



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Centre for Education
Addysg i Gymru | Education for Wales



Partneriaeth Dysgu Proffesiynol **Yr Athrofa**
Yr Athrofa Professional Learning Partnership

Trawsnewid Addysg Gyda'n Gilydd Transforming Teaching Together

Introduction to ECAD6010 and the Electives Experience

www.uwtsd.ac.uk





Bringing it together stronger
— a joined up approach

QTS - Links to Professional Standards

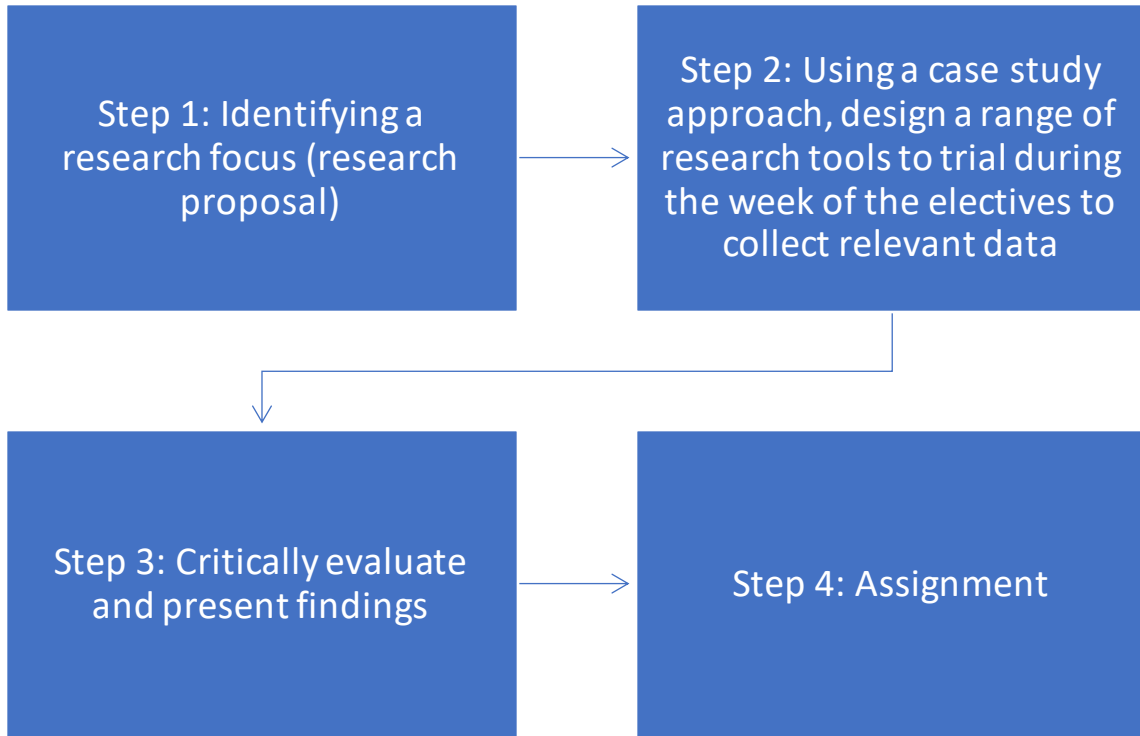


Depending upon the focus chosen, there will be opportunities for the student-teacher to use their reflection on the electives experience to write a Professional Experience Template for their PLP.

Some example links may be:

- **‘Pedagogy, Teaching and Learning’ - Four Purposes; cross-curricular themes; Managing the learning environment; involving partners in learning.**
- **‘Leadership’ - Taking responsibility for self.**
- **‘Professional learning’ - Wider reading and research finding; Professional networks and communities; continuing professional development.**
- **‘Collaboration’ - Working with in-school colleagues.**

ECAD6010 Professional and Pedagogic Studies:
Researching the Learning: what, how and why am I
teaching?



Rationale

- **professional development opportunity in a school setting.**
- **focuses on gaining a deeper knowledge and understanding of an area that relates to a personal interest.**
- **designed to facilitate students-teachers in trialing a range of research methods.**

Possible research methods

Observation

Semi-structured interviews

Focus group interviews

Individual staff/pupil interviews

Reading research

Questionnaires

Choosing a focus/electives offers

- Network Leads will ask their partner schools for learning and research opportunities they can provide in their schools.
- The full list of offers will be provided for you to choose from, and student-teachers will be matched to schools.
- When the offers are finalised, there will be an opportunity to make contact with the Electives Co-ordinator in your chosen school and you can send them an outline of your research proposal.

Prior to the electives:

- You will need to demonstrate a high level of engagement with the electives offer and evidence undertaking self-directed research of that focus area.
- You will present this as a research proposal in Session 1 of ECAD6010 on Monday 6th November
- Approximately 450 - 500 words
- Email research proposal to Electives Coordinator in relevant school



Research Proposal suggested outline:

Introduction/part 1:

What is your chosen topic/focus?

Why is it important?

Why have you chosen this topic?
(Policy/personal practice/
literature/observation)

How does it relate to previous
experiences?

How might it relate to future
practice?



Research Proposal suggested outline:

Literature Review/part 2

What does academic literature say
about your chosen topic?

What are the current
debates/issues/ tensions
surrounding your chosen focus?

What does education policy
indicate about your chosen topic?



Research Proposal suggested outline:

Conclusion/part 3:

What lines of enquiry have
been raised from your reading?

What do you intend learning
from your elective experience?

Have you formulated some
research questions?

What methodologies might you
use?



Suggested calendar/timetable for electives week

Date	Activity
Day 1 27.11.23	Meet – Induction - The first day will be an induction day getting to know the school eg expectations regarding arrival, base room, school information, a learning walk around school. - The school should communicate their policies/vision/practice with regards to the student-teacher's Electives area of interest. - Student-teachers will have previously shared their proposals for Electives research with the Co-Ordinator. During the day student-teachers must arrange their timetables for the week. The timetable should offer a wide range of opportunities to gather data. It can include guided time as well as independent work slots. - Student-teachers should begin to identify potential participants for their research study and can seek the support of the Co-Ordinator to achieve this in preparation for days 2 and 3.
Day 2 28.11.23	Test – Data Gathering Student-teachers begin to follow their lines of inquiry and gather evidence on their Elective research focus. Methods to include observation, interviews and questionnaires.
Day 3 29.11.23	Test – Data Gathering Students-teachers continue to follow their lines of inquiry. They should be able to complete data collection today.

Suggested calendar/timetable for electives week

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Day 4 30.11.23	Test – Reflection in preparation to Share findings ☐ This day will be a reflective day for student-teachers. Time is needed to draw on background reading undertaken, linking it to practice observed in order to develop a critical analysis. ☐ Student-teachers should use time today to review and clarify unanswered aspects of their research. ☐ Student-teachers will need time today to prepare their Summary findings and Professional Experience Template ready for tomorrow.										
Day 5 01.12.23	Share findings - An opportunity for student-teachers to present their findings to peers and school colleagues. The Elective Summary should be saved in the OneDrive Planning folder. Suggested structure: <table border="1"> <tbody> <tr> <td>Rationale for Elective</td><td>Limitations and success of data collection</td></tr> <tr> <td>Outline of activities and data collection</td><td>Questions still unanswered</td></tr> <tr> <td>A review of literature findings</td><td>Review of data analysis linked to Professional Standards</td></tr> <tr> <td>What has been in practice</td><td>Future recommendations for Student-teacher's future practice</td></tr> <tr> <td>Pupil and Teacher perspectives</td><td>Reference List (Refer to University Referencing methods)</td></tr> </tbody> </table>	Rationale for Elective	Limitations and success of data collection	Outline of activities and data collection	Questions still unanswered	A review of literature findings	Review of data analysis linked to Professional Standards	What has been in practice	Future recommendations for Student-teacher's future practice	Pupil and Teacher perspectives	Reference List (Refer to University Referencing methods)
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