CaBan

Module Handbook
XCE-1210
BA Year 1
School Experience

CABAN BA Year 1 School Experience   XCE-1210

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 three of eight stages of development as an Associate Teacher. **These stages will take place in the Foundation Learning years'** and you will hopefully then attend a pre-school setting in May. You will be placed in pairs in Network schools (wherever possible) 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 Lead School sessions will always be closely linked to lectures and workshops previously attended in the HEI 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 Bob Dydd') and reflective practice to satisfy the requirements of the Professional Teaching and Leadership Standards (PTLS) 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 38 days in a school and nursery setting to start learning how to become practitioners 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 Professional Learning Passport (PLP), as well as writing observations and evaluations in your Professional Journal (PJ). At the end of the module, you will demonstrate that you have made satisfactory progress against the Professional Teaching and Leadership Standards. For this module, **pass or fail** is recorded at the exam board using the PTLS. All details of assessment against the PTLS are included in the PTLS 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 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 Bob Dydd and The Welsh Dimension

Whilst on School Experience, you will be expected to promote the use of **Cymraeg Bob Dydd** whenever and wherever possible, across the curriculum.
Welsh (Cymraeg Bob Dydd) should be used naturally so that it forms an integral part of classroom/whole school activities/routines. You will also begin to include aspects of the Welsh Dimension 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 learners 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.

The Professional Journal (PJ)

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

Professional Learning Passport (PLP)

You will need to write and upload experiences to your PLP whilst on placement, as well as uploading supporting evidence (Please see the next few pages which note what type of evidence you could upload).

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 six weeks in a network placement 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's administrative duties under the guidance of the mentor;

- Prepare a display of children's work/enhanced provision to support learning

Legal Requirements

You need to:

- obtain a copy of school's Child Protection, Anti-Bullying, Discipline and Restraint Policy (this may be an electronic or hard copy);

- ensure you complete the child safeguarding page for both the Lead and the Network school in your Professional Journal;

- Complete the code of professional conduct online before the placement starts.

Caban's three stages of AT development

Stage 1

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

Linked Assessment: Professional Journal/PLP

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 B – A Portfolio of Observations & Reflections.

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 The Arts). 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%). Lesson plans to focus on aspects within Subjects Studies 1.1 Further development of Literacy & 1.2 Further development of Numeracy & ICT

Linked Assessment: Prepare for PP assessment Part B – Portfolio of Observations & Reflections

Welsh Portfolio – collect evidence for Part 2 of your Welsh Portfolio.

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

Location

	Lead school
	Network school
	HEI

Abbreviations

NLM – Network Lead Mentor

SM – School Mentor

SER – School Experience Report

PM – Principal Mentor

PAF – Pedagogy Assessment Form

AoLE – Area of Learning and Experience

All of the activities outlined on the next pages may be subject to change according to the needs of the school, class and mentor.

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 Learning classroom.

Monday	Tuesday	Wednesday	Thursday	Friday
Welcome by the Head Teacher. **Essential safeguarding (Principal Mentor)** **Morning lessons** Observe **whole class** (following the model exemplified in the lead school) with a focus on oracy/speaking (teacher talk, pupil talk and teacher-pupil interactions). Identify possible instances of the four purposes of learning.	**Morning lessons** **Remain in base class** Observe **whole class** with a focus on oracy/speaking (teacher talk, pupil talk and teacher-pupil interactions). Identify possible instances of the four purposes of learning.	**Morning lessons** **Remain in base 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.	**Morning lessons** **Remain in base class** 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.	**Morning lessons** **Remain in base class.** Focus on learners' interaction with provision areas, engage, model and support learning in the provision areas. Identify opportunity for embedding literacy skills through child led and independent learning opportunities. Continue to identify possible instances of the four purposes of learning
Afternoon Support learning, taking the role of the Teaching Assistant as directed by the mentor. Capture pupils' work using camera where relevant to literacy.	**Afternoon** Support learning, taking the role of the TA as directed by the mentor. Capture pupils' work using camera where relevant to literacy.	**Afternoon** Support learning, taking the role of the TA as directed by the mentor. Capture pupils' work using camera where relevant to literacy.	**Afternoon** Support learning, taking the role of the TA as directed by the mentor. Capture pupils' work using camera where relevant to literacy.	**Afternoon** **Mentor** led session: Extended period of reflection. Review of the whole week – from whole class talk to small group activities. 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? **ATs post their weekly reflections (200 words) on the PLP.**

Mentor to introduce/discuss Language & Numeracy assessment procedures.
How/when are they managed/recorded and how does the school make use of them. With the guidance of the mentor ATs identify two learners to observe in detail for the following week.

Mentor to contact Link Tutor on Thursday or Friday if they have any initial cause for concern

Reflect: At the end of each day Trainees reflect in groups/pairs on their observation of learning.
Record observations in Professional Journal (PJ).

Monday	Tuesday	Wednesday	Thursday	Friday
Morning lessons **Remain in base class** Observe **whole class** with a focus on oracy/speaking **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.	**Morning lessons** **Remain in base class** Observe **one pupil** (identified from discussion with mentor), with a focus on oracy/speaking **AND** numeracy. How does the observed behaviour, talk and learning compare to their shared teacher assessment? Identify possible instances of the four purposes of learning.	**Morning lessons** **Remain in base class** **Observe a second pupil** (identified from discussion with mentor) with a focus on oracy/speaking **AND** numeracy. How does the observed behaviour, talk and learning compare to their profile? Identify possible instances of the four purposes of learning.	**Morning lessons** **Remain in base class** Observe **a small group** in creative/physical learning areas. Identify the relevant strands in the LLC & Mathematics & Numeracy AoLE. Have these learners made progress in the areas recorded from the shared assessment at the end of last week? Identify possible instances of the four purposes of learning.	**Morning lessons** **AT Planning Time** Explore class resources and plan a **Well-being activity** for a small group. Share draft with mentor before the end of the day.
Afternoons 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 **Reflect**: Trainees analyse the profiles and compare them to what they have observed in class. They discuss and take notes in their journals. **Thursday: Mentor leads extended reflection:** Mentor to check if reflection experience from last week has been uploaded to the AT's PLP. ATs prepare reflective presentation for HEI review using Ebbutt's questions. **Mentor to contact Link Tutor if they have any initial cause for concern**			**Afternoon** ATs summarise the literacy and numeracy/mathematical learning observed over the two weeks. **Extended reflection:** ATs reflect on the connections between the L & N assessment procedures and their observations and prepare for their presentation in the HEI.	**Afternoon** Continue planning time, or support class teacher as a TA. **Mentor to contact Link Tutor if any cause for concern.**

Stage 2 Week 1   23/01/23 - 27/01/23

Monday	Tuesday	Wednesday	Thursday	Friday
Morning lessons - Observe	**Morning lessons - Observe**	**Morning lessons - Observe**	**Morning lessons -**	**Morning lessons -**
Lessons in a Foundation Learning class.	Lessons in a Foundation Learning class.	Lessons in a Foundation Learning class.	**Team teaching**	**Team teaching**
Focus on starters/beginnings; transitions; managing the learning and managing learners; engagement; use of AfL (refer to assignment).	Focus on starters/beginnings; transitions; managing the learning and managing learners; engagement; use of AfL (refer to assignment).	Focus on lesson endings, especially the use of AfL. Continue with transitions; managing the learning and managing learners; engagement;	Literacy/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.	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.
Continue to identify possible instances of the four purposes of learning.	Continue to identify possible instances of the four purposes of learning.	Continue to identify possible instances of the four purposes of learning.	Mentor time allocated to sharing lesson plans, which may be more detailed than usual.	
Afternoon	**Afternoon**	**Afternoon**	**Afternoon**	**Afternoon**
Support learning - taking the role of the TA as directed by the mentor.	**Support learning** - taking the role of the TA as directed by the mentor.	**Deliver** - well-being activity (planned from observation weeks) to a small group of learners, making any changes immediately following reflection.	**Deliver** well-being activity to a small group of learners.	ATs to write up and review their daily observations & evaluations in their Professional Journal and upload relevant evidence and assets to their PLP.
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?)	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?)	Build relationships, **assess** communication skills and reflect on delivery briefly.	Build relationships, **assess** communication skills and reflect on delivery briefly.	
			Deliver wellbeing activity to a small group of learners, making any changes immediately following reflection. Build relationships, **assess** communication skills and reflect.	

Friday: Mentor leads extended reflection 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?

Mentor briefs AT on next week's microteaching tasks. Support given, but the AT must plan how the tasks to be delivered.

Mentor to contact Link Tutor if they have any initial cause for concern

Reflect and record: At the end of each day, ATs need to reflect in groups/pairs on their observation of learning and record it in their PJ.

Monday	Tuesday	Wednesday	Thursday	Friday
Morning -Team teaching Literacy based lesson planned and delivered by the **mentor***; AT given greater responsibility to teach small group of learners; **Immediate reflection**: ATs reflect in groups/pairs on their observation of learning. They take notes, remembering what was said and done. They analyse learning.	**Morning -Team teaching** Numeracy based lesson planned and delivered by the **mentor***; AT given greater responsibility to teach small group of learners; **Immediate reflection**: ATs reflect in groups/pairs on their observation of learning. They take notes, remembering what was said and done. They analyse learning.	**Morning - Microteaching 1** Identify a group of learners with the mentor beforehand. Plan and teach a specific literacy-based activity. **Immediate reflection**: ATs reflect in groups/pairs on their observation of learning. They take notes, remembering what was said and done. They analyse learning.	**Morning - Microteaching 2** **PAF 1 opportunity** Identify a group of learners with the mentor beforehand. Plan and teach a specific numeracy activity. **Immediate reflection**: ATs reflect in groups/pairs on their observation of learning. They take notes, remembering what was said and done. They analyse learning	**Morning - Microteaching 3** **PAF 1 opportunity** Identify a group of learners with the mentor beforehand. Plan and teach a specific numeracy activity. or **Observe (if PAF completed yesterday).** Identify possible planning for the CCRs, and differentiation. Make links between CCRS, differentiation and the four purposes. **Reflect** Entries in journal should link observed outcomes, activities and outcomes with possible plans e.g. "How would I have planned for this?" Mentor to share feedback to support Evaluation in Professional Journal.

> **Monday/Tuesday**
>
> **Mentor** delivers numeracy and literacy lessons observed by the AT
>
> Mentor checks and annotates the microteaching planning
>
> **Thursday/Friday** Complete first PAF form
>
> **Contact Link Tutor if cause for concern - Does an Enhanced Support Plan need implementing?**

Afternoon sessions on next page

Stage 2 Week 2 continued

Monday	Tuesday	Wednesday	Thursday	Friday
Afternoon AT continues to plan the microteaching tasks discussed with mentor from Friday. AT to show/send plans to mentor by the end of the afternoon. Mentor checks/annotates microteaching planning.	**Afternoon** AT completes planning & creating of resources for the microteaching tasks.	**Afternoon** **Observe** lessons in the phase age 7-11yrs if possible or in another 3-7 age class, for part of the afternoon. Focus on AfL (refer to assignment). Looking at questioning, strategies; pupils' responses; teachers' responses. Identifying differences between styles of teaching in the two phases. Meeting with mentor to discuss next weeks' responsibilities. Mentor to share feedback to support Evaluation in PJ	**Afternoon** **Planning time for next week's responsibilities.** **Start to plan for Team teaching next week** - Identify a group of learners with the teacher/mentor for next week's Team Teaching. Plan the activity (it is likely the AT will be given the activity/idea by the mentor). Show plan to mentor for feedback by tomorrow. Mentor to annotate plan. Mentor to share feedback to support Evaluation in PJ.	**Afternoon** **Extended Planning & Reflection – all afternoon (Mentor to lead some of the session).** Mentor to discuss lessons for Team teaching for next week with AT. Mentor to annotate plans. **Upload relevant evidence and assets to their PLP.** **Upload completed PAF to PLP on PAF template.**
At the end of each day the ATs reflect and record: Observations & Evaluation in Professional Journal.				

Monday	Tuesday	Wednesday	Thursday	Friday
Morning - Remain in base class **Microteaching 4** PAF 1 opportunity (if not completed last week). Teach the planned activity. **Observe** Identify possible planning for the CCRs, and differentiation. Make links between CCRS, differentiation and the four purposes. **Reflect 1** Entries in journal should identify learning in the micro- lesson as well as comparing actual events to the intended learning outcomes. Mentor to share feedback to support Evaluation in PJ.	**Morning - Remain in base class** **Team teach** a lesson. Teacher/mentor briefs the AT and has significant input into plans where ATs will be team teaching two lessons. ATs have to plan their own actions as well as the support role of their colleague Mentor checks Professional Journal.	**Morning - Remain in base class** **Observe** a lesson - Discuss the lesson with the mentor/teacher **Plan** the lesson in retrospect using the CABAN pro-forma and note key aspects necessary for the lesson. AT to show the plan to mentor for annotating and feedback.	**Morning - Remain in base class** **Team teach** a Literacy or Numeracy lesson Teacher/mentor briefs the AT and has significant input into plans where ATs will be team teaching two lessons – one will plan and teach it tomorrow and the other on Monday. ATs to help each other to plan). AT's need to plan their own actions as well as the support role of the mentor/TA and other AT. Mentor gives feedback to support AT writing Evaluation in PJ.	**Morning lessons -Team teaching** Team teach a literacy based lesson planned and delivered by the AT with another AT (TA/mentor and other AT in a supporting role). **Reflect** Entries in journal should identify learning in the lesson as well as comparing actual events to the intended learning outcomes. Supporting AT/TA /Mentor contributes a second opinion and relevant observations **Mentor to contact Link Tutor if cause for concern - Does an Enhanced Support Plan need implementing?**
Afternoon Prepare for this week's Team teaching sessions. Reflect on guidance given by mentor. Amend plans if necessary. Create and prepare all necessary resources.	**Afternoon** **Observe** Focus on differentiation for CCRs and/or area of learning. Identify different approaches to different CCRs content.	**Afternoon** **Observe** Focus on the use of **Cymraeg Bob Dydd** by staff & pupils. Collect evidence for Welsh Portfolio. **Reflect** Identify key aspects of planning, using the plan based on observing the mentor/teacher	**Afternoon** **Observe & plan** Focus on the use of **Cymraeg Bob Dydd** by staff & pupils. Collect evidence for Welsh Portfolio. Start to plan for next week's lessons. Reflect on key aspects of planning and implement into own plans.	**Afternoon** **Reflect and plan** Continue to plan for next week's lessons for mentor to support and annotate. Create/prepare resources. **AT to upload relevant evidence and assets to their PLP.**

Monday	Tuesday	Wednesday	Thursday	Friday
Morning - **Team teaching** Team teach a literacy based lesson planned and delivered by one AT with another AT in a support role (mentor/TA) See notes from last Thursday. **Reflect** Entries in PJ 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.	**Morning -** **Teach 1 planned lesson** AT to deliver intro to whole class, then group activity then plenary. Including one formal observation **PAF 2 opportunity.** **Reflect** Evaluation Entry in PJ should identify learning in the lesson as well as comparing actual events to the intended learning outcomes.	**Morning -** **Teach 1 planned lesson** AT to deliver intro to whole half class, then group activity then plenary. Including one formal observation **PAF 2 opportunity.** **Reflect** Evaluation Entry in PJ should identify learning in the lesson as well as comparing actual events to the intended learning outcomes.	**Morning -** **Teach 1 planned lessons** AT to deliver intro to whole half class, then group activity then plenary. Including one formal observation **PAF 2 opportunity.** **Reflect** Evaluation Entry in PJ should identify learning in the lesson as well as comparing actual events to the intended learning outcomes.	**Morning -** **Teach 1 planned lesson** AT to deliver intro to whole half class, then group activity then plenary. **Reflect** Evaluation Entry in PJ should identify learning in the lesson as well as comparing actual events to the intended learning outcomes.
Afternoon Adapt annotated lesson plans from mentor for tomorrow & Wednesday's lessons. Prepare resources for both lessons.	**Afternoon** Plan Thursday and Friday lessons in consultation with the mentor. **Send lessons plans to mentor to annotate by this evening.**	**Afternoon** **Observe** lessons in the phase age 7-11yrs if possible or in another 3-7 age class, for part of the afternoon. **Focus** AfL (refer to assignment). Looking at questioning, strategies; pupils' responses; teachers' responses. Identifying differences between styles of teaching in the two phases. Adapt annotated lesson plans from mentor for tomorrow & Friday's lessons. Prepare resources for both lessons.	**Afternoon** **Mentor meeting** lesson review and target setting for Stage 4. **Mentor** checks Professional Journal. **Support learning**, taking the role of the TA as directed by the mentor. Whilst supporting pupils, 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 AFL opportunities.	**Afternoon** **Extended Reflection -** Complete observations & evaluations in PJ. Upload completed PAF to PLP on PAF template.