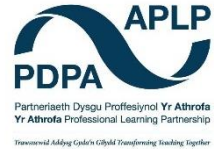




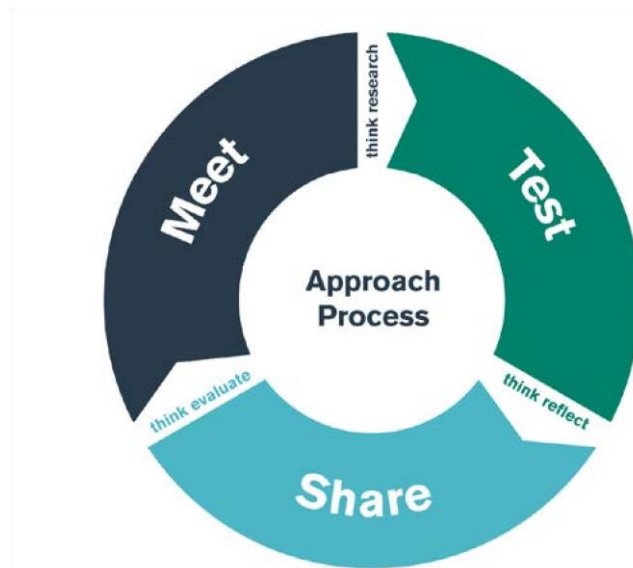
Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales



Bridging – ECAD6009/7003

School Improvement: School Development Plan



Staff/Student Guidance

MEET day:	22nd March 2023	Lead Schools
TEST days:	23rd–28th March 2023	Placement Schools
SHARE day:	29th March 2023	Lead Schools

Introduction

Bridging is a key part of the APLP model for transforming practice and takes place at carefully chosen points in the timetable. The has been co-constructed with colleagues from Lead Schools.

Bridging is one way of linking theory and practice. It involves the student-teacher, practicing teacher and University Tutor (Curriculum/Professional) in three phases of practice, each one followed by a period of reflection and revision.

This process is shown in the following diagram:



These phases can be adapted for different contexts, but broadly involve:

- ❖ **Meet** the ideas either in the university, school or the community and plan for testing; +
Think research – what has been written about this area?
- ❖ **Test** the ideas in the classroom;
+ *Think reflect – what was learnt about the strengths and challenges of the test phase?*
- ❖ **Share** the ideas in a professional context with peers and the teaching practice community; +
Think evaluate – how will personal practice be transformed for the better?

As student-teachers engage with this cyclical process and are supported in setting personal targets for development, their practice of teaching and learning is transformed and they are encouraged to become enquiring contributors of the teaching profession.

What makes successful bridging?

Some key points related to successful bridging are noted in the following table:

Meet	Test	Share
Strong theoretical input that can be applied to different contexts e.g. classroom management or assessment for learning;	Support from Senior/Class/Subject Mentor in testing/experimenting with ideas;	Clarity of expectation – what is expected in the sharing session?
Clear and manageable pieces of reading;	Opportunities to see experienced teachers modelling idea to be tested;	Open to critique – more than just reporting but engagement in critical thinking and shared reflection;
Being responsive to ‘hot topics’ that have been identified during Professional Teaching Experience.	Supported discussions by Senior/Class/Subject Mentor in reflecting and refining testing phase;	Discussion supported by teacher educators – an expert voice in the role of discussant;
Clarity of expectation for the test and sharing phases.	Link to existing action plans and practice – needs to support PTE, rather than being an add-on.	Clear target-setting for personal practice – feeding forward; Feedback to Class/Subject Mentor.

The Meet Phase

The “meet day” is co-constructed and co-delivered by university-based teacher educators (usually the network’s assigned Curriculum Tutor) and the Network Lead. This will either take place in the university through the module the bridging experience is supporting or in the Lead School. Key ideas and suggestions for readings for each bridging experience will be provided prior to the “meet day” in the walk-through meeting.

The Test Phase

The “test phase” will normally take place in the student-teacher’s placement school. The time allocated for this phase will vary according to the bridge. Within 48 hours of the “meet phase”, the student-teacher and Subject Mentor should meet to discuss the expectations of the “test phase” and necessary arrangements be put in place by the Senior/Class/Subject Mentor to support the student-teacher to test the ideas presented in the “meet phase”. The Senior/Class/Subject Mentor should meet with the student-teacher during the “test phase” to discuss their findings and support their reflections. It is important that the ideas of the bridge are linked to the student-teacher’s practice, and that the Senior/Class/Subject Mentor sets related targets within the student-teacher’s Learning Journal.

The Share Phase

The “share day” usually takes place in the Lead School in a seminar format co-chaired by the Network Lead and University Tutor who will both act in the role of the discussant. Student-teachers will present their findings and reflections in small groups to the professional community (peers, teacher educators and practicing teachers as appropriate), and be encouraged to critique their thoughts and ideas in a social setting. Similarities and differences are explored, along with comparisons between the input in the meet stage, and the experiences in the test phase. The presentation will follow the structure of a Professional Experience Template and may be used to exemplify professional teaching standards within their Professional Learning Passport (PLP). Each student-teacher will be given ten minutes to present their reflections by sharing the first two sections of the Experience Template (“what you did and why?” and “what you have learned?”). This will be followed by ten minutes of discussion with all other participants in the group.

In the plenary of the seminar, time is allocated for reflection, reimagining and reinvention, which allows student-teachers to transform their practice in light of the sharing experience. This part of the day will consider how the student-teacher has demonstrated certain professional teaching standards through the bridging experience and how they can set personal targets to move their practice forward.

The seminar is scheduled for the whole day with each group arriving at their allocated time. Larger networks may like to consider running two seminar groups, one led by the Network Lead and the other by the University Tutor. Within 48 hours of the “share day”. the bridging SHARE day, student-teachers are expected to complete the third section of their Professional Experience Template (“what next?”) and to consider their experiences in light of the requirements of the aligned assignment.

The ‘share day’ of bridging is fundamentally important in enacting the transformative approach and in changing practice. To support this phase, the APLP has completed some work on the role of the discussant, who is typically the teacher educator.

The share sessions are actually creative opportunities focused on social reflection and the role of the discussant can be described under the following three headings:

- ❖ Organisational – how will the share session run?
- ❖ Developing critical thinking and reflection – how will the status quo be questioned and choices justified?
- ❖ Re-imagine and re-invent – how will student-teachers engage with the content of the session in a way that allows them to identify personal targets for their own context? And, equally importantly, prevents them from dismissing ideas based solely on context, e.g. ‘I’m in a primary setting so the secondary presentation does not apply to me’.

These aspects are expanded further in the table below:

Organisational aspects	Developing critical thinking and reflection	Re-imagine and re-invent personal practice
Organises the room and make practical arrangements. Ensures the focus/method of the shared reflection is known to participants in advance – what is expected? Prepares a running order for the feedback and shares this with participants beforehand. Ensures the running order is followed throughout the session. Takes a register and follows-up absences with Senior Mentor in relevant school. Keeps the ‘Share’ to allocated time. All students have the same opportunity. Utilises a ‘please conclude’ sign. Ensures appropriate amount of time is allocated for questions related to shared content. Organise a way of material being available for student-teachers to access. Thanks all contributors.	Listens carefully with an inquiry stance (questioning) to what is being shared. Uses appropriate methods to capture the positive/ negative/ strengths and weaknesses. Signposts the connections between the shared content and the relevant literature, research, theory, current pedagogy. Creates a natural flow from presentation to discussion and allocates time to ‘improvement’ thinking and feedforward from audience for the sharer. Utilises approaches that stimulate discussion from the audience. Simplifies and highlights / records in plain view the ‘Key messages’ coming from the shared content draw attention to the story. Offers a ‘critical eye’ through asking open questions focused on pedagogical choices. If the audience questions/ discussion goes off on a lengthy tangent, refocuses the discussion.	Builds in ‘re-imagining and reinventing time’ to the session, where students are proactive in creating a ‘reimagined’ approach to their personal setting. Guide students in creative thinking (challenging assumptions, divergent thinking, combining, seeing remote associations) to reimagine for own context Celebrates ‘effective uniqueness’ and explore the ‘interesting unusual’. Returns to and leaves on ‘Big picture’ messages and not exit ‘bogged down’ with negative details. Includes time for feedback of ‘reinvented’ ‘pedagogic application during the session. What will this look like in your setting? Ensures each student-teacher has articulated a personal target as a ‘take-away’ from the session. Directs student-teachers (either during the share day if time allows, or within 48 hours if not) to complete the relevant sections of their PLP based on their reflections from the bridge.

Clarification of Roles in Bridging

In the true spirit of the Partnership, bridging is co-constructed and co-delivered. Materials and guidance will be sent to Lead Schools, however, each Lead School will consider its own context when deciding how best to deliver the sessions. It is for this reason, that it is vital for school and university staff to liaise in order to ensure the sessions are effectively co-planned and co-delivered. The roles of the key stakeholders in bridging are outlined below:

Bridging Lead

- Co-ordinate bridging provision across all cohorts
- Liaise with module leads regarding their bridging provision
- Evaluate the bridging provision
- Lead the bridging working party

Network Lead

- Read guidance for each bridge and suggested readings sent by university.
- Send the “One-page summary” document to Senior Mentors in their Network.
- Consider how the Lead School’s context best demonstrates the focus of each bridge.
- Attend walk through meeting.
- Liaise with Curriculum Tutor at least two weeks in advance to co-construct the sessions.
- Organise the practical arrangements for the sessions based in the Lead School (rooms, timetable, availability of relevant staff etc).
- Contact student-teachers to give them arrival times, parking information and food arrangements.
- Co-deliver the “meet day” with the Curriculum Tutor (if held at Lead School).
- Attend university held “meet” sessions (optional).
- Ensure that student-teachers have clarity of the expectations of the “test phase” and “share day”.
- Together with the Curriculum Tutor, act in the role of discussant during the “share day” to:
 - develop the student teachers’ critical thinking and reflection;
 - guide their thinking in terms of reimagining what they have learnt for their own context;
 - ensure that each student-teacher has articulated a personal target from the session.
- Direct student-teachers to complete the “What next” section of their Professional Experience Template within 48 hours of the “share day”.
- Contact Professional Tutor with any issues relating to student-teachers’ lack of engagement/professionalism.

Curriculum Tutor

- Read guidance for each bridge and suggested readings.
- Attend walk through meeting.
- Liaise with Network Lead at least two weeks in advance to co-construct the sessions.
- Co-deliver the “meet day” with the Network Lead (if held at Lead School).
- Inform Network Leads when university-based “meet” sessions are being held so that they can attend if they wish.
- Ensure that student-teachers have clarity of the expectations of the “test phase” and “share day”.
- Together with the Network Lead, act in the role of discussant during the “share day” to:
 - develop the student teachers’ critical thinking and reflection;

- guide their thinking in terms of reimagining what they have learnt in their own context;
- ensure that each student-teacher has articulated a personal target from the session.
- Contact Strategic Lead for Curriculum and Pedagogy (Elaine Sharpling) and Operational Lead for Bridging (Kelly Gipson) to arrange cover for known absences.

Professional Tutor

- Attend walk through meeting.
- Add a layer of quality assurance by attending bridging sessions across their Lead Schools.
- Include Bridging as an item on Network of Network meetings with a focus on QA

Student Teachers

- Engage with pre-readings.
- Download all relevant bridging documentation from the Professional Pathway tile of Moodle prior to “meet day”.
- Arrive punctually to Lead School for bridging sessions.
- Be professionally attired.
- Conduct themselves in a professional manner at all times.
- Engage with Lead School and university bridging sessions.
- Complete STEER documentation.
- Brief the Class/Subject Mentor in the placement school on the “Test Phase” expectations.
- Engage with the “Test Phase” at their placement schools.
- Share their ideas, experiences and reflections from the “test phase” using the format of an Professional Experience Template (“what you did and why?” and “what you have learned?”) with their peers, the Network Lead and the Curriculum Tutor in the “share day”.
- Be open to critique to develop critical thinking and reflection.
- Complete the “what next?” section of their Experience Template within 48 hours of “share day” to further develop their own practice. This may be added to tab 7 of their PLP to exemplify a range of teaching standards.

Class/Subject Mentors in Placement Schools

- Arrange meeting time with student within 48 hours of “meet phase” to discuss “test phase” expectations.
- Support student-teacher in testing the ideas introduced during the “meet phase”.
- Where appropriate, arrange meetings for the student-teacher with key stakeholders to deepen their understanding of the bridge focus within the context of the Placement School.
- Meet with the student-teacher to discuss their findings and support their reflections.
- Ensure that the focus of the bridge is linked to targets set in the student-teacher’s Learning Journal.
- Review updates in PLP during the Weekly Review

Lead School	Network Lead	University Tutor (Professional)	University Tutor (Curriculum)
Fitzalan High School	Bethan Spencer bsp@fitzalan.cardiff.sch.uk	Hilary Chivers hilary.chivers@uwtsd.ac.uk	Laurie Thomas Laurence.thomas@uwtsd.ac.uk
Olchfa School	Bethan Battison bsb@olchfa.org.uk	Hilary Chivers hilary.chivers@uwtsd.ac.uk	Ishmael Lewis Ishmael.lewis@uwtsd.ac.uk
Queen Elizabeth High School	Angharad Lewis Angharad.Lewis@qehs.carms.sch.uk	Laurence Thomas Laurence.thomas@uwtsd.ac.uk	Alison Evans & Fiona Jones Alison.evans2@uwtsd.ac.uk f.jones@uwtsd.ac.uk
Ysgol Llanhari	Meinir Thomas mthomas@llanhari.com	Ian Jones ian.jones@uwtsd.ac.uk	Nic Evans n.j.evans@uwtsd.ac.uk
Ysgol Gynradd Gymraeg Lon Las	Karen Thomas ThomasK29@hwbcymru.net	Llinos Jones jonesL106@Hwbcymru.net	Meryl Bowen m.bowen@uwtsd.ac.uk
Ysgol Bro Preseli	Nia Williams NWilliams@ysgolbropreseli.cymru	Ian Jones ian.jones@uwtsd.ac.uk	Sioned Hughes & Fiona Jones s.v.hughes@uwtsd.ac.uk f.jones@uwtsd.ac.uk
Cadle Primary School	Natalie Smith BeynonN7@hwbbmail.net	Ian Jones ian.jones@uwtsd.ac.uk	Jessica Roberts jessica.roberts@uwtsd.ac.uk
Cowbridge Comprehensive School	Ruth Williams rwilliams@cowbridgecs.co.uk	Ian Jones ian.jones@uwtsd.ac.uk	Julia Holloway j.holloway@uwtsd.ac.uk
Pontarddulais Primary School	Gareth Davies, Hayley Thomas and Emma John. DaviesG429@hwbcymru.net Phillipsh77@hwbcymru.net Johne170@hwbcymru.net	Roberta Tucker R.tucker@uwtsd.ac.uk	Gail Parker Gail.parker@uwtsd.ac.uk
Treorchy Comprehensive	Jonathan Davies, Stephanie Evans Stjdavi2@treorchycomp.org.uk STSParr1@treorchycomp.org.uk	Roberta Tucker R.tucker@uwtsd.ac.uk	Karl Jones Karl.jones@uwtsd.ac.uk
Cadoxton Primary School	Louise Williams WilliamsL@hwbbmail.net	Ceri Lewis C.J.Lewis@uwtsd.ac.uk	Daisy Wilson d.wilson@uwtsd.ac.uk
Maes Yr Haul Primary School	Joanna Kenifick joanna.kenifick@maesyryhaulps.bridgend.cymru	Ceri Lewis C.J.Lewis@uwtsd.ac.uk	Rachel Bendall Rachel.bendall@uwtsd.ac.uk
Bishop Gore School	Ruth Williams ruthwilliams@bishopgore.net	Ceri Lewis C.J.Lewis@uwtsd.ac.uk	Steve Hadley Stephen.hadley@uwtsd.ac.uk
St. Thomas Community Primary School	Rebecca Taylor TaylorR175@hwbcymru.net	Ceri Lewis C.J.Lewis@uwtsd.ac.uk	Laura Emanuel Laura.emmanuel@uwtsd.ac.uk
Bishop of Llandaff CiW Secondary School	Stephanie Leighfield leighfields@bishopofllandaff.org	Diane Thomas D.B.Thomas@uwtsd.ac.uk	Jayne Morgan Jayne.morgan@uwtsd.ac.uk
Parkland Primary School	Catrin Parton PartonC@hwbcymru.net	Diane Thomas D.B.Thomas@uwtsd.ac.uk	Lilian Martin L.martin@uwtsd.ac.uk
Pembroke Dock Community School	Katie Crockford-Morris Morrisk111@hwbbmail.net	Diane Thomas D.B.Thomas@uwtsd.ac.uk	Tom Cox t.cox@uwtsd.ac.uk
Ysgol Cwm Brombil	Liz Curson curson@hwbbmail.net	Diane Thomas D.B.Thomas@uwtsd.ac.uk	David Stacey David.stacey@uwtsd.ac.uk

Guidance for Bridge

Bridge – School Improvement – School Development Plan				
Cohort	Meet	Test	Share	Notes
PGCE (primary and secondary pathways) BA3 Primary	22.3.23 Lead School Discussion Focus: School Improvement, feeding in to and the process of School Development Plan	23 – 28.3.23 Placement School Meet with member of SLMT or appropriate staff to discuss SDP Complete observation notes and experience template.	29.3.23 Lead School Sense-making and sharing Target setting	Students to populate Tab 4 of PLP (Research) and where relevant, Tab 7 (Standards). Due to short TEST phase (1 week) Network Leads need to ensure that Senior Mentors have arranged meetings for students to discuss school improvement planning in their placement schools for 23.03.23.

Meet: Lead School

Setting the context of School Improvement, what is a School Development Plan, who is involved and how does it work? Sharing how the Lead School is developing them within its own context.

Test: Placement School

- Ask your Senior Mentor to arrange a meeting with whomever is in charge of your school's improvement plan AND/OR departmental improvement plan.
- Request a copy of the plan if possible.
- Find out what process the school goes through to self-evaluate, identify targets, develop strategies and evaluate impact.
- Find out if and how the school is working with the Schools as a Learning Organisation (SLO) model.
- Identify one aspect that you would like to explore for your assignment and arrange additional meetings to generate further evidence and information as necessary.

Share: Lead School

Sense-making, sharing and target setting

- Student teachers share their findings and reflections
- Critical thinking to be encouraged by Network Lead and Curriculum Tutor who will act in the role of discussant.
- Student teachers to set a personal target from the bridging activity to improve their own practice.
- Student teacher to update their PLP either during share day or within 48 hours.

Example of a 'Meet' phase in the Lead School - 22.3.23

Time	Activity	Staff
8.30am	Arrival, registration, introductions	Network Lead
9.00am	Outlining the Meet, Test, Share days	Network Lead & Curriculum Tutor
9.20am	Self evaluation theory and Engaging with stakeholders Information on how engaging with learners, school staff and wider school community supports improvement.	Curriculum Tutor
9.50am	Journey task + SDP target scenario task	Network Lead & Curriculum Tutor
10.20am	Planning and implementing improvement Guidance on planning and improvement, aligned to the new non-statutory guidance on school improvement.	Network Lead & Curriculum Tutor
10.30am	Break	
10.45am (1 hr to 1.5 hrs)	Example of a Lead School Self evaluation process and development of a chosen action point from an SDP/DDP. Lead School gives an outline of the self evaluation process in their context. · Shares the school's priorities · Focuses on one example of one action point on its SDP (following the headings above as a guide).	Network Lead
11.45am	Share Day expectations	Curriculum Tutor
12.00pm	Assignment – key points – making links	Curriculum Tutor
12:15pm - 12:35pm	Acronym Buster Task	Network Lead & Curriculum Tutor

Readings:

Essential linked reading are located on this Padlet:

<https://padlet.com/jessicaroberts4/e04tfqe8jmln73vb>

