

CaBan

Module Handbook
XTC/XTE-3210
PGCE Primary
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.

Overall aims and purpose

This module will:

- Support you to develop a range of skills autonomously (including building on your knowledge of the Welsh language to promote 'Cymraeg Pob Dydd') and reflective practice to satisfy the requirements of the Professional Standards for Teaching and Leadership (PSTL) to become a qualified teacher and contribute to the learning community;
- Ensure you are thoroughly aware of how the application of knowledge and reflective practice provides enriched learning experiences for learners;
- Support you to independently identify a wide range of techniques to become critically reflective about your own professional development and integrate into the school environment;
- Provide opportunities for you to develop understanding of the content, principles and foci of XTC/XTE4211 and XTC/XTE4213 in context.

Module Content

The secondary school based experience module will develop your competency in teaching and learning. It will include collaboratively led close to practice seminars (in placement setting) that will inform how you teach and observe in the school. The structure will follow a progressive staged approach to learning how to teach. An indicative pattern is outlined below:

- Stage 1: Preparatory (HEI and Lead schools)
- Stage 2: Integration (HEI, Lead Schools and Network Schools)
- Stage 3: Development (Network Schools supported by Lead schools and HEIs)
- Stage 4: Practice and implementation (Network Schools supported by Lead schools and HEIs)
- Stage 5: Debrief and reflection (HEI and Lead schools)
- Stage 6: Further implementation in second school (Network Schools supported by Lead schools and HEIs)
- Stage 7: Consolidation of subject knowledge skills and practice in second school (Network schools supported by Lead schools and HEIs)
- Stage 8: Autonomous development and enrichment (Network schools supported by Lead schools and HEIs)

These stages will include:

- weekly cluster teaching and review events;
- observations and preparatory development;
- close to practice 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.

The provision for enrichment will enable you to observe and support learning in contrasting settings; for example, secondary schools, outdoor learning centres and special schools. This additional experience will complement your principal practice and enhance your understanding of out-of-school learning opportunities, additional learning needs and post-primary development.

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

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, practice and reflect. You will keep research notes in a professional journal which is structured to support your progress as a new AT.

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)

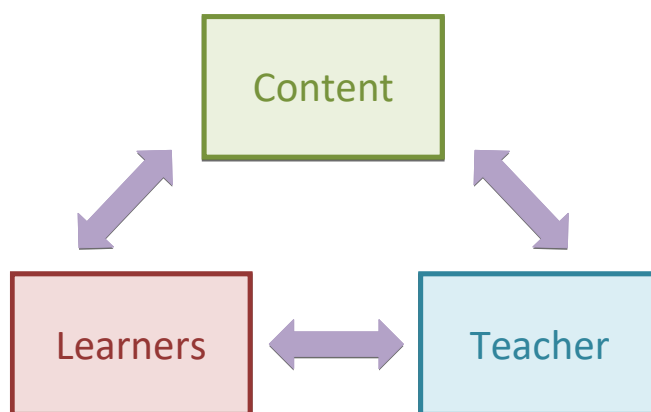


Fig. 2 The Instructional Core (after City et al, 2009 p23)

Thirdly, during your first placement, you will analyse teaching and learning alongside your mentor using 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.

The fourth reflective instrument is also a set of questions; this time they are classified according to four different types of knowledge known as the **Knowledge Quartet** (Rowland et al. 2005)

Foundation knowledge (SMK)	Transformation knowledge (PCK)
<p>What did the teaching and learning in this lesson reveal about:</p> <ul style="list-style-type: none"> • the teacher’s subject knowledge; • their knowledge of the curriculum; • their beliefs about the nature of the subject; • their beliefs about teaching and learning; • their knowledge of the pupils? 	<p>Which teacher activities (demonstrations, practical work, instructional materials and assessment) did the teacher use to facilitate the pupils’ learning?</p> <p>Why did they choose these methods?</p> <p>Was it clear to pupils what they were supposed to be doing, why they were doing it and what they would be learning?</p> <p>How did the teacher support the pupils to understand concepts?</p> <p>What helped the pupils to learn? (When did the pupils learn the most during the lesson?)</p>
Connection knowledge	Contingency knowledge
<p>How did the teacher make connections between activities <u>during the lesson</u>?</p> <p>How did the teacher ensure a logical sequence of activities?</p> <p>How did the teacher make connections with prior and future learning?</p> <p>How did the teacher link the learning objectives with the activities?</p> <p>How did the teacher link the activities to the curriculum?</p>	<p>How did the teacher respond to students’ ideas?</p> <p>Were there instances of unplanned events occurring: e.g. a student asking an unexpected question, a lack of resources or something ‘going wrong’? If so, what were they and what did they signify?</p> <p>How did the teacher respond/cope?</p>

Professional Responsibilities

During your school placement, you should complete the following activities:

- Accompany a teacher on duty one day a week.
- Assist with class’ administrative duties under the guidance of the mentor or form tutor
- 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 Eight 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 Assessments:

Subject Studies Portfolio – identifying key readings and lecture notes and their implications for ATs' practice and beliefs

PPC Assignment Part A – theories of teaching and learning and ATs' response to school based observations and activities

Microsoft Step Module Part 1

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 Assessments:

Subject Studies Portfolio – identifying practice and its implications for ATs' practice and beliefs

PPC Assignment Part A – prepare for presentation and poster

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 (responsibility for planning and delivering 3-5 hours of lessons).

Linked Assessments:

SE module: First observation and completed Pedagogy Assessment Form (PAF 1).

Subject Studies Portfolio – complete series of three lessons linked to theory and readings.

Stage 4

Focus: Further consolidate and build on planning for learning (holistic development).

Developing practice: Autonomy and fuller lessons (responsibility for planning and delivering 8 hours of lessons).

Linked Assessments:

Microsoft Step Module Part 2

Subject Studies Portfolio – complete lesson study.

PPC Assignment part B – collect evidence for issues relevant to inclusion.

SE module – Observations (PAFs 2-3).

Welsh Portfolio Part A – implement strategies and collect evidence.

Stage 5

Focus: Debrief and reflect on first school experience. Develop expertise in research methods (action research and further data collection methods). Observation and reflection in the previous primary phase.

Linked Assessments

Subject Studies Portfolio – submit the assignment.

Subject Studies Reflective Inquiry – identify likely focus and prepare methods.

PPC Assignment part B – final preparation and presentation.

PPC Assignment part C – reflect on AFL across subjects.

Stage 6

Focus: Critical observation of effective practice. Planning and teaching in a the second, new context.

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

Linked Assessments

Subject Studies Reflective Inquiry – initiate actions and research in the classroom.

PPC Assignment part C – final presentation and submission of all prepared materials.

School Experience – Observations (PAFs 4 – 5).

Welsh Portfolio part A – complete and submit.

Microsoft Step Module Part 3

Stages 7 - 8

Focus: Consolidation of Skills and Practice.

Developing practice: Achieving autonomy and teaching complete lessons with responsibility for planning and delivering up to 15-16 hours of lessons. The additional teaching may be team teaching, teaching in the 6th form, bespoke support for small groups in GCSE revision classes etc.

Enrichment: Observation in an ALN or outdoor setting

Linked Assessments

Subject Studies Reflective Inquiry – complete and submit.

School Experience – Observations (PAFs 6 – 8).

Welsh Portfolio part B – implement strategies, collect evidence, complete and submit.

School experience schedule

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

Location

Lead school
Network school
HEI
Glanllyn

Abbreviations

NLM – Network Lead Mentor

SM – School Mentor

SER – School Experience Report

PM – Principle Mentor

PAF – Pedagogy Assessment Form

AoLE – Area of Learning and Experience

NB For the following pages, activities have been designed to facilitate and structure ATs' observation and reflection. The order and timing shown are suggestions and the school, department and mentor may well want to rearrange the activities to fit with their needs.

Stage 1 Week 1: Pre-school/nursery (Ages 0 - 3)

Observation, support and reflection

ATs attend nursery or pre-school provision arranged by the lead school.

<p>Welcome by the Foundation Lead and essential safeguarding (PM)</p> <p>Morning</p> <p>Observe whole group with a focus on communication oracy/talk (adult talk, child talk and adult-child interactions).</p> <p>Afternoon</p> <p>Observe the adults in the room.</p> <p>Focus on:</p> <ul style="list-style-type: none"> • Body language • Non-verbal cues • Interactions with children • Response to children • Initiation of activities <p>Observe the nursery-parent transition at the end of the day. How do adults and children behave at the hand-over? Note interactions, language, emotion, body language of all parties.</p> <p>Reflect: At the end of each day reflect in groups/pairs on the observation of learning and teaching</p>	<p>Morning</p> <p>Observe the family-nursery transition. How are the children welcomed?</p> <p>What is the role of the parent? How does this vary between individuals?</p> <p>What is the role of the teacher?</p> <p>How are routines established at various stages of the day?</p> <p>Observe how adults promote positive behaviours</p> <p>Afternoon</p> <p>Plan (with the guidance of a teacher or adult) a small group communication activity. Use the strategies observed on the first day.</p> <p>Reflect: At the end of each day reflect in groups/pairs on the observation of learning and teaching</p>	<p>Morning</p> <p>Observe and analyse the classroom as the third teacher:</p> <ul style="list-style-type: none"> • How does the environment inspire the children? • How does the environment encourage collaboration and communication? • How does the environment encourage the child to explore ideas and concepts? • How accessible are tools and materials for the children? <p>Continue to analyse routines – how are they sustained? Which ones are more effective?</p> <p>Afternoon</p> <p>Select a provision area. Take an active part in supporting the adults. Facilitate learning through play; apply skills observed during the previous days; reflect on the interactions between you and the children and between them as they play; evaluate your influence</p> <p>Reflect: At the end of each day reflect in groups/pairs on the observation of learning and teaching</p>	<p>Morning</p> <p>Continue to observe strategies to promote positive behaviour when relevant to an individual child. Look at patterns of play & exploration (see article).</p> <p>Track an individual child throughout the day. Focus on:</p> <ul style="list-style-type: none"> • Transitions • Interactions • Activity • Talk <p>Afternoon</p> <p>Extended 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? • How did the pupils talk? • What did they do in groups? • How did they interact? • How did the pupils interact with the adults? • What did they do? • What did they learn? <p>Prepare 5 minute presentation for Friday review in pairs</p>	<p>Lead school</p> <p><i>Two hours' input from NLM</i></p> <p>Reflection</p> <p>One hour reflection on pre-school, including:</p> <p><u>Presentations</u></p> <p>Sharing and comparing experiences</p> <p><u>Analysis</u></p> <p>Bring an article on Early Years Education and Child Development from your reading list and discuss how this links to the observed teaching and learning in the pre-school setting.</p> <p>Discuss the article in the light of observed practice and other literature you have read.</p> <p>Observation</p> <p>Comparing reception – year 3 with the pre-school setting. What is the same/different, how have the children developed, what are the implications for teaching.....?</p> <p>Review</p> <p>NLM led plenary identifying implications for early years' teachers.</p>
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Stage 1 Week 2 First three days in the network school

Introduction and observation

NB: All activities are to be provided within the constraints of the school, the class and the mentor's timetable. This timetable is an example.

<p>Glanllyn (See PPC module handbook for programme of study)</p>	<p>Glanllyn (See PPC module handbook for programme of study)</p>	<p>Welcome by the Headteacher and essential safeguarding (PM)</p> <p>ATs Observe whole class in reception with a focus on oracy/talk (teacher talk, pupil talk and teacher-pupil interactions).</p> <p>Identify possible instances of the four purposes of learning.</p> <p>Support learning, taking the role of the TA as directed by the mentor.</p> <p>Capture pupils' work using camera where relevant to literacy.</p> <p>Focus on communication (including Cymraeg pob dydd/gloywi iaith)</p> <p>Reflect: At the end of each day Trainees reflect in groups/pairs on their observation of learning</p>	<p>Remain in base class</p> <p>Observe whole class in year 1 with a focus on oracy/talk (teacher talk, pupil talk and teacher-pupil interactions).</p> <p>Identify possible instances of the four purposes of learning.</p> <p>Support learning, taking the role of the TA as directed by the mentor.</p> <p>Capture pupils' work using camera where relevant to literacy.</p> <p>Focus on communication (including Cymraeg pob dydd/gloywi iaith)</p> <p>Reflect: At the end of each day Trainees reflect in groups/pairs on their observation of learning</p>	<p>Remain in base class</p> <p>Observe small group in year 2 with a focus on wider literacy skills (reading and writing) and a closer focus on pupil-pupil talk.</p> <p>Continue to identify possible instances of the four purposes of learning.</p> <p>Extended reflection in pairs or threes.</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 reflections (200 words) to the SE online forum and comment on two other posts.</p>
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Mentor responsibilities

Introduction to the phase and class
 Practical considerations (where things are kept etc.)
 Ways of working
 Addressing Health and Safety issues as needed
 Arranging observations
 Review of the first week – from whole class talk to small group activities

Stage 2 Week 1

Observation, support and team teaching

NB: All activities are to be provided within the constraints of the school, the class and the mentor's timetable. This timetable is an example.

Monday	Tuesday	Wednesday	Thursday	Friday
<p>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>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>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>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>Team teaching AT is responsible for a lesson introduction to a lesson planned and otherwise delivered by the mentor*; AT then given key supporting role such as taking a group of learners; adopting the role of a TA with individuals.</p> <p>Reflect and prepare: reflect on behaviours seen during the last 5 days. Prepare brief contribution to following day's presentation on behaviour for learning. Identify one incident from which you can learn.</p>	<p>Lead School day</p> <p>PPC module – Behaviour in practice. School based policies and practices. How pupils behave in schools and how teachers influence behaviour.</p>	<p>Team teaching Lesson planned by the AT and mentor*; AT given key supporting role such as taking a group of learners; starting the lesson; adopting the role of a TA with individuals.</p> <p>Extended Reflection time On the two lessons supported by the AT:</p> <ul style="list-style-type: none"> • 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? <p>Upload to PLP and collect evidence for PPC assignment</p>

Mentor meeting and responsibilities
Share/discuss lesson plans prior to team teaching.
Discuss Team Teaching lessons beforehand and brief ATs on their role for team teaching Lesson
Plan observations (likely to be of the classes ATs are going to teach).
Brief AT on lesson introductions to be planned and taught in the following week.

Stage 2 Week 2

Observation, support, planning and team teaching

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
<p>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>Observe a different class (in years 3-6) 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>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>Observe a different class (in years 3-6) 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>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>AT completes planning the microteaching task</p> <p>Reflect: At the end of each day Trainees reflect in groups/pairs on their observation of learning</p>	<p>HEI Day</p> <p><u>PPC Presentations</u> (Assignment Part A)</p> <p><u>Cymraeg pob dydd</u> OR <u>Hyrwyddo llythrennedd Cymraeg</u></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>Extended Reflection (Afternoon) 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</p>
<p>Mentor meeting and responsibilities Share and discuss plans for team teaching/microteaching lessons. Ensure ATs have understood starter activities/microteaching tasks. Check plans for starters Arrange observations for Cymraeg Pob Dydd. Brief the AT on the lessons to be taught in the coming weeks, highlighting which lessons are their full responsibility. Share draft timetable with tutor for Stage 3 and 4 Brief AT regarding Team Teaching for next week.</p>				

Stage 3 Week 1

Observation, support, planning and team teaching

NB ATs take more control of lessons; they teach full lessons as agreed with the mentor and take responsibility for 3-5 hours of lessons.

All activities are to be provided within the constraints of the school, the class and the mentor's timetable

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Go to base class</p> <p>Teach Mentor provides the AT with their plan for either a literacy or mathematics lesson AT works with a small group following the mentor's plan.</p> <p>Evaluate and plan ATs use the outcomes and the progression steps to assess where learners are at plan a lesson for the following day</p> <p>Observe and reflect Entries in journal should link observed outcomes, activities and outcomes with possible plans e.g. "How would I have planned for this?" Use the Instructional Core to analyse the classroom</p> <p>Evaluate and plan ATs use the outcomes and the progression steps from the morning's lesson to plan a lesson for the following day with the same learners (it may be a small group)</p>	<p>Go to base class</p> <p>Teach Deliver small group lesson from previous day</p> <p>Cymraeg On this and subsequent days, follow up on session given last Thursday</p> <p>Evaluate and assess Select three books of children's work with the mentor (or photo evidence of their learning). Using the school's marking and assessment policy, assess the progress of the children.</p> <p>Plan for Friday morning focus task in either literacy or mathematics. Ensure plan provides for all stages of development within the class (differentiation)</p>	<p>Go to KS 2</p> <p>Observe (all day) Focus on the following in years 3-6:</p> <ul style="list-style-type: none"> • Communication (teacher-pupil and pupil-pupil) • Differentiation • Transitions • Learning behaviours • Assessment for learning and questioning <p>Compare and contrast the two stages and focus on the progression between foundation and later years.</p> <p>See above.</p> <p>Reflect in groups/pairs on the observation of learning</p>	<p>Lead School day</p> <p>PPC: Assessment for learning in practice.</p>	<p>Deliver focus task planned on Tuesday pm.</p> <p>Observation 3: ATs focus on <i>Cymraeg Pob Dydd</i>; they complete the follow on activity from seminar</p> <p>Extended Reflection Reflect on key aspects of planning and implementation, with a particular focus on <i>Cymraeg Pob Dydd</i>.</p>

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.

Check access to the Personal Learning Passport (PLP) and leave one initial comment on the AT's Standards Workbook.

Arrange formal observation and identify focus for the first Pedagogy Assessment Form (PAF 1)

Check AT's Professional Journal.

Stage 3 Week 2

Observation, support, planning and teaching

NB ATs take more control of lessons; they teach full lessons as agreed with the mentor and take responsibility for 3-5 hours of lessons.

All activities are to be provided within the constraints of the school, the class and the mentor's timetable

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Planning Make a plan of the classroom indicating the provision areas. Identify key resources for continuous provision and annotate your plan to show how resources are accessed by the children to facilitate continuous provision</p> <p>Facilitate and support learning in 2-3 provision areas. Facilitate the continuous provision</p>	<p>Team Teaching with Peer Lesson planned and delivered by one AT with a 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>Observe and facilitate enhanced provision. Plan three enhanced tasks to develop the skills to be delivered later in the week</p>	<p>Team Teaching with Peer 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>Reflect Entries in journal should identify learning in the lesson as well as comparing actual events to the intended learning outcomes.</p>	<p>AoLE day in expert school SS Mathematics and numeracy.</p>	<p>Teach planned lessons and focus tasks, including one formal observation (PAF 1)</p> <p>Extended Reflection (Afternoon) ATs prepare reflective presentation for next HEI review using Ebbutt's questions, the Instructional Core and the Knowledge Quartet.</p>
<p>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) Reflect and act on AFL session attended the previous week Increased upload of evidence to PLP. Continue to reflect in pairs at the end of the day First formal observation using Pedagogy Assessment Form (PAF 1) towards the end of the week. ATs begin to collect evidence for PPC assessment Part B: Assessment for Learning. Identify lesson sequence for the Critical Portfolio (Subject Studies assessment)</p>			<p>Mentor meeting and responsibilities Ensure the AT team teaches a lesson with another AT in a support role (and then reverses the role) Check AT's planning (annotate plans) Arrange observations for Cymraeg Pob Dydd. Continue briefing for planning. Emphasise role and use of AfL. Complete formal observation, complete Pedagogy Assessment Form (PAF 1), review progress and set targets with the AT.</p>	

Stage 4 (5 weeks)

NB ATs plan and teach full lessons as agreed with the mentor and take responsibility for 8 hours of lessons.

All activities are to be provided within the constraints of the school, the class and the mentor's timetable. The timetable below is an example.

Monday, Tuesday, Wednesday, Friday	Thursday (Weekly programme)	Mentor meetings
<p>Overall</p> <p>Plan and deliver lessons which include the CCRs.</p> <p>ATs should teach 8 hours as soon as possible. If this is not possible, the support plan should be implemented</p> <p>Plan autonomously with mentor support</p> <p>Continue to support and observe, looking at ALN, Equity, assessment for learning, (8 hours)</p> <p>Analyse a series of observed lessons – include AfL, images of pupils' work, reflect on pedagogy used. Include in Critical Portfolio</p> <p>Complete follow on tasks from Welsh seminars (<i>Cymraeg Pob Dydd and Cwricwlwm Cymreig</i>).</p> <p>Continue to reflect in pairs at the end of the day and link to upload of evidence to PLP.</p> <p>Complete Step Module Part 2: Deadline 18/11/19</p> <p>Complete Lesson Study – reflections feed into Critical Portfolio</p> <p>Final week: Prepare Critical Portfolio for SS review session</p> <p>Collate materials and evidence for PPC assessment Part B and C</p>	<p>HEI day</p> <p>PPC Critical observation and reflection on learning</p> <p>SS Mathematics and numeracy</p>	<p>Mentor meeting 1</p> <p>Professional Learning Passport (PLP) review and initial target setting for Stage 4.</p>
	<p>Lead School</p> <p>PPC ALENCO led session: case studies of pupils with ALN; identifying and addressing barriers to learning.</p> <p>Cymraeg what does Welsh look like in school?</p>	<p>Mentor Meeting 2</p> <p>Observe, review and complete Pedagogy Assessment Form (PAF 2) with target review</p> <p>Check Professional Journal</p> <p>Check planning</p>
	<p>HEI day</p> <p>SS Language, Literacy and Communication</p> <p>Cymraeg personal skills</p>	<p>Mentor Meeting 3</p> <p>Implement Lesson Study cycle with the AT – this may happen over two weeks</p> <p>Check Professional Journal</p> <p>Check planning</p>
	<p>AoLE in Expert School</p> <p>SS Language, Literacy and Communication</p>	<p>Mentor meeting 4</p> <p>Observe, review and complete Pedagogy Assessment Form (PAF 3) and set targets</p> <p>Check Professional Journal</p> <p>Check planning</p>
	<p>HEI day</p> <p>SS Science and technology</p> <p>Cymraeg personal skills</p>	<p>Mentor meeting 5</p> <p>Complete and discuss School Experience Report (SER).</p> <p>Review of Professional Learning Passport (PLP) evidence.</p>

Stage 5 Observation in Secondary school (Monday – Wednesday)

Focus on transition

The second visit to the secondary sector should be at the same school as Stage 1

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Welcome by the Headteacher and essential safeguarding, H&S (NLM)</p> <p>School tour with a focus on school as a community. Induction to school ethos and routines.</p> <p>Meet with head of year 7 to discuss transition (<i>this can be placed anywhere in the three days</i>)</p> <p>Observe year 7 classes with a focus on:</p> <ul style="list-style-type: none"> • Progression (what are they learning?) • Pedagogy (how are they learning?) • Behaviour (what are the obvious similarities and differences compared to KS2?) <p>Reflect in pairs. Identify implications for year 6 teachers.</p>	<p>Meet with small focus group of year 7</p> <p>Design questions to ask the year 7 pupils including:</p> <p>What went well when you moved school?</p> <p>What needs to be improved?</p> <p>Focus questions on:</p> <ul style="list-style-type: none"> • Learning • Friends and social environment • The physical environment • The curriculum • Challenge • Preparation in the Primary for transition <p>Observe a year 7 class.</p> <p>Focus on attainment, challenge, support and differentiation</p> <p>Reflect in pairs. Identify implications for year 6 teachers.</p>	<p>Focus on assessment – <i>Is it possible to meet senior leader responsible for assessment and tracking?</i></p> <p><i>How do schools track progression from KS2 to KS3?</i></p> <p>Observe a range of year 7 lessons (track one pupil perhaps)</p> <p>Focus on creativity and independent learning</p> <p>Reflect in pairs. Identify implications for year 6 teachers. Reflect on the nature of secondary pedagogy and curriculum</p>	<p>Lead School</p> <p>Reflection on secondary observation. Led by NLM</p>	<p>First day in 2nd Network School</p> <p>Welcome by the Headteacher and essential safeguarding, H&S (PM).</p> <p>School tour with a focus on school as a community</p> <p>Induction to school ethos and routines.</p> <p>Introduction to the class and the mentor.</p> <p>Practical considerations.</p> <p>Observation, looking at learners, interactions and behaviours</p> <p>Receive class lists.</p>

Stage 6

Teaching, observation and reflection

NB ATs should teach 12 hours as soon as possible and certainly by the end of the stage.

Monday, Tuesday, Wednesday, Friday	Thursday	Mentor meeting
<p>Introductory Week</p> <p>Observations focussing on Cymraeg and CCRs (Mentor to identify lessons). Focus on pedagogy, especially assessment and how assessment informs planning Become familiar with resources and schemes of work.</p> <p>Reflect on AoLE day 3 in previous week – compare and contrast classroom practice with AoLE day. Teach two lessons to small groups (supporting mentor’s main lesson) and discuss outcomes based on AT’s and mentor’s assessment of learning.</p>	<p>Lead School Cymraeg</p>	<p>Mentor Meeting 1 Review of previous placement. Check mentor access to PLP Discuss previous School Experience Report (SER). and AT’s reflection on standards in the Professional Learning Passport (PLP) Assign lessons for Stage 6.</p>
<p>Weeks 2-4 Plan and deliver lessons which include the CCRs., building on Stage 4 ATs should teach 12 hours as soon as possible and certainly by the end of the stage. If this is not possible, the support plan should be implemented Plan with mentor support Continue to support and observe, looking at the four purposes (at least 2 hours) Focus on Cymraeg (Week 2), ALN and differentiation (Week 3), Humanities (following expert school input Complete follow on tasks from Welsh seminars (Cymraeg Pob Dydd and Cwricwlwm Cymreig) ensuring the portfolio is up to date. Complete follow on tasks and implement ideas from Thursday seminars. Focus on Cymraeg (Week 2), ALN and differentiation (Week 3), Humanities (following expert school input Observation: different classes Increased upload of evidence to PLP. Continue to reflect in pairs at the end of the day Professional activities – see PLP for descriptors of excellent practice Complete PPC assignment C: Deadline 27/02/20 Complete Step Module Part 3: Deadline 02/03/20 Complete proposal for Teacher Enquiry Project</p>	<p>HEI day PPC Assignment Final Presentation Cymraeg personal skills</p>	<p>Mentor Meeting 2 Initial discussion of Reflective Enquiry (including ethics). Agree on focus and identify class(es) for the inquiry.</p>
	<p>AoLE in Expert School SS Humanities</p>	<p>Mentor meeting 3 Observe, review and complete Pedagogy Assessment Form (PAF 4) and set targets</p>
	<p>HEI day SS Humanities SS Expressive Arts</p>	<p>Mentor meeting 4 Discuss and support Reflective Enquiry. Discuss the mentor’s role in the inquiry (e.g. focussed observation).</p>

Stage 7-8 (8 weeks) Years 3-6 option

Autonomous teaching and reflection

NB ATs should teach **15 hours** by the end of the stage.

Monday – Friday	Thursdays (weekly programme)	Mentoring
<p>Plan and deliver lessons which include the CCRs., building on Stage 6</p> <p>ATs should teach 15 hours, by the end of the stage. depending on their progress in Stage 6. The additional teaching may be team teaching, teaching small groups, bespoke support for those with ALN or MAT learners etc.</p> <p>Foci</p> <ul style="list-style-type: none"> Refining differentiation and AfL. Planning should be informed by continual assessment of learning and outcomes. Refining behaviour and classroom management Pupil voice: involving pupils in management of and planning for learning Expressive arts (week 2) Health and Well-being (week 4) <p>Plan autonomously - reduced mentor support</p> <p>Complete Welsh portfolio Part A: Deadline 12/03/20</p> <p>Complete Teacher Enquiry (deadline: Week beginning 20/4/19)</p> <p>Complete Portfolio Cymraeg (deadline: Week beginning 4/5/19)</p> <p>Continue upload, update and review of evidence to PLP.</p> <p>Complete Career entry profile (Week beginning 18/5/19)</p>	<p>AoLE in Expert School SS Expressive Arts</p>	<p>Mentor Meeting 1 Observe, review and complete Pedagogy Assessment Form (PAF 5)</p>
	<p>HEI day SS Health and Well-being SS CCRs</p>	<p>Mentor Meeting 2 Focus on Cymraeg pob dydd – monitor portfolio and set targets for completion</p>
	<p>AoLE in Expert School SS Well-being</p>	<p>Mentor meeting 3 Observe, review and complete Pedagogy Assessment Form (PAF 6) and set targets</p>
	<p>Network School</p>	<p>Mentor meeting 4 Review of PLP – focus on Innovation and Collaboration</p>
	<p>Lead School PLP review – all standards. Guidance, final exemplifications and sharing. Cymraeg</p>	<p>Mentor meeting 5 Observe, review and complete Pedagogy Assessment Form (PAF 7) and set targets</p>
	<p>Network School</p>	<p>Mentor meeting 6 Review of PLP following Lead School Day Review of Cymraeg pob dydd.</p>
	<p>Network School</p>	<p>Mentor meeting 7 Review Pedagogy Assessment Form (PAF 8) and targets</p>
	<p>Network School</p>	<p>Mentor meeting 8 Discuss School Experience Report (SER) and sign off PLP</p>

Stage 7-8 (8 weeks) Reception – Year 3 Option

Autonomous teaching and reflection

Monday – Friday	Thursdays (weekly programme)	Mentoring
<p>Week 1: Introduction to new class Observe and team teach, increasing responsibility rapidly as the week progresses (see stage 6 introduction). Sharing of schemes of work and expectations</p>	<p>AoLE in Expert School SS Expressive Arts</p>	<p>Mentor Meeting 1 Review of previous progress Check mentor access to PLP Assign lessons for Stages 7-8.</p>
<p>Week 2: Teach 8 hours Week 3 Teach 12 hours Plan and deliver lessons which include the CCRs, building on Stage 6 ATs should teach 15 hours by the end of the stage. depending on their progress in Stage 6. The additional teaching may be team teaching, teaching small groups, bespoke support for those with ALN or MAT learners etc.</p> <p>Foci</p> <ul style="list-style-type: none"> Refining differentiation and AfL. Planning should be informed by continual assessment of learning and outcomes. Refining behaviour and classroom management Pupil voice: involving pupils in management of and planning for learning Expressive arts (week 2) Well-being (week 4) <p>Plan autonomously - very little or no mentor support</p> <p>Complete Welsh portfolio Part A: Deadline 12/03/20</p> <p>Complete Teacher Enquiry (deadline: Week beginning 20/4/19)</p> <p>Complete Portfolio Cymraeg (deadline: Week beginning 4/5/19)</p> <p>Continue upload, update and review of evidence to PLP.</p> <p>Complete Career entry profile (Week beginning 18/5/19)</p>	<p>HEI day SS Health and Well-being SS CCRs</p>	<p>Mentor Meeting 2 Observe, review and complete Pedagogy Assessment Form (PAF 5) Focus on Cymraeg Pob Dydd – monitor portfolio and set targets for completion</p>
	<p>AoLE in Expert School SS Well-being</p>	<p>Mentor meeting 3 Observe, review and complete Pedagogy Assessment Form (PAF 6) and set targets</p>
	<p>Network School</p>	<p>Mentor meeting 4 Review of PLP – focus on Innovation and Collaboration</p>
	<p>Lead School PLP review Cymraeg</p>	<p>Mentor meeting 5 Observe, review and complete Pedagogy Assessment Form (PAF 7) and set targets</p>
	<p>Network School</p>	<p>Mentor meeting 6 Review of PLP following Lead School Day.</p>
	<p>Network School</p>	<p>Mentor meeting 7 Review Pedagogy Assessment Form (PAF 8) and targets</p>
	<p>Network School</p>	<p>Mentor meeting 8 Discuss School Experience Report (SER) and sign off PLP</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; 1
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>