

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.

The provision for enrichment will enable you to observe and support learning in contrasting settings; for example, primary 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 pre-secondary development.

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, 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)

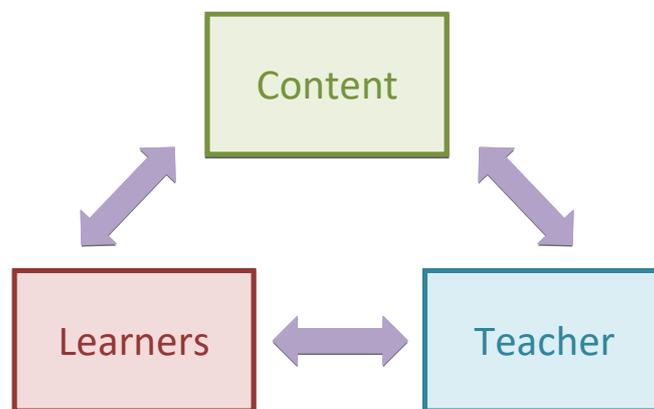


Fig. 2 The Instructional Core (after City et al, 2009 p23)

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 registration class’ 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 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

Stage 1 Week 1 Observation in Primary school

Due to Covid 19, Stage 1, Week 1 will now (2020-2021) take place at the university and not in placement.

Stage 1 will be preceded by a research methods seminar outlining the following: how to observe; how to listen; what to look for; working ethically; the nature of classroom-based evidence; keeping a journal. These will underpin all activities in the primary school. ATs will be briefed on their primary school week in the HEI beforehand

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Meeting with Head teacher.</p> <p>Establish Child Protection and Health and Safety procedures.</p> <p>ATs Observe with focus on the school as a community. Focus on the environment (the classroom and the wider school) and teacher–pupil interactions.</p>	<p>Learning Round: ATs observe how the 4 purposes are developed during lessons at KS2. Again, they focus on one purpose at a time in each lesson.</p>	<p>ATs Observe how three KS2 pupils from a class respond in two lessons (in mathematics or language); ATs look at written/practical work, listen to responses, observe how pupils work with others, observe how pupils interact and learn; analyse how the work is differentiated (resources, questions, tasks) etc.</p>	<p>Observe a whole class (year 5 or 6) looking at independence and identifying how responsibility is given to pupils.</p> <p>ATs talk to small group of pupils about how they prefer to learn. ATs ask the pupils what they expect to learn in the secondary school.</p>	<p>Lead School</p> <p>Reflection on primary observation. Led by Network Lead Mentor (NLM) with focus on:</p> <ul style="list-style-type: none"> • CCRs • Ways of learning • Theories of development • Pedagogy in the primary • Challenge and high expectations • Independence and autonomous learners <p>Presentation session (mentor/NLM) where ATs</p>
<p>Throughout the week</p> <ol style="list-style-type: none"> 1. ATs note how the teacher uses Cymraeg Pob Dydd. Compare its use to your sessions in college. Identify phrases you can use and start using them with the pupils. Identify and record instances of pupils’ use of Welsh. 2. ATs discuss with the headteacher when and where there will be a lesson which is particularly relevant to your subject area which you can observe. They may rearrange one of the suggested activities to swap with your subject area lesson if necessary. ATs note the subject content being delivered and analyse the pupils’ learning of the content. 				

<p>Learning round: ATs observe classes with an emphasis on how the 4 purposes are developed during lessons in the Foundation Phase. They focus on one aspect of the 4 purposes at a time in each of the lessons observed.</p> <p>Reflect: ATs reflect in groups/pairs on their observations. They make links with the learning theories presented in relevant PPC seminars.</p>	<p>Support: ATs work with or support a small group of children or individual pupil as directed by the teacher and/or TA.</p> <p>ATs Reflect in groups/pairs on observations. Focus on the progression between Foundation and KS2 and its implication for teaching and learning in the secondary context.</p>	<p>ATs Observe how the teacher has planned and delivered one or more of the CCRs in their lessons</p> <p>ATs Reflect on the observations identifying aspects of teaching and learning which can be explained by theories or research. Also, reflect on the CCRs, analysing how pupils learn within the contexts of other AoLEs/subjects</p>	<p>Reflect: ATs prepare a brief presentation to share with colleagues in the lead schools.</p> <p>They consider:</p> <ul style="list-style-type: none"> • CCRs • Ways of learning • Theories of development • Pedagogy in the primary • Pupil autonomy and independence • Learning in your subject area • Challenge 	<p>present their findings from the Primary</p> <p>Observations: ATs compare teaching and learning in Secondary to Primary with a focus on pedagogy.</p> <p>Reflect</p> <p>Final NLM led plenary identifying implications and targets for teaching.</p>
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Stage 1 Week 2 Introduction and observation

These guidelines are suggestions only and will need to be amended in light of the current restrictions in individual school because of the COVID pandemic

Monday	Tuesday	Wednesday	Thursday	Friday
		<p>Welcome by the Headteacher followed by essential safeguarding and Health and safety presented by the Principal Mentor (PM)</p> <p>Observation 1 School tour with a focus on school as a community Access to ICT etc.</p> <p>Observation 2 Whole class observation in the department. ATs focus on pupil groupings, the classroom environment and teacher-pupil interactions</p>	<p>Focus on school policies and behaviour</p> <p>Observation 3 Following a briefing by the Principal Mentor (PM) ATs shadow a pupil for all lessons. In turn they focus on positive teacher-pupil interactions visible evidence of the four purposes in action</p>	<p>Observation 4 ATs observe classes in their department with a focus on pedagogy, structure of lessons, content and evidence of the four purposes</p> <p>ATs Reflect 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</p>

				positive teacher behaviours to adopt.
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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 On this page and the following, 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 2 Week 1 Observation, support and team teaching

These guidelines are suggestions only and will need to be amended in light of the current restrictions in individual school because of the COVID pandemic

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
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<p>Morning ATs Observe 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>Supporting learning: 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>Reflect: ATs reflect in groups/pairs on their observation of learning.</p>	<p>Morning ATs Observe 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>Supporting learning: 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="600 949 1249 1152" style="border: 1px solid black; background-color: #e6f2ff; padding: 5px; margin-top: 10px;"> <p>Mentor meeting and responsibilities 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>Morning Team teaching Lesson planned and delivered by the mentor/teacher; 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 observe 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>Reflect: ATs reflect in groups/pairs on their observation of learning. They make links with the learning theories (PPC 1.1-1.3) and prepare for <i>PPC Presentation A</i>.</p>	<p>Lead school <u>PPC 5.4 Behaviour in practice.</u> School based policies and practices. How pupils behave in school)</p> <p><u>Cymraeg</u></p> <p>Led by the Mentor Iaithe for the network</p>	<p>Morning Team teaching Subject lesson planned by the mentor/teacher; 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>Observation Follow on activity to PPC 5.4 (behaviour in context).</p> <p>Extended Reflection (in pairs/groups) 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>
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Stage 2 Week 2 Observation, support, planning and team teaching

These guidelines are suggestions only and will need to be amended in light of the current restrictions in individual school because of the COVID pandemic

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 1 KS3 lesson planned and delivered by the mentor/teacher; AT given greater responsibility to teach parts of the lessons for some classes</p> <p>Observation 1: ATs focus on behaviour following on from session PPC 4.5 (session in Lead School)</p> <p>Immediate reflection: ATs reflect in groups/pairs on their observation of learning. They</p>	<p>Team teaching 2 KS3 lesson planned and delivered by the mentor/teacher; AT given greater responsibility to teach parts of the lessons.</p> <p>Observation 2: ATs focus on behaviour following on from session PPC 4.5 (session in Lead School)</p> <p>Immediate reflection: ATs reflect in groups/pairs on their observation of learning. They take notes, remembering what</p>	<p>Starter teaching 1 Teach the starter activity with the class identified on Monday Immediate reflection. ATs note key responses from the starter activity and evaluate their significance</p> <p>Observation 3: ATs focus on <i>Cymraeg Pob Dydd</i>; they complete the follow on activity from seminar.</p> <p>Immediate reflection: ATs reflect in groups/pairs on their observation of learning and their</p>	<p>HEI Day PPC presentations (part A – focus on theories of learning and teaching)</p>	<p>Starter teaching 2 Teach the starter activity with the class identified on Monday Immediate reflection. ATs note key responses from the starter activity and evaluate their significance</p> <p>Observation 5: ATs focus on <i>Cymraeg Pob Dydd</i>; they complete the follow on activity from seminar.</p> <p>Planning ATs identify the areas of the curriculum to be taught in Stages</p>

<p>take notes, remembering what was said and done. They analyse learning.</p> <p>AT starts planning the starter tasks</p>	<p>was said and done. They analyse learning</p> <p>Mentor checks starter planning</p> <p>AT completes planning the starter tasks</p>	<p>own starter activity. They take notes, remembering what was said and done. They analyse learning</p> <p>Observation 4: ATs focus on AfL in KS4, looking at: questioning; strategies pupils' responses; teachers' responses. Identifying progression from KS3-4</p>	<p>Cymraeg</p>	<p>3 and 4. They draw up initial drafts of mid-term plans for the term.</p> <p>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>ATs upload evidence and/or reflection to the PLP and link to PSTL elements.</p>
<div style="border: 1px solid black; padding: 5px;"> <p>Mentor meeting and responsibilities</p> <p>Ensure ATs have understood starter activities.</p> <p>Check plans for starters</p> <p>Arrange observations for Cymraeg Pob Dydd.</p> <p>Ensure AT is observing the classes to be taught by them</p> <p>Brief the AT on the classes to be taught in Stages 3 and 4, highlighting which lessons are their full responsibility.</p> <p>Share draft timetable with tutor for Stage 3 and 4</p> <p>Brief AT regarding Team Teaching for next week</p> </div>				

Stage 3 Week 1 Observation, support, planning and team teaching

These guidelines are suggestions only and will need to be amended in light of the current restrictions in individual school because of the COVID pandemic

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>Starter 1 Teach the planned activity with identified class</p> <p>Reflect Entries in journal should link observed outcomes, activities and outcomes with possible plans e.g. "How would I have planned for this?" Use the Instructional Core to analyse the classroom</p> <p>ATs observe a mentor's lesson Discuss the lesson with the mentor.</p>	<p>ATs team teach 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 plan 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>Observe: ATs continue to focus on differentiation. They also identify different approaches to different content.</p>	<p>Observe Focus on differentiation Identify different approaches to different content.</p> <p>Observe Focus on <i>Cymraeg Pob Dydd</i>; follow on activity from seminar.</p> <p>Reflect Identify key aspects of planning, using the plan based on observing the mentor/teacher</p>	<p>Lead school day</p> <p><u>ALENCO Session</u>: case studies of pupils with ALN; identifying and addressing barriers to learning.</p>	<p>Observation 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>Reflect and plan 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.

<p>ATs plan 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>Reflect 2 Second entry should analyse different observed pedagogies.</p>			
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Stage 3 Week 2

These guidelines are suggestions only and will need to be amended in light of the current restrictions in individual school because of the COVID pandemic

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>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>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>Teach planned lessons</p> <p>Reflect Entries in journal should identify learning in the lesson as well as comparing actual events to the intended learning outcomes.</p>	<p>AoLE day ATs visit a school to study one aspect of subject pedagogy (within their AoLE)</p>	<p>Teach planned lessons</p> <p>Extended Reflection (Afternoon) ATs prepare reflective presentation (in pairs or threes) for HEI review (next Thursday) using Ebbutt's questions, the Knowledge Quartet and the Instructional Core as instructed in the Professional Journal</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)

Increased upload of evidence to PLP.

Continue to reflect in pairs at the end of the day

Second 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)

Mentor meeting and responsibilities

Ensure the AT team teaches two lessons with their peer from another subject

Check AT's planning (annotate plans)

Arrange observations for Cymraeg Pob Dydd.

Continue briefing for planning

Complete formal observation, complete **Pedagogy**

Assessment Form (PAF 1), review progress and set targets with the AT

Stage 4 (5 weeks)

These guidelines are suggestions only and will need to be amended in light of the current restrictions in individual school because of the COVID pandemic

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 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 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 (Cymraeg Pob Dydd and Cwricwlwm Cymreig).</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: 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>HEI Day PPC 4.5 – Equity and the effects of poverty PPC – Evidence of learning Presentations of Extended Reflective Reviews</p>	<p>Mentor meeting 1 Professional Learning Passport (PLP) review and initial target setting for Stage 4.</p>
	<p>Lead School Day PPC 3.3 – AfL in practice Cymraeg in context</p>	<p>Mentor Meeting 2 Observe, review and complete Pedagogy Assessment Form (PAF) with target review Check Professional Journal Check planning</p>
	<p>HEI Day Subject Studies Theory into practice - Critical Portfolio Cymraeg</p>	<p>Mentor Meeting 3 Implement Lesson Study cycle with the AT – this may happen over two weeks Check Professional Journal Check planning</p>
	<p>Lead School Day AoLE 1 ATs visit a school to study one aspect of subject pedagogy (or AoLE)</p>	<p>Mentor meeting 4 Observe, review and complete Pedagogy Assessment Form (PAF) and set targets Check Professional Journal Check planning</p>

Collate materials and evidence for PPC assessment Part B and C	HEI Day <u>Subject Studies</u> Review and support for Reflective Portfolio <u>Cymraeg</u> - review	Mentor meeting 5 Complete and discuss School Experience Report (SER). Review of Professional Learning Passport (PLP) evidence.
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Stage 5 Observation in Primary school Focus on transition

These guidelines are suggestions only and will need to be amended in light of the current restrictions in individual school because of the COVID pandemic

The second visit to the Primary sector should be in a feeder Primary to the 2nd Network School

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Observe and support in years 5 and 6</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>Reflect</p> <p>ATs prepare a brief presentation to share with colleagues in the lead schools.</p> <p>Consider:</p> <ul style="list-style-type: none"> • Curriculum continuity across the primary-secondary transition • CCRs • Ways of learning • Pedagogy in the primary • Learning in your subject area/AoLE • Challenge and expectations 			<p>Lead School</p> <p>Reflection on primary observation. Led by NLM</p> <p>Present reflections on Primary pedagogy and challenge</p>	<p>First day in 2nd Network School</p> <p>Welcome by the Headteacher and essential safeguarding, H&S (Principle Mentor)</p> <p>School tour. Practical considerations.</p> <p>Introduction to the department</p>

Stage 6 Introductory Week

These guidelines are suggestions only and will need to be amended in light of the current restrictions in individual school because of the COVID pandemic

Monday – Friday	Thursday	Mentor meeting
<p data-bbox="163 196 595 229">Subject department introduction</p> <p data-bbox="163 253 1061 287">Observations focussing on Cymraeg and CCRs (PM to identify classes)</p> <p data-bbox="163 311 857 344">Become familiar with resources and schemes of work</p> <p data-bbox="163 368 1234 402">Reflect on AoLE day 3 – compare and contrast department practice with AoLE day.</p> <p data-bbox="163 426 703 459">Prepare to complete STEP module part 3</p>	<p data-bbox="1321 196 1458 229">Lead School</p> <p data-bbox="1321 245 1424 279">Cymraeg</p>	<p data-bbox="1711 196 1917 229">Mentor Meeting 1</p> <p data-bbox="1711 245 2047 279">Review of previous placement.</p> <p data-bbox="1711 295 1935 328">Ensure access to PLP</p> <p data-bbox="1711 344 2047 378">Discuss previous School Experience Report (SER). and AT's reflection on standards in the Professional Learning Passport PLP</p> <p data-bbox="1711 394 1995 427">Assign classes for Stage 6.</p>

Stage 6 (4 further weeks) Teaching, observation and reflection

These guidelines are suggestions only and will need to be amended in light of the current restrictions in individual school because of the COVID pandemic

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

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, the support plan should be implemented</p> <p>Plan autonomously with mentor support where appropriate</p> <p>Continue to support and observe, reflecting no how teachers provide for, and facilitate, the four purposes (4 hours).</p> <p>Complete follow on tasks from Welsh seminars (<i>Cymraeg Pob Dydd</i> and <i>Cwricwlwm Cymreig</i>) ensuring the portfolio is current.</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>Complete PPC assignment C: Deadline 27/02/20</p> <p>Complete Step Module Part 3: Deadline 02/03/20</p>	<p>HEI Day PPC: final presentation and upload of materials to Turnitin</p> <p><u>Tutorial/Subject sessions</u> Discuss and finalise focus for Teacher Enquiry</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 Day 4</p>	<p>Mentor meeting 3 Observe, review and complete Pedagogy Assessment Form (PAF 4) and set targets</p>
	<p>HEI Day Subject Studies Further support for Reflective Enquiry and further development of subject pedagogy</p>	<p>Mentor meeting 4 Discuss and support Reflective Enquiry. Discuss the mentor’s role in the inquiry (e.g. focussed observation).</p>

Complete proposal for Teacher Enquiry Project	AoLE day 5	Mentor meeting 5 Observe, review and complete Pedagogy Assessment Form (PAF 5) and set targets Assign additional teaching for stage 7-8
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Stage 7-8 (7 further weeks) Autonomous teaching and reflection

These guidelines are suggestions only and will need to be amended in light of the current restrictions in individual school because of the COVID pandemic

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 4</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, teaching in the 6th form, bespoke support for small groups in GCSE revision classes etc. These additional teaching responsibility 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 - 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 to upload, update and review evidence to PLP.</p> <p>Complete Career Entry Profile (Week beginning 18/5/19)</p> <p>Final week may include a return to more observation and reflection.</p>	<p>HEI Day</p> <p>Higher order teaching skills and 6th form teaching</p>	<p>Mentor Meeting 1</p> <p>Focus on Cymraeg Pob Dydd – monitor portfolio and set targets for completion</p>
	<p>AoLE Day 6</p>	<p>Mentor meeting 2</p> <p>Observe, review and complete Pedagogy Assessment Form (PAF 6) and set targets</p>
		<p>Mentor meeting 3</p> <p>Review of PLP – focus on Innovation and Collaboration</p>
	<p>Lead School Day</p> <p>PLP review – all standards. Guidance, final exemplifications and sharing.</p> <p>Cymraeg</p>	<p>Mentor meeting 4</p> <p>Observe, review and complete Pedagogy Assessment Form (PAF 7) and set targets</p>
		<p>Mentor meeting 5</p> <p>Review of PLP following Lead School Day. Review of Cymraeg Pob Dydd.</p>
		<p>Mentor meeting 6</p> <p>Observe, review and complete Pedagogy Assessment Form (PAF 8) and set targets</p>

		Mentor meeting 7 Discuss School Experience Report (SER) and sign off PLP
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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>