



*CaBan*

Module Handbook  
XPC/XPE-3220  
PGCE Secondary  
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 XTE4214 and XTE4212 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 Professional Learning Passport. At the end of the module, you will demonstrate that you have made satisfactory progress against the Professional Standards for Teaching and Leadership. For this module, pass or fail is recorded at the exam board using the PSTL. All details of assessment against the PSTL are included in the PSTL Assessment Handbook and details of how to use the PLP are available online.

### **Learning outcomes**

*On successful completion of this module you will have*

- Critically examined the practices, assumptions and theories underpinning the planning for and structuring of pupils' learning and the management of their behaviour in secondary schools from the perspective of policy, research, theory and current practice;
- Demonstrated a sophisticated understanding and experience of teaching that ensures all learners develop the capacity to be ambitious and capable, enterprising and creative, ethical and informed, healthy and confident as required by the curriculum;
- Demonstrated a profound understanding of Additional Learning Needs (ALN) from different perspectives and the evaluated steps taken to address them;
- Managed and organised classrooms to promote a culture of high aspiration and behaviour which supports learning;
- Enrich learners' sense of community and cultural values by applying your knowledge of the Welsh curriculum;
- Reflected critically on your progress and collaboratively set targets with your mentor in order to meet or exceed the Professional Standards for Teaching and Leadership.

### **Progression in Bilingualism**

You will be introduced to bilingualism in the context of the distinct Welsh curriculum, and the different ways that this is addressed in the different school settings (Welsh medium, bilingual and English medium). You will also study the aims and goals of bilingual education from different perspectives, consider EAL education and look at the specific issues associated with assessment of bilinguals. Subsequently you will consider the expected and realistic outcomes for different types of bilinguals. You will be made aware of and come to understand language policies in operation in schools and specific strategies that are built into the curriculum to address learners' language skills.

### **Research informed delivery and research-based teaching**

The content and delivery of the module will encourage you to offer advanced critical review of the importance of being consumers and producers of research and to analyse, synthesise and critically reflect on the spectrum of research that informs teaching practice. You will also be encouraged to offer advanced critical evaluation of practice-based or close-to-practice research. The module will develop advanced knowledge of teacher scholarship and the long-term impact of involvement in research on their personal developing professionalism and what it means to be a research-informed teacher. The module will encourage advanced mastery of what it means to develop a 'culture of enquiry' within self-improving school systems, schools as learning organisations, and the importance of developing and participating in Professional Learning Communities. Specific research shared during network events will link closely to the content of XTE-4211 and XTE-4213 and will be used to inform assessments for the other two level 7 modules

### **The Professional Journal**

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

## 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 three models to frame your analysis of learning and teaching

### Ebbutt's Questions

When observing or reflecting on learning and teaching, use the following questions to facilitate your analysis of learning and reflection on practice:

- *What did the pupils actually do?*
- *What were they learning?*
- *How worthwhile was it?*
- *What did I do? (What did the teacher do?)*
- *What did I learn?*
- *What do I intend to do next?*

Ebbutt, 1985, in Hopkins, D., 2014. *A teacher's guide to classroom research*. London, UK: McGraw-Hill Education

### Lesson Study

Secondly, 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. (see next page for details of this reflective cycle).

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

<b>Provision</b>	Initial mentor meeting with tutor input (note mentors will become autonomous overtime)
<b>Tutor time</b>	One hour meeting in school with mentor and AT
<b>Mentor time</b>	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 third 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"> <li>• the teacher’s subject knowledge;</li> <li>• their knowledge of the curriculum;</li> <li>• their beliefs about the nature of the subject;</li> <li>• their beliefs about teaching and learning;</li> <li>• their knowledge of the pupils?</li> </ul>	<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>

Rowland, T., Huckstep, P. and Thwaites, A., 2005. Elementary teachers’ mathematics subject knowledge: The knowledge quartet and the case of Naomi. *Journal of Mathematics Teacher Education*, 8(3), pp.255-281.

## Brookfield's Lenses

And finally, Brookfield (1998) uses four lenses to analyse professional reflection:

Autobiographical	Learners' Eyes
<p>How does our own history influence the ways we behave? We must consider:</p> <ul style="list-style-type: none"> <li>• how personal experiences have influenced our beliefs</li> <li>• why we choose certain approaches over others</li> <li>• how our own failures and successes influence our choices of pedagogy.</li> </ul>	<p>What do the learners think of me and the way that I teach? We should:</p> <ul style="list-style-type: none"> <li>• create a safe space for pupil voice.</li> <li>• be sensitive to their needs during lessons and respond sensitively</li> <li>• adapt our teaching and planning according to their needs.</li> </ul>
Colleagues' Experience	Theoretical Literature
<p>Having critical conversations with peers enables us to:</p> <ul style="list-style-type: none"> <li>• gain an additional perspective</li> <li>• evaluate more effectively and critically</li> <li>• broaden our approaches</li> <li>• change our practice.</li> </ul>	<p>Reading academically literature can:</p> <ul style="list-style-type: none"> <li>• help me identify and label my teaching approaches or pedagogy</li> <li>• explain success and failure</li> <li>• explain the complexity of the classroom</li> <li>• introduce me to new and effective approaches</li> </ul>

[Brookfield, S., 1998. Critically reflective practice. \*Journal of Continuing Education in the Health Professions\*, 18\(4\), pp.197-205.](#)

### Professional Responsibilities

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

- Accompany a teacher on duty one day a week.
- Assist with registration class's administrative duties under the guidance of the mentor or form tutor

### 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 Critical Portfolio – identifying key readings and lecture notes and their implications for ATs' practice and beliefs

### 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

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:*

Subject Studies Critical Portfolio – complete lesson study.

PPC Assignment Part B

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 Critical Portfolio – submit the assignment.

Subject Studies Professional Enquiry – identify likely focus and prepare methods.

PPC Assignment Part B – final preparation and submission

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.

## 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

Lead school
Network school
HEI
Subject enhancement in an expert school

### Abbreviations

NLM – Network Lead Mentor

SM – School Mentor

SER – School Experience Report

PM – Principal Mentor

PAF – Pedagogy Assessment Form

AoLE – Area of Learning and Experience

# 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 would 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.

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

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><b>Morning</b> ATs <b>observe</b> lessons in KS3. Focus on starters/beginnings; transitions; managing the learning and managing learners; engagement; AfL (refer to PPC session 3.1). ATs identify possible instances of the four purposes of learning.</p> <p><b>Supporting learning:</b> ATs take the role of the TA as directed by the mentor/teacher. Whilst supporting pupils, ATs identify the subject knowledge being acquired by the pupils and the pedagogy being adopted by the teacher. (What are they learning and how they are learning?)</p> <p><b>Reflect:</b> ATs reflect in groups/pairs on their observation of learning. They make links with the learning theories</p>	<p><b>Morning</b> ATs <b>observe</b> lessons in KS3. Focus on lesson endings, especially AfL. Continue with transitions; managing the learning and managing learners; engagement; ATs continue to identify possible instances of the four purposes of learning.</p> <p><b>Supporting learning:</b> ATs take the role of the TA as directed by the mentor/teacher. Whilst supporting pupils, ATs identify the subject knowledge being acquired by the pupils and the pedagogy being adopted by the teacher. (What are they learning and how they are learning?)</p> <div data-bbox="600 1106 1249 1313" style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p><b>Mentor meeting and responsibilities</b> Discuss Team Teaching lessons beforehand. Plan observations (likely to be of the classes ATs are going to teach). Brief AT on starters to be taught in the following week.</p> </div>	<p><b>Morning</b> <b>Team teaching</b> Lesson planned and delivered by the <b>mentor/teacher</b>; AT given key supporting role such as taking a group of learners; adopting the role of a TA with individuals; presenting a starter.</p> <p>ATs <b>observe</b> a different class (in a different phase if possible) Focus on lesson beginnings and endings, especially AfL. Continue with transitions; managing the learning and managing learners; evaluate engagement.</p> <p><b>Reflect:</b> ATs reflect in groups/pairs on their observation of learning. They make links with the learning theories</p>	<p><b>HEI Day</b> See handbook and Blackboard for details</p>	<p><b>Morning</b> <b>Team teaching</b> Subject lesson planned by the <b>mentor/teacher</b>; AT given key supporting role such as taking a group of learners; adopting the role of a TA with individuals; presenting a starter.</p> <p><b>Extended Reflection (in pairs/groups)</b> ATs share experiences and answer the following questions: What was learnt by pupils? How did the mentors/teachers assess the learning? Were the activities effective Were there any off-task behaviours which needed to be addressed? What were they? How was poor behaviour prevented? Materials relevant to <i>PPC Presentation A</i> are presented, discussed and refined.</p>

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><b>Team teaching 1</b> KS3 lesson planned and delivered by the <b>mentor/teacher</b>; AT given greater responsibility to teach parts of the lessons for some classes.</p> <p><b>Observation 1:</b> ATs focus on behaviour following on from session in Lead School.</p> <p><b>Immediate reflection:</b> 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 starts <b>planning</b> the starter tasks.</p>	<p><b>Team teaching 2</b> KS3 lesson planned and delivered by the <b>mentor/teacher</b>; AT given greater responsibility to teach parts of the lessons.</p> <p><b>Observation 2:</b> ATs focus on behaviour following on from session PPC 4.5 (session in Lead School).</p> <p><b>Immediate reflection:</b> ATs reflect in groups/pairs on their observation of learning. They take notes, remembering what was said and done. They analyse learning.</p> <p><b>Mentor checks starter planning</b></p> <p>AT completes <b>planning</b> the starter tasks.</p>	<p><b>Starter teaching 1</b> Teach the starter activity with the class identified on Monday <b>Immediate reflection.</b> ATs note key responses from the starter activity and evaluate their significance.</p> <p><b>Observation 3:</b> ATs focus on <i>Cymraeg Pob Dydd</i>; they complete the follow-on activity from the seminar.</p> <p><b>Immediate reflection:</b> ATs reflect in groups/pairs on their observation of learning and their own starter activity. They take notes, remembering what was said and done. They analyse learning.</p> <p><b>Observation 4:</b> ATs focus on AfL in KS4, looking at: questioning; strategies pupils' responses; teachers' responses. Identifying progression from KS3-4.</p>	<p><b>Lead School Day</b> See handbooks and Blackboard for details</p>	<p><b>Starter teaching 2</b> Teach the starter activity with the class identified on Monday <b>Immediate reflection.</b> ATs note key responses from the starter activity and evaluate their significance</p> <p><b>Observation 5:</b> ATs focus on <i>Cymraeg Pob Dydd</i>; they complete the follow-on activity from the seminar.</p> <p><b>Planning</b> ATs identify the areas of the curriculum to be taught in Stages 3 and 4. They draw up initial drafts of mid-term plans for the term.</p> <p>ATs <b>reflect</b> 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>ATs upload evidence and/or reflection to the PLP and link to PSTL elements.</p>

**Mentor meeting and responsibilities**  
 Ensure ATs have understood starter activities.  
 Check plans for starters  
 Arrange observations for Cymraeg Pob Dydd.  
 Ensure AT is observing the classes to be taught by them  
 Brief the AT on the classes to be taught in Stages 3 and 4, 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

## Stage 3 Week 1

## Observation, support, planning and team teaching

14/11/23

**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 department and the mentor's timetable

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Starter 1</b> Teach the planned activity with identified class</p> <p><b>Reflect</b> Entries in journal should link observed outcomes, activities and outcomes with possible plans e.g. "How would I have planned for this?" Use Ebbutt's Questions to analyse the classroom</p> <p>ATs <b>observe</b> a mentor's lesson Discuss the lesson with the <b>mentor</b>.</p> <p>ATs <b>plan</b> the mentor's lesson in retrospect using the CABAN pro-forma and note key aspects necessary for the lesson. Plan starters and full lessons for classes identified in previous week</p>	<p>ATs <b>team teach</b> a lesson with mentor. The mentor takes the main responsibility, but the AT teaches sections (e.g. main activity presentation, plenary, supporting learners etc)</p> <p>ATs <b>plan</b> their own lessons as well as the support role of their peer. They also plan their support role in their peer's lesson.</p> <p><b>Observe:</b> ATs continue to focus on differentiation. They also identify different approaches to different content.</p> <p><b>Reflect 2</b> Second entry should analyse different observed pedagogies.</p>	<p><b>Observe</b> Focus on differentiation Identify different approaches to different content.</p> <p><b>Observe</b> Focus on <i>Cymraeg Pob Dydd</i>; follow on activity from seminar.</p> <p><b>Reflect</b> Identify key aspects of planning, using the plan based on observing the mentor/teacher</p>	<p><b>Subject Enhancement</b> See handbooks and Blackboard for details</p>	<p><b>Observation</b> ATs Observe and support a pupil who has ALN either within the subject or in a different department. They follow up on the session presented in the Lead School</p> <p><b>Reflect and plan</b> Reflect on key aspects of planning and implementing own plans.</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.



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

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

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Team Teaching with Peer</b> Lesson planned and delivered by one AT with a second AT in a support role.</p> <p><b>Reflect</b> 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><b>Team Teaching with Peer</b> Lesson planned and delivered by the second AT with the first AT in a support role.</p> <p><b>Reflect</b> 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><b>Teach planned lessons</b></p> <p><b>Reflect</b> Entries in journal should identify learning in the lesson as well as comparing actual events to the intended learning outcomes.</p>	<p><b>Lead school day</b> See handbook and Blackboard for details</p>	<p><b>Teach planned lessons</b></p> <p><b>Extended Reflection (Afternoon)</b> ATs prepare <b>reflective</b> presentation (in pairs or threes) for HEI review (next Thursday) using Ebbutt’s questions and the Knowledge Quartet as instructed in the Professional Journal</p>
<p><b>Overall</b></p> <p>ATs plan and deliver lessons (5 hours) in consultation with the <b>mentor</b></p> <p>Continue to support and observe, looking at the four purposes (8 hours)</p> <p>Increased upload of evidence to PLP.</p> <p>Continue to reflect in pairs at the end of the day</p> <p>First formal observation using Pedagogy Assessment Form (PAF 1)</p> <p><b>ATs begin to collect evidence for PPC assessment Part B (inclusion)</b></p>			<p><b>Mentor meeting and responsibilities</b></p> <p>Ensure the AT team teaches two lessons with their peer from another subject</p> <p>Check AT’s planning (annotate plans)</p> <p>Arrange observations for Cymraeg Pob Dydd.</p> <p>Continue briefing for planning</p> <p>Complete formal observation, complete <b>Pedagogy Assessment Form</b> (PAF 1), review progress and set targets with the AT</p>	

## Stage 4 (3 weeks)

28/11/23

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 <b>8 hours</b>. If this is not possible, an <b>Enhanced Support Plan</b> 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><b>Lead School Day</b> See handbook and Blackboard for details</p>	<p><b>Mentor meeting</b> Review progress. Prepare and ensure completion of the <b>Lesson Study</b>.</p>
<p>Analyse a series of observed lessons – include AfL, images of pupils' work, reflect on pedagogy used. <b>Include in Critical Portfolio</b></p> <p><b>Complete follow on tasks from Welsh seminars (Cymraeg Pob Dydd and Cwricwlwm Cymreig).</b></p> <p>Continue to reflect in pairs <b>once a week</b> and link to upload of evidence to the Professional Learning Passport (PLP).</p>	<p><b>Lead School Day</b> See handbook and Blackboard for details</p>	<p><b>Mentor meeting</b> Professional Learning Passport (PLP) review and initial target setting for Stage 4. Complete formal observation, complete <b>Pedagogy Assessment Form (PAF 2)</b>, review progress and set targets with the AT</p>
<p><b>Complete Step Module Part 2</b></p> <p><b>Complete Lesson Study</b> – reflections feed into Critical Portfolio</p> <p><b>Final week:</b> Prepare Critical Portfolio for SS review session</p> <p>Collate materials and evidence for PPC assessment Part B</p>	<p><b>HEI Day</b> See handbook and Blackboard for details Review Critical Portfolio</p>	<p><b>Mentor meeting</b> Complete and discuss School Experience Report (SER). Review Professional Learning Passport (PLP) evidence.</p>

## Spring Term

### Observation in Primary school

Focus on transition 30/01/23

The visit to the Primary sector should be in a feeder Primary to the 2<sup>nd</sup> Network School

Monday	Tuesday	Wednesday	Thursday	Friday
<p><b>Observe and support in years 5 and 6</b></p> <p>Main focus on the Curriculum and curriculum continuity between AoLEs and from year 5/6 to year 7</p> <p>Focus on Cymraeg Pob Dydd, CCRs, ways of learning, differentiation, pedagogy</p> <p><b>Reflect</b></p> <p>ATs prepare a brief presentation to share with colleagues in the lead schools.</p> <p><b>Consider:</b></p> <ul style="list-style-type: none"> <li>• Curriculum continuity across the primary-secondary transition</li> <li>• CCRs</li> <li>• Ways of learning</li> <li>• Pedagogy in the primary</li> <li>• Learning in your subject area/AoLE</li> <li>• Challenge and expectations</li> </ul>			<p><b>Lead School</b></p> <p>Reflection on primary observation. Led by NLM</p>	<p><b>First day in 2<sup>nd</sup> Network School</b></p> <p><b>Welcome</b> by the Headteacher and essential safeguarding; H&amp;S (Principal Mentor)</p> <p>School tour.</p> <p>Practical considerations.</p> <p>Introduction to the department</p>

## Stage 6 Introductory Week

06/02/23

Monday – Friday	Thursday	<b>Mentor meeting</b>
<p>Subject department introduction</p> <p>Observations focussing on Cymraeg and CCRs (PM to identify classes)</p> <p>Become familiar with resources and schemes of work</p> <p>Reflect on AoLE day 3 – compare and contrast department practice with AoLE day.</p> <p><b>Prepare to complete STEP module part 3</b></p>	<p><b>Lead School</b></p> <p>See handbook and Blackboard for details</p>	<p><b>Mentor Meeting</b></p> <p>Review of previous placement.</p> <p>Ensure access to PLP</p> <p>Discuss previous School Experience Report (SER). and AT’s reflection on standards in the Professional Learning Passport PLP</p> <p>Assign classes for Stage 6.</p>

## Stage 6 (Weeks 2-6)

## Teaching, observation and reflection

13/02/23

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 – Friday	Thursday	Mentoring
<p>Plan and deliver lessons which include the CCRs., building on Stage 4.</p> <p>If the AT is unable to teach 12 hours by the end of the stage, an <b>Enhanced Support Plan</b> should be implemented.</p> <p>Plan autonomously with mentor support where appropriate</p> <p>Continue to support and observe, reflecting on how teachers provide for, and facilitate, the Four Purposes (4 hours).</p> <p><b>Complete follow on tasks from Welsh seminars (Cymraeg Pob Dydd and Cwricwlwm Cymreig) ensuring the portfolio is current.</b></p> <p>Increased upload of evidence to PLP.</p> <p>Continue to reflect in pairs at the end of the day</p> <p>Professional activities – see PLP for descriptors and exemplification of excellent practice</p> <p><b>Complete Professional Enquiry Project</b></p> <p><b>Complete Welsh Portfolio Part 3</b></p>	<p><b>HEI</b> See handbook and Blackboard for details</p>	<p><b>Mentor Meeting</b> Initial discussion of Professional Enquiry (including ethics). Agree focus for the inquiry.</p>
	<p><b>Subject Enhancement</b> See handbook and Blackboard for details</p>	<p><b>Mentor meeting</b> Observe, review and complete <b>Pedagogy Assessment Form (PAF 3)</b> and set targets</p>
	<p><b>Lead School</b> See handbook and Blackboard for details</p>	<p><b>Mentor meeting</b> Discuss and support Professional Enquiry. Discuss the mentor's role in the enquiry (e.g. focussed observation).</p>
	<p><b>HEI</b> See handbook and Blackboard for details</p>	<p><b>Mentor meeting</b> Observe, review and complete <b>Pedagogy Assessment Form (PAF 4)</b> and set targets Focus on <b>Cymraeg Pob Dydd</b> – monitor portfolio and set targets for completion</p>
	<p><b>Subject Enhancement</b> See handbook and Blackboard for details</p>	<p><b>Mentor meeting</b> Discuss and support Professional Enquiry. Complete the Professional Enquiry in final two weeks of placement. Assign additional teaching for stage 7-8</p>
	<p><b>Subject Enhancement</b> See handbook and Blackboard for details</p>	<p><b>Mentor meeting</b> Observe, review and complete <b>Pedagogy Assessment Form (PAF 5)</b> and set targets</p>

## Stage 7-8 (8 further weeks)

## Autonomous teaching and reflection

17/04/23

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 <b>15 hours</b>, depending on their progress in Stage 6 and certainly by the end of the stage. The additional teaching may be team teaching, teaching in the 6<sup>th</sup> form, bespoke support for small groups in GCSE revision classes etc. These additional teaching responsibilities will replace the observations.</p> <p><b>Focus:</b> refining differentiation and AfL - planning should be informed by continual assessment and should build on prior learning.</p> <p>Plan autonomously - very little or no mentor support</p> <p>Continue to upload, update and review evidence to PLP.</p> <p><b>Complete Career Entry Profile</b></p> <p>Final week may include a return to more observation and reflection.</p>	<p><b>Subject Enhancement University-based</b></p>	<p><b>Mentor Meeting</b> Set targets for final stages</p>
	<p><b>HEI</b> See handbook and Blackboard for details</p>	<p><b>Mentor meeting</b> Observe, review and complete <b>Pedagogy Assessment Form (PAF 6)</b> and set targets</p>
	<p><b>Lead School</b> See handbook and Blackboard for details</p>	<p><b>Mentor meeting</b> Review of PSTL – focus on <b>Innovation and Collaboration</b></p>
		<p><b>Mentor meeting</b> Observe, review and complete <b>Pedagogy Assessment Form (PAF 7)</b> and set targets</p>
		<p><b>Mentor meeting</b> Review of Cymraeg Pob Dydd.</p>
		<p><b>Mentor meeting</b> Observe, review and complete <b>Pedagogy Assessment Form (PAF 8)</b> and set targets</p>
	<p><b>Lead School</b> See handbook and Blackboard for details</p>	<p><b>Mentor meeting</b> Complete and discuss School Experience Report (SER) and support completion of the PSTL</p>
	<p><b>HEI</b> See handbook and Blackboard for details</p>	

	<b>HEI</b> See handbook and Blackboard for details	<b>Mentor meeting</b> Support the career entry profile.
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