



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

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

**Trawsnewid Addysg,
Trawsnewid Bywydau**

**Transforming Education,
Transforming Lives**

*Trawsnewid Addysg, Trawsnewid Bywydau
Transforming Education, Transforming Lives*

www.uwtsd.ac.uk

QTS Pathway

'PLP'

12.10.23

9-11am





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Trinity Saint David

200
1822 - 2022



Partneriaeth Dysgu Proffesiynol Yr Athrofa
Yr Athrofa Professional Learning Partnership

Trawsnewid Addysg Gyda'n Gilydd Transforming Teaching Together

*Man Geni Addysg Uwch yng Nghymru
Where Higher Education Began in Wales*

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***LI: To revise the
requirements for the PLP
and updates for the BA3
course.***

During this session you will...



- *recap the requirements for the PLP.*
- *have the opportunity to discuss, peer assess and evaluate PETs.*
- *consider the updated lesson plan templates and discussed the implications.*
- *revise the guidance for completion of your Learning Journal with examples.*
- *start to update your OneDrive for PTE3*

Your opportunity to show your learning and evidence in your completed PLP

Important things to remember about the PLP

Do not let the PLP worry you! You are in control.

**Needs to be completed by
09.05.2024
9am**

You can change and update as you need. Ask for advice when needed.

Always include a link between theory and practice.

Do not leave them till last minute. Start early, do a few at a time.



BY WHEN MUST I COMPLETE MY PLP?



Review points throughout the programme in-line with reporting on student-teachers' progress



Final, summative QTS review window
BA3: 13/05/24 - 24/05/24



PLP to be completed by
BA3: 09/05/24 9.00am

Your PLP

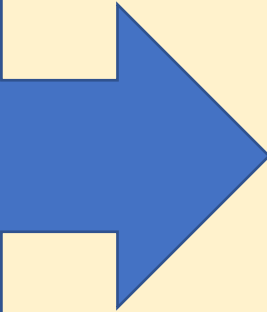


If you need any technical assistance in any of the above steps, please don't hesitate to contact EWC via email on professionaldevelopment@ewc.wales

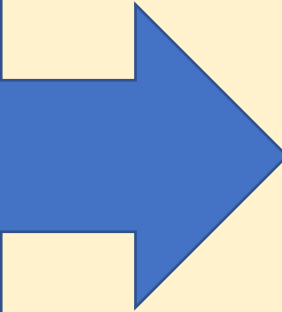


Professional Experience Templates (PET)

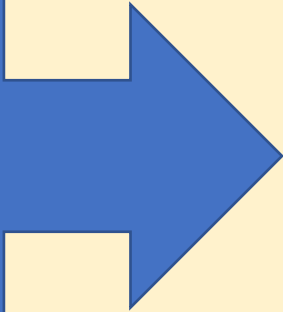
Each 'Strand'
needs
to be linked to
a Professional
Experience
Template



Each template can
cover up to 3
different 'Strands'
but each
strand must be
explained
separately



Each template
will need 2
pieces of
evidence.
They will help
you explain
what you
have learnt.



You will complete between 12 and 15 templates over the three years
of your course.

BA2	Point in year	Date
1	Observation week	WB 24/10/22
1	Bridging	16/11/22 – 07/12/2022
3	By end of PTE2	16/12/2022
1	Bridging	25/01/2023
1	Alternatives	20/03/2023 – 21/03/2023
1	Research visit	03/05/2023
1	Aiming for Excellence	26/05/2023

**Suggested
templates for
your PLP**

BA3	Point in year	Date
1	6010 / Electives Experience	27/11/2023 – 1/12/23
1	ALN and Wellbeing conference	13/12/2023 – 14/12/2023
1	Bridging (School Development Plan)	10/01/2024 – 24/01/24
2	Mid-placement Review	31/01/2024
1	Bridging (Welsh)	22/02/2024 - 06/03/24
1	PhaseSwap	18/04/2024 – 19/04/2024
1	Aiming for Excellence	23/05/2024

Success Criteria

What you did and why?	
Feature	Evident in template (Y/N)
An explanation of what experience you encountered	
An explanation of why you did, what you did.	
For example, was the motivation as a result of a conversation with your mentor? A lesson plan evaluation? A weekly reflection target? A piece of literature you engaged with?	
A reference to any 'Teaching Standards' that you have chosen to focus on as part of the experience	

What next?	
An explanation of how will you use or adapt these ideas in the future?	
An explanation of how will you continue your personal learning in relation to this topic in the future?	
Is there a piece of literature that you intend to read as a consequence of this?	

What you did and why?	
Feature	Evident in template (Y/N)
General considerations for each Professional Experience Template	
If the template is linked to more than one strand, each strand must be clearly discussed in each section of the template	
A minimum of two pieces of evidence linked to the template (which are referred to in your writing)	
At least one reference to literature which are accurately referenced	
A reference to any 'Teaching Standards' that you have chosen to focus on as part of the experience	

What have you learned?	
A deep reflection on what impact your actions had on learners (including references to literature, where appropriate)	
A clear reference to how you have developed your practice in relation to a particular strand	

General considerations for each Professional Experience Template	
If the template is linked to more than one strand, each strand must be clearly discussed in each section of the template	
A minimum of two pieces of evidence linked to the template (which are referred to in your writing)	
At least one reference to literature which are accurately referenced	

WELCOME TO YOUR PLP

Professional Learning Passport (PLP)

The Professional Learning Passport

is UNIQUE to you

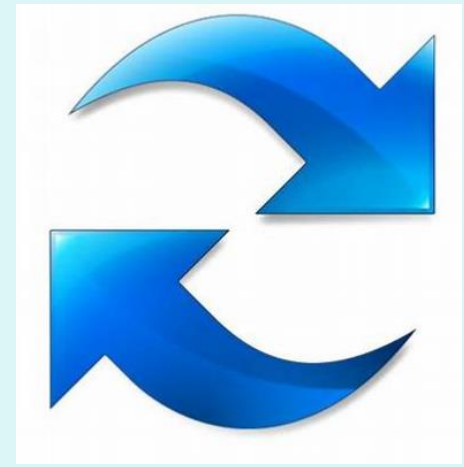
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**TASK: Work in pairs
or small groups to
read and assess each
other's completed
PETs against the
Success Criteria.**





Updates for this year

Planning template

Student-teacher:		Class / Group:	
AoLE or Subject:		Date <i>(please note that this may be a continuous session):</i>	
Meaningful links to Curriculum (What Matters Statements, Descriptions of learning, 'previous' curriculum...)			
Meaningful links across the curriculum <i>Links to other AoLEs or the Cross-curricular skills frameworks</i>			
Personal Targets (targets and consequent impact on learning - refer to any targets that have been identified in learning journal or weekly reflection meeting and describe the desired impact on learning)			
Learning Intention <i>'This should focus on the pupils' learning during the lesson, rather than what they will be doing, and should be short, achievable and measurable.'</i> (Crichton, H., and Mcdaid, A. 2016 p. 196)			
Success Criteria <i>What the pupils need to demonstrate to successfully meet the Learning Intention.</i>			
Planning for misconceptions: <i>Use this section to anticipate pupil errors and misunderstandings and your planned responses to them.</i>			



Part 1

- Learning Intentions
- Success Criteria
- 'Big Ideas'
- Planning for misconceptions

SEQUENCE OF TEACHING & LEARNING <i>(Add or remove rows below as appropriate)</i>				
Timing: <i>Break down timings into groups if appropriate, ensure pupils are 'doing' quickly and that transitions are taken into account</i>	Role of the teacher & support staff: <i>e.g., key questions, retrieval of prior learning, modelling and explanations, checking understanding, planned use of additional adults.</i> <i>Choice of pedagogical model or of the 12 pedagogical principles</i>	Pupils' learning and activities: <i>What will the pupils be learning to do and what activities / resources will facilitate this?</i> <i>Please refer to Foundation Learning planning document for details of continuous provision.</i>	Inclusive Strategies (including differentiation): <i>Reasons for and details of scaffolding.</i> <i>Types of representation in tasks.</i>	Check what pupils know, understand, and can do: <i>Key questions, types of retrieval practices, self and peer assessment opportunities, purposeful AfL strategies, live marking opportunities, planned feedback.</i>



Part 2

- Main activities
- Opportunity for AfL
- Opportunity for questioning
- Examples of work

Consider – Learning objectives or intentions.

Does it really matter what we call them?

There is a subtle but important difference in the terminology:



Lesson objectives

A specific statement of what the **aim of the lesson** will be.

Lesson intentions

What you plan the students will be **learning** this lesson?

Tasks

What tasks the students will be **doing** in order to achieve the aim of the lesson?

As your lesson plan suggests:

Learning Intention

'This should focus on the pupils' learning during the lesson, rather than what they will be doing, and should be short, achievable and measurable.' (Crichton, H., & Mcdaid, A. 2016 p.196)



**Focus on the pupils'
'learning' rather than
what they will be
'doing'**



**Keep your intentions
-short
-achievable
-measurable**

Task – listen to John Hattie discussing Learning Intentions and Success Criteria.

What do you think are the important points in this clip?

WEEKLY

REFLECTION IN

SCHOOL

Fill this in each Friday. Make sure you have dated the sheet accurately.

What did you do and why?

Briefly outline what you have done and the reasons for it (how does this relate to your previous 'what next?')

What was the impact on learners?

Discuss the impact of your actions on the learners (positive or negative). What evidence supports this?

What next?

What will you do next to facilitate progress for learners and yourself? Consider your reflections on learning in a lesson/s; learning journal; discussion with mentor/peer; university module.

Supporting evidence

Please add any materials or evidence which help support your reflection. Please note that you are able to upload a variety of different file types, including images, sound recordings and video

Mentor comments

You can use these weekly reflections and actions to help you write a professional experience template for your PLP.

Learning journal and weekly reflections



Learning Journal

Your reflections and questions should inform your discussions with your Mentor.

Monday
Tuesday
Wednesday
Thursday
Friday

Weekly Reflections

Student teachers and Mentors are expected to complete the Journal after each taught session, including informal comments, reflections and queries.

The contents of the Learning Journal should be discussed during the Weekly Reflection Meeting.

The process of reflection and evaluation



Learning Journal

- Ongoing.
- Reflection on what you've seen and taught.
- Dialogic - mentors prompt and comment.

Reflection - "I wonder...", "I heard...", "I saw...", "I tried...", "I noticed..."
- So what?

Evaluation - What did you expect? What did you see? What did they do? How did it go? How do you know? - What next?



Weekly Reflection Meeting

- Timetabled.
- Reflection on key points from the Learning Journal
- Dialogic - open, engaged and discussive.

Before meeting - Agree focus. Review Learning Journal and other evidence.
What questions do you have?

During meeting - Review targets.
What has been the impact on learners?
Link theory to practice - What next?



Professional Learning Portfolio

- Attendance
- Weekly Reflections
- Contribution to Professional Experience Templates.

The Weekly Reflection records the summary of the reflection meeting.
Add audio, video, images if helpful.

Weekly Reflections can be further developed into PETs where there is a clear link to standards.



OneDrive – reset for PTE3





The following sections are required in the teaching file:

SECTION 1: General information

- QTS Standards
- Weekly timetables: The student-teacher teaching responsibilities are outlined; this should have been discussed and agreed with the Class/Subject Mentor by the Friday before the following week, at the latest. The University format should be followed

SECTION 2: The school context

- Details of how the children are grouped/set (*as appropriate*)
- School policies that connect to teaching and learning strategies, discipline, bullying, safeguarding, to include the contact details of the designated Safeguarding member of staff.
- Permission to take photographs/film children

SECTION 3: Planning

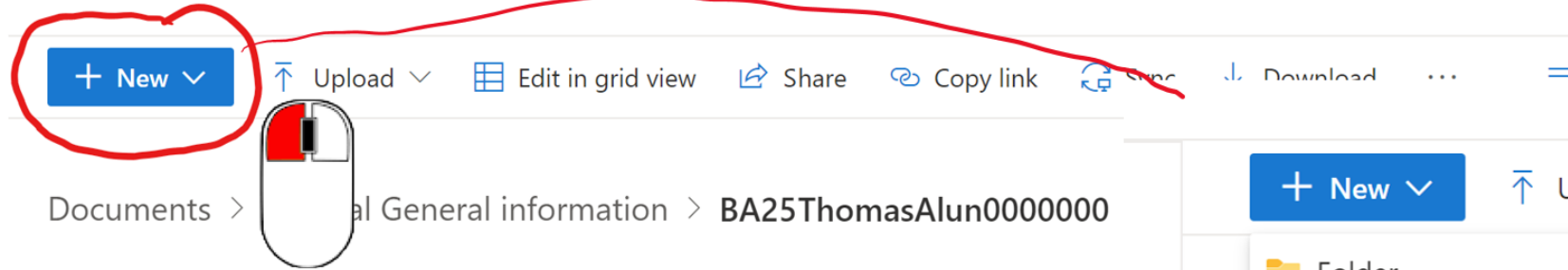
- **Lesson plans, reflections and evaluations:** Plans should be prepared for each teaching session following the University format; the learning experience should be reflected on and evaluated as soon as possible after each lesson/session, noting areas for development in the Learning Journal.
- **Planning for enhanced provision:** Student-teachers in a Foundation Learning setting should also complete any relevant boxes in the university template for planned enhanced activities. There is no minimum or maximum number required.

ACTION:

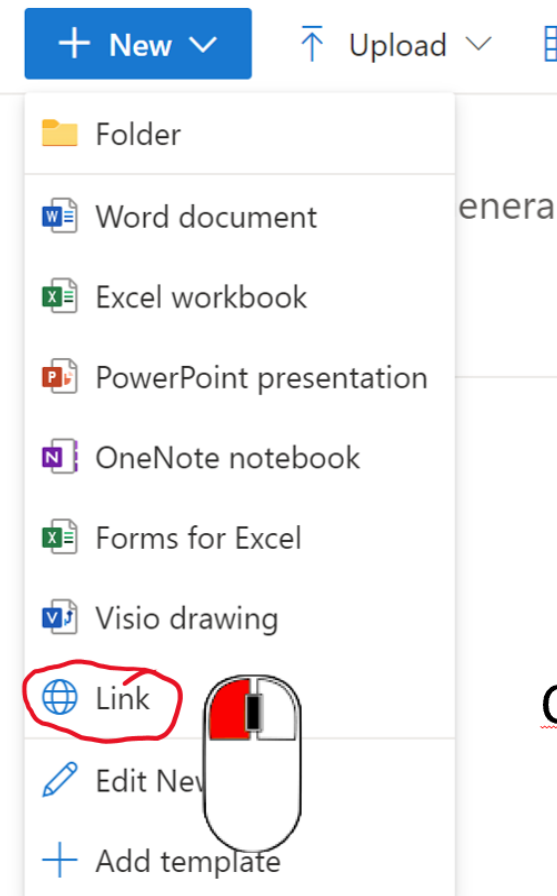
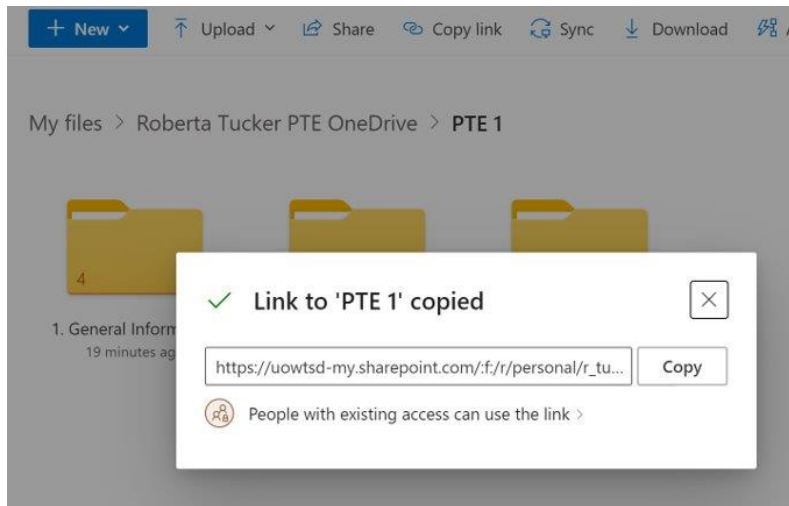
Download all the documents you need from Moodle into your OneDrive

Set up new folders for PTE3 – be organised. Your work should be easy to find and monitor.

How to share your PLP



Clic chwith ar +New



Clic chwith ar Link

How to share your PLP



+ New ▾

↑ Upload ▾

📄 Edit in grid view

🔗 Share

🔗 Copy link

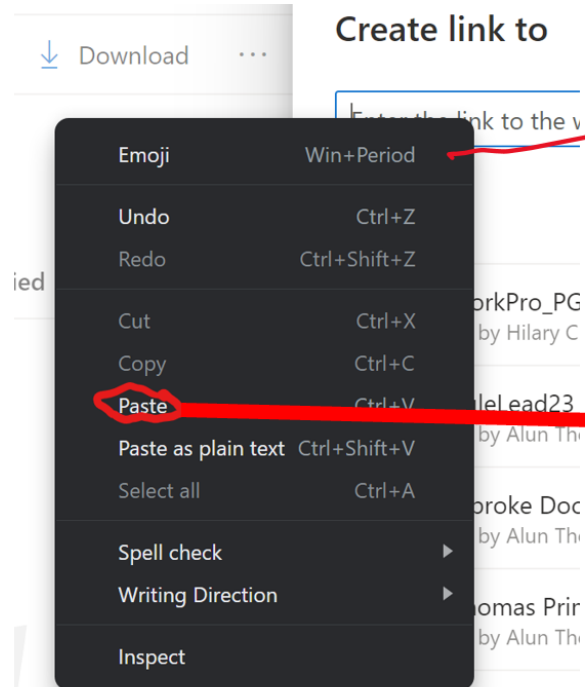
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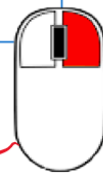
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How to share your PLP

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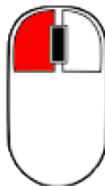
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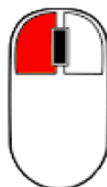
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Mid-Module Review

Please fill in the form and answer the questions with your comments and suggestions. It should only take a few minutes.

[Holidaur Llwybr QTS - Canol Blwyddyn / QTS Pathway Mid Year Questionnaire \(office.com\)](#)



*Thank you
very much!*

Amser ar gyfer
cwestiynau

Time for
questions



Reference List