

*CaBan*

Module Handbook  
XCE-3210  
School Experience  
BA Year 3

## **CABAN BA School experience**

**XCE 3210**

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.

Year 3 placement will be based in the key stage of your choice (age 3-7yrs, 7-11yrs).

The pedagogy of your Year 3 placement will focus on the progression of skills, regardless of year group.

### **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 your other Year 2 modules in context.

### **Module Content**

You will spend 66 days in a school setting continuing to develop your practice 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 third year modules and build on your experiences in years 1 and 2.

## **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**

*On successful completion of this module you will have*

Further developed a range of planning and assessment skills to ensure suitable opportunities for learners to develop key skills across the curriculum, cross curricular themes and subject based study;

Analysed and evaluated your professional practice and show the ability to collaborate and establish professional relationships with mentors/tutors as a basis for autonomous development;

Reflected effectively on your progress in relation to the Professional Standards for Teaching and Leadership; Collaboratively set appropriate targets to work towards.

## **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.

## **Progression in Bilingualism**

You will continue to study bilingualism in the context of the 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.

## **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 an 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](http://www.macombfsi.net/uploads/1/5/4/4/1544586/instructional_rounds_-_principles.pdf)

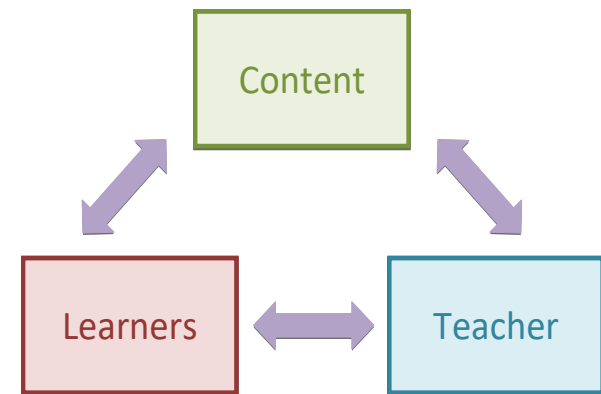


Fig. 2 The Instructional Core (after City et al, 2009 p23)

**The following page shows the lesson study process** (Cajkler et al., 2013).

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

# Lesson Study

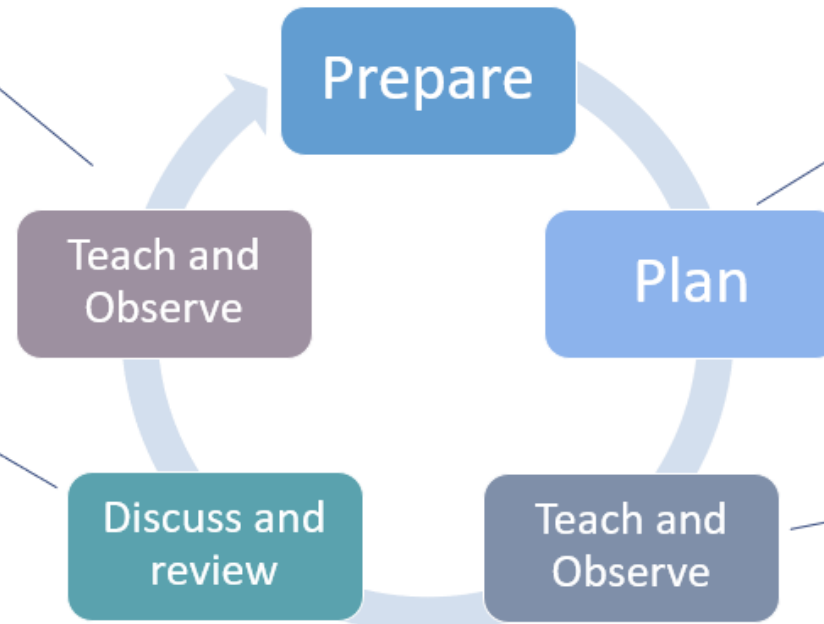
## Aims

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

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

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

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



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

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

## Provision

Initial mentor meeting with tutor input (note mentors will become autonomous overtime)

## Tutor time

One hour meeting in school with mentor and AT

## Mentor time

Initial meeting with subsequent observation and reviews held during mentor meetings.

## Theoretical basis

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

The 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) This is shown on the next page.

Foundation knowledge	Transformation knowledge
<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>
<p><b>Professional Responsibilities</b></p> <p>During your school placement, you should complete the following activities:</p> <ul style="list-style-type: none"> <li>• Accompany a teacher on duty one day a week.</li> <li>• Assist with class’ administrative duties under the guidance of the mentor or form tutor</li> <li>• Prepare a display of children’s work</li> </ul>	<p><b>Legal Requirements</b></p> <ul style="list-style-type: none"> <li>• Obtain a copy of school’s Child Protection, Anti-Bullying, Discipline and Restraint Policy (this may be an electronic or hard copy).</li> <li>• Ensure you complete the child safeguarding page for both the lead school and the network school in your professional journal.</li> <li>• Read the code of professional conduct online before the placement starts and complete the table in your professional journal</li> </ul>

## 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.

### **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 Numeracy). Identify the personal literacy and numeracy skills in need of development

### **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).

### **Stage 5**

*Focus:* Debrief and reflect on second year school experience. Develop practice in curriculum design and research methods (action research and further data collection methods). Observation and reflection in the previous primary phase.

### **Stage 6**

*Focus:* Critical observation of effective practice. Planning and teaching in chosen phase.

*Developing practice:* Increased autonomy and complete lessons (responsibility for planning and delivering 10-12 hours of lessons).

### **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 hours of lessons. The additional teaching may be team teaching or bespoke support for small groups or individual learners (e.g. MAT, ALN).

## School experience schedule

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

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

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

## Covid-19 Social- distancing

The following pages are indicative only and the length and timing of the placement may vary, depending on University, School 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 and Network School delivery/ placement may be delivered online and you will be expected to remain in your lead or 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 may differ to that detailed in this handbook; please refer to Blackboard and keep abreast of all announcements.



Stage 6 (7 weeks) Placement 3 in Foundation Phase OR Key Stage 2

ATs plan and teach full lessons as agreed with the mentor and take responsibility for 12 hours of lessons by the end of stage 6.  
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.

Week 1, Introduction to Setting.

<b>Monday- Friday.</b>	<b>Mentoring</b>
<p><b>Welcome</b> by the Headteacher and essential safeguarding, H&amp;S (PM). School tour with a focus on school as a <b>community</b></p> <p><b>Induction</b> to school ethos and routines.</p> <p><b>Introduction</b> to the class and the mentor.</p> <p><b>Observation</b>, looking at learners, interactions and behaviours. Focus on pedagogy.</p> <p>Use <b>Knowledge Quartet</b> to support focus and organise observation.</p> <p>Become familiar with resources, storage, any schemes of work, planning and teaching tools.</p> <p>Become familiar with core teaching strategies.</p> <p>Become familiar with class routines and learner responsibilities.</p> <p><b>ATs teach</b> two lessons to small groups (supporting mentor's main lesson) and discuss outcomes based on AT's and mentor's assessment of learning.</p> <p><b>AT's team teach</b> with mentor two introductions / plenaries as planned by the mentor.</p> <p><b>Complete proposal/ethics form for Professional Enquiry Project.</b></p>	<p><b>Mentor meeting</b> Receive class list. Discuss previous School Experience Report (SER). and AT's reflection on standards in the Professional Learning Passport PLP. Initial target setting for Stage 6. Assign group activities for week 2. Support by reviewing planning for week 2 before delivery.</p> <p>Discussion regarding Professional Enquiry (including ethics). Agree focus for the enquiry.</p>

## Stage 6 (Week 2) Network School.

Monday	Tuesday	Wednesday	Thursday– Friday	Mentor meeting and responsibilities
<p><b>Group Teaching 1</b> Identify a group of learners with the mentor beforehand. Plan and teach a specific focussed activity.</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. Use <b>Knowledge Quartet</b> to support as reflect on planning and teaching.</p> <p><b>Extended Reflection (Afternoon)</b> ATs <b>reflect</b> on learning and plan for group teaching 2.</p> <p><b>Discuss Reflection with mentor.</b> Record main points discussed with mentor in journal. <b>Complete Evaluation in Journal.</b></p>	<p><b>LEAD SCHOOL DAY</b></p>	<p><b>Group Teaching 2</b> <b>Continue with same group of learners.</b> Following previous delivery continue to develop learning.</p> <p><b>Immediate reflection:</b> ATs reflect on their observation of learning. They take notes, remembering what was said and done. They analyse learning.</p> <p><b>Discuss reflection of Group teaching 2 with mentor, record observations.</b></p> <p><b>Discuss Lesson Study plan.</b></p>	<p><b>Follow the Lesson Study Activity</b>, mentor teaches group/ half class followed by AT teaching remainder half of class if possible.</p> <p>AT begin to take <b>responsibility</b> for key structures within the daily routine (register, quiet reading, active workout etc).</p> <p>AT begin to take part in ‘out of the classroom’ responsibilities (transitioning around the building/ break time supervision, cloak room supervision etc).</p> <p><b>Observation</b> of practitioners. – focus on cross - curricular responsibilities. Use <b>Knowledge Quartet</b> to support focus and organise observation.</p> <p>Lesson planned by the <b>mentor</b>; AT given greater responsibility to <b>teach small group of learners.</b></p> <p><b>AT plans and delivers</b> two short whole class activities <b>to support learner’s wellbeing</b> (15-20min).</p> <p><b>Immediate reflection:</b> ATs reflect on their observation of learning. They take notes, remembering what was said and done. They analyse learning. <b>Complete Evaluation in journal.</b> Contact Link Tutor to report on Wellbeing. Upload PLP assets.</p>	<p><b>Share and discuss</b> plans for group teaching/ lesson study lessons.</p> <p><b>Check</b> plans for teaching tasks. Consider observations for Cymraeg Bob Dydd (other year groups to observe).</p> <p><b>Brief</b> the AT on the lessons to be taught in the coming weeks, highlighting which lessons are their full responsibility.</p> <p><b>Brief</b> AT regarding Team Teaching for next week.</p> <p><b>Discuss</b> Lesson Evaluations, feedback can be given verbally for AT to complete evaluation in journal.</p> <p><b>Contact Link Tutor if any cause for concern.</b></p> <p><b>Enhanced support: the mentor should decide as soon as possible whether the AT is in need of enhanced support.</b></p> <p>Link Tutor – Wellbeing check.</p>

## Stage 6 (Week 3)

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.

<b>Network School days. Monday – Friday</b>	<b>Mentoring</b>
<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>Analyse a series of observed lessons – include AfL, images of pupils' work, reflect on pedagogy used. – <b>Use KQ</b> to support focus.</p> <p>AT takes <b>responsibility</b> for key structures within the daily routine. (register, quiet reading, active workout etc).</p> <p>AT takes part in '<b>out of the classroom</b>' responsibilities (transitioning around the building/ break time supervision, cloak room supervision etc).</p> <p>AT plans and delivers daily/regular Welsh learning opportunities to group/ half/whole class).</p>	<p><b>Mentor meeting</b> Share and review plans before delivery. Professional Enquiry review on implementation.</p> <p>Check Professional Journal Check planning</p> <p>Complete formal observation, complete <b>Pedagogy Assessment Form (PAF 1)</b>, review progress and set targets with the AT.</p> <p><b>Enhanced support: the mentor should decide as soon as possible whether the AT is in need of enhanced support and contact the Link Tutor.</b></p>
<p><b>Collect evidence for Welsh Portfolio tasks</b></p> <p>Continue to reflect in pairs (if possible) <b>once a week</b> and link to upload of evidence to the Professional Learning Passport (PLP).</p> <p><b>Complete Step Module Part 2</b></p> <p><b>Complete Lesson Study</b> reflection and upload</p> <p>Begin to implement Professional Enquiry.</p> <p>Complete Evaluations in journal and upload assets to PLP.</p>	<p><b>Link Tutor</b> Professional Learning Passport (PLP) review. PAF 1, Lesson Study Learning Experience.</p>

## Stage 6 (Weeks 4-8)

## Teaching, observation and reflection

Network School days	Mentoring
<p><b>Weeks 4-8</b> Ideally an opportunity may arise to complete a further <b>Lesson Study</b>. Plan and deliver lessons which include the CCRs., building on Stage 4. If the AT is unable to teach a minimum of 10 hours, an <b>Enhanced Support Plan</b> should be implemented. Plan autonomously with mentor support where appropriate. Continue to support and observe, reflecting on how teachers provide for, and facilitate, the Four Purposes (4 hours). Use <b>KQ</b> if appropriate. Complete Evaluations in journal.</p> <p><b>Collect evidence for Welsh Portfolio tasks</b> Increased upload of evidence to PLP.</p> <p><b>Identify focus for Curriculum Design Project, plan how the project will be implemented.</b></p> <p>Week 5/6 PAF 2 -possible Link Tutor visit.</p> <p>Week 7/8 PAF 3 – possible Link Tutor Visit.</p> <p><b>Enhanced support: the mentor should contact the Link Tutor if any cause for concern arises.</b></p>	<p><b>Mentor Meeting</b> Discuss and support Professional Enquiry. Discuss the mentor's role in the inquiry (e.g. focussed observation). Check planning.</p>
	<p><b>Week 5</b> Observe, review and complete <b>Pedagogy Assessment Form (PAF 2)</b> and set targets. Discuss and support Professional Enquiry. Finalise the mentor's role in the enquiry (e.g. focussed observation).</p>
	<p><b>Mentor meeting</b> <b>Week 6 – Discuss Curriculum Design project</b> Check Professional Journal Check planning</p>
	<p><b>Mentor meeting</b> Week 7/8 Observe, possibly alongside Link Tutor, review and complete <b>Pedagogy Assessment Form (PAF 3)</b> and set targets. Focus on <b>Cymraeg Bob Dydd</b> – monitor Welsh Portfolio and set targets for completion Assign additional teaching for stage 7-8</p>
	<p><b>Mentor meeting</b> Agree on teaching responsibilities for weeks 9-12. Check Professional Journal Check planning.</p>

## Stage 7-8 (weeks 9-12)

## Autonomous teaching and reflection

ATs plan and teach full lessons as agreed with the mentor and take responsibility for approximately 12-15 hours of lessons/ delivery.

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.

Network School days	Mentor
<p>Plan and deliver learning experiences across any AoLE not yet taught. CCR's to be embedded.</p> <p>Implement Curriculum Design Project</p> <p>AT's should teach a minimum of 12 <b>hours</b> whole class as soon as possible.</p> <p>Plan autonomously, sharing plans.</p> <p><b>PAF 3 – Possible observed Lesson with Link Tutor.</b></p>	<p><b>Mentor</b></p> <p>Observe, review and complete <b>Pedagogy Assessment Form (PAF 3,</b>) possible link tutor visit and set targets</p> <p>Check Professional Journal</p> <p>Check planning</p> <p><b>PAF 4.</b></p>
<p><b>PAF 4</b></p> <p>AT takes <b>responsibility</b> for key structures within the daily routine in and out of the classroom setting. (register, quiet reading, active workout, transitioning to other areas etc).</p> <p>Continue to reflect and complete Evaluations in journal at the end of the day, upload assets and evidence to PLP.</p> <p><b>Enhanced support: Should the mentor have any concerns Enhanced Provision must be implemented immediately and contact be made with the Link Tutor.</b></p>	<p><b>Wk 8/9 Link Tutor - review of PLP: check PAF 2/3/4 is uploaded and ensure AT is uploading appropriate and relevant evidence to the PLP.</b></p> <p><b>Mentor</b></p> <p>Communicate with Link Tutor to discuss progress and attainment in preparation for completing School Experience Report.</p> <p>End of week 11. <b>Complete, share and sign off SER in collaboration with LT and AT. Discuss Targets in preparation for Career Entry Profile.</b></p> <p><b>Link Tutor to sign off PLP.</b></p>