

Module Handbook

XCE-1210

BA Year 1

2023-24 School Experience

# CABAN BA Year 1 School Experience 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 three of eight stages of development as an Associate Teacher. **These stages will take place in the Foundation Learning years’** and you will hopefully then attend a pre-school setting in May. 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 Professional Teaching and Leadership Standards (PTLS) 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 40 days in a school and nursery setting to start learning how to become practitioners 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), as well as writing observations and evaluations in your Professional Journal (PJ). At the end of the module, you will demonstrate that you have made satisfactory progress against the Professional Teaching and Leadership Standards. For this module, **pass or fail** is recorded at the exam board using the PTLS. All details of assessment against the PTLS are included in the PTLS 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 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 The Welsh Dimension

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 aspects of the Welsh Dimension 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 learners actually do?
* What were they learning?
* How worthwhile was it?
* What did I do? (What did the teacher do?)
* What did I learn?
* What do I intend to do next? Ebbutt, 1985, in Hopkins, D., 2014. *A teacher's guide to classroom research*. London, UK: McGraw-Hill Education.

## The Professional Journal (PJ)

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

## Professional Learning Passport (PLP)

You will need to write and upload experiences to your PLP whilst on placement, as well as uploading supporting evidence (Please see the next few pages which note what type of evidence you could upload).

## 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’s administrative duties under the guidance of the mentor;
* Prepare a display of children’s work/enhanced provision to support learning

## Legal Requirements

**You need to:**

* 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 and the Network school in your Professional Journal;
* Complete the code of professional conduct online before the placement starts.

# Caban’s three 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% by Week 6, Stage 3).** Lesson plans to focus on aspects within Subjects Studies 1.1 Further development of Literacy & 1.2 Further development of Numeracy & ICT

**Location**

|  |  |
| --- | --- |
|  | Lead school |
|  | Network school |
|  | HEI |

**Abbreviations**

NLM – Network Lead Mentor PM – Principal Mentor

SM – School Mentor PAF – Pedagogy Assessment Form

SER – School Experience Report AoLE – Area of Learning and Experience

**All of the activities outlined on the next pages may be subject to change according to the needs of the school, class and mentor.**  
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 Learning classroom.**

# Stage 1 Week 1 13/11/23 – 17/11/23 Introduction and observation

# **All of the activities outlined below may be subject to change.**

**Unless stated otherwise, all observations and teaching opportunities will take place in the Foundation Learning classroom. ATs to be actively involved.**

*Please note: Each week, whilst on placement, ATs should receive 0.5 PPA time. Also, all lesson plans created by the AT should be sent to mentor at least 48 hours in advance for scrutiny and checking and the mentor should offer support/guidance for improvement if required.*

By the end of Week 1, ATs should have:

* established a relationship with the learners (& staff) in their class and be aware of their interests and needs.
* an understanding/awareness of the timetable and daily routines of the class.
* read a story to the whole class.
* completed observations for each day (links to 1211 Assignment).
* completed pages 2 – 5 in the Professional Journal.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **First thing: Welcome by the Head Teacher** and essential safeguarding **(Principal Mentor)**  **Observe** **whole class** with a focus on how the environment and resources are organised to support learners’ development (write an observation in Professional Journal).   * **What are the various provision areas in the classroom?** * **How are these areas used differently at different times during the day?** * **How do learners use the resources?** * **How does the classroom environment support independent learners?**   **Support** learning, taking the role of the Teaching Assistant as directed by the mentor.  Collect evidence of learners’ work to support observations & Professional Learning Experiences (PLP).  **Reflect**: At the end of each day ATs to reflect on their observation of learning. Write 1 observation daily in the Professional Journal.  **ATs to complete pages 2 – 5 in the Professional Journal.** | **Observe** **whole class** with a focus on how the teacher manages behaviour (write an observation in Professional Journal).   * **How does the teacher engage the learners when reading a story?** * **How does the teacher encourage good behaviour?** * **What behaviour management strategies do they use?**   **Support** learning, taking the role of the TA as directed by the mentor.  **Collect** evidence of learners’ work to support observations & Professional Learning Experiences (PLP).  **Reflect**: At the end of each day ATs to reflect on their observation of learning. Write 1 observation daily in the Professional Journal. | **Observe** **whole class/small group** with a focus on how the teacher manages daily routines and transitions (write an observation in Professional Journal).   * **How does the teacher manage the wider classroom – provision/outdoor areas?** * **How do the learners know where to go and what to do (transition)?** * **How does the teacher communicate their expectations?**   **Support** learning, taking the role of the TA as directed by the mentor.  **Collect** evidence of learners’ work to support observations & Professional Learning Experiences (PLP).  **Reflect**: At the end of each day ATs to reflect on their observation of learning. Write 1 observation daily in the Professional Journal. | **Observe** **whole class/small group** with a focus on how the teacher uses assessment for learning strategies (write an observation in Professional Journal).   * **How does the teacher communicate their learning expectations?** * **How does the teacher know if the learners have learnt anything?** * **How do the learners learn?** * **How do you know if the learners have succeeded at doing the task?**   **Support** learning, taking the role of the TA as directed by the mentor.  **Collect** evidence of learners’ work to support observations & Professional Learning Experiences (PLP).  **Reflect**: At the end of each day ATs to reflect on their observation of learning. Write one observation daily in the Professional Journal.  **Mentor to contact Link Tutor today or tomorrow if they have any initial cause for concern** | **Focus** on learners’ interaction with provision areas, engage, model and support learning in the provision areas.   * **How does the teacher communicate with the TA & other support staff?**   If not already done so, read a story to the whole class.  **Mentor** led session: Extended period of reflection. Reflect & review the whole week – from whole class talk to small group activities.  **Ask**   * **What did you learn?** * **What worked well?** * **What would you change?** |

# Stage 1 Week 2 (22/01/24 - 26/01/24) Observe and Support

**ATs to actively observe and to take on the role of a TA for 30% of the timetable**

By the end of Week 2, ATs should be able to:

* discuss the needs of the learners in the class (understand their individual needs).
* plan and deliver a small group activity.
* discuss with mentor on how to improve the activity and then reintroduce it to a different group (by the end of the week), responding to feedback.
* team teach effectively and reflect on their own practise.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Re-visit** all aspects introduced during the Observation Week in November. Write observations in Professional Journal.  **Observe** the mentor leading a group of learners and actively support.   * How does the mentor engage the learners? * How does the mentor adapt to the needs of the learners? * Moving forward, what strategies will you use in your own teaching?   **Support** learning in own class, taking the role of the TA as directed by the mentor.  **Discuss planned activity from Lead School Day with mentor. Refine activity with support from mentor.**  **Collect** evidence of learners’ work to support observations & Professional Learning Experiences (PLP).  **Reflect**: At the end of each day ATs to reflect on their observation of learning. Write 1 observation daily in the Professional Journal. | **AT to** **support** learners in a specific activity or provision area.  How did you adapt your strategies to support –   * the least engaged learner * the highest attaining learner * keeping learners on task * learners with ALN   **Support** learning in own class, taking the role of the TA as directed by the mentor.  **Collect** evidence of learners’ work to support observations & Professional Learning Experiences (PLP).  **Reflect**: At the end of each day ATs to reflect on their observation of learning. Write 1 observation daily in the Professional Journal.  When completing an evaluation in your PJ, consider the following:   * What was the impact? * Was it successful? * What would you change/do next time? * How did you assess the learners’ understanding of the activity? * How would I improve the delivery? | **AT to** **deliver** small group pre-planned activity (from LSD) and reflect using yesterday’s questions.  Then discuss any changes/adaptations with mentor in preparation for repeating the activity by the end of the week to a different group of learners.  **Support** learning in own class, taking the role of the TA as directed by the mentor.  **Collect** evidence of learners’ work to support observations & Professional Learning Experiences (PLP).  **Reflect**: At the end of each day ATs to reflect on their observation of learning. Write 1 observation daily in the Professional Journal | **Re-deliver** amended activity to a different group of learners.  **Support** learning in own class, taking the role of the TA as directed by the mentor.  **Collect** evidence of learners’ work to support observations & Professional Learning Experiences (PLP).  **Reflect**: At the end of each day ATs to reflect on their observation of learning. Write 1 observation daily in the Professional Journal. | **Support** learning in own class, taking the role of the TA as directed by the mentor.  **Mentor led: Extended Reflection:**  Mentor to check if ‘Observations & Evaluations’ are being completed in the AT’s Professional Journal.  Discuss next week’s activities and AT to plan ahead.  **Mentor to contact Link Tutor if any cause for concern.** |

# Stage 1 Week 3 (29/01/24 - 02/02/24)

By the end of Week 3, ATs should be able to:

* show an awareness of strategies to manage a classroom effectively.
* plan & deliver a group activity.
* introduce a task to a group of learners in an engaging manner.
* create resources to support an activity.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Observe** the mentor introducing and delivering a task/activity.   * How did they inspire/hook the learners? * How did they engage the learners? * How did they explain the task to the learners? * How did they check understanding?   **Support learning -** taking the role of the TA as directed by the mentor.  **Reflect**: At the end of each day ATs to reflect on their observation of learning. Write 1 observation daily in the Professional Journal. | **Observe** the use of resources by the mentor & TA used during introductions, to introduce the task and to engage the learners.   * How were the resources used to engage the learners? * How were the resources used to introduce the task/activity?   **Support learning -** taking the role of the TA as directed by the mentor.  **Plan** a small group activity using the CaBan template and send to mentor for checking.  **Reflect**: At the end of each day ATs to reflect on their observation of learning. Write 1 observation daily in the Professional Journal. | **Observe** in a different classroom using the questions posed from Monday & yesterday to inform your observations.  **Create** resources for tomorrow’s small group task.  **Reflect**: At the end of each day ATs to reflect on their observation of learning. Write 1 observation daily in the Professional Journal.  **Mentor to contact Link Tutor if any cause for concern.**  **Does an Enhanced Support Plan need implementing?** | **Introduce and deliver** the small group task with a focus on engaging the learners and the use of resources.  **Mentor** **& AT** – Plan PAF lesson. Support given, but the AT must plan how the task will be delivered. AT to start planning and send plan to mentor by Sunday evening.  **Mentor led:** Extended Reflection  on the lessons supported and taught 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?   **ATs to write up and review their daily observations & evaluations in their Professional Journal by Monday.** | **University call back day**  **Focus on planning PAF lesson and creating resources** |

# Stage 2 Week 4 (05/02/24 - 09/02/24)

By the end of Week 4, ATs should be able to:

* use previous experience/feedback to plan and deliver an effective lesson (PAF1).
* develop engagement techniques and use behaviour management strategies effectively.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Support learning -** taking the role of the TA as directed by the mentor.  AT completes planning & creating of resources for **PAF1**.  **Reflect**: At the end of each day ATs to reflect on their observation of learning. Write 1 observation daily in the Professional Journal. | **Lead School Day**  **Ysgol Glan Gele** | **PAF 1 opportunity**  Teach the PAF lesson co-constructed with mentor.  **Mentor** to complete the PAF1 and share with the AT by **Friday am.**  If PAF1 completed, ATs to evaluate their planning and teaching using the **Knowledge Quartet** (see p 5) to support reflection on planning & teaching and the impact this had on learning (This will need to be transferred also to the relevant section on the PAF).  **Observe** the mentor and other teachers delivering plenaries.   * What is the purpose of a plenary? * How does the mentor assess the learning? * How do the learners demonstrate what they have learnt? * Which AfL strategies were used? * How does the mentor use this to inform planning/next steps?   **Support learning -** taking the role of the TA as directed by the mentor.  **Reflect**: At the end of each day ATs to reflect on their observation of learning. Write 1 observation daily in the Professional Journal. | **PAF 1 opportunity**  If not taught yesterday, AT to teach the PAF lesson co-constructed with mentor.  **Mentor** to complete the PAF1 and share with the AT **by tomorrow pm.**  If PAF1 completed, ATs to evaluate their planning and teaching using the Knowledge Quartet (see page 5) to support reflection on planning & teaching and the impact this had on learning (This will need to be transferred also to the relevant section on the PAF).  **Observe** the mentor and other teachers delivering plenaries.  **Support learning -** taking the role of the TA as directed by the mentor.  **Reflect**: At the end of each day ATs to reflect on their observation of learning. Write 1 observation daily in the Professional Journal. | **PAF 1 opportunity**  If not taught yesterday, AT to teach the PAF lesson co-constructed with mentor.  **Mentor** to complete the PAF1 and share with the AT **by Monday morning.**  AT then needs to evaluate their planning and teaching using the Knowledge Quartet (see page 5) to support reflection on planning & teaching and the impact this had on learning (This will need to be transferred also to the relevant section on the PAF).  **ATs** (if not already done so,) to complete relevant sections on PAF 1. **Upload to the correct template on their PLP, as well as any resources.**  **To be completed by Monday February 12th at the very latest.**  **Support learning -** taking the role of the TA as directed by the mentor.  **Reflect**: Entries in PJ should link observed outcomes, activities, and outcomes with possible plans e.g. “How would I have planned for this?”  **Mentor to share feedback to support Evaluation in Professional Journal.** |

# Stage 2 Week 5 (19/02/24 - 23/02/24)

By the end of Week 5, ATs should be able to:

* observe and use AfL strategies, in particular the use of pit stops.
* plan a focus and enhanced task and manage transition of the 2 activities within the available time.
* create suitable resources to enhance the learning.
* observe use of Cymraeg Bob Dydd (links to 1211 Assignment).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Observe** with a focus on transitions.  How do the learners know where they should be at different times of the day? e.g.   * beginning of the day * introduction to the activity * in-between tasks * break/lunchtime * from activities to plenary * tidying up time   How does the mentor enforce positive behaviour during these times?  **Support learning -** taking the role of the TA as directed by the mentor.  **Prepare** for this week’s teaching sessions. **Plan** 2 focus & enhanced tasks. Reflect on guidance given by mentor. Amend plans if necessary. Create and prepare all necessary resources by Wednesday.  **Reflect**: At the end of each day ATs to reflect on their observation of learning. Write 1 observation daily in the Professional Journal. | **Observe** with a focus on pit stops.   * What’s a pit stop? * How does the use of a pit stop enhance the learning and inform planning? * What tools does the mentor utilise during a pit stop?   **Support learning -** taking the role of the TA as directed by the mentor.  **Prepare** for this week’s teaching sessions. Reflect on guidance given by mentor. Amend plans if necessary. Create and prepare all necessary resources.  **Reflect**: At the end of each day ATs to reflect on their observation of learning. Write 1 observation daily in the Professional Journal. | **Deliver** introduction, activity, pit stop & plenary + 1 enhanced provision task.  Mentor & AT to complete 1 Evaluation.  **Observe** with a focuson the use of Cymraeg Bob Dydd by staff & learners in base & other classrooms.  **Collect** evidence for Part 2 of the Welsh Portfolio (linked to 1211 Assignment).   * How does the mentor use CBD in the classroom? * Are there any specific times/occasions during the school day that they use CBD? * What vocabulary/phrases do they use?   If possible**, support learning -** taking the role of the TA as directed by the mentor.  **Reflect**: At the end of each day ATs to reflect on their observation of learning. Write 1 observation daily in the Professional Journal. | **Deliver** introduction, activity, pit stop & plenary + 1 enhanced provision task.  Mentor & AT to complete 1 Evaluation.  **Observe** in 2 provision areas.  **Plan** for next week’s PAF2 lesson. Send plan to mentor by Sunday evening at the very latest.  Start to create/prepare resources.  Reflect on key aspects of planning and implement into own plans.  **Reflect**: At the end of each day ATs to reflect on their teaching & observation of learning. Write 1 observation daily in the Professional Journal | **University call back day**  Discuss PAF2 lesson. ATs to bring their plans to this session.  Looking at planning enhanced/provision areas. |

# Stage 3 Week 6 (26/02/24 - 01/03/24)

By the end of Week 6, ATs should be able to:

* use previous experience/feedback to plan and deliver a lesson to include an introduction, activity, pit stop & plenary (PAF2).
* enhance 2 provision areas.
* plan and deliver a lesson to address an AoLE that they haven’t already taught.
* communicate their expectations effectively to the TA e.g. explain task and their role during the task.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
| **Support learning -** taking the role of the TA as directed by the mentor.  Adapt annotated lesson plan from mentor and prepare resources for PAF2 and the 2 provision areas.  **Prepare** a display of learners work e.g. table or wall display by the end of the week.  **Reflect**: At the end of each day ATs to reflect on their observation of learning. Write 1 observation daily in the Professional Journal. | **PAF 2 opportunity.**  **PAF 2** – Observed lesson jointly observed by **Mentor and Link Tutor**.  **Mentor** to fill in PAF and send to link tutor when completed by themselves and AT (no later than 48 hours after the observation).  If PAF2 completed, ATs to evaluate their planning and teaching using the Knowledge Quartet (see p 5) to support reflection on planning & teaching and the impact this had on learning (This will need to be transferred also to the relevant section on the PAF).  **Discuss** Thursday & Friday’s lessons with mentor.  **Plan** for Thursday & Friday’s lessons to deliver introduction, activity, pit stop & plenary  **Create** resources. | **PAF 2 opportunity.**  **PAF 2**– If not taught yesterday, AT to teach PAF lesson to be jointly observed by **Mentor and Link Tutor**.  **Mentor** to fill in PAF and send to link tutor when completed by themselves and AT (no later than 48 hours after the observation).  If PAF2 completed, ATs to evaluate their planning and teaching using the Knowledge Quartet (see p 5) to support reflection on planning & teaching and the impact this had on learning (This will need to be transferred also to the relevant section on the PAF).  **Support learning -** taking the role of the TA as directed by the mentor.  **Ensure** plans and resources are ready for tomorrow & Friday’s lessons. | **AT to deliver** activity lesson planned for from Tuesday - intro to whole class, then group activity, pit stop and then plenary.  Mentor & AT to complete 1 Evaluation.  **Support learning -** taking the role of the TA as directed by the mentor.  **Reflect**: At the end of each day ATs to reflect on their teaching & observation of learning. Write 1 observation daily in the Professional Journal. | **AT to deliver** cross-curricular lesson planned for from Tuesday - intro to whole class, then group activity, pit stop and then plenary.  Mentor & AT to complete 1 Evaluation.  **Support learning -** taking the role of the TA as directed by the mentor  **Reflect**: At the end of each day ATs to reflect on their teaching & observation of learning. Write 1 observation daily in the Professional Journal. |

# 

# Examples of evidence to meet the Professional Teaching and Leadership Standards (PSTL)

|  |  |  |  |
| --- | --- | --- | --- |
| **Pedagogy** |  |  |  |
| **Element** | **QTS descriptor** | **Examples of practice linked to standards** | **Evidence** |
| **Managing the learning environment** | The teacher understands the importance and demonstrates the effective establishment and on-going management of the learning environment, in promoting positive learning habits and behaviours that meet the four purposes and are understood by learners in that context. | * Excellent relationships with all learners at an individual and class level. * Have excellent knowledge of behaviour management strategies. * Make excellent use of the time during the lesson and space available in the classroom. * Pupils demonstrate through their work that they understand what is expected of them and can explain what they are doing and why. | * Lesson observations * Planning * Seating plans/groupings * Resources * Learning walk * Pupil conferencing |
| **Assessment** | The range of purposes and practices for assessment is understood and articulated | * Can implement a wide range of assessment practices in the classroom. * Question effectively and manage a whole class discussion. * Understand how to assess prior knowledge, assess progress and identify next steps for all learners. * Create opportunities for learners to self and peer assess * Moderation of assessment take place at department and school level. | * Groupings * AFL strategies * Lesson observations * Personal reflection * Evidence in books * Planning * Attending Moderation meetings |
| **Differentiation** | The teacher demonstrates knowledge, understanding and experience of high expectations and effective practice in meeting the needs of all learners, whatever their different needs | * Plan and implement engaging activities which motivate and challenge all learners. * Link planning to previous outcomes and school performance data. * Adapt learning materials to ensure that all learners have access to the curriculum. * Challenge for MAT pupils | * Planning * Assessment tracking docs * Examples of differentiated work * Groupings |
| **Recording and reporting** | The teacher produces appropriate, timely and accurate records and reports and gives feedback to facilitate a deeper understanding of learning and enhance the learning experience | * Record attainment data accurately and consistently accordingly to school policy. * Provide excellent written feedback. * Make use of summative data to plan effectively. * Make significant contributions to reports to parents/carers. | * Assessment Trackers * Examples of marking * Test trackers * Planning * Phone calls (write up) * Meetings with parents (write up) |
| **Involving partners** | The importance of positive involvement of parent/carers and other partners is understood, and opportunities are taken to observe and evaluate processes. | * Understand how parents and external partners can contribute to effective learning. * Work with external agencies who contribute to the four purposes. * Observe, evaluate critically and understand the communication with parents/carers. | * Reflective write up and how this is linked to what is provided in class * Intervention groups * Phone calls (write up) * Meetings with parents (write up) |

|  |  |  |  |
| --- | --- | --- | --- |
| **Four purposes for learners** | The teacher demonstrates a knowledge and understanding of the needs of all learners in planning, preparation and teaching, ensuring that the four purposes are the drivers for learners’ experiences | * Pupils make excellent progress within the four purposes over a series of lessons. * Understand the implications of the four purposes for the subject content, age and prior attainment of the learners. * Understand the relevance of all curriculum content to the four purposes. |  |
| **Exploiting subject disciplines in AoLEs** | The teacher demonstrates a knowledge and understanding of relevant pedagogies and disciplines within and across subject content, areas of learning and cross-curricular themes, and plans appropriately. | * Plan excellent lessons and series of lessons which achieve the four purposes. * Understand, plan and implement a range of pedagogies suitable to the content. * Understand how a topic is situated within a particular AoLE and /or subject. * Plan excellent activities to develop learners’ digital competence, literacy and numeracy. | * Planning * Work sampling * Research the four purposes and link to planning and provision * Planning (medium and range) linked to research * Lesson observations * Book scrutiny |
| **Blended learning experiences** | The teacher understands the selection, use and justification of a range of imaginative teaching approaches for the benefit of each learner. | * Adopt a range of effective pedagogies and learning environments, including, group work, role play, web-based activities, off site visits etc. * Devise and deliver a range of innovative learning resources for example, worksheets, games, apps. | * Learning walk * Trips-organisation of, photos etc… * Work * Lesson observations * Book scrutiny |
| **Real life authentic contexts** | The teacher demonstrates an understanding of the use of real life, authentic contexts for learning being provided as a natural part of the learning experience. This extends the learner’s cultural, linguistic, religious and socio-economic experience and illustrates applications of concepts and abstracts in practice. | * Present curriculum content within imaginative, relevant and valid contexts which emphasise links with the real world. * Develop learners’ knowledge of Wales and Welsh culture through meaningful, context rich activities. * Understand how context can enhance and develop cognitive skills in all learners. * Understand the role of context when developing learners’ digital competence, literacy and numeracy. | * Work * Planning * Lesson observations * Research * Reflection * Meetings with subject co-ordinators |
| **Progression in learning** | The teacher demonstrates an understanding of how learning develops incrementally and tangentially, building on prior experience and learning, and plans for progress in learning based on this | * Are familiar with curriculum requirements in preceding and subsequent stages of learning. * Plan for progression of learning within AoLE/subjects. * Can plan lessons and/or activities which significantly progress the learning of ALN learners. | * Differentiated planning and work * Evidence of considering levels 3/4 or 4/5 * Planning * Lesson observations * Meetings/liaising with ALN teacher/ALNCo |
| **Cross curricular themes** | The teacher knows, understands and engages with the principles of curriculum design and innovation, with development of cross-curricular themes relevant to areas of learning and justifies decisions. | * Plan and teach excellent cross-curricular learning experiences, making relevant meaningful connections with other AoLEs/subjects. * Plan activities with other teachers from other subjects. * Demonstrate an excellent understanding of curriculum design within the Welsh context. | * Topic planning * Write up from other colleagues on working together * Research and link to current or future practice |
| **Challenge and expectations** | The teacher provides appropriate levels of challenge and expectations for the range of student abilities and characteristics, motivating learners to achieve. | * Have high expectations of learners’ learning and behaviour. * Plan and implement engaging, challenging activities. * Make use of a wide range of communication method to stimulate learners’ interest motivation and engagement. * Have high expectations of all learners. | * Lesson observation * Classroom environment (photographs and write up) |
| **Listening to learners** | The teacher demonstrates a willingness to seek, listen to and take account of the views of learners in order to engage and encourage them as active participants in their own learning. | * Facilitate discussion on issues which are open ended, complex, controversial or emotional. * Seek the views of pupils when planning or evaluating teaching and learning. | * Lesson observations * Reflection * Pupil input into planning and work to go with this |
| **Learners leading learning** | In planning and delivery, the teacher demonstrates an awareness of the importance of encouraging learners to reflect upon their own learning. | * Create opportunities for learners to self and peer assess consistently and effectively. * Involve learners when designing learning objectives. | * AFL * Book scrutiny * Lesson observations * Pupils creating own WALTs |
| **Sustained effort and resilience in learning** | The teacher promotes and secures learners’ self-motivation and self-direction in their learning. | * Design activities which encourage independent learning and learner initiative. * Motivate learners to be persistent and to view problems as challenges and to ask for help if needed. * Create a learning environment which celebrates hard work and achievement. | * Planning * Lesson observations * Book scrutiny * Research and link * Learning walks * Photographs |
| **Reflection on learning** | In planning, the teacher demonstrates awareness of the importance of encouraging learners’ reflection and evaluation around behaviours and outlooks for learning. | * Ensure that all learning is reflective and that learners are conscious of how and what they have learnt. * Equip learners with resources which enable them to plan and reflect on their learning e.g. checklists, rubrics and organisers. * Deliver plenaries which encourage self-monitoring of learning. | * Examples of reflection time * Write up the benefits of reflection on learners and as a teacher for future planning * Success criteria/WILF examples and how pupils have reflected upon this and improved their work * Lesson observations * Traffic lights (AFL) |
| **Learning outcomes and well-being** | The teacher raises awareness of how high-quality learning experiences and performance outcomes lead to improved learning and a heightened sense of well-being | * Ensure the learner progress is linked to their well-being. * Create a learning environment which encourages mutual support and co-operation between learners. * Ensure that task design leads to success and progress for all learners. | * PASS evidence * Lesson observations * Group and individual rewards |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Collaboration** |  |
| **Seeking advice and support** | The teacher actively seeks and engages with support from a range of formal and informal sources. This includes observation and team teaching, whilst demonstrating increasing levels of independence. | * Sharing feedback from lesson observations, book reviews. * Sharing of ideas, successful practice during departmental time. | * Lesson observations * Book scrutiny * Staff meeting minutes including any contributions you have made * Reflection of planning meetings/ALN meetings |
| **Working with in-school colleagues** | Organised and constructive work with a range of colleagues to enhance learners’ experience is a consistent feature of the teacher’s practice. Reflection on developing expertise is structured as a personal or a collaborative process, as appropriate. | * Sharing feedback from lesson observations, book reviews. * Supporting less experienced colleagues either formally or informally. | * Lesson observations * Book scrutiny * Staff meeting minutes including any contributions you have made * Reflection of planning meetings/ALN meetings |
| **Supporting and developing colleagues** | The teacher develops high quality relationships with colleagues in order to have a positive impact upon learners’ experiences within the school. | * Supporting less experienced colleagues either formally or informally. * Support and apply whole school initiatives. | * Supporting supply teachers or new members of staff * SDP groups-minutes, action plan etc… * Reflection |
| **Enabling improvement** | There are examples of improvement in outcomes for learners following the teacher’s seeking and adoption of advice. | * Self-reflection and professional discussions following lesson observations and book reviews. * Action planning to support areas for improvement. | * Reflection * Action plans |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Professional Learning** |  |
| **Wider**  **reading and research findings** | The teacher demonstrates an increasingly confident understanding of the theories and research about assessment, pedagogy, child and adolescent development and learning relevant to planning and day-to-day practice | * Participate in departmental action research. * Involved in wider action research. | * Research and how this informs planning and delivery |
| **Professional networks and communities** | The teacher has an informed understanding of the contribution of research, including small scale action research, to the development of practice. | * Involved in professional development with organisations such as GwE, WJEC, community projects etc. | * GwE * Dysg * PHS transition/ moderation |
| **Continuing professional learning** | The Professional Learning Passport influences the ongoing critical reflection and learning of the teacher and is developmental in prompting further professional growth. | * Access and use the PLP to reflect on professional practice. * Be familiar with the four purposes of learning and incorporate in own development. | * Reflection * Evidence of courses, training, INSET and how this is embedded into practice |
| **Welsh language skills** | There is a commitment to incremental development of personal skills in the use of the Welsh language. | * Follow school policy on implementation of strategies to promote Welsh language and culture. * Improve own skills in the Welsh language. | * Welsh courses * School policy * SDP group plans and contributions * Lesson observations |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Innovation** |  |
| **Offering expertise** | The teacher models an increasing repertoire of teaching techniques, as expertise emerges and flourishes, in order to inform and enhance the development of others. | * Sharing feedback from lesson observations, book reviews. * Sharing of ideas, successful practice during departmental time. * Guidance offered to newer or less experienced colleagues. | * Lesson observations * Book scrutiny * Reflection/write up of times you’ve shared ideas/successful outcome |
| **Developing new techniques** | Research on cognitive, social, emotional and physical development has a positive impact upon pedagogy. The teacher can demonstrate how professional discernment and critical analysis are brought to bear in shaping developing practice. | * Use of self-reflection to identify areas for development. * Applying new ideas which have stemmed from collaborative working or action research projects. | * Reflection * Action plan * SDP |
| **Evaluating the impact of changes in practice** | The teacher actively seeks support and advice from colleagues in developing innovative approaches within the classroom so that their impact can be evaluated, analysed and shared. | * Dialogue following lesson observations and book reviews leads to changes in practice. * Bring innovative ideas from the wider community to the school and other colleagues. | * Lesson observations * Book scrutiny |

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | **Leadership** |  |
| **Taking responsibility for self** | The teacher demonstrates professional attitudes and behaviours, developing positive relationships with learners, parents/carers and colleagues, which illustrate a personal commitment to the fundamental principles of equity and of maximising the potential of all learners. | * Continual updating of own professional development. | * Training courses (keeping a log) * GwE/Dysg newsletters |
| **Exercising corporate responsibility** | Contractual, pastoral, health and safety, legal and professional responsibilities are known and understood by the teacher. | * All school policies fully adhered to and applied successfully. * Action plans support colleagues to make improvements. | * Involvement in reviewing policies and creating new ones * Copies of policies amended etc * Action plan when advice has been sought |
| **Leading colleagues, projects and programmes** | The teacher’s understanding of, and commitment to, leading learning is demonstrated through collaborative experiences in schools and other contexts | * Share subject specific or pedagogic developments with colleagues. * Formal or informal support for colleagues to develop best practice. | * Examples of sharing knowledge with colleagues * Reflection * Write up by colleague |
| **Supporting formal leadership roles** | The teacher demonstrates an understanding of the nature of responsibilities within and across teams and of the contributions individuals make towards the school’s ethos and the successful fulfilment of the school’s vision. | * Positive support and application of all school policies. | * Lesson observations |