

CaBan

Module Handbook
XCE-1210
BA Year 1
School Experience

CABAN BA School Experience 1

XCE-1210

School experience is an essential aspect of all initial teacher education courses. This module is your opportunity to observe learners and teachers in school, to try out new ideas and professional experiences and, most importantly, to reflect and improve on your own practice.

Overview

This module will enable you to complete the first four of eight stages of development as an Associate Teacher. **These stages will take place in the Foundation Phase** and you will then attend a pre-school setting in May (Government guidelines regarding Covid allowing). You will be placed in pairs in Network schools (wherever possible) whilst larger schools may wish to accommodate more than one pair of ATs.

Each stage of the school experience will consist of ten days. The Lead School sessions will always be closely linked to lectures and workshops previously attended in the HEI as well as the previous school experience stage. In addition, Network Lead Mentors will model behaviours and share expectations for the network school days. This will ensure you consider your school placements as a continuous experience rather than discrete building blocks.

Overall aims and purpose

The module will start developing your professional skills through the preparation and integration of skills and pedagogy via progressive phases of teaching experiences. The structure of the module is informed by the Criteria for the Accreditation of Initial Teacher Education Programmes in Wales (Teaching Tomorrow's Teachers) and the Professional Standards for Teaching and Leadership for Wales. Through the effective partnership between school and HEI, the module will:

- support you in developing a range of skills (including your knowledge of the Welsh language to promote 'Cymraeg Bob Dydd') and reflective practice to satisfy the requirements of the PSTL towards becoming a qualified teacher and contribute to the learning community.
- ensure you are aware of how the application of knowledge and reflective practice provides enriched learning experiences for learners.
- support you in identifying a wide range of techniques to become critically reflective about your own professional development and integrating into the school environment.

Module Content

You will spend 38 days in a school and nursery setting to start learning how to become practitioners through experiences gained in lead and network schools This will involve:

- weekly cluster teaching and review events
- observations and preparatory development
- close to practice research (small scale inquiries)
- integration into the teaching environment
- mentoring and self-reflection

Seminars and activities during Lead School and HEI days will link closely to the content of XCE1211. XCE 1212, XCB1213, XCE1214, XCE1215.

Assessment

During the module you will continually reflect on your progress with your colleagues and mentor and upload relevant evidence to the Professional Learning Passport (PLP). 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

You will

- Begin to record and implement suitable action-based research strategies
- Explain clearly the importance of a purposeful and positive learning environment which supports the needs of all learners.
- Be able to evaluate your own professional practice and begin to show the ability to collaborate and establish professional relationships with mentors/tutors as a basis for autonomous development.
- Describe a range of techniques to reflect and refine your practice as a classroom practitioner and your role within the learning community.
- Evaluate suitable opportunities for learners to develop key skills across the curriculum.
- Demonstrate that you make satisfactory personal progress against the new Professional Standards for Teaching and Leadership.
- Identify a range of planning skills to establish a well organised learning environment which promotes the purposes of the wider curriculum/cross-curricular themes and subject based study.

Cymraeg Bob Dydd and Cwricwlwm Cymreig

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

You will also begin to include the main five aspects of the Cwricwlwm Cymreig within subjects and AoLEs in your lessons.

Research informed delivery and research-based teaching

Evidence-based and research-informed learning underpins the content and the delivery of this module and will be presented in a way that communicates how theory and practice are blended. In this module we will present, introduce and describe clearly the strengths and weaknesses of evidence in the latest theory and evidence-based practice that underpins the pedagogy and classroom practices covered. The content and delivery of the module will introduce you to the importance of developing your capacity to be consumers and producers of research and developing your knowledge of the spectrum of research that informs teaching practice as well as observation as a data collection method.

Observation and reflection

In addition to the initial induction to effective teaching this module will focus on two essential practitioner research skills: observation and reflection. You will use these questions to frame your reflections on your own practice as well as your observation of others:

- *What did the 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)

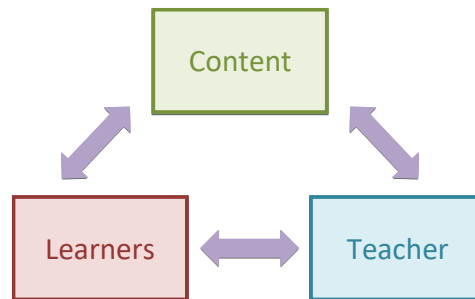


Fig. 2 The Instructional Core (after City et al, 2009 p23)

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.

Lesson Study

In Stage 3, the mentor will plan and teach a lesson and share with you the rationales for the planning. You will then observe the lesson and finally both of you will review the lesson together.

These are the first three stages of a Lesson Study (Cajkler et al., 2013), a research methodology which you will use again in your second and third year School Experience modules.

Cajkler, W., Wood, P., Norton, J. and Pedder, D., 2013. Lesson study: towards a collaborative approach to learning in initial teacher education? *Cambridge Journal of Education*, 43(4), pp.537-554.

Professional Responsibilities

- During the six weeks in a network placement school, you should complete the following activities:
- Listen to learners reading and support them where appropriate and directed by the mentor;
- Accompany a teacher on yard duty one day a week;
- Assist with class' administrative duties under the guidance of the mentor;
- Prepare a display of children's work/enhanced provision to support learning

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 four 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

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%).

Stage 3

Focus: Further consolidate and build on planning for learning in different contexts (holistic development)/Focus on short term planning. Begin to identify ways in which cross-curricular responsibilities can be embedded and develop awareness of subject specific pedagogies (Subject Studies 1.1 Literacy and The Arts). Identify the personal literacy and numeracy skills in need of development.

Developing practice: progress from microteaching/team teaching as appropriate to more autonomy and fuller lessons (up to 30%).

Stage 4

Focus: Further consolidate and build on planning for learning in different contexts (holistic development)

Developing practice: Autonomy and fuller lessons (30%). Lesson plans to focus on aspects within Subjects Studies 1.1 Further development of Literacy & 1.2 Further development of Numeracy & ICT

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

Location

	Lead school
	Network school
	HEI

Abbreviations

NLM – Network Lead Mentor

PM – Principle Mentor

SM – School Mentor

PAF – Pedagogy Assessment Form

SER – School Experience Report

AoLE – Area of Learning and Experience

All of the activities outlined below may be subject to change in light of the current situation with COVID19.

Stage 1 Week 1 (1/11/21 – 5/11/21)

Introduction and observation

Stage 1 will be preceded by a research methods seminar outlining the following: how to observe; how to listen; what to look for; working ethically; the nature of classroom-based evidence; keeping a journal. **Unless stated otherwise, all observations and teaching opportunities will take place in the Foundation Phase.**

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Welcome by the Headteacher and essential safeguarding (PM)</p> <p>Morning lessons Observe whole class (following the model exemplified in the lead school) with a focus on oracy/talk (teacher talk, pupil talk and teacher-pupil interactions). Identify possible instances of the four purposes of learning.</p>	<p>Remain in base class</p> <p>Morning lessons Observe whole class with a focus on oracy/talk (teacher talk, pupil talk and teacher-pupil interactions). Identify possible instances of the four purposes of learning.</p>	<p>Remain in base class</p> <p>Morning lessons Observe small group with a focus on wider literacy skills (reading and writing) and a closer focus on pupil-pupil talk. Continue to identify possible instances of the four purposes of learning.</p>	<p>Remain in base class</p> <p>Morning lessons Observe small group with a focus on wider literacy skills (reading and writing) and record what the learners are doing (actions, interactions, activities, engagement). Continue to identify possible instances of the four purposes of learning.</p>	<p>Remain in base class.</p> <p>Morning lessons Focus on learners interaction with provision areas, engage, model and support learning in the provision areas. Identify opportunity for embedding literacy skills through child led and independent learning opportunities. Continue to identify possible instances of the four purposes of learning</p>
<p>Afternoon Support learning, taking the role of the Teaching Assistant as directed by the mentor. Capture pupils' work using camera where relevant to literacy. Reflect: At the end of each day Trainees reflect in groups/pairs on their observation of learning, record observations in Professional Journal.</p>	<p>Afternoon Support learning, taking the role of the TA as directed by the mentor. Capture pupils' work using camera where relevant to literacy. Reflect: At the end of each day Trainees reflect in groups/pairs on their observation of learning, record observations in Professional Journal.</p>	<p>Afternoon Support learning, taking the role of the TA as directed by the mentor. Capture pupils' work using camera where relevant to literacy. Reflect: At the end of each day Trainees reflect in groups/pairs on their observation of learning record observations in Professional Journal.</p>	<p>Afternoon Support learning, taking the role of the TA as directed by the mentor. Capture pupils' work using camera where relevant to literacy. Reflect: At the end of each day Trainees reflect in groups/pairs on their observation of learning record observations in Professional Journal</p>	<p>Afternoon Mentor led session: Extended period of 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? • I tried to teach this – what happened? • How did the pupils talk? • What did they do in groups? • How did they interact? <p>ATs post their weekly reflections (200 words) on the PLP.</p> <p>Mentor contact Link Tutor if any cause for concern</p>

Stage 1 Week 2 (8/11/21-12/11/21).

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Remain in base class Morning lessons Observe whole class with a focus on oracy/talk AND numeracy. How do pupils learn mathematics? How do they talk about it? Link to theoretical models of learning mathematics. Identify possible instances of the four purposes of learning.</p>	<p>Remain in base class Morning lessons Observe one pupil (identified from F Ph Profile) with a focus on oracy/talk AND numeracy. How does the observed behaviour, talk and learning compare to their profile? Identify possible instances of the four purposes of learning.</p>	<p>Remain in base class Morning lessons Observe a second pupil (identified from discussion with mentor) with a focus on oracy/talk AND numeracy. How does the observed behaviour, talk and learning compare to their profile? Identify possible instances of the four purposes of learning.</p>	<p>Remain in base class Morning lessons Observe a small group in creative/physical learning areas. Identify the relevant strand of the F Ph Profile – have these learners made progress in areas recorded? Identify possible instances of the four purposes of learning.</p>	<p>AT Planning Time Explore class resources and plan Well being small group activities to share draft with mentor before end of the day.</p>
<p>Afternoon Mentor led session introducing Foundation Phase pupil Profiles. How/when are they managed/recorded and how does the school make use of them. With the guidance of the mentor ATs identify two learners to observe in detail for the following days. Reflect: Trainees analyse the profiles and compare them to what they have observed in class. They discuss and take notes in their journals.</p>	<p>Afternoon Support learning in the other AT's class, taking the role of the TA as directed by the mentor. Capture pupils' work using camera where relevant to literacy Reflect: The two ATs compare the two classrooms, highlighting differences which may be attributed to age or prior learning</p>	<p>Afternoon Support learning in the other AT's class, taking the role of the TA as directed by the mentor. Capture pupils' work using camera where relevant to literacy Reflect: The two ATs compare the two classrooms, highlighting differences which may be attributed to age or prior learning</p>	<p>Afternoon Mentor led: Extended Reflection ATs prepare reflective presentation for HEI review using Ebbutt's questions. ATs summarise the literacy and mathematical learning observed over the two weeks. Extended reflection: ATs reflect on the connections between the baseline pupil profiles and their observations and prepare for their presentation in the HEI.</p>	<p>Mentor contact Link Tutor if any cause for concern Continue planning time, or support class teacher as a TA.</p>

Stage 2 Week 1 (10/1/22- 14/1/22).

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Morning Observe Lessons in the foundation phase.</p> <p>Focus on starters/beginnings; transitions; managing the learning and managing learners; engagement; AfL (refer to essay).</p> <p>Continue to identify possible instances of the four purposes of learning.</p>	<p>LEAD SCHOOL DAY</p> <p>Health and wellbeing and Humanities XCE 1215.</p>	<p>Morning Observe Lesson in the foundation phase.</p> <p>Focus on lesson endings, especially AfL. Continue with transitions; managing the learning and managing learners; engagement;</p> <p>Continue to identify possible instances of the four purposes of learning.</p>	<p>Morning Team teaching Literacy / Numeracy/mathematics lesson planned by the mentor*; AT given key supporting role such as taking a group of learners; adopting the role of a TA with individuals.</p> <p>*Mentor time allocated to sharing lesson plans which may be more detailed than usual.</p>	<p>Morning Team teaching 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>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>Deliver well being activity to a small group of learners.</p> <p>Build relationships, assess communication skills and reflect on delivery briefly.</p> <p>Deliver wellbeing activity to a small group of learners, making any changes immediately following reflection. Build relationships, assess communication skills and reflect. Reflect and record Evaluation in journal.</p>	<p>Deliver well being activity to a small group of learners.</p> <p>Build relationships, assess communication skills and reflect on delivery briefly.</p> <p>Deliver wellbeing activity to a small group of learners, making any changes immediately following reflection. Build relationships, assess communication skills and reflect. Reflect and record Evaluation in journal.</p>	<p>Afternoon Mentor led: Extended Reflection On the two lessons supported by the AT What was learnt? How did the mentor assess the learning? Were the activities effective Were there any off-task behaviours which needed to be addressed? What were they? What would the mentor do differently next time?</p> <p>Ats to review their daily reflections in their Professional Journal. Upload relevant evidence and assets to PLP.</p>

Stage 2 Week 2 (17/1/22-21/1/22).

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Morning Team teaching Literacy based lesson planned and delivered by the mentor*; AT given greater responsibility to teach small group of learners;</p> <p>Immediate reflection: ATs reflect in groups/pairs on their observation of learning. They take notes, remembering what was said and done. They analyse learning</p>	<p>Morning Team teaching Numeracy based lesson planned and delivered by the mentor*; AT given greater responsibility to teach small group of learners;</p> <p>Immediate reflection: ATs reflect in groups/pairs on their observation of learning. They take notes, remembering what was said and done. They analyse learning</p>	<p>Microteaching 1 Identify a group of learners with the mentor beforehand. Plan and teach a specific literacy based activity.</p> <p>Immediate reflection: ATs reflect in groups/pairs on their observation of learning. They take notes, remembering what was said and done. They analyse learning</p>	<p>Microteaching 2 PAF 1 opportunity Identify a group of learners with the mentor beforehand. Plan and teach a specific numeracy activity</p> <p>Immediate reflection: ATs reflect in groups/pairs on their observation of learning. They take notes, remembering what was said and done. They analyse learning</p> <p>Mentor contact Link Tutor if cause for concern - Does an Enhanced Support Plan need implementing?</p>	<p>Afternoon Go to base class Microteaching 3 PAF 1 opportunity Observe Identify possible planning for the CCRs, and differentiation. Make links between CCRS, differentiation and the four purposes. Reflect Entries in journal should link observed outcomes, activities and outcomes with possible plans e.g. "How would I have planned for this?" Use the <i>Instructional Core</i> to analyse the classroom. Mentor to share feedback to support Evaluation in journal.</p>
<p>Afternoon Mentor briefs AT on the microteaching task. Support given but the trainee must plan how the task will be delivered</p> <p>AT starts planning the microteaching tasks</p>	<p>Afternoon Mentor checks microteaching planning</p> <p>AT completes planning the microteaching tasks</p>	<p>Afternoon Observe lessons in the junior phase if possible.</p> <p>Focus AfL (refer to essay). Looking at questioning, strategies; pupils' responses; teachers' responses. Identifying differences between styles of teaching in the two phases. Meeting with mentor to discuss next weeks responsibilities. Mentor to share feedback to support Evaluation in journal.</p>	<p>Planning time for next week's responsibilities.</p> <p>Mentor to share feedback to support Evaluation in journal.</p> <p>Mentor contact Link Tutor if cause for concern - Does an Enhanced Support Plan need implementing?</p>	<p>Afternoon Observe lessons in another class.</p> <p>Focus AfL (refer to essay). Looking at questioning, strategies; pupils' responses; teachers' responses. Identifying differences between styles of teaching in the two phases Extended Reflection (Afternoon)</p>

Stage 3, Week 1 (24/1/22- 28/1/22)

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Morning Go to base class</p> <p>Microteaching 4 PAF 1 opportunity Teach the planned activity</p> <p>Observe Identify possible planning for the CCRs, and differentiation. Make links between CCRs, differentiation and the four purposes.</p> <p>Reflect 1 Entries in journal should identify learning in the micro-lesson as well as comparing actual events to the intended learning outcomes. Mentor to share feedback to support Evaluation in journal.</p>	<p>Morning Go to base class</p> <p>Team teach a lesson</p> <p>Teacher/mentor briefs the AT and has significant input into plans (where ATs will be team teaching two lessons) ATs have to plan their own actions as well as the support role of their colleague</p> <p>Mentor checks Journal.</p>	<p>Morning Go to base class</p> <p>Observe a lesson Discuss the lesson with the mentor/teacher</p> <p>Plan the lesson in retrospect using the CABAN pro-forma and note key aspects necessary for the lesson</p>	<p>Morning Go to base class</p> <p>Team teach a Lit/Num lesson</p> <p>Teacher/mentor briefs the AT and has significant input into plans (where ATs will be team teaching two lessons) ATs have to plan their own actions as well as the support role of their colleague</p> <p>Mentor gives feedback to support AT writing Evaluation in Journal.</p>	<p>Morning Team teaching If possible lesson planned and delivered by the AT with another AT (TA/mentor) 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/TA/Mentor contributes a second opinion and relevant observations Mentor contact Link Tutor if cause for concern - Does an Enhanced Support Plan need implementing?</p>
<p>Afternoon</p> <p>Identify a group of learners with the teacher/mentor for tomorrow's microteaching Plan the activity (it is likely the AT will be given the activity/idea by the mentor).</p>	<p>Afternoon</p> <p>Observe Focus on differentiation for CCRs and/or area of learning. Identify different approaches to different CCRs content.</p>	<p>Afternoon</p> <p>Observe Focus on <i>Cymraeg Bob Dydd</i>. Collect evidence for Welsh Portfolio.</p> <p>Reflect Identify key aspects of planning, using the plan based on observing the mentor/teacher</p>	<p>Afternoon</p> <p>Observe Focus on <i>Cymrae Bob Dydd</i>. Collect evidence for Welsh Portfolio.</p> <p>Reflect Identify key aspects of planning, using the plan based on observing the mentor/teacher</p>	<p>Afternoon</p> <p>Reflect and plan Reflect on key aspects of planning and implement into own plans. Plan Tuesday/Wednesday lessons for mentor to support and annotate. ATs post their weekly reflections linking to PSTL on PLP.</p>

Stage 3 Week 2 (31/1/22-4/2/22).

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Morning</p> <p>Team teaching Literacy based lesson planned and delivered by one AT with another AT in a support role (mentor/TA)</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>Morning</p> <p>Teach 1 planned Lesson AT to deliver intro to whole half class, then group activity then plenary. Including one formal observation (PAF 2) opportunity</p> <p>Reflect Evaluation Entry in journal should identify learning in the lesson as well as comparing actual events to the intended learning outcomes.</p>	<p>Morning</p> <p>Teach 1 planned lessons - AT to deliver intro to whole half class, then group activity then plenary. Including one formal observation (PAF 2) opportunity</p> <p>Reflect Evaluation Entry in journal should identify learning in the lesson as well as comparing actual events to the intended learning outcomes.</p>	<p>Morning</p> <p>Teach 1 planned lessons AT to deliver intro to whole half class, then group activity then plenary. Including one formal observation (PAF 2) opportunity</p> <p>Reflect Evaluation Entry in journal should identify learning in the lesson as well as comparing actual events to the intended learning outcomes.</p>	<p>Morning</p> <p>Teach 1 planned Lesson AT to deliver intro to whole half class, then group activity then plenary. Including one formal observation (PAF 2) opportunity</p> <p>Reflect Evaluation Entry in journal should identify learning in the lesson as well as comparing actual events to the intended learning outcomes.</p>
<p>Afternoon</p> <p>Plan Wednesday, Thursday and Friday lessons in consultation with the mentor.</p>	<p>Afternoon</p> <p>Plan Wednesday Thursday and Friday lessons in consultation with the mentor</p>	<p>Afternoon</p> <p>Observe lessons in the phase age 7-11yrs if possible.</p> <p>Focus AfL (refer to essay). Looking at questioning, strategies; pupils' responses; teachers' responses. Identifying differences between styles of teaching in the two phases.</p>	<p>Afternoon</p> <p>Mentor meeting lesson review and target setting for Stage 4. Support learning, taking the role of the TA as directed by the mentor.</p> <p>Whilst supporting pupils, identify the subject knowledge being acquired by the pupils and the pedagogy being adopted by the teacher. (What are they learning and how they are learning?) Identify AFL opportunities.</p> <p>Extended Reflection (Afternoon)</p>	<p>Mentor meeting lesson review and target setting for Stage 4. Support learning, taking the role of the TA as directed by the mentor.</p> <p>Whilst supporting pupils, identify the subject knowledge being acquired by the pupils and the pedagogy being adopted by the teacher. (What are they learning and how they are learning?) Identify AFL opportunities.</p>