagogic Studies Part A a reflective journal.

Stage 3

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

Developing practice: progress from microteaching/team teaching as appropriate to more autonomy and fuller lessons (up to 30%).

Linked Assessment: Prepare for PP assessment Part C – Planning and Evaluation portfolio

Stage 4

Focus: Further consolidate and build on planning for learning in different contexts (holistic development)/

Developing practice: Autonomy and fuller lessons (30%). Lesson plans to focus on aspects within Subject Studies 1.1 Further development of Literacy and Numeracy

Linked Assessment: Implement Assignment S1.3 Part B: Humanities activity linked to the DCF

Linked Assessment: Prepare for PP assessment Part C: Planning and Evaluation portfolio

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

Location

Lead school
Network school
HEI

Abbreviations

NLM – Network Lead Mentor

PM – Principle Mentor

SM – School Mentor

PAF – Pedagogy Assessment Form

SER – School Experience Report

AoLE – Area of Learning and Experience

Stage 1 Week 1

Stage 1 will be preceded by a research methods seminar outlining the following: how to observe; how to listen; what to look for; working ethically; the nature of classroom-based evidence; keeping a journal. **Unless stated otherwise, all observations and teaching opportunities will take place in the foundation phase.**

<p>Welcome and essential safeguarding (NLM):</p> <p>Seminar (NLM): Reflect on key HEI content and present overview of the first stage with a focus on ways of observing and the four purposes of learning. Exemplify the four purposes. Discuss how to observe (building on research seminar)</p> <p>Activity: Observe for 2-3 hours across 4-11 age range making notes in the Professional Journal</p> <p>Reflect: Return for plenary facilitated by the NLM. The NLM models effective reflection and reminds ATs of the use of the Journal.</p>	<p>Welcome by the Headteacher and essential safeguarding (PM)</p> <p>Morning lessons Observe whole class (following the model exemplified in the lead school) with a focus on oracy/talk (teacher talk, pupil talk and teacher-pupil interactions). Identify possible instances of the four purposes of learning.</p>	<p>Remain in base class</p> <p>Morning lessons 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.</p>	<p>Remain in base class</p> <p>Morning lessons 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.</p>	<p>Remain in base class</p> <p>Morning lessons Observe small group with a focus on wider literacy skills (reading and writing) and record what the learners are doing (actions, interactions, activities, engagement). Continue to identify possible instances of the four purposes of learning.</p>
	<p>Afternoon Support learning, taking the role of the TA as directed by the mentor. Capture pupils' work using camera where relevant to literacy</p> <p>Reflect: At the end of each day Trainees reflect in groups/pairs on their observation of learning</p>	<p>Afternoon Support learning, taking the role of the TA as directed by the mentor. Capture pupils' work using camera where relevant to literacy</p> <p>Reflect: At the end of each day Trainees reflect in groups/pairs on their observation of learning</p>	<p>Afternoon Support learning, taking the role of the TA as directed by the mentor. Capture pupils' work using camera where relevant to literacy</p> <p>Reflect: At the end of each day Trainees reflect in groups/pairs on their observation of learning</p>	<p>Afternoon</p> <p>Mentor led session: Extended period of reflection. Review of the whole week – from whole class talk to small group activities</p> <ul style="list-style-type: none"> • 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? <p>ATs post their weekly reflections (200 words) to the SE online forum and comment on two other posts.</p>

Stage 1 Week 2

<p>Remain in base class Morning lessons Observe whole class with a focus on oracy/talk AND numeracy. How do pupils learn mathematics? How do they talk about it? Link to theoretical models of learning mathematics. Identify possible instances of the four purposes of learning.</p>	<p>Remain in base class Morning lessons Observe one pupil (identified from baseline test) with a focus on oracy/talk AND numeracy. How does the observed behaviour, talk and learning compare to their baseline test? Identify possible instances of the four purposes of learning.</p>	<p>Remain in base class Morning lessons Observe a small group with a focus on oracy/talk AND numeracy. How does the observed behaviour, talk and learning compare to their baseline tests? Identify possible instances of the four purposes of learning.</p>	<p>Remain in base class Morning lessons Observe a small group. How does the observed behaviour, talk and learning compare to their baseline test? Identify possible instances of the four purposes of learning.</p>	<p>HEI</p> <p>Reflective Workshop ATs present their observations and an anonymised baseline pupil profile.</p> <p>Following discussions identify common themes and significant differences between schools.</p> <p>Seminar Tutor presents theories of teaching and learning linked to ATs' observations (feed forward to Core Studies essay)</p> <p>They exemplify evidence which may be used to inform the literacy and numeracy assignment.</p> <p>ATs identify evidence to analyse in the assignment (literacy and numeracy)</p>
<p>Afternoon Mentor led session introducing Baseline Pupil Profiles. <i>How they are created and how the school makes use of them. With the guidance of the mentor ATs identify one child to observe in detail for the following day</i></p> <p>Reflect: Trainees analyse the profiles and compare them to what they have seen in their class. They discuss and take notes in their journals.</p>	<p>Afternoon Support learning in the other AT's class, taking the role of the TA as directed by the mentor. Capture pupils' work using camera where relevant to literacy</p> <p>Reflect: The two ATs compare the two classrooms, highlighting differences which may be attributed to age or prior learning</p>	<p>Afternoon Support learning in the other AT's class, taking the role of the TA as directed by the mentor. Capture pupils' work using camera where relevant to literacy</p> <p>Reflect: The two ATs compare the two classrooms, highlighting differences which may be attributed to age or prior learning</p>	<p>Mentor led: Extended Reflection ATs prepare reflective presentation for HEI review using Ebbutt's questions.</p> <p>ATs summarise the literacy and mathematical learning observed over the two weeks. Extended reflection: ATs reflect on the connections between the baseline pupil profiles and their observations and prepare for their presentation in the HEI.</p>	

Stage 2 Week 1

Stage 2 is preceded by a HEI session introducing the PLP

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Seminar (NLM): Review stage 1 (observing learning) Change focus to the teacher's actions. How do we create the best environment for learning (the 4 purposes)? How do we manage the environment? Consider teacher behaviours and actions. How do teachers assess learning (refer back to essay)?</p> <p>Activity: Observe for 1 hour within the 4-11 age range with a focus on managing learning and responses to off task behaviour and teacher pupil/interactions</p> <p>Journal: record and analyse (What happened? Why did it happen? Opportunity to use ABC analysis)</p> <p>Reflect: Return for plenary facilitated by the NLM</p>	<p>Morning Observe Lessons in the foundation phase.</p> <p>Focus on starters/beginnings; transitions; managing the learning and managing learners; engagement; AfL (refer to essay).</p> <p>Continue to identify possible instances of the four purposes of learning.</p>	<p>Morning Observe Lesson in the foundation phase.</p> <p>Focus on lesson endings, especially AfL. Continue with transitions; managing the learning and managing learners; engagement;</p> <p>Continue to identify possible instances of the four purposes of learning.</p>	<p>Morning Team teaching 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.</p> <p><i>*Mentor time allocated to sharing lesson plans which may be more detailed than usual.</i></p>	<p>Morning Team teaching 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.</p> <p><i>*Mentor time allocated to sharing lesson plans which may be more detailed than usual.</i></p>
	<p>Support learning, taking the role of the TA as directed by the mentor.</p> <p>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?)</p> <p>Reflect: At the end of each day Trainees reflect in groups/pairs on their observation of learning</p>	<p>Support learning, taking the role of the TA as directed by the mentor.</p> <p>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?)</p> <p>Reflect: At the end of each day Trainees reflect in groups/pairs on their observation of learning</p>	<p>Afternoon– Observe a different class (in KS2 where possible) Focus on lesson beginnings and endings, especially AfL. Continue with transitions; managing the learning and managing learners; engagement</p> <p>Reflect: At the end of each day Trainees reflect in groups/pairs on their observation of learning</p>	<p>Afternoon Mentor led: Extended Reflection On the two lessons supported by the AT (Lesson Study) 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? ATs post their weekly reflections (200 words) to the SE online forum and comment on two other posts.</p>

Stage 2 Week 2

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Morning</p> <p>Team teaching Literacy based lesson planned and delivered by the mentor*; AT given greater responsibility to teach small group of learners;</p> <p>Immediate reflection: ATs reflect in groups/pairs on their observation of learning. They take notes, remembering what was said and done. They analyse learning</p>	<p>Morning</p> <p>Team teaching Numeracy based lesson planned and delivered by the mentor*; AT given greater responsibility to teach small group of learners;</p> <p>Immediate reflection: ATs reflect in groups/pairs on their observation of learning. They take notes, remembering what was said and done. They analyse learning</p>	<p>Microteaching 1 Identify a group of learners with the mentor beforehand. Plan and teach a specific literacy activity</p> <p>Immediate reflection: ATs reflect in groups/pairs on their observation of learning. They take notes, remembering what was said and done. They analyse learning</p>	<p>Microteaching 2 Identify a group of learners with the mentor beforehand. Plan and teach a specific numeracy activity</p> <p>Immediate reflection: ATs reflect in groups/pairs on their observation of learning. They take notes, remembering what was said and done. They analyse learning</p>	<p>HEI Reflection: ATs present their reflections. In addition, they link theory to practice, building on material presented to their first assignment on AfL (Core)</p> <p>Ensure ATs are prepared to hand in PP Part B – remind them of criteria and the nature of the evidence and analysis necessary for the assignment</p>
<p>Afternoon</p> <p>Mentor briefs AT on the microteaching task. Support given but the trainee must plan how the task will be delivered</p> <p>AT starts planning the microteaching tasks</p>	<p>Afternoon</p> <p>Mentor checks microteaching planning</p> <p>AT completes planning the microteaching tasks</p>	<p>Afternoon</p> <p>Observe lessons in the junior phase.</p> <p>Focus AfL (refer to essay). Looking at questioning, strategies; pupils' responses; teachers' responses. Identifying differences between styles of teaching in the two phases</p>	<p>Afternoon</p> <p>Mentor briefs AT on the scheme of work for the next Stage, highlighting</p> <p>Extended Reflection (Afternoon) ATs prepare reflective presentation for HEI review using Ebbutt's questions and the Instructional Core. They summarise literacy and mathematical learning.</p>	<p>Link Forward to next stage (expectations regarding the focus on Humanities). Link to Humanities Lectures.</p>

Stage 3 Week 1

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Morning Seminar: Focus on planning – review Stage 2 Model and share a generic lesson plan. Highlight CCRs and differentiation; identify ways of doing these things linked to theory/research acknowledged practice.</p> <p>Activity: Observe for 1 lesson knowing the teacher’s plan. Annotate the plan and highlight the difference in the implementation of the lesson with its inception. Focus on CCRs and differentiation.</p> <p>Reflect Why was the lesson different to the plan? How did the teacher assess learning and possibly adapt the lesson?</p>	<p>Morning Go to base class</p> <p>Observe Identify possible planning for the CCRs, and differentiation. Make links between CCRs, differentiation and the four purposes.</p> <p>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 Instructional Core to analyse the classroom</p>	<p>Morning Go to base class</p> <p>Microteaching 1 Teach the planned activity</p> <p>Reflect 1 Entries in journal should identify learning in the micro- lesson as well as comparing actual events to the intended learning outcomes.</p>	<p>Morning Go to base class</p> <p>Observe a lesson Discuss the lesson with the mentor/teacher</p> <p>Plan the lesson in retrospect using the CABAN pro-forma and note key aspects necessary for the lesson (referring back to Monday).</p>	<p>Morning Go to base class</p> <p>Team teach a Lit/Num lesson</p> <p>Teacher/mentor briefs the AT and has significant input into plans for first two lessons for week 2 (where ATs will be team teaching two lessons) ATs have to plan their own actions as well as the support role of their colleague</p> <p>Mentor checks PLP and leaves one short comment on the Standards Workbook</p>
<p>Afternoon</p> <p>Welsh culture, language and pedagogy <i>School based session 1</i> (See specific course documentation). Session delivered by Welsh language mentor.</p>	<p>Afternoon</p> <p>Identify a group of learners with the teacher/mentor for tomorrow’s microteaching Plan the activity (it is likely the AT will be given the activity/idea by the mentor).</p>	<p>Afternoon</p> <p>Observe Focus on differentiation for CCRs and/or area of learning. Identify different approaches to different CCRs content.</p> <p>Reflect 2 Second entry should analyse different observed pedagogies.</p>	<p>Afternoon</p> <p>Observe Focus on <i>Cymraeg Pob Dydd</i>; follow on activity from seminar.</p> <p>Reflect Identify key aspects of planning, using the plan based on observing the mentor/teacher</p>	<p>Afternoon</p> <p>Reflect and plan Reflect on key aspects of planning and implement into own plans. ATs post their weekly reflections with a focus on planning. (200 words) to the SE online forum and comment on two other posts.</p>

Stage 3 Week 2

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Morning</p> <p>Team teaching Literacy based lesson planned and delivered by one AT with the second AT in a support role</p> <p>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.</p>	<p>Morning</p> <p>Team teaching Numeracy based lesson planned and delivered by the second AT with the first AT in a support role.</p> <p>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.</p>	<p>Morning</p> <p>Teach 2 planned lessons</p> <p>Reflect Entries in journal should identify learning in the lesson as well as comparing actual events to the intended learning outcomes.</p>	<p>Morning</p> <p>Teach 2 planned lessons Including one formal observation (PAF 1)</p> <p>Afternoon</p> <p>Mentor meeting lesson review and target setting for Stage 4.</p> <p>Extended Reflection (Afternoon) ATs prepare reflective presentation for HEI review using Ebbutt's questions and the Instructional Core.</p>	<p>HEI</p> <p>ATs present reflections on planning and teaching. They identify gaps between intentions and outcomes. They share initial experiences of presenting lessons. Feed forward to focus on humanities and DCF.</p> <p>Subject Studies sessions on activities based on implementing the DCF within the humanities AoLE.</p> <p>Share expectations for PP module assignment Part C – Planning and Evaluation portfolio</p>
<p>Afternoon</p> <p>Plan Thursday and Friday lessons in consultation with the mentor</p>	<p>Afternoon</p> <p>Plan Thursday and Friday lessons in consultation with the mentor</p>	<p>Afternoon</p> <p>Begin planning for next stage (essential as the school is closed over half term).</p>		

Stage 4

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Seminar Introduction and expectations (teaching at 30%). Model an example of planning and teaching in Humanities AoLE</p> <p>Observe Humanities lesson</p> <p>Reflect on subject content compared, pedagogy and planning. Identify implications for their own practice</p>	<p>Plan and deliver lessons which include the CCRs (30%)</p> <p>Include the Humanities lesson which also addresses the DCF</p> <p>Plan autonomously with mentor support</p> <p>Continue to support and observe, looking at the four purposes (at 30%)</p> <p>Complete follow on tasks from Welsh seminar (Cymraeg Pob Dydd and Cwricwlwm Cymreig).</p> <p>Increased upload of evidence to PLP.</p> <p>Continue to reflect in pairs at the end of the day</p> <p>Prepare for PP assessment Part C – Planning and Evaluation Portfolio</p>			<p>Morning Formal Observation (PAF 2) <i>This may be placed from Thursday week 1 to Tuesday week 2 depending on the needs of the AT and the commitments of the mentor/moderator.</i></p> <p>Afternoon Mentor meeting lesson review and target setting for Stage 4.</p> <p>Extended Reflection ATs post their weekly reflections with a focus on planning. (200 words) to the SE online forum and comment on two other posts.</p>
<p>Afternoon Welsh culture, language and pedagogy <i>School based session 1</i> (See specific course documentation). Session delivered by Welsh language mentor.</p>				<p>Plan and deliver lessons which include the CCRs autonomously with mentor support (30%)</p> <p>Include the Humanities lesson which also addresses the DCF</p> <p>Complete follow on tasks from Welsh seminar (Cymraeg Pob Dydd and Cwricwlwm Cymreig).</p> <p>Continue to support and observe, looking at the four purposes (at 30%)</p> <p>Identify and upload evidence to the PLP.</p> <p>Continue to reflect in pairs at the end of the day</p> <p>Prepare for PP assessment Part C – Planning and Evaluation Portfolio</p>

Code of Professional Conduct for ATs on School Experience

Maintaining the highest standards of professional conduct is an integral part of a teacher's responsibility. It is essential that your relationships with pupils and staff are based on mutual respect and that your attitude, demeanour, dress code and language are appropriate. The Education Workforce Council (EWC) provides guidance in their document '*Code of Professional Conduct and Practice for Registrants with the Education Workforce Council*'. Throughout the course you should show that you understand and uphold the principles outlined in this document. Adherence to the EWC's Code of Professional Conduct is a professional requirement of all teachers and as an AT we ask you to pay particular attention to the matters outlined below.

Ensure that

1. you have understood the policies and practices of the school and follow the advice and guidance of your mentors carefully;
2. you arrive at your placement school in good time every day and take advantage of opportunities at the end of the day to attend meetings and discussions, prepare displays, resources etc.
3. you inform your school if you are unable to be present at school placement. It is your responsibility to inform the placement school mentor of the absence (by phone) and to submit a Reason for Absence via MyBangor. You will also need to inform the University and your link tutor of any absences due to illness or other exceptional circumstances. In the case of illness, trainees must provide a self-certification note if absent for more than three days and a medical certificate if absent for 7 calendar days or more. Self-certification notes or medical certificates must be uploaded via the 'Attendance record' section of MyBangor.
4. in circumstances where you need to be absent from school (e.g. attending a funeral) a formal request should be made to the school and upon permission being granted, University informed of the absence;
5. your demeanour and appearance are suitable and that your hair styles, dress code and body adornments such as tattoos or body piercing jewellery all comply with the school's policy;
6. you understand and are aware of the potential dangers of being in a one-to-one situation with a pupil at any time. You are advised not to give lifts to pupils, visit their homes or contact them in a social context;
7. you do not engage in personal correspondence with pupils;
8. you are aware of the dangers of (i) using social media; (ii) publishing, or allowing to be published, any pictures or comments that could damage your professional reputation should be avoided.
9. any photographing/videoing of pupils complies with University guidance (see School Experience: General Guidance) and school policy;
10. in the course of carrying out any pastoral role, conversations with pupils about sensitive issues are conducted professionally and relevant members of staff informed as necessary. Any correspondence with outside agencies (e.g. parents, guardians, carers, other professionals) should only take place with the guidance and permission of a senior member of staff at your school;
11. you have regard to the safety and welfare of pupils, colleagues and yourself;
12. you do not have inappropriate physical contact with pupils (see the school's policy);
13. you do not use inappropriate language in the presence of pupils, use offensive names or make inappropriate remarks about their gender, race, religion, sexual orientation, appearance, age, language or special needs;
14. you treat all information related to the school, colleagues and pupils appropriately; you behave professionally and with respect towards all colleagues in all discussions, meetings and correspondence including email messages; you are open to and respond positively and constructively to feedback and advice; that you safeguard and uphold your own, the school and the University's professional reputation at all times.

You will have received the following link, and you will need to use it in order to sign and then print out the form. The printed form should be included in your School Experience File as evidence that you have agreed with the Code. Administrative staff will also be keeping a record of who has signed the on-line form.

<https://bangor.onlinesurveys.ac.uk/cod-ymarfer-proffesiynol-i-athrawon-dan-hyfforddiant-ar-br>