

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.

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 critically evaluate practice-based and close-to-practice research. The module will develop your knowledge of a 'culture of enquiry' within self-improving school systems, schools as learning organisations, and the importance of developing and participating in Professional Learning Communities. Specific research shared during network events will link closely to the content of XTE-4211 and XTE-4213 and will be used to inform assessments for these modules.

The Professional Journal

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

Reflective Practice

In addition to the initial induction to effective teaching this module will focus on two essential practitioner research skills: observation and reflection. You 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).

The Instructional Core

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

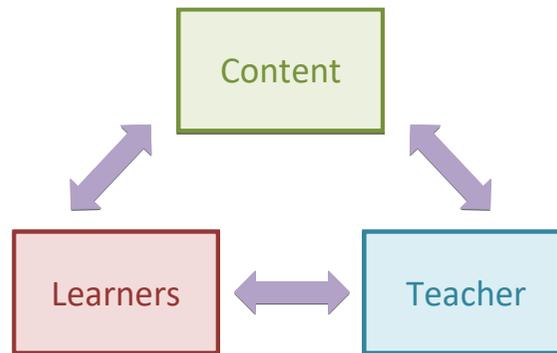


Fig. 2 The Instructional Core (after City et al, 2009 p23)

Lesson Study

Thirdly, during your first placement, you will analyse teaching and learning alongside your mentor using a **Lesson Study** (Cajkler et al., 2013).

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.

Lesson Study

Aims

- for ATs to co- plan with expert teachers in context;
- for mentors and ATs to observe and analyse learning ;
- to identify implications for subject related pedagogy.

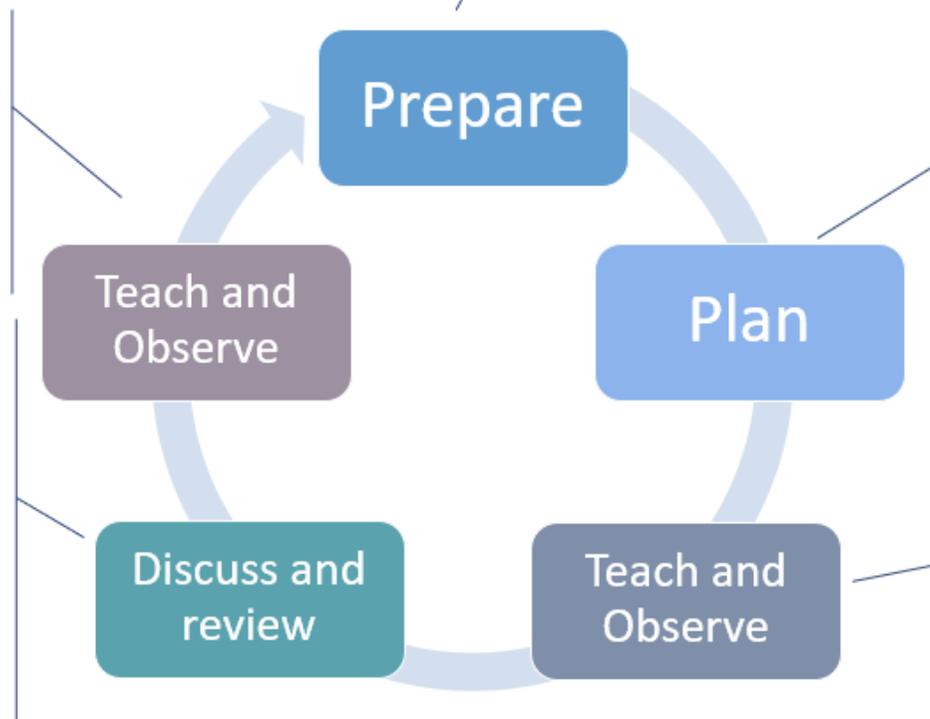
HEI tutors initially train mentors and ATs in the use of the Learning Study cycle. They stress the need to focus on the observation of learning (not teaching strategies and behaviour) and emphasise mutual regard to avoid inducing anxiety in the ATs.

The revised lesson is taught by the **AT** to a different group (this may be problematic in some settings) and the learners are observed by the **mentor**. The lesson is then analysed and informs the next research cycle.

The **mentor** and **AT** evaluate the lesson using the **AT's** notes and the video. The discussion is centred on the learning; it is not intended that the mentor models good teaching strategies to be imitated by the AT. The original lesson is improved as a result of the analysis of the learning of the case students.

The mentor and AT identify a specific challenge their learners have with an aspect of learning. Once the focus and the target learners are chosen, the mentor and AT plan the research lesson in detail, focusing on the intended learning outcomes of the whole class but with an added attention given to on three learners chosen to be closely observed.

The first lesson is taught by the **mentor**, the expert practitioner whilst the **AT** observes the learning of the three case learners. Detailed notes are taken by the AT and subsequent analysis of the research lesson is facilitated by a video recording



Provision	Initial mentor meeting with tutor input (note mentors will become autonomous overtime)
Tutor time	One hour meeting in school with mentor and AT
Mentor time	Initial meeting with subsequent observation and reviews held during mentor meetings.

Theoretical basis
 Lesson Study (Lewis, 2000) has been shown to encourage and develop collaboration within Professional Learning Communities. Adaptation of the model to ITE suggests that Lesson Study is an effective tool for mentor development in addition to being successful in accelerating ATS' progress (Cajkler et al., 2013).

The Knowledge Quartet

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's 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.
- Read the code of professional conduct online before the placement starts and complete the table in your Journal

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

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 – theories of teaching and learning and ATs' response to school based observations and activities

Welsh Portfolio Part A

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).

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 (PAF 2).

Welsh Portfolio Part B – 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 Professional Enquiry – identify likely focus and prepare methods.

PPC Assignment Part B – final preparation and presentation.

Welsh Portfolio Part B – complete and submit.

Stage 6

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

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

Linked Assessments

Subject Studies Professional Enquiry – action research in the classroom.

School Experience – Observations (PAFs 3 – 5).

Welsh Portfolio part C – 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.

Linked Assessments

School Experience – Observations (PAFs 6 – 8).

School experience schedule

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

Location		Abbreviations	
Lead school		NLM – Network Lead Mentor	PM – Principle Mentor
Network school		SM – School Mentor	PAF – Pedagogy Assessment Form
HEI		SER – School Experience Report	AoLE – Area of Learning and Experience
AoLE in Expert school			

School experience 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. Note the activities below are suggestions and all activities should fit around the priorities of the school, the teachers, and pupils.

Covid-19 Social- distancing

The following pages are indicative only and the length and timing of each placement may vary, depending on University, College and Government policies.

Note that all lead school days and HEI based seminars are subject to change due to the uncertainty resulting from the Covid-19 pandemic.

On the following pages, any activities identified for Lead School delivery may be delivered online and you will be expected to remain in your network school or work from home on these days.

HEI days may be delivered in small seminar groups where social distance can be maintained, with Skype, Teams or Zoom, or in online discussion forums and chatrooms. Details of the format and locations will be shared with all of you in good time.

HEI and Lead School seminar content will be detailed on Blackboard.

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

<p>Welcome by the Foundation Lead and essential safeguarding (PM)</p> <p>Activity 1 Observe whole group with a focus on communication oracy/talk (adult talk, child talk and adult-child interactions).</p> <p>Activity 1 Observe the adults in the room. 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>Activity 2 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? How are routines established at various stages of the day?</p> <p>Observe how adults promote positive behaviours</p> <p>Activity 3 Plan and deliver (with the guidance of a teacher or adult) a small group communication activity. Use the strategies observed on the first day.</p> <p>Activity 4 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>Activity 5 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>Activity 6 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>Lead School day</p> <p><u>PPC</u> See handbook and Blackboard for details</p> <p><u>Cymraeg</u> See handbook and Blackboard for details</p>	<p>Activity 8 Observe a small group of 4-6 older children and note, in detail, how they interact with each other. Identify the implications of these interactions on foundation phase teaching and planning for learning.</p> <p>Activity 9 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>Post this as a Professional Learning Template to the PLP and link to the element Progression in Learning</p>
<p>Reflect: At the end of each day reflect in groups/pairs on the observation of learning and teaching</p>				

Stage 1 Week 2: (Years 0 – 2 OR 3 – 6)

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>Welcome by the Headteacher and essential safeguarding (PM)</p> <p>ATs Observe whole class in early years or KS2 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 a camera where relevant to literacy.</p> <p>Focus on communication (including Cymraeg pob dydd/gloywi iaith)</p>	<p>Start day in base class</p> <p>Observe whole class in year 1/year 4 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>Start day in base class</p> <p>Observe small group in year 1 /year 4 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>HEI Day</p> <p>See handbook and Blackboard for details</p>	<p>Start day in base class</p> <p>Observe whole class in year 2 OR year 5 with a focus on managing the different activities and the learning space.</p> <p>Note any obvious developments from the previous years you have observed</p> <p>Identify possible instances of the four purposes of learning.</p> <p>Observe small group in year 2 or year 6 with a focus on wider literacy skills (reading and writing) and a closer focus on pupil-pupil talk.</p> <p>Focus on the development of language from the youngest to oldest pupils</p>
<p>Reflect: At the end of each day Trainees reflect in groups/pairs on their observation of learning. This may be completed online.</p>				

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

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

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Observations 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>Observations 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><u>PPC</u> See handbook and Blackboard for details</p> <p><u>Cymraeg</u> See handbook and Blackboard for details</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.

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Team teaching In years 3-4: A literacy based lesson planned and delivered by the mentor*; AT given key supporting role such as taking a group of learners; adopting the role of a TA with individuals</p> <p>OR</p> <p>In the foundation: the AT delivers a parallel literacy focus task whilst the mentor leads the whole class.</p> <p>Observe a different class 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 In years 3-4 A numeracy/mathematics lesson planned by the mentor*; AT given key supporting role such as taking a group of learners; adopting the role of a TA with individuals.</p> <p>OR</p> <p>In the foundation: the AT delivers a parallel numeracy focus task whilst the mentor leads the whole class.</p> <p>Observe a different class Focus on lesson beginnings and endings, especially AfL. Continue with transitions; managing the learning and managing learners; engagement</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>Microteaching Identify a group of learners with the mentor beforehand. Plan and teach a specific activity, using one of the Four Purposes as a focus.</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>ATs plan for first formal observation with mentor support</p> <p>Reflect: At the end of each day Trainees reflect in groups/pairs on their observations of learning</p>	<p>AoLE day in expert school <u>Subject Studies</u> See Handbook and Blackboard for details</p>	<p>Class teaching Teach first lesson (formal observation). This may be delivered with mentor support and may be team taught if necessary.</p> <p>Immediate reflection: ATs reflect in groups/pairs on their first formally observed lesson. They complete their reflection, remembering what was said and done. They analyse learning.</p> <p>Preparation ATs and mentors ensure preparations has commenced for the following week</p>

Mentor meeting and responsibilities
Share and discuss plans for team teaching/microteaching lessons.
Ensure ATs have understood starter activities/microteaching tasks.
Check lesson plans for starters
Arrange first formal observation of AT, complete Pedagogy Assessment Form (PAF), review progress and set targets with the AT.
Arrange observations for Cymraeg Pob Dydd.
Brief the AT on the lessons to be taught in the coming weeks, highlighting which lessons are their full responsibility.
Share draft timetable
Brief AT regarding Team Teaching for next week.

Stage 3 Week 1

Observation, support, planning and team teaching

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>Teach The 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>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>Observe (all day) Focus on the following in turn</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 development of different learners within your observed class</p> <p>See above.</p> <p>Reflect in groups/pairs on the observation of learning</p>	<p>Lead School day <u>PPC</u> See handbook and Blackboard for details</p> <p><u>Cymraeg</u> See handbook and Blackboard for details</p>	<p>Deliver focus task planned on Tuesday pm.</p> <p>Extended Reflection Reflect on key aspects of planning and implementation, with a particular focus on Cymraeg Pob Dydd.</p>

Mentor meeting and responsibilities
Ensure the AT observes a mentor's lesson. Discuss the learner outcomes with the AT.

Prepare for Lesson Study
Ensure the AT has planned for team teaching and starters.
Arrange observations for Cymraeg Pob Dydd.
Brief the AT and support them with for planning next week's lessons, highlighting which lessons are their full responsibility.
Check AT's Professional Journal.
Complete formal observation, using the **Pedagogy Assessment Form** (PAF 1), review progress and set targets with the AT.

Stage 3 Week 2

Observation, support, planning and teaching

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

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

Monday	Tuesday	Wednesday	Thursday	Friday
<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 (foundation) 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 (where possible).</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 (where possible).</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>Lead School day</p> <p><u>PPC</u> See handbook and Blackboard for details</p> <p><u>Cymraeg</u> See handbook and Blackboard for details</p>	<p>Teach planned lessons and focus tasks.</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 Plan for Lesson Study</p>			<p>Mentor meeting and responsibilities Ensure the AT team teaches a lesson with another AT in a support role (and then reverse the roles). Check AT's planning (annotate plans) Arrange observations for Cymraeg Pob Dydd. Continue briefing for planning. Emphasise use and implications of AfL. Plan for Lesson Study</p>	

Stage 4 (2 weeks)

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

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

Monday – Friday	Thursday	Mentoring
<p>Plan and deliver lessons which include the CCRs.</p> <p>ATs should teach 8 hours. If this is not possible, an Enhanced 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>Lead School Day</p> <p><u>PPC</u></p> <p>See handbook and Blackboard for details</p> <p><u>Cymraeg</u></p> <p>See handbook and Blackboard for details</p>	<p>Mentor meeting</p> <p>Check Professional Journal</p> <p>Check planning</p> <p>Complete formal observation, complete Pedagogy Assessment Form (PAF 2), review progress and set targets with the AT</p>
<p>Complete follow on tasks from Welsh seminars (<i>Cymraeg Pob Dydd and Cwricwlwm Cymreig</i>).</p> <p>Continue to reflect in pairs once a week and link to upload of evidence to the Professional Learning Passport (PLP).</p> <p>Complete Step Module Part 2</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</p>	<p>HEI Day</p> <p><u>PPC</u></p> <p>See handbook and Blackboard for details</p> <p>Review Critical Portfolio</p>	<p>Mentor meeting</p> <p>Complete and discuss School Experience Report (SER).</p> <p>Review Professional Learning Passport (PLP) evidence.</p>

Stage 6 (Week 1)

Placement 2 in Foundation Phase **OR** years 3-6

ATs plan and teach full lessons as agreed with the mentor and take responsibility for 12 hours of lessons by the end of the placement.

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

Introductory Week

Monday, Tuesday, Wednesday, Friday	Thursday	Mentor meetings
<p>Welcome by the Headteacher and essential safeguarding, H&S (PM). School tour with a focus on school as a community Induction to school ethos and routines. Introduction to the class and the mentor.</p> <p>Observation, looking at learners, interactions and behaviours Focus on pedagogy and become familiar with resources and schemes of work.</p> <p>ATs 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>AoLE Day See handbook and Blackboard for details</p>	<p>Mentor meeting Review of previous placement. Ensure 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 Receive class list.</p>

Stage 6 (Weeks 2-8)

Teaching, observation and reflection

ATs plan and teach full lessons as agreed with the mentor and take responsibility for 12 hours of lessons by the end of the placement.

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

Monday, Tuesday, Wednesday, Friday	Thursday	Mentor meetings
<p>Weeks 2-7 Plan and deliver lessons which include the CCRs., building on Stages 4 and 5. If the AT is unable to teach 12 hours, an Enhanced Support Plan should be implemented. Plan with mentor support. Continue to support and observe, reflecting on how teachers provide for, and facilitate, the Four Purposes (4 hours). Complete follow on tasks from Welsh seminars (Cymraeg Pob Dydd and Cwricwlwm Cymreig) ensuring the portfolio is up to date. Increased upload of evidence to PLP. Complete Microsoft STEP Module Part 3. Complete Professional Enquiry Project Complete Welsh Portfolio Part C</p>	<p>Lead School See handbook and Blackboard for details</p>	<p>Mentor Meeting Initial discussion of Professional Enquiry (including ethics). Agree focus for the inquiry.</p>
	<p>HEI See handbook and Blackboard for details</p>	<p>Mentor Meeting Focus on Cymraeg Pob Dydd – monitor portfolio and set targets for completion. Prepare for observation.</p>
	<p>AoLE Day See handbook and Blackboard for details</p>	<p>Mentor meeting Observe, review and complete Pedagogy Assessment Form (PAF 3) and set targets</p>
	<p>Lead School See handbook and Blackboard for details</p>	<p>Mentor meeting Discuss and support Professional Enquiry. Discuss the mentor's role in the enquiry (e.g. focussed observation).</p>
	<p>HEI See handbook and Blackboard for details</p>	<p>Mentor meeting Observe, review and complete Pedagogy Assessment Form (PAF 4) and set targets Focus on Cymraeg Pob Dydd – monitor portfolio and set targets for completion</p>
	<p>AoLE Day See handbook and Blackboard for details</p>	<p>Mentor meeting Discuss and support Professional Enquiry. Complete the enquiry in final two weeks of placement Assign additional teaching for stage 7-8</p>
	<p>Lead School See handbook and Blackboard for details</p>	<p>Mentor meeting Observe, review and complete Pedagogy Assessment Form (PAF 5) and set targets</p>

Observation in Secondary school (Monday-Thursday)

Focus on transition

All activities are to be provided within the constraints of the school, the classes, and teacher availability. The timetable below is an example.

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Welcome by the Headteacher; 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>Meet with small focus group of year 7 pupils.</p> <p>Design questions to ask them, including:</p> <p>What went well when you moved school? 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>Observe a range of year 7 lessons (e.g., track one pupil)</p> <p>Focus on creativity and independent learning.</p> <p>Observe a range of lessons from year 7-10</p> <p>Focus on ALN:</p> <ul style="list-style-type: none"> • How are learners supported? • What is the effect of setting in the secondary sector? • How have learners' skills developed since primary? • How do the problems they faced in primary change as they move to secondary? • How is behaviour linked to poor academic attainment? 	<p>Lead School</p> <p>See handbook and Blackboard for details</p>	<p>Independent Study</p> <p>Completing the Professional Enquiry</p>
<p>At the end of each day, reflect in pairs. Identify implications for year 6 teachers. Reflect on the nature of secondary pedagogy and curriculum, using your observations focus to frame your discussion</p>				

School Experience 3 (completed in the AT's preferred stage)

Stage 7-8 (8 weeks)

Autonomous teaching and reflection

Should the AT have to change school at the end of stage 6, Stage 7 should include an induction week (see below); otherwise, ATs progress directly to the programme detailed on the next page

Monday - Friday	Thursday	Mentor meeting
<p>Introductory Week</p> <p>First day in 2nd Network School</p> <p>Welcome by the Headteacher and essential safeguarding, H&S. School tour with a focus on school as a community Induction to school ethos and routines. Introduction to the class and the mentor. Practical considerations.</p> <p>Observation, looking at learners, interactions and behaviours Focus on pedagogy and become familiar with resources and schemes of work.</p> <p>ATs 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>HEI</p> <p>See handbook and Blackboard for details</p>	<p>Mentor Meeting 1</p> <p>Review of previous placement.</p> <p>Ensure access to PLP</p> <p>Discuss previous School Experience and AT's reflection on standards in the Professional Learning Passport PLP</p> <p>Assign lessons for Stages 7-8.</p> <p>Receive class list.</p>

Stage 7-8 (8 weeks)

Autonomous teaching and reflection

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

Monday – Friday	Thursday	Mentoring
<p>Plan and deliver lessons which include the CCRs., building on Stage 6</p> <p>ATs should teach 15 hours, depending on their progress in Stage 6 and certainly by the end of the stage. The additional teaching may be team teaching or bespoke support for small ALN or MAT groups. These additional teaching responsibilities will replace the observations.</p> <p>Focus: refining differentiation and AfL - planning should be informed by continual assessment and should build on prior learning.</p> <p>Plan autonomously - reduced mentor support</p> <p>Continue to upload, update and review evidence to PLP.</p> <p>Complete Career Entry Profile</p> <p>The final week may include a return to more observation and reflection.</p>	<p>HEI See handbook and Blackboard for details</p>	<p>Mentor Meeting Set targets for final stages</p>
	<p>AoLE Day See handbook and Blackboard for details</p>	<p>Mentor meeting Observe, review and complete Pedagogy Assessment Form (PAF 6) and set targets</p>
		<p>Mentor meeting Review of PSTL – focus on Innovation and Collaboration</p>
	<p>Lead School See handbook and Blackboard for details</p>	<p>Mentor meeting Observe, review and complete Pedagogy Assessment Form (PAF 7) and set targets</p>
		<p>Mentor meeting Review of Cymraeg Pob Dydd.</p>
		<p>Mentor meeting Observe, review and complete Pedagogy Assessment Form (PAF 8) and set targets</p>
	<p>Lead School See handbook and Blackboard for details</p>	<p>Mentor meeting Complete and discuss School Experience Report (SER) and support completion of the PSTL</p>
	<p>HEI See handbook and Blackboard for details</p>	<p>Mentor meeting Support the career entry profile.</p>