

BA3 PRIMARY EDUCATION WITH QTS

Phase Swap

Guidance

17 & 23 - 24 March 2023

Introduction:

You will have an opportunity to spend some time exploring practice in a secondary school to experience teaching and learning within a different age phase and context to your chosen age phase.

Focus:

Transitions

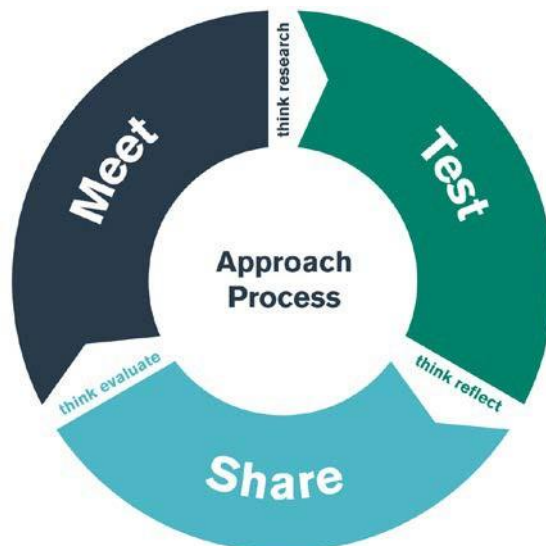
Dates:

Friday, 17 March – input organised by the University

Thursday, 23 March and Friday, 24 March – input organised by Lead Schools

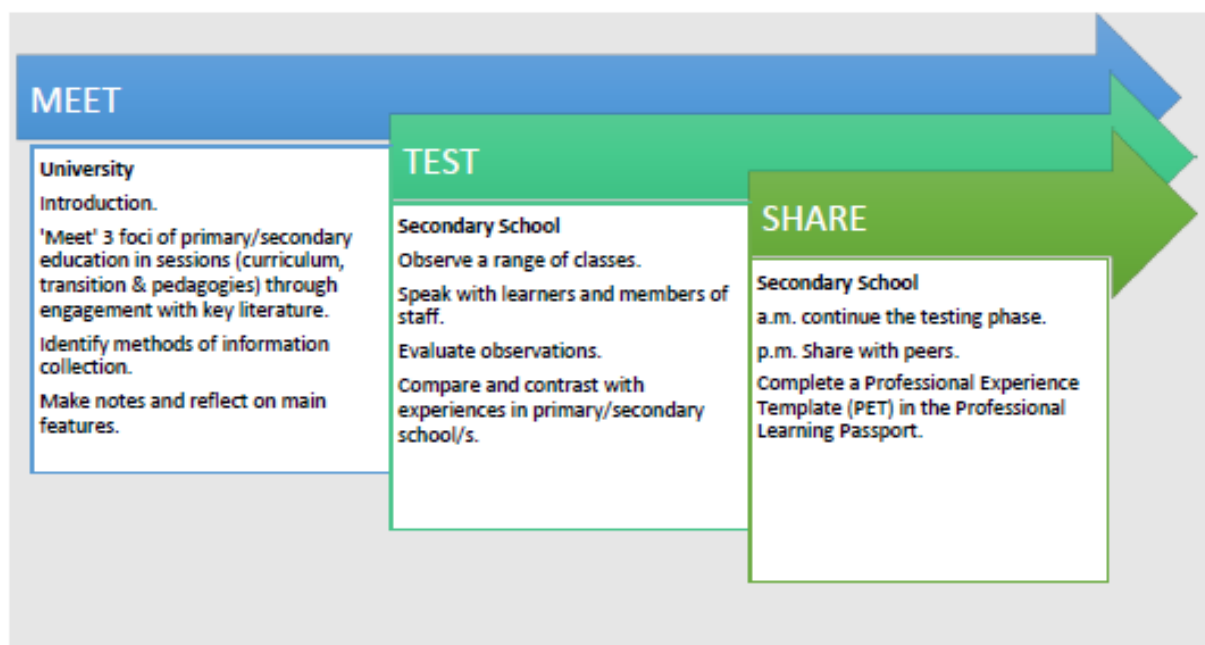
Approach:

As with other activities, the 'Phase Swap' experience will involve three phases of applied practice where practical and theoretical knowledge come together and personal practice is transformed – see below.



ARRANGEMENTS:

- *Meet the ideas* **online with the University** (17.3.23)
- *Test the ideas* **in a secondary school** through perusal of documentation and by observing a range of classes and speaking with learners and members of staff (23 & 24.3.23)
- *Share* and evaluate ideas in the PLP (24.3.23)



Evidence of the Phase Swap

Student-teachers are expected to reflect on the experience and to complete a PET in Tab 6 of the PLP linked to the relevant QTS Standards

SUGGESTED TIMETABLE:

Schools can organise the days in a way that suits their individual context.

23 & 24 March

TEST AND SHARE

TRANSITIONS

Session	Activity	Suggested content
Session 1	Title: Transitions Provision: Relevant staff member/s	• The school to share information with student-teachers regarding its approach to planning for transitions (incoming, during and onward), including information on: • School policy • The staff involved • Other stakeholders • Main objectives • Meet with a member of staff - developing an understanding of transition practices (including ALN and wellbeing). • Meet with member of staff with responsibility for transition (discuss daily routines and how transitions are implemented). Consider: • Curriculum design (including preparation for <i>Successful Futures</i>). • Points of transition (home to school, year-by-year, primary to secondary). • Pedagogical approaches (including reference to subject specialism and primary approaches to learning).
Session 2 & 3	Student-teachers to 'meet' aspects of school-based transition arrangements.	This may include: • View resources/documents shared with staff/parents (policies/information packs) / school website. • Read or listen to children's views about transition experiences e.g. day to day, year to year, period to period, school to school. • Observe a range of classes. • Speak with learners and members of staff. • Evaluate observations. • Compare and contrast with experiences in primary/secondary school/s.
Session 4	Discussion: As a group, student-teachers should reflect on their findings and collate their findings.	This may include: • Student-teachers to reflect on their experiences (sharing with peers) and discuss how what they have learned is going to influence their teaching practice. • Student-teachers to refer to information they have gathered during the experience ready for inclusion in the PLP. • Spend some time completing a PET (Tab 6) and linking it to relevant QTS Standards.

Possible links to the QTS Standards

Student-teachers are expected to upload evidence of the Phase Swap experience in the form of a completed Professional Experience Template (PET) linked to the relevant QTS Standards (Tab 6)

Date	Focus	QTS Standards
23-24 March	Transitions	Standard: Leadership Supporting formal leadership roles <i>'On Track' descriptor: The student-teacher demonstrates an understanding of the nature of responsibilities within and across teams and of the contributions individuals make towards the successful fulfilment of the school's vision.</i> Standard: Professional Learning Wider reading and research findings <i>'On Track' descriptor: The student-teacher demonstrates an increasingly confident understanding of the theories and research about assessment, pedagogy, human development and learning relevant to planning and day-to-day practice.</i> Standard: Innovation Developing new techniques <i>'On Track' descriptor: Research on cognitive, social, emotional and physical development has a positive impact upon pedagogy. The student-teacher can demonstrate how professional discernment and critical analysis are brought to bear in shaping developing practice.</i>