



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

LLWYBR SAC/QTS PATHWAY

'Paratoi ar gyfer PAP'
'Preparation for PTE'



23.11.23
9-11





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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 develop
an understanding of
the requirements for PTE3.**

By the end of the session, you will...



Success Criteria

- understand the requirements for your OneDrive file.
- have formed an observation plan for the first week.
- have formed a list of actions to complete for PTE3.
- have had an opportunity to ask any questions you are concerned about.

Important dates

ACTION:

Add these dates
to your diary

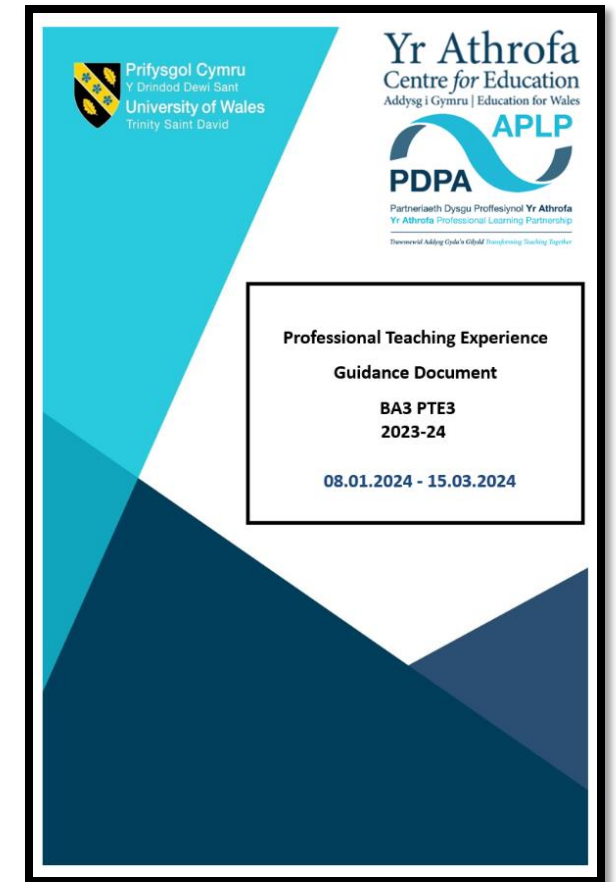
Date	Event
08.01.24 – 12.01.24	Preparation Period
15.01.24 – 15.03.24	Placement PTE3
10.01.24 & 24.01.24	Bridging (Meet & Share days)
05.02.24 – 09.02.24	Joint Observation
09.02.24	Mid Placement Report
26.02.24 – 01.03.24	Professional Conversation
12.02.24 - 16.02.24	Half Term
14.03.24	End of Placement Report
19.03.24	QTS Pathway Lecture Reflection on PTE3
09.05.24 9am	Deadline for completion of PLP
13.05.24 – 24.05.24	QTS Review Window

PTE3 Guidance Booklet

When you are in your placement school you should refer to your Guidance Booklet for information.

Have a look at it now

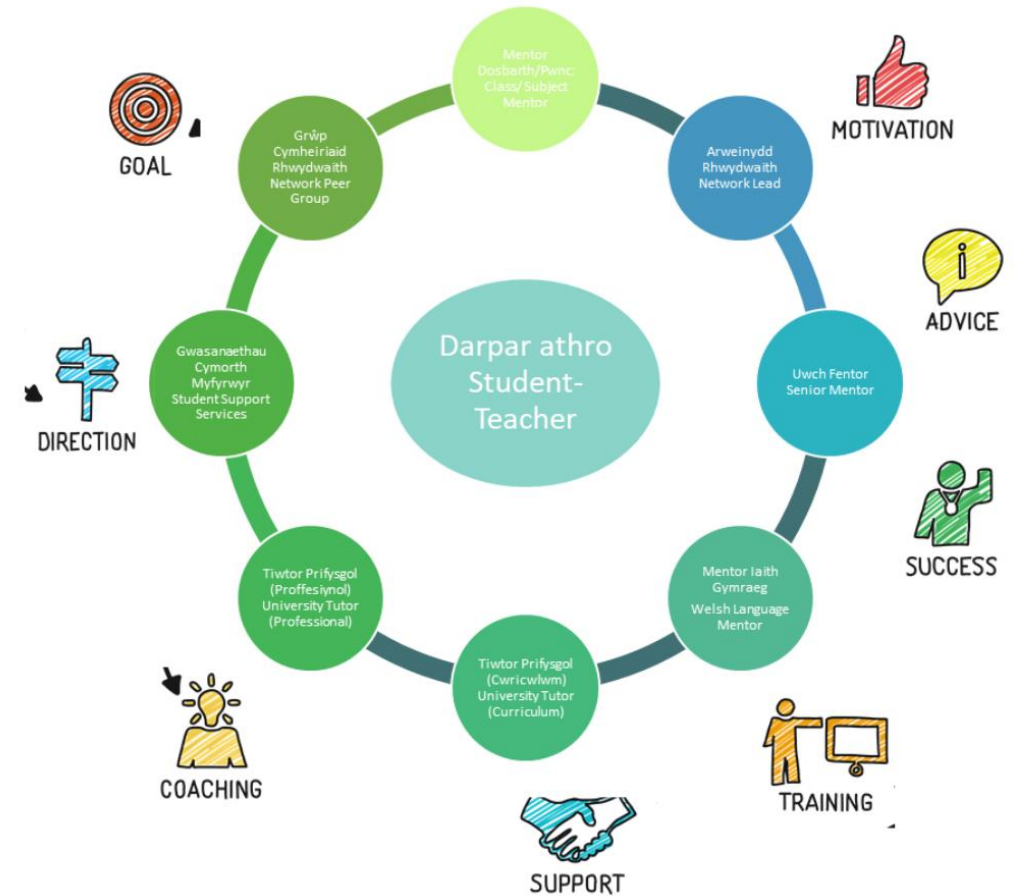
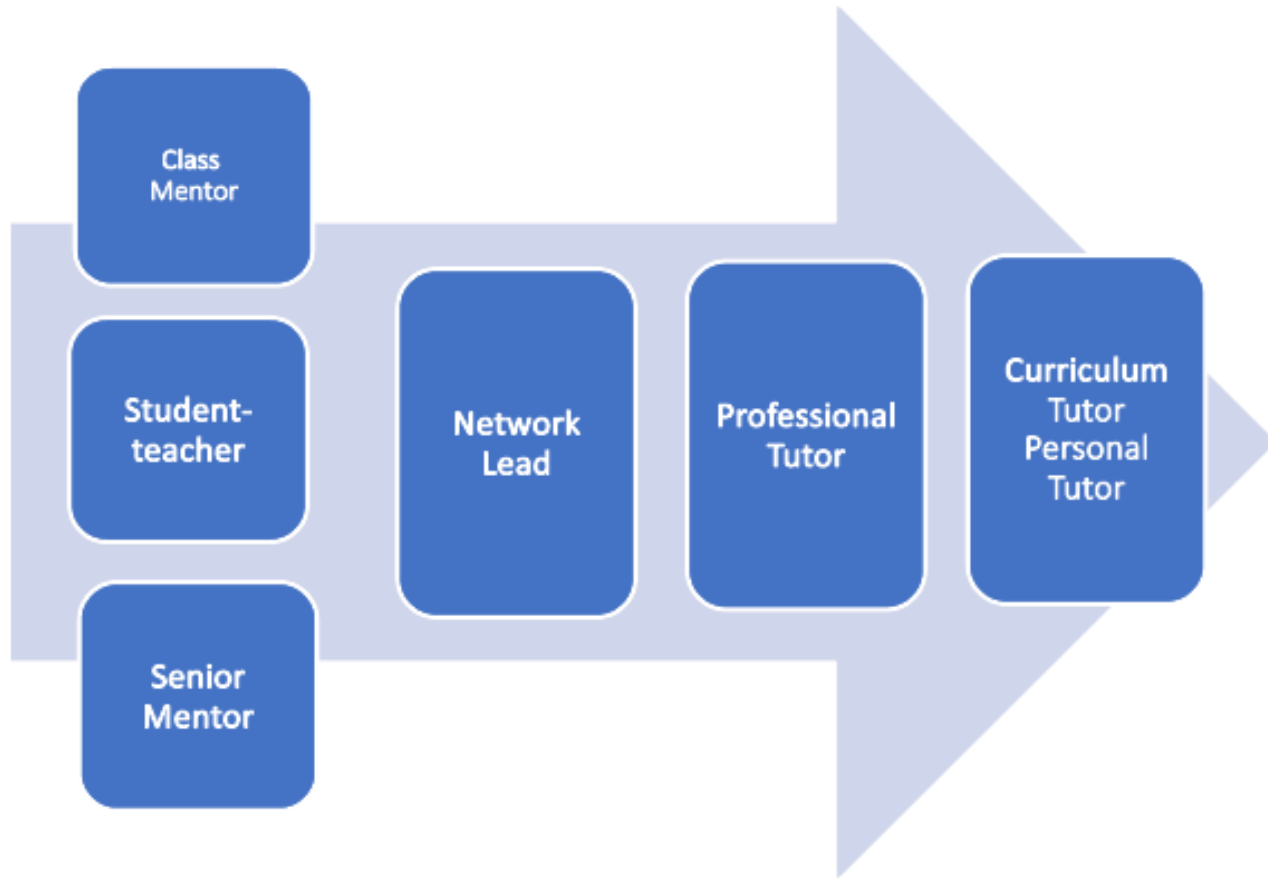
On placement the **FAQ** are open on Moodle for any questions you have. If you post a question in the FAQ then everyone will have a consistent answer.



ACTION:

Download a copy of the booklet from Moodle and save it in your OneDrive.

Where do I go for help?



Use the FAQs document on Moodle and the FAQs session --> live during placement.

ACTION:

Make sure you have full list of contact emails and look up FAQs on Moodle

Welsh Language Pathway

APLP ITE programmes are designed to support the Welsh Government's ambition of seeing one million Welsh speakers in Wales by 2050.

In 2023-2024, Rhagoriaith will:



Lead Schools assist in the implementation of the Language Competence Framework by:

Identifying a Welsh Language Co-ordinator

Identifying Language Mentors within Partner Schools

Establish support clusters where necessary

Student-teachers are required to upload their portfolios of evidence to the PLP

ACTION:

Engage with Rhagoriaith and collect evidence for your portfolio

PLP (PebblePad)

Do you have a clear set of targets ready?

Professional Progress: **Action Plan**

	Strengths	Areas for Development
Pedagogy (refining teaching, advancing learning, influencing learning)		
Leadership		
Professional Learning		
Innovation		
Collaboration		

ACTION:
Share
your
action
plan
with your
mentor



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.

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.

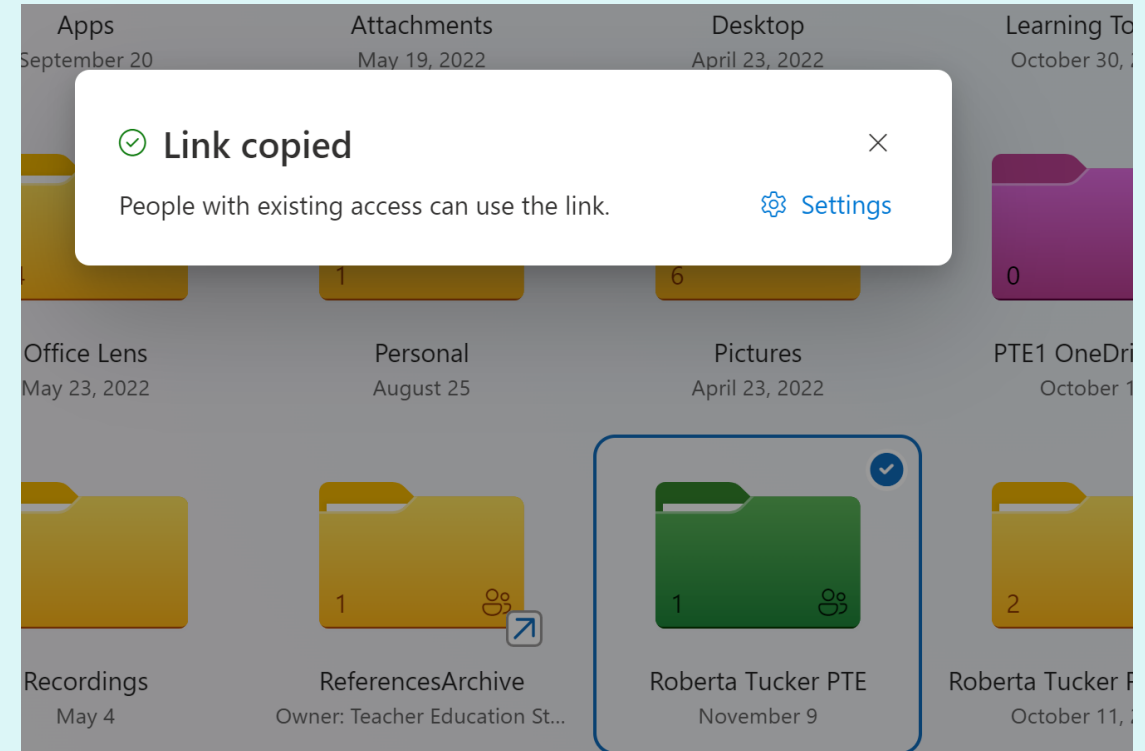
OneDrive



ACTION:

Download all the documents you need from Moodle into your OneDrive

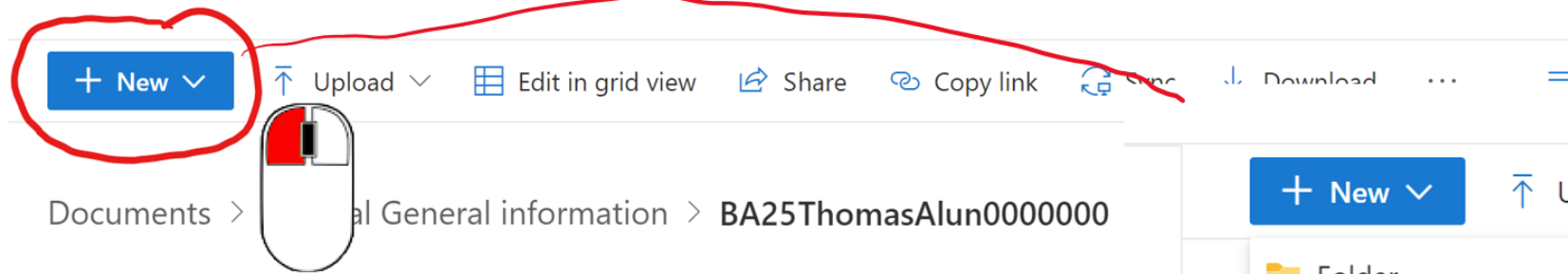
Your work should be easy to find and monitor.



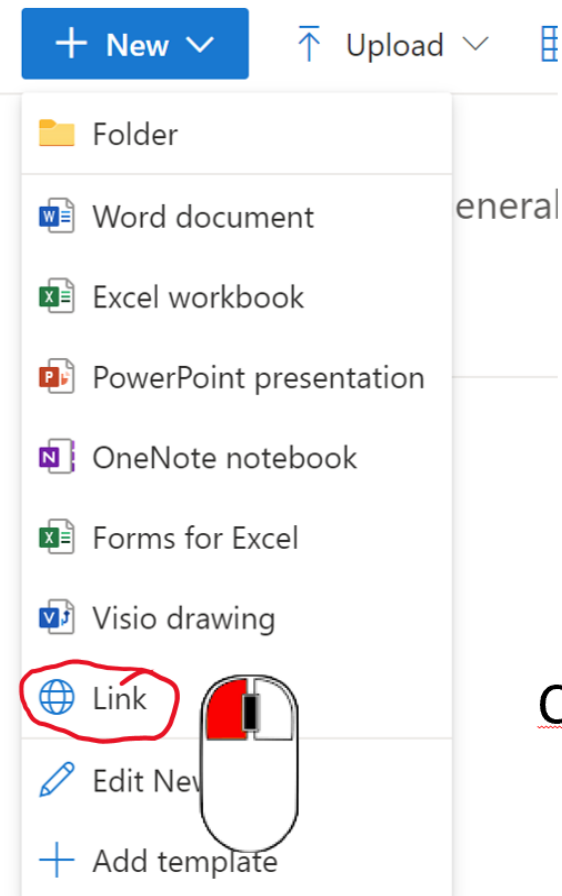
ACTION:

Share your OneDrive on Sharepoint – give them editing rights.

How to share your OneDrive/PLP



Clic chwith ar +New



Clic chwith ar Link

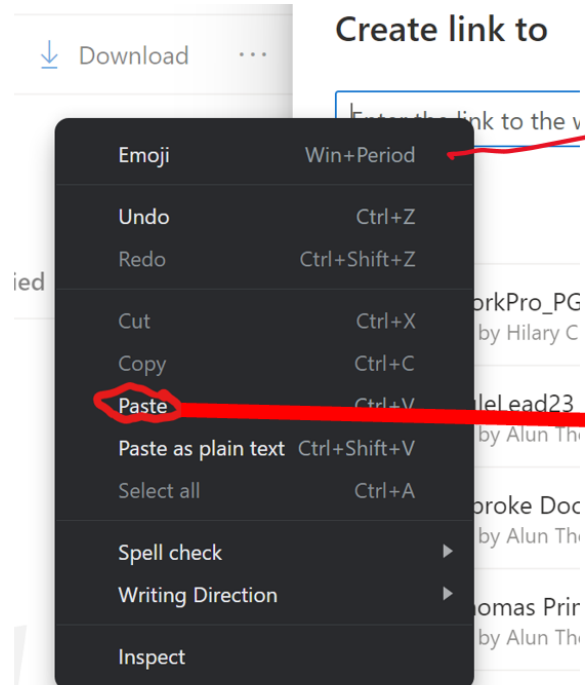
How to share your OneDrive/PLP



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How to share your OneDrive/PLP

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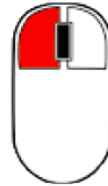
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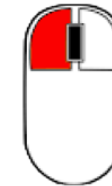
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<https://v3.pebblepad.co.uk/spa/#/public/l>

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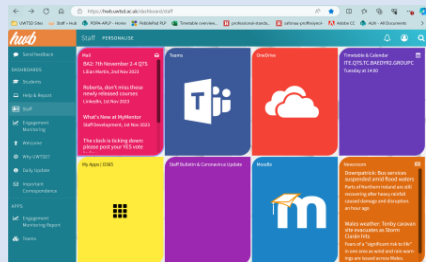
Moodle



UWTSD learning platform used for blended learning and distance learning.

- Access module powerpoints.
- Access important documents.
- Upload your completed assignments to Turnitin.
- Receive important notifications and messages from tutors.

Access:
MyDayUWTSD – Hwb



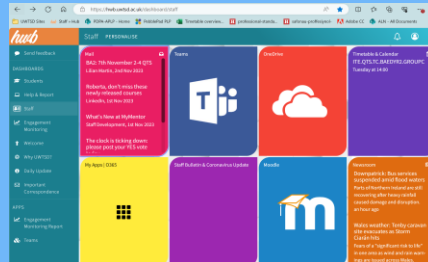
OneDrive



Cloud storage service that lets you store your personal files in one place.

- Create your own personal files, for example lesson planning.
- Share your PTE file with Mentors to monitor progress.
- Save important policies, documents and guidance booklets.

Access:
MyDayUWTSD – Hwb



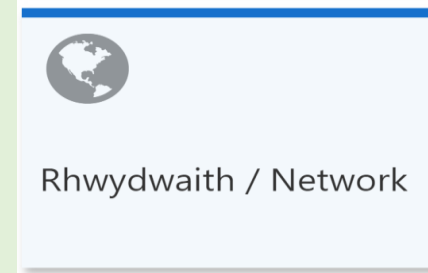
Sharepoint



Web-based platform that helps teams collaborate, share, and manage documents and data.

- Save your OneDrive and PLP links here for Mentors.
- Access your Placement Reports, Observed Lesson Reports and Contingency documents.
- Mentors can download all Guidance documents and report templates.

Access:
Moodle Network Tile



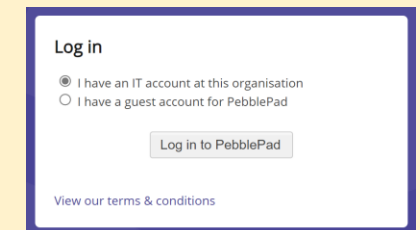
Pebblepad



Electronic portfolio system designed to support students in their personal development.

- Access your Professional Learning Passport (PLP)
- Complete your Professional Experience Template (PETs)
- Upload your evidence.
- Complete your PTE attendance.
- Complete your Weekly Reflection templates.

Access:
EWC sends your personal login details by email.



Attendance

It is **compulsory** that student-teachers complete 120 days of school-related activity. This includes:

- Professional Teaching Experience (PTE);
- Bridging;
- Electives;
- Alternative Placement;
- Phase Swap;

There are **125** days built into the programme design, therefore if a student-teacher misses more than **5** days – time must be made-up at the earliest opportunity. This needs to be agreed with your Class/Subject Mentor, Senior Mentor, Network Lead and Professional Tutor. Please note that days away from school for job interviews do not count as absence, although any additional time spent travelling are.

	Mon	Tue	Wed	Thur	Fri	Total days attended ¹²³
W/C 23/10/2023						
W/C 06/11/2023						
W/C 13/11/2023						
W/C 20/11/2023						
W/C 27/11/2023						
W/C 04/12/2023						
W/C 11/12/2023						

ACTION:

It is essential that you keep a weekly attendance record on your PLP

Attendance

For unexpected absences:

- Follow school absence reporting procedures and ensure that your Class Mentor, Senior Mentor and Network Lead are aware of your absence.
- Ensure that your Attendance Record shows the days that you were absent.



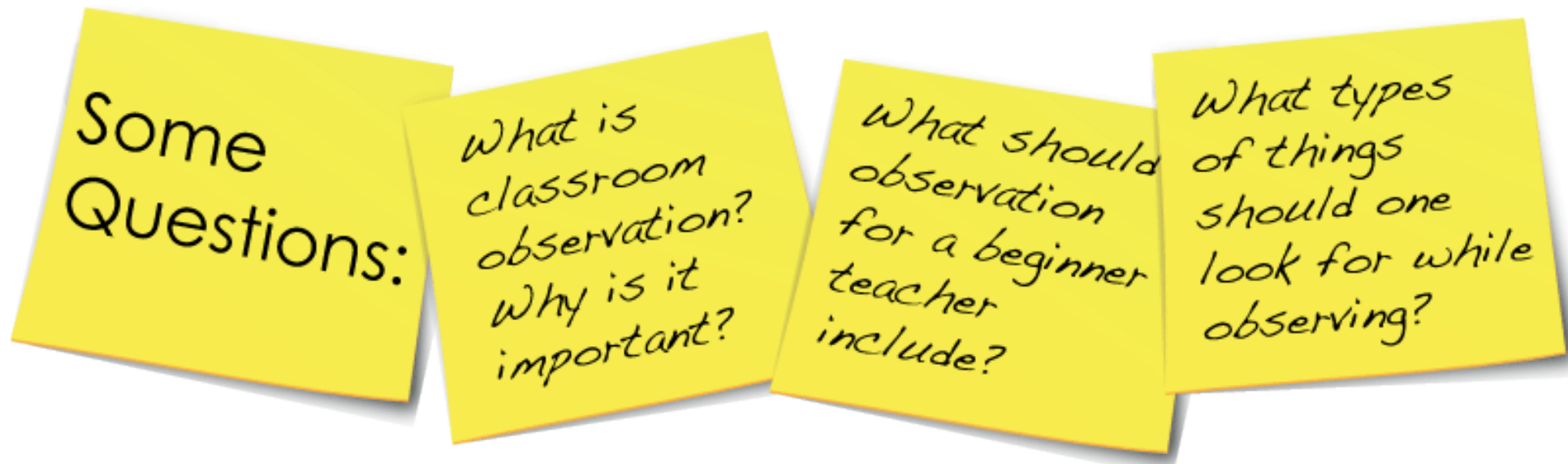
Leave of absence requests

For planned leave of absence, please follow the processes shown below:

- Email your Senior Mentor informing them of the dates that you will be away and request leave of absence from the school. If this is rejected, attendance at PTE school on requested 'leave of absence' days.
- If this is approved, please forward the email chain to the relevant Programme Manager for University approval. If this is rejected, attendance is required at PTE school on requested 'leave of absence' days.
- If this is approved by the Programme Manager, please ensure that your Network Lead and Personal and Professional Tutors are aware. Please note your absence on your Attendance Record on the PLP.

ACTION:
Make sure you find out your placement school absence reporting procedure.

Observation Plan – you will be observing during the first week.
This is your chance to gather the essential information you need to begin teaching.



Observation Plan – What are you looking for?

Planning

Planning: What do you notice?				
What are the links to the 4 purposes?	Is a real-life context included?	What resources are used?	What skills are developed?	How does the lesson fit into long term planning?

Monitoring progress

Monitoring progress and understanding: What do you notice?				
How does the teacher ask questions?	How does the teacher monitor progress?	How does the mark work?	How does the teacher encourage reflection?	How does the teacher manage task transitions?

Lesson endings

The end of the lesson: What do you notice?				
How does the teacher summarise the learning?	How does the teacher check for understanding?	How does the teacher give rewards?	How does the teacher manage tidying up?	How does the teacher manage lesson transition?

Lesson beginnings

The start of the lesson: What do you notice?				
How does the teacher set high expectations for the lesson?	How does the teacher capture the pupils' interest?	How does the teacher activate prior learning?	How does the teacher give instructions?	How does the teacher set up a safe space for learning?

Behaviour management

Management of tasks and behaviour: What do you notice?				
How does the teacher group the pupils?	How does the teacher use praise/rewards?	How does the teacher distribute resources?	How does the teacher manage time for tasks?	How does the teacher deal with off-task behaviour?

ACTION:

Be ready to observe- have your action plan targets to hand along with your observation plan

Weekly checklist – helps guide you each week.



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Weekly Checklist BA3

Preparation Period 08.01.24 – 12.01.24

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



Preparation Period 08.01.24 - 12.01.24

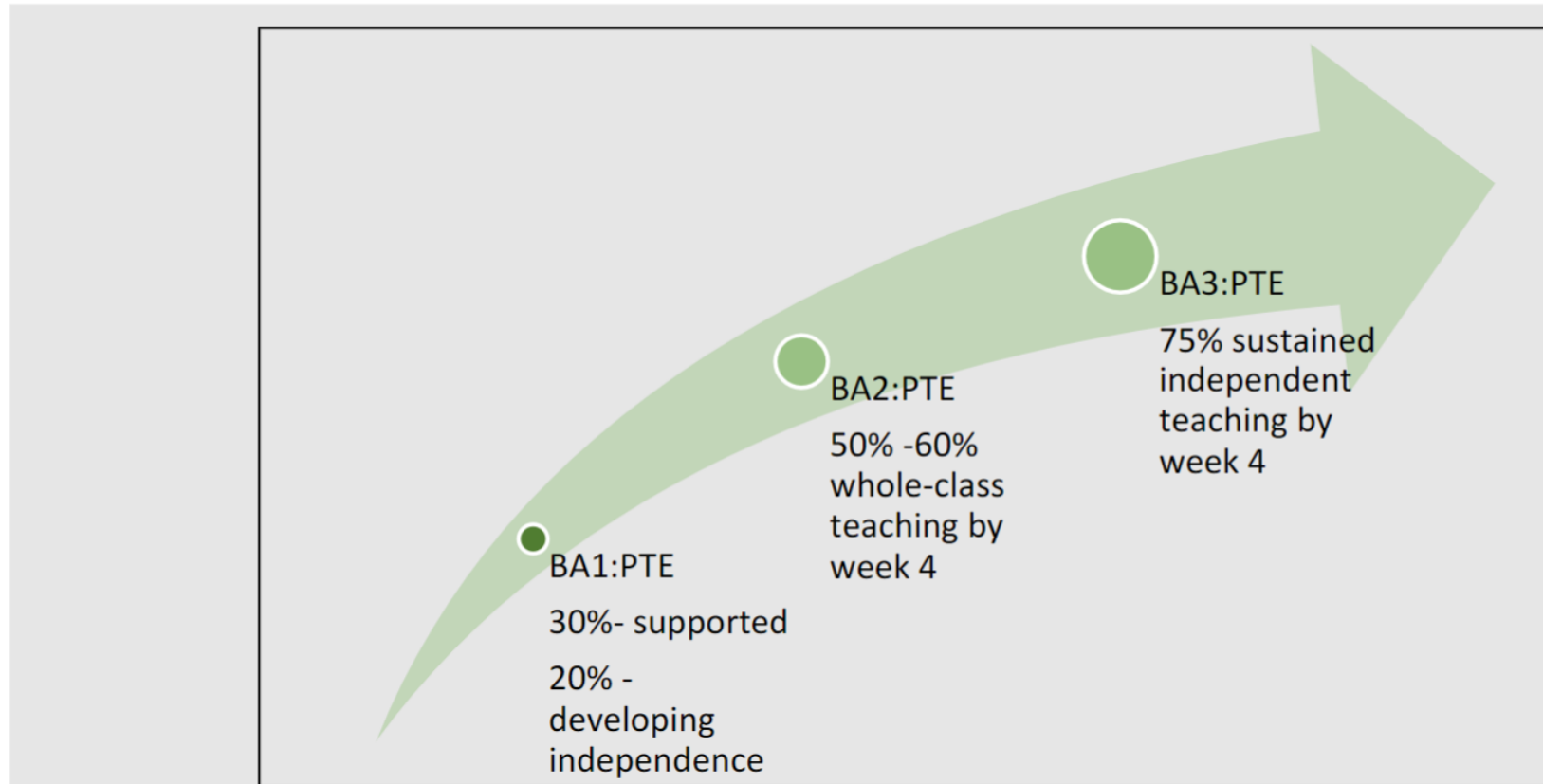
Share your PTE Electronic (OneDrive) File with your Class/Subject Mentor, Senior Mentor, Network Lead, University Tutor (Professional)	
Download a copy of all the necessary documents from Moodle into your OneDrive file – Lesson Plan Template, Absence Forms, Attendance Forms, Request for Photography, Timetable	
Share your Action Plan with your Mentor. Discuss your targets and action steps.	
Check expectations around professional behaviours in school – expected arrival and departure times, car parking, staff room, time of morning briefing, dress code, working spaces, use of photocopier, day of INSET sessions, sign-in and absence procedures and security, fire procedure.	
Obtain copies of the school's policies and familiarise yourself with their contents (Safeguarding, Marking, Health and Safety, Behaviour Management etc.)	
Ensure that you know who the school's Designated Safeguarding Person (DSP) are and where they are based familiarise yourself with procedures in your setting.	
Obtain a copy of the class timetable and familiarise yourself with its contents. Ask your Class mentor which groups you will be working with and when PPA takes place. Upload a copy of your timetable to your OneDrive.	
Talk to your Class mentor about the specific needs of the children in your class / classes and read supporting documentation accordingly. Discuss the involvement of outside agencies in relation to the children in your care.	
Meet with support staff that are based in your class or year group. Find out about their role in supporting the class and/or any <u>particular children</u> .	
Timetable your weekly meetings with your Class mentor.	
Share your Learning journal and explain its role in your PTE	

ACTION:

Download a copy of the weekly checklist from Moodle and date and sign each task as you complete it.
Ask your mentor to comment and countersign.

How much am I teaching?

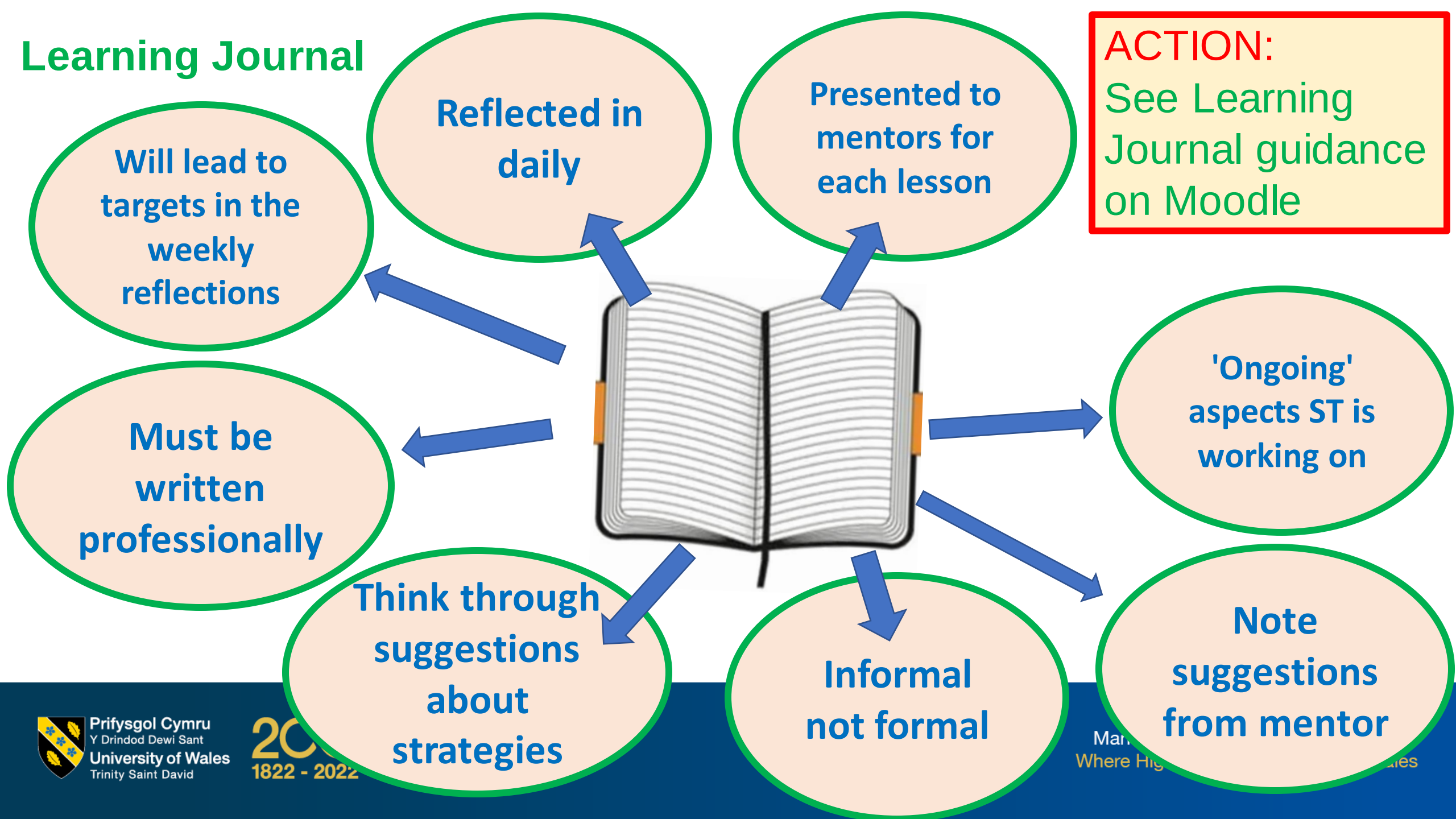
Suggested timeline for Graduated Introduction on BA Programme



ACTION:
Upload your timetable to OneDrive so percentage of teaching can be accurately checked.

Learning Journal

ACTION:
See Learning Journal guidance on Moodle



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.

Weekly reflection in school

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

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

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

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.

Role of the discussant – reflecting with your new mentor



The role of the discussant is to support student-teachers assume an 'inquiry stance' and to 'be sceptical' through the use of open pedagogical questioning.

This promotes student autonomy and ownership and enhances their ability to articulate pedagogical choices and reasoning.

Importantly, the role of the discussant is not to 'tell' or 'join the dots' for student-teachers.

These ideas are discussed with mentors, and it is important that you as student teachers are also informed.

The types of questions your mentor will ask during reflection

Sherrington (2019 pp 30-31) created number of questions which are based on Rosenshine's Principles of Instruction (Rosenhine 2012) for teachers. However, in this case, they have been selected, to support mentors when asking questions of their student-teachers:

- ❖ That's interesting, what makes you say that?
- ❖ That's true, but why do you think that is?
- ❖ Can you give an example of where that happens?
- ❖ Why? Are you sure? Is there another explanation?
- ❖ What is the evidence that supports that suggestion?
- ❖ Is that always true or just in this example?
- ❖ Is it true for everyone or just some people?
- ❖ Is that a direct cause of the effect or is it just a coincidence, a correlation?





PLP

Suggested PETs for BA3

Suggested templates for your PLP in BA3

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
1	Mid-placement Review	09/02/2024
1	Bridging (Welsh)	22/02/2024 - 06/03/24
1	Phase Swap	18/04/2024 – 19/04/2024

Use
Success
Criteria
Checklist

Collect
evidence

Keep a
record of
strands
covered

Contingency Plans

There are many reasons why student-teachers might reach a point of needing the contingency plans to be implemented and require support/action and it is important to note that **this is not viewed as an identification of failure.**

Activating the contingency process allows interventions to be put in place at the earliest stage and ensures that the student-teacher is given the best opportunity to succeed, through timely action planning and specific target setting.

Targets – what am I aiming for?	Actions – what do I need to do to ensure progress?	Supportive Interventions	Timeline – by when?	Evidence needed to demonstrate progress

Stage 1 – you will be given targets and action in order to demonstrate progress

You need to be 'On Track' by the end of **PTE3** in order to pass the course.

ACTION:

Read the Contingency documents so you are familiar with the process

Central Strands

Central Strands

Pedagogy (Refining Teaching):

P1	Pedagogy	Managing the learning environment	The teacher understands the importance and demonstrates the effective establishment and on-going management of the learning environment, in promoting positive learning habits and behaviours that meet the four purposes and are understood by learners in that context.
P2	Pedagogy	Differentiation	The teacher demonstrates knowledge, understanding and experience of high expectations and effective practice in meeting the needs of all learners, whatever their different needs.
P3	Pedagogy	Assessment	The range of purposes and practices for assessment is understood and articulated.

Pedagogy (Advancing Learning):

P6	Pedagogy	Four purposes for learners	The teacher demonstrates a knowledge and understanding of the needs of all learners in planning, preparation and teaching, ensuring that the four purposes are the drivers for learners' experiences.
P8	Pedagogy	Exploiting subject disciplines in areas of learning	The teacher demonstrates a knowledge and understanding of relevant pedagogies and disciplines within and across subject content, areas of learning and cross-curricular themes, and plans appropriately.

Collaboration:

C2	Collaboration	Seeking advice and support	The teacher actively seeks and engages with support from a range of formal and informal sources. This includes observation and team teaching, whilst demonstrating increasing levels of independence.
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Professional Learning:

PL1	Professional learning	Wider reading and research findings	The teacher demonstrates an increasingly confident understanding of the theories and research about assessment, pedagogy, child and adolescent development and learning relevant to planning and day-to-day practice.
PL4	Professional Learning	Welsh language skills	There is a commitment to incremental development of personal skills in the use of the Welsh language.

Leadership:

L1	Leadership	Taking responsibility for self	The teacher demonstrates professional attitudes and behaviours, developing positive relationships with learners, parents/carers and colleagues, which illustrate a personal commitment to the fundamental principles of equity and of maximising the potential of all learners.
L2	Leadership	Exercising corporate responsibility	Contractual, pastoral, health and safety, legal and professional responsibilities are known and understood by the teacher.

Contingency Plans

Expected progress against the QTS Standards for the BA Programme		
	Expected Attainment On track / Exceeding Expectations	Reasons to initiate the Contingency process (Personal circumstances of each student-teacher needs to be considered)
Middle of BA3 placement	All Pedagogy, Collaboration and Professional Learning standards to be at least “on track”	Where this is not the case, the student-teacher must be placed on Stage 1 of Contingency process and appropriate targets identified.

Contingency Plans

End of BA3 placement	All QTS standards must be at least "on track".	Depending on the student-teacher's profile, the following steps are to be taken:
		Where one standard is not 'On Track' the student teacher will complete an additional three weeks in school during the summer term. Prior to completing this additional PTE, the student-teacher will have a review meeting with the Network Lead, Professional Tutor, and Class Mentor where targets are identified for the remainder of the placement (Contingency Stage 1 support plan). These will be reviewed weekly throughout the additional three-week period. Should this result in a positive outcome, a 'Pass' grade will be submitted to the August Exam board <u>in order to</u> allow the student teacher to be qualified for the following September. Importantly, this may result in the student-teacher not graduating with their peers during the summer term and they will instead be invited to the graduation ceremony the following academic year. Where two or more standards are not 'On Track', the student teacher will be asked to resist the full PTE placement in the following academic year. A 'Fail' grade for PTE will be submitted to the Exam Board during the summer term. Prior to completing this additional PTE, the student-teacher will have a review meeting with the Network Lead, Professional Tutor and Class Mentor to identify targets for the placement period. Usual PTE expectations will be followed.





ACTION:

Make wellbeing a focus – what works for you?

Amser ar gyfer
cwestiynau

Time for
questions





Pob Iwc!

Good Luck!

Reference List

- Rosenshine, B., 2012. *Principles of Instruction: Research-based Strategies That all Teachers Should Know*. [online] Aft.org. Available at: <<https://www.aft.org/sites/default/files/periodicals/Rosenshine.pdf>> [Accessed 10 August 2022].
- Sherrington, T., 2019. *Rosenshine's Principles in Action*. Suffolk: John Catt Educational Ltd.