



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

Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales

ECAD4001/C

Professional Teaching Experience 1

2018-19

Guidance

An overview of the student's duties and responsibilities

Professional responsibility

When you are a student teacher on a school placement, you are a representative of the University. In this regard, you have a professional responsibility to yourself, the University and the school to manage your own learning as well as your professional relationships with adults and pupils. Please adhere to the Code of Conduct (below):

Code of Conduct

It is imperative that you present yourself appropriately as a student teacher on each visit to the school setting, and abide by the following expectations:

1. As an ambassador for University of Wales Trinity Saint David, you must adhere to the rules stipulated in the student handbook whilst you are in school.
2. You will agree to act professionally at all times, and will abide by the expectations of the school that you visit.
3. You will adhere to the QTS expectations for Professional Values and Practice (QTS Standards 2009).
4. You will ensure that you are aware of the safeguarding policy and procedures of the placement school, and be mindful of the guidelines provided by the South West Wales Centre of Teacher Education. (Please refer to the safeguarding card provided at the commencement of your programme.)

Preparation Days

Block 1: Monday 18.02.19 – Friday 22.02.19

Block 2: Monday 18.03.19 – Wednesday 20.03.19 (NB Thursday 21st & Friday 22nd of March are university days)

During this time, your responsibilities are as follows:

A. Induction:

During the first couple of days, you will need to ask appropriate staff members to provide you with the following:

- i. requirements for your professional conduct as a 'teacher';
- ii. important school policies: make sure you can adhere to important school policies, including those relating to behaviour, assessment and Health and Safety;
- iii. Safeguarding Policy: it is extremely important that you have access to the school's Safeguarding Policy so that you know: (a) how to conduct yourself professionally in relation to the policy; (b) what to do if faced with the disclosure of child abuse or the witnessing of abuse; (c) who the designated teacher with responsibility for safeguarding at the school is and how to inform him/her of any relevant information. This will be in compliance with the Athrofa's Safeguarding Policy;
- iv. the class's mid-term plans for the period of the experience.

B. Planning:

As the main purpose of the preparation days is for you to complete your planning for the following week, please ensure that you focus on this task during your time in school. You will need to complete the following planning tasks:

- **Foundation Phase Mid Term Planning:** highlight the parts of the class's mid term plan that you will be responsible for, then transfer the information into the University planning format and include these in your PTE file.
- **Key Stage 2 Mid Term Planning:** highlight the parts of the class's mid term plan that you will be responsible for – include these in your PTE file.
- **Lesson/Session Planning:** you should prepare the plans for the first week during preparation days, and check with the Senior Mentor that these are appropriate.

Please follow the University format, which is provided in your Documents Pack (available on Moodle).

C. Teaching Timetable/Workload:

Complete a **teaching timetable** for **each week** of the experience, noting when you are teaching and what you are teaching.

Teaching Week 1: Plan, prepare and teach group activities

Teaching Week 2: Plan, prepare and teach whole class introductions/plenaries and teach whole class sessions (as appropriate)

Please ensure that you will be able to teach for **the minimum of 40% of the time** throughout the experience period (this equates to approximately 2 hours per day).

[In Foundation Phase settings, or settings where the curriculum is delivered in an integrated manner, it is acceptable for you to identify blocks of time where you are responsible for “teaching” children as individuals, in groups or as the whole class as part of the daily routine (e.g. news time, reading with children). **Time should only be counted as “contact time” if you are taking an *active, leading role* in the activity.**]

Your responsibility when not teaching:

Throughout the experience, you should be **actively involved** in providing support to pupils under the guidance of the class teacher if you are not teaching.

D. Photographing / Filming Consent Form:

You **must** ensure that your consent form is clearly visible within your PTE file. **If you haven't already done so**, seek consent from the Headteacher to take photographs or to film children. A copy of an appropriate 'Consent Form' can be found in the Documents Pack.

E. Assessment of your PTE file at the end of preparation weeks:

On **Friday 22.02.19 & Wednesday 20.03.19**, the Senior Mentor/Mentor will sign a form to confirm that they are happy with the standard of your PTE file.

F. Meeting with your PTE tutor during WB 25.02.19 & Thursday or Friday 21/22.03.19:

You will be given an appointment to meet with your tutor following your preparation in school. The tutor will check that your PTE file is in order, and will sign **the confirmation form** on behalf of the University.

D. Attendance

As teaching experience assesses your **professional qualities**, attendance is considered a very important aspect of the assessment.

During University-based sessions, you will have been made aware of the following:

- **To gain QTS, a ‘sustained and substantial period’ of teaching has to be demonstrated.** If your attendance is not sufficient, you may have to teach an additional period, or repeat the whole experience, if examiners believe the nature of the absence requires this. As a guiding principle, any absence period in excess of three days is an issue for examiners (not necessarily 3 consecutive days absence).
- **Personal Attendance Record:** you **must** complete a ‘Personal Attendance Record’, which your Senior Mentor/Mentor will sign regularly.
- **Procedure for absence:**
 - i. In any case of absence, you must **phone** the school and contact the Faculty Office **first thing** in the morning on the first day of absence so that everyone knows the situation. The Faculty Office will inform PTE Tutors. If you are unable to phone, then you should ask a friend, a partner or a relative to phone on your behalf. **Contacting the school by text or email is NOT acceptable.**
 - ii. If requesting a day’s leave of absence for any reason, such as representing the University or attending a funeral, a **‘Request for Leave of Absence Form’** must be completed and approval given by the headteacher, the PTE Tutor and the Faculty Office.
 - iii. For absence periods of two to three days, a ‘Self Certification Form’ is required (to be signed by you and forwarded to the Partnership Office).
 - **Failure to report absence:** If for any reason it is found that you have not informed both the school and the Faculty Office of absence, this is recorded as ‘unprofessional conduct’, and you will receive a letter to this effect - with copies provided to all examiners.

The teaching experience period:

Block 1 (either FP or KS2): **Monday 04.03.19 – Friday 15.03.19**

Block 2: (opposite phase): **Monday 25.03.19– Friday 05.04.19**

A. Monitoring your own progress:

During the experience period, it would be useful for you to regularly check the following:

- **PTE Working File:** check that the file is regularly updated, with lesson/session plans provided in advance of lessons, and ARC reflections completed promptly (one per day).
- Complete the **‘lessons planned/lessons taught’** form and the **attendance record** daily.
- **End of Week Review:** Complete weekly with the mentor or senior mentor. Ensure that there is a signature confirming that the school agrees with your judgements for each QTS standard.

B. Monitoring the children’s progress:

- **Observation Notebook:** complete the notebook regularly with comments relating to **all** pupils in your class.

- **Assessment of pupils' work:** mark/assess pupils' work appropriately and promptly, following the school's marking policy.
- **Tracking Record:** complete for every activity you teach.
- **Celebration of pupils' work:** for each phase, produce **one** learning journey that celebrates the work of the class. This could take the form of a display, a class book, an electronic presentation or a film.

C. Lesson/Session Observations:

- During each block of teaching experience, you will receive 2 formative assessments, carried out by either school or university staff. You should receive a total of 4 assessments during the PTE (1 by the university tutor and 3 by the school). [If necessary, the moderator will observe an additional lesson/session.]
- You will be observed **regularly**, in order to track your **progress** throughout the period.
- You will receive feedback regularly. This feedback can be oral or written.
- **Formative assessment forms:** these will be completed **promptly** following each lesson/session observation, and submitted to the SWWCTE website **within 48 hours**. This will ensure that you have every opportunity to work towards the targets set. If you have not received these within the time limit, please contact your PTE tutor.

D. Accepting and acting on advice:

Accept and act on the advice given by examiners, including Senior Mentor/Mentor, other staff and your PTE Tutor. Work specifically on the targets for improvement, which will be described in your formative assessment reports. This is particularly important if you are to succeed and do well.

E. Procedure to follow if you are having difficulties:

- In a case where you are encountering difficulties, it is vitally important that you **INFORM YOUR PTE TUTOR IMMEDIATELY**.
- If the school and/or university tutor judges that you are a 'Cause for Concern', you will be notified immediately, and the procedure will be explained to you.
- In these situations, the University has a duty of care to provide intense support, both to you and the school.
- In any decision to fail, this will be made collaboratively between the Mentor/Senior Mentor, the PTE Tutor and the Moderator.
- Following the decision to "Fail", it is the Moderator who will record this in writing, noting the reasons why you are 'failing' in relation to the teaching standards failed for the experience.

The end of the teaching experience

1. The Senior Mentor/Mentor and PTE Tutor will consider **ALL** evidence when deciding whether you have demonstrated competency within the QTS standards, including:
 - the content of the Professional Teaching Experience Working File
 - the content of the formative assessment reports including commentaries and judgement descriptions
 - what pupils have learnt with you over the experience
 - the evidence from the end of week reviews

- the frequency of the performance against the QTS standards during the teaching experience period.
2. The **Senior Mentor/Mentor** will prepare the summative assessment, providing evidence to show your attainment in each of the following cells:

S1	Professional Values and Practice
S2	Knowledge and Understanding
S3.1	Planning, Expectations and Targets
S3.2	Monitoring and Assessment
S3.3	Teaching and Class Management
	Oral and Written Communication Skills.
 3. The **Senior Mentor/Mentor** will provide you with summative feedback, including your status and the evidence for that decision. Your Senior Mentor/Mentor will also highlight targets to be met during your next teaching experience.
 4. The Senior Mentor/Mentor and/or your PTE Tutor will support you with **completing** your Professional Development Profile Level 1. You will need to consider your strengths and areas for further development during your next teaching experience.

Contacts

South West Wales Centre of Teacher Education website:

<https://www.swwcte.ac.uk/>

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