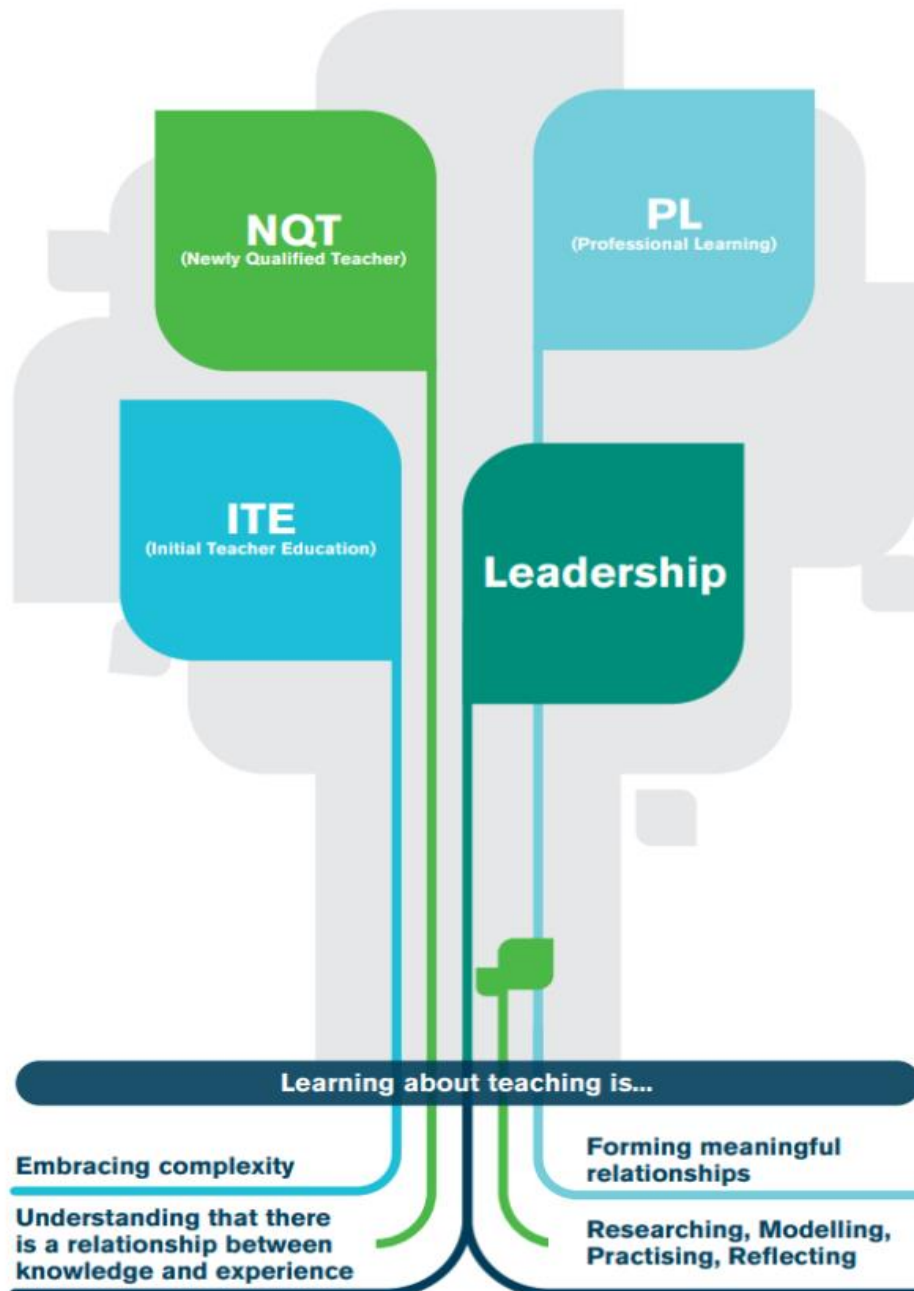




Prifysgol Cymru  
Y Drindod Dewi Sant  
**University of Wales**  
Trinity Saint David

**Yr Athrofa**  
Institute of Education  
Addysg i Gymru Education for Wales

# Secondary Partnership Handbook 2018-19



# Table of contents

|                                                                 |    |
|-----------------------------------------------------------------|----|
| Welcome                                                         | 2  |
| Partnership contact details                                     | 2  |
| A year at a glance                                              | 3  |
| Professional Teaching Experience                                | 5  |
| Expectations of Student for each PTE                            | 11 |
| Code of Conduct                                                 | 11 |
| Expectations for Literacy/Numeracy                              | 13 |
| Digital Competence and Welsh Language                           | 14 |
| Mentor Development                                              | 15 |
| Induction & outline of professional development seminars        | 16 |
| Observing the student at work                                   | 18 |
| Giving Student feedback & Website access                        | 19 |
| Recognising when things go well                                 | 27 |
| Intervening when things go wrong & Cause for concern procedures | 27 |
| Classroom based research with Student teachers                  | 30 |
| PDP + PDR                                                       | 31 |
| Glossary of frequently used term                                | 32 |
| Further details about the Professional Teaching Experience      | 33 |

# Welcome

Thank you for joining the UWTSD Professional Learning Partnership, an integral part of Yr Athrofa, Institute for Education at the University of Wales Trinity Saint David. It is, as we know, a time of new opportunities in the field of education in Wales. In the light of the publication of recent Welsh Government documents, such as Donaldson's Successful Futures, Furlong's Teaching Tomorrow's Teachers and the New Deal for teachers, we look forward to seeing our partnership develop closer collaboration as we strive to make the best possible contribution to teacher education in Wales.

Following the positive feedback the handbook received last year, we hope the following pages provide you with a useful overview of the main aspects of our partnership work, in particular aspects related to the Professional Teaching Experience (PTE) of the Primary Programmes. While it aspires to be something more than a Rough Guide, it is by no means exhaustive. You can find news and information about the Athrofa on our website: [athrofa.cymru](http://athrofa.cymru). The SWWCTE website will remain for organising placements and submitting assessments: [www.swwcte.ac.uk](http://www.swwcte.ac.uk). Please note, to gain secure and hassle-free access to the SWWCTE website, you need to ensure that your browser is up to date. You are of course welcome to email or phone the Faculty offices in Carmarthen and Swansea with any enquiries, and you can find all the relevant contact details below.

We sincerely hope that this Handbook will be a useful tool, mainly for mentors, but also for student-teachers and tutors, and we welcome any feedback to enable us to improve next year's edition.

Elaine Sharpling

Executive Programme Director Initial Teacher Education

## Partnership Contact Details

| You are welcome to contact the Partnership Office in Carmarthen with any enquiries. |                      |                                                                                                                   |                                                                      |              |
|-------------------------------------------------------------------------------------|----------------------|-------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|--------------|
| Name                                                                                | Title                | Address                                                                                                           | Email                                                                | Telephone    |
| Christine Rees                                                                      | Senior Admin Officer | Faculty Office<br>University of<br>Wales Trinity<br>Saint David<br>Carmarthen<br>Campus<br>Carmarthen<br>SA31 3EP | <a href="mailto:partnership@uwtsd.ac.uk">partnership@uwtsd.ac.uk</a> | 01267 676914 |

# A Year at a Glance

|                         |  |                                    |  |                                    |  |                         |  |
|-------------------------|--|------------------------------------|--|------------------------------------|--|-------------------------|--|
| Taught Course Component |  | Professional Teaching Experience 1 |  | Professional Teaching Experience 2 |  | School – based activity |  |
|-------------------------|--|------------------------------------|--|------------------------------------|--|-------------------------|--|

| PGCE Weeks      | CELCAT Weeks | Date    |  | Monday         | Tuesday        | Wednesday | Thursday | Friday  |
|-----------------|--------------|---------|--|----------------|----------------|-----------|----------|---------|
| 1               |              | Sept 10 |  |                |                |           |          |         |
| 2               |              | 17      |  |                |                |           |          |         |
| 3               |              | 24      |  |                |                |           |          |         |
| 4               |              | Oct 1   |  |                |                |           |          |         |
| 5               |              | 8       |  |                |                |           |          |         |
| 6               |              | 15      |  |                |                |           |          |         |
| 7               |              | 22      |  |                |                |           |          |         |
| 8               | Half term    | 29      |  |                |                |           |          |         |
| 9               |              | Nov 5   |  |                |                |           |          |         |
| 10              |              | 12      |  |                |                |           |          |         |
| 11              |              | 19      |  |                |                |           |          |         |
| 12              |              | 26      |  |                |                |           |          |         |
| 13              |              | Dec 3   |  |                |                |           |          |         |
| 14              |              | 10      |  |                |                |           |          |         |
| 15              |              | 17      |  | Holiday        |                |           |          |         |
| Christmas Break |              |         |  |                |                |           |          |         |
| 16              |              | 31      |  | New Year's Eve | New Year's Day | holiday   | holiday  | holiday |
| 17              |              | Jan 7   |  |                |                |           |          |         |
| 18              |              | 14      |  |                |                |           |          |         |
| 19              |              | 21      |  |                |                |           |          |         |
| 20              |              | 28      |  |                |                |           |          |         |

|                     |           |       |  |              |  |  |  |  |
|---------------------|-----------|-------|--|--------------|--|--|--|--|
| 21                  |           | Feb 4 |  |              |  |  |  |  |
| 22                  |           | 11    |  |              |  |  |  |  |
| 23                  |           | 18    |  |              |  |  |  |  |
| 24                  | Half term | 25    |  |              |  |  |  |  |
| 25                  |           | Mar 4 |  |              |  |  |  |  |
| 26                  |           | 11    |  |              |  |  |  |  |
| 27                  |           | 18    |  |              |  |  |  |  |
| 28                  |           | 25    |  |              |  |  |  |  |
| 29                  |           | Apr 1 |  |              |  |  |  |  |
| 30                  |           | 8     |  |              |  |  |  |  |
| Easter Break        |           |       |  |              |  |  |  |  |
| 31                  |           | 29    |  |              |  |  |  |  |
| 32                  |           | May 6 |  | Bank Holiday |  |  |  |  |
| 33                  |           | 13    |  |              |  |  |  |  |
| 34                  |           | 20    |  |              |  |  |  |  |
| 35                  |           | 27    |  | Bank Holiday |  |  |  |  |
| 36                  |           | Jun 3 |  |              |  |  |  |  |
| 37                  |           | 10    |  |              |  |  |  |  |
| Extra time Students |           |       |  |              |  |  |  |  |
| 38                  |           | 17    |  |              |  |  |  |  |
| 39                  |           | 24    |  |              |  |  |  |  |
| 40                  |           | Jul 1 |  |              |  |  |  |  |
|                     |           |       |  |              |  |  |  |  |

# Professional Teaching Experience

## The PGCE Programme

This is a one-year programme of study. The Professional Teaching Experience takes place in two placements and consists of:-

- **PTE1, Term 1** - made up of an Introductory Placement and a block placement interspersed with University-based work.
- **PTE2, Term 2** - a block placement follows a University-based period.
- **PTE2, Term 3** - a block placement with a University-based week mid-placement.  
Enhancement opportunities will be available for student-teachers who are able to demonstrate that they are working above QTS standards.

The following pages include outlines, requirements and suggestions to guide you through the PTE.

Two-week introduction to the placement:

| Provision                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Key themes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Placement-based tasks                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>General Induction</b><br><br>This should include: <ul style="list-style-type: none"> <li>• a welcome by Headteacher and/or senior staff;</li> <li>• a brief introduction to outline the school/college philosophy, catchment area and social setting of the pupils, organisation and structures, e.g. leadership and management, the curriculum, timetable, pastoral system, etc;</li> <li>• the provision of relevant whole school/college documents, e.g. staff handbook and or/or a specially written student teacher handbook;</li> <li>• discussions of expectations and professional conduct;</li> <li>• an outline of the</li> </ul> | <b>1. Year 7 pupils and their induction into secondary education.</b><br><br>You will have spent one week in a primary school during which you will have focused on Year 6 pupils and begun to think about ways in which primary schools link with their partner secondary school(s). Your observations during the primary school experience will be directly relevant to this introductory secondary school placement.<br>It is suggested that Year 7 should be the focus for the first week and that it is cross-curricular in nature. Activities could include: <ul style="list-style-type: none"> <li>• attachment to a Year 7 Tutor (in pairs for 2 weeks);</li> <li>• pupil trail - focus on a day in the life of a Year 7 pupil including a variety of experiences and –</li> </ul> | <b>Investigation</b><br><br>Interviewing a group of Year 7 pupils. Aspects to discuss: <ul style="list-style-type: none"> <li>• their preconceptions and concerns about secondary schools;</li> <li>• arrangements made for prior visits, advance information etc;</li> <li>• arrangements made to induct them/help them settle into the school;</li> <li>• their response to secondary school curriculum organisation and teaching.</li> </ul><br>Arrangements for interviewing pupils should always be made with your Subject Mentor and Senior Mentor. It is important that interviews are conducted professionally and sensitively and pupils should not be allowed to make comments about |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>content of professional issues topics and who will be delivering them;</p> <ul style="list-style-type: none"> <li>• a map of the placement site and tour; information regarding designated spaces for you to work, a staffroom for breaks, arrangements for photocopying, preparing resources and using ICT facilities.</li> </ul>                                                                                                                                                                                                                                                                           | <p>activities, the pupil's responses etc.;</p> <ul style="list-style-type: none"> <li>• interview with group of Year 7 pupils;</li> <li>• outline of induction of Year 7 pupils to their new school;</li> <li>• a visit to one of the feeder primary schools.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>individual teachers, support staff or other pupils.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>Subject Department</b></p> <p>You will receive a specific induction into your subject department, including information about:</p> <ul style="list-style-type: none"> <li>• the curriculum and schemes of work; the availability of equipment and resources;</li> <li>• subject organisation</li> <li>• the curriculum and schemes of work; the availability of equipment and resources;</li> <li>• subject organisation</li> <li>• and an observation schedule based on the classes you will be teaching;</li> <li>• a clear timetable;</li> <li>• an area to work and store your belongings.</li> </ul> | <p><b>2. Teaching and learning, including the National Literacy and Numeracy Framework.</b></p> <p>This introductory placement is an opportunity for you to have an introduction to teaching and learning as well as an opportunity to work with pupils through collaborative teaching. It is suggested that this should be a focus during the second week. Activities could include:</p> <ul style="list-style-type: none"> <li>• class trail;</li> <li>• subject teacher trail - a day-in-the-life of the Subject Mentor;</li> <li>• teaching &amp; learning activities;</li> <li>• support teaching with individuals and/or small groups;</li> <li>• collaborative teaching with Subject Mentor.</li> </ul> | <p><b>Observation</b></p> <ul style="list-style-type: none"> <li>• Observe a range of teaching within the subject department;</li> <li>• Make general observations on 'what's in the National Curriculum?';</li> <li>• Focus on the overall curriculum experience; the range and variety of learning activities; strategies to promote the use of literacy and numeracy within individual subject areas.</li> </ul> <p><b>Observation FOCUS 1 Class routines and norms</b> (the expected standard practice):</p> <ul style="list-style-type: none"> <li>• basic routines, e.g. first thing in the morning, during break/lunch, end of day;</li> <li>• classroom routines, e.g. entry and dismissal; bags, coats, equipment; leaving the classroom;</li> </ul> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <p><b>3. Aspects of creating the right conditions for learning and class management.</b></p> <p>Research shows that one of</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• work routines, e.g. completing tasks, written work, homework;</li> <li>• talk routines, e.g. hands up to answer questions, chat while working.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p>the greatest concerns of student teacher teachers embarking on their teaching experience is class management and control. This introductory placement is an ideal opportunity for you to focus on this issue. It is suggested that this should be a focus for the two weeks. Activities could include:</p> <ul style="list-style-type: none"> <li>• focused observation on engaging pupils and class management (see next column)</li> <li>• ways of motivating pupils</li> <li>• range of teachers/styles</li> <li>• rules, routines and norms</li> <li>• techniques for managing pupils, groups, whole classes</li> <li>• session with senior staff, including discussion of your observations.</li> </ul> | <p><b>FOCUS 2 Management approaches and strategies,</b> e.g.:</p> <ul style="list-style-type: none"> <li>• managing the beginning of lessons;</li> <li>• starter activities to motivate pupils and/or get them thinking</li> <li>• ways of organising pupils' activities;</li> <li>• managing transitions between different activities in a lesson;</li> <li>• controlling noise level and on-task behaviour.</li> </ul> <p><b>FOCUS 3 Praise and sanctions,</b> including:</p> <ul style="list-style-type: none"> <li>• use, frequency and effectiveness of praise and encouragement</li> <li>• use, frequency and effectiveness of sanctions.</li> </ul> |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Term 1: Professional Teaching Experience Placement

Following a two week introduction, this is how the Professional Teaching Experience working time should be organised.

| Teaching Timetable                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | General Work                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Non-Contact Time                                                                                                                                                                                                                                                                                                                                   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>13 lessons out of a 25 period timetable (approximately 50% of a timetable).</b></p> <p><i>During the first two to three weeks it is likely that most of the time will be spent in observation, collaborative and pair teaching.</i></p> <p>As such these shared lessons should include a mixture of active participation and structured observation. Later, as your confidence and competence develop you will be given increasing responsibility in and for the lessons, including individual teaching.</p> | <p><b>Approximately 6 lessons.</b></p> <p>This should include such things as:</p> <ul style="list-style-type: none"> <li>• reflecting on lessons and writing lesson evaluations;</li> <li>• planning and preparation of lessons;</li> <li>• planned work on whole-school/college issues arising from the study of professional issues;</li> <li>• focused observations, relating to both subject teaching and wider issues.</li> </ul> <p><b>Student teachers should NOT be asked to cover lessons for absent teachers.</b> If the Subject Mentor or the 'regular' teacher for a class is absent, they should be replaced by a qualified teacher. This would enable student teachers to teach a class as long as a qualified teacher is present. If any difficulties arise in this context, speak with the Senior Mentor or your Curriculum Studies Leader / Tutor.</p> | <p><b>Approximately 6 lessons.</b></p> <p>During this time you should:</p> <ul style="list-style-type: none"> <li>• familiarise yourself with schemes of work, syllabuses etc;</li> <li>• work on tasks and assignments;</li> <li>• work on improving subject knowledge, create displays;</li> <li>• complete administrative tasks etc.</li> </ul> |

## Term 2: Professional Teaching Experience Placement

| Induction Period                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Teaching Timetable                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | General Work                                                                                                                                                                                                                                                                                                                                                                                               | Non-Contact Time                                                                                                                                                                                                                                                                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>The first two weeks in your new placement. The aims for this are:</p> <ul style="list-style-type: none"> <li>• an induction to your second placement;</li> <li>• an induction to your new subject department; arranging your timetable</li> <li>• observing some of the classes you will be teaching;</li> <li>• preparation for the placement.</li> </ul> <p>The whole-school / college induction will be the same as that described earlier for your first placement. If appropriate, some of this induction may extend into a second week. Do not expect to be teaching during the second week of the induction as this is an opportunity to observe and familiarise yourself with the classes you will be working with. Getting to know classes and the pupils you will be working with before you take responsibility for teaching is a very important process – so use the induction period wisely.</p> | <p><b>Teaching timetable – 14 lessons out of a 25 period timetable (approximately 55% of a timetable).</b></p> <p><b>Student teachers should NOT be asked to cover lessons for absent teachers.</b> If the Subject Mentor or the 'regular' teacher for a class is absent, they should be replaced by a qualified teacher. This would enable student teachers to teach a class as long as a qualified teacher is present. If any difficulties arise in this context, speak with the Senior Mentor or contact your Curriculum Studies Leader / Tutor.</p> | <p><b>5 lessons</b> which should include such things as:</p> <ul style="list-style-type: none"> <li>• writing lesson evaluations;</li> <li>• planning and preparation of lessons;</li> <li>• planned work on whole-school/college issues and investigations arising from the study of professional issues;</li> <li>• focused observations, relating to both subject teaching and wider issues.</li> </ul> | <p><b>6 lessons</b> during which you should:</p> <ul style="list-style-type: none"> <li>• familiarise yourself with schemes of work, syllabuses etc;</li> <li>• work on tasks and course work assignments;</li> <li>• work on improving subject knowledge;</li> <li>• complete administrative tasks etc.</li> </ul> |

### Term 3: Professional Teaching Experience Placement

| Teaching Timetable                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Subject Work                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Wider Professional Work                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Non-Contact Time                                                                                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>Teaching timetable – 15 lessons (60% of a timetable).</b></p> <p>This should be mainly individual teaching plus some collaborative or pair work.</p> <p><b>Trainees should NOT be asked to cover lessons for absent teachers.</b> If the Subject Mentor or the ‘regular’ teacher for a class is absent, they should be replaced by a qualified teacher. This would enable trainees to teach a class as long as a qualified teacher is present. If any difficulties arise in this context, speak with the Senior Mentor or contact your Curriculum Studies Leader /Tutor.</p> | <p>This could include:</p> <ul style="list-style-type: none"> <li>• Focused observations: e.g. other teachers with different styles, methods, classes;</li> <li>• Work with ICT (for yourself, for school use) e.g. practising basic skills (e.g. on interactive whiteboard), reviewing CD Rom resources, familiarising with subject-specific applications and resources, writing related pupil guide sheets/worksheets;</li> <li>• Small scale curriculum development work for your subject department;</li> <li>• Collecting/making resources for the subject department, e.g. collecting and mounting images or photos; researching material from the internet, making displays and posters; experimenting with digital resources and applications;</li> <li>• Detailed study of syllabuses, schemes of work, published projects, etc. Further work on assessment, e.g. moderation of course work, etc;</li> <li>• Providing extra help for pupils/groups, e.g. exam revision.</li> </ul> | <p>This could include:</p> <ul style="list-style-type: none"> <li>• Primary - Secondary transition and liaison.</li> <li>• Work-related learning experiences.</li> <li>• Running/assisting with subject/school clubs, activities, sports, etc.</li> <li>• Out-of-school learning activities e.g. trips, fieldwork, exchanges.</li> <li>• Support services, e.g. advisers, learning support teachers, school psychological service, counsellors, educational welfare officer.</li> <li>• Resource-based work e.g. library and museum services, resource centres, museums, galleries, etc.</li> </ul> | <p><b>5 lessons.</b></p> <p>This time should be clear of formal commitments to enable you to work on assignments, lesson preparation, lesson evaluations etc.</p> |

# Expectations of students for each PTE

Expectations for each placement vary, with details provided in overview documents. However, there are general expectations which need to be developed during each PTE and these are outlined below:

## **Reflective practice**

It is a requirement of all our student teachers to engage in reflective practice. However, the ability to do this effectively is something that needs to be supported and developed.

Our student teachers are encouraged to use the ARC (Assisted Reflective Conclusions) model for reflecting on their experiences.

The model aims are to:

- develop student teacher language and vocabulary of reflection
- provide a flexible model of reflection that empowers the student teacher to transform experiences
- enable student teachers to internalise 'a process of reflection' that can be applied in a variety of contexts
- provide a reflective model with appropriate differentiation and progression.

# Code of Conduct for Student Teachers

All our student teachers sign and hand in a copy of the Code of Conduct. On signing the Code of Conduct, student teachers are agreeing to professional expectations that they must adhere to. A breach of this code could lead to disciplinary proceedings.

## **Expectations of our student teachers**

You must ensure that:

1. you read and comply with the policies and practices of the University and school and follow the advice and guidance of your mentor, tutor and school staff;
2. you are punctual and prepared for all University sessions and arrive at your placement school in good time every day, attending meetings and discussions after hours as required; you attend and are punctual for all University timetabled sessions. You should be aware that attendance and punctuality both at University and at school form part of the QTS standards and are commented on in your reference;
3. you inform your placement school and the Faculty Office of any absences due to illness or other exceptional circumstances according to your school/ University policy. In the case of illness you will need to provide a self-certification note if absent for more than three days

and a doctor's certificate to the Faculty Office if absent for more than five working days; in case of acceptable absences (e.g. interviews), you will need to prepare work for your classes according to the policy and practice of your placement;

4. your demeanour and appearance are suitable (including maintaining appropriate dress codes and hair styles in line with your placement's policy and expectations);
5. body adornments such as tattoos or body piercing jewellery (other than modest earrings) are removed or obscured when on Professional Teaching Experience in line with policy;
6. you understand and are aware of the potential dangers of being in a one-to-one situation with a pupil at any time but especially outside the school setting. You are **strongly** advised not to give lifts to pupils, visit their homes or contact them in a social context;
7. any photographing/videoing of pupils complies with school/college/Local Authority / University guidelines and consent from the Head teacher has been obtained;
8. in the course of carrying out any pastoral role, you conduct conversations with a pupil about sensitive issues professionally. If you have the slightest concerns regarding a potential safeguarding issue you **must** inform a relevant member of staff in line with school and University Child Protection Policies;
9. you have due regard to the safety and welfare of pupils, colleagues and yourself;
10. **you must ensure** you have no inappropriate physical contact with pupils;
11. you do not engage in personal contact with pupils via any media such as mobile phones, (texting), the internet including e-mail, chat rooms, social networks;
12. you are aware of the dangers of using social websites (e.g. My Space, Bebo, Facebook, Twitter, You Tube) that are accessible to pupils, parents, colleagues and avoid publishing, or allowing to be published, any pictures or comments that could damage your professional reputation or the reputation of the University (see guidance on next page);
13. you do not discuss your own personal relationships with pupils;
14. you do not swear at pupils, employ sarcasm in the classroom, use offensive names nor make inappropriate remarks about gender, race, religion and belief, sexual orientation, appearance, age, disability, language or special needs at any time;
15. you treat confidential information related to the school/ University, colleagues and pupils appropriately;
16. you are courteous and considerate to fellow student teachers and all members of school

and University staff at all times. This includes any verbal, written or electronic communications. Any concerns or complaints must be addressed in a professional manner;

17. you do not bring to school/University any materials that may cause offence or harassment;
18. you follow school/University internet policy, guidance and procedures;
19. you take responsibility for your own learning by accessing Moodle and the University email account on a daily basis;
20. you are aware of the dangers of airing your views about schools/University and individuals in public. This may be perceived as 'gossiping' or even slanderous allegations. Any issues, concerns or potential complaints you might have are to be progressed through the appropriate channels;
21. you demonstrate a high level of professional responsibility, engagement and courtesy in all educational settings; this is especially important where guest speakers or visitors to your classroom/lecture theatre are concerned.

## **Expectations for Student Teachers' Personal Literacy and Numeracy Competence**

### **Expected Literacy Characteristics**

- The use of standard language.
- Avoidance of the use of slang.
- Conveying meaning to pupils in plain English or Welsh.
- Correct grammar and correct use of mutations when teaching in Welsh Medium Schools.
- Correct punctuation.
- Correct spelling (written).
- Appropriate tone of voice (spoken).

### **Expected Numeracy Characteristics**

- Accuracy: mental calculations, knowledge and understanding of NC requirements.
- Use of appropriate, known approaches to calculations.
- Conveying information to pupils clearly.
- Effective modelling of procedures.
- Use of accurate mathematical vocabulary.

## Referral for Literacy or Numeracy Skills

In order to promote appropriate standards of language and numeracy for student teachers, it is important that referrals are made if there is any concern over an individual's use of written or oral language or their numeracy abilities.

Referral forms are available to draw the PTE tutor's attention to concerns raised by the senior mentor /mentor. In addition, if it is felt that the standard of a student-teacher's language or numeracy is affecting his/her ability to engage with the pupils and teach them accurately and appropriately, it is important to note this clearly on formative assessment forms and end of week review forms, so that the individual is aware of the need to improve in this area. By noting this on the on-line formative assessment form, the relevant tutor will be alerted by email.

## Digital Competence

We are currently developing our digital competence strategy in line with the Digital Competency Framework, for assessing our student teachers' ability and progress in this area. The Digital Competence Framework is split into four strands:

- Citizenship including identity, image and reputation; health and wellbeing; digital rights, licensing and ownership and online behaviour and cyberbullying.
- Interacting and collaborating including communication; collaboration and storing and sharing.
- Producing including planning, sourcing and searching; creating and evaluating and improving.
- Data and computational thinking this strand is not about programming but includes problem solving and modelling; Data and information literacy.

In addition to this Digital Competency in the classroom is about appropriate use to enhance learning with the use of digital technology. It is for this reason that we have added the skill of digital content pedagogy to the Framework in order to develop our student teachers' skills further.

## Welsh Language Competency Certificate for Teachers

The TAR Cynradd and TAR Uwchardd students will be prepared for the Language Competency Certificate for Teachers (Tystysgrif Cymhwysedd Iaith Athrawon). This is a new nationwide qualification that will become statutory for all teachers entering the **Welsh medium sector**.

The P\_PGCE, S\_PGCE and BA Ed with QTS students will be prepared for the Cynllun Colegau Cymru Certificate which is a nationwide qualification that endorses the Welsh Language proficiency of teachers who wish to teach in the **English medium sector**.

# Cymraeg i Bawb

All Secondary PGCE students benefit from 2 hours of weekly Welsh lessons during their University study weeks. Students are taught in cross-subject groups that are differentiated according to individual Welsh qualifications. The aims of the sessions are to increase the students' confidence in using Welsh in lessons and help the students with practical suggestions on how to use written or oral Welsh in schools. The focus is on:

- pronunciation
- greetings
- numbers
- date/time
- commands
- key words/phrases
- praise
- opening and closing lessons
- language awareness

During the final session, all students deliver a 5 minute microlesson within their own subjects using the Welsh language to good effect.

Students are encouraged to make good use of Welsh during their PTE placements.

## Mentor Development

Mentors and senior mentors guide the student through his/her professional teaching experience in partnership with the students' designated university tutor. "Mentor" was the name of the wise counsellor in the Greek epic poem 'The Odyssey'. He was a friend as well as an adviser. As this suggests, the mentor's main duty is to be both the student teacher's "role model" and "critical friend". Though an important part of the mentor's duties is the evaluation of observed teaching sessions and the grading of various aspects of the student's performance, the mentor should not be thought of as a 'grand judge'. A good mentor is ready to offer praise where praise is due, constructive criticism where necessary and always offer advice with practical suggestions.

In order to help ensure consistency across the partnership and offer an equitable experience to all our student teachers, the University has developed a programme of mentor briefings and development sessions.

**We consider attending sessions a vital aspect of good mentoring.**

### Half Day Briefing Sessions

The *Mentor Briefing* provides experienced Mentors with an update on latest course developments, and an overview of specific requirements and key messages.

# Induction & Professional Development Seminars

## **Making the student teacher feel at home in the school placement.**

An important aspect of the senior mentor/ subject mentor's role is to offer the student teacher an induction to his/her placement.

At the very beginning of the placement, the mentor should provide the student teacher with an introduction to the following school policies as well as a copy of the relevant documents:

- Key school policies (teaching and learning, discipline, marking and assessment, ICT/e-safety, reporting to parents, safeguarding).
- Essential class information e.g. relating to individual learning difficulties/particular circumstances.
- Planning documents e.g. mid-term.

## **Induction Checklist**

| <b>Responsibilities during induction (normally carried out by the senior mentor or mentor)</b> |                                                                                                                                                                                                        | <b>Completed</b> |
|------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| 1.                                                                                             | Welcome the student teacher(s) to the school and show them around the school.                                                                                                                          |                  |
| 2.                                                                                             | Provide the student teacher(s) with information regarding the school, including number on roll, catchment area, staff roles (relevant to the PTE) and daily routines (including timetable).            |                  |
| 3.                                                                                             | Provide the student teacher(s) with information regarding expectations for professional conduct (from the school's perspective).                                                                       |                  |
| 4.                                                                                             | Provide the student teacher(s) with access to the school's safeguarding policy and procedure and introduce the designated teacher for child protection to the student teacher(s).                      |                  |
| 5.                                                                                             | Provide the student teacher(s) with relevant information regarding the department/class in which they will be teaching, including routines, expectations, pupil information.                           |                  |
| 6.                                                                                             | Provide information to enable the student teacher(s) to plan in the mid-term (overview/s or units of work).                                                                                            |                  |
| 7.                                                                                             | Provide information to enable the student teacher(s) to plan appropriately for sessions/lessons, including a draft personal teaching timetable.                                                        |                  |
| 8.                                                                                             | Provide information regarding school-based training sessions.                                                                                                                                          |                  |
| 9.                                                                                             | If appropriate, discuss the student teacher(s) with the Professional Teaching Experience Tutor (University Tutor) towards the end of the first week in school to determine early progress/settling in. |                  |

# Professional Studies

It is expected that student-teachers receive at least one hour a week of professional studies provision. The Senior Mentor is responsible for arranging these sessions, but the provision may be offered by other members of staff. Please see below the sorts of topics that might be discussed. With the exception of the induction session in PTE1 and 2, the list isn't in any particular order. However, the topics noted do coincide with the provision received by students during lead lectures and curriculum studies at University, and the assignments students are expected to complete.

| Possible topics in PTE1                                                                                 | Possible topics in PTE2:<br>Term 1                                                                                              | Possible topics in PTE2:<br>Term 2                                           |
|---------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| Induction.                                                                                              | Induction.                                                                                                                      | <b>Research in the classroom (input for the students' third assignment).</b> |
| Safeguarding and anti-bullying.                                                                         | Job applications and interviews.                                                                                                | Learning Pathways 14-19.                                                     |
| Primary transfer, transition and continuity between KS2 & KS3.                                          | Y Cwricwlwm Cymreig / use of everyday Welsh.                                                                                    | The Welsh Baccalaureate.                                                     |
| Pastoral care, including PSHE and the role of the Form Tutor.                                           | Strategies for working with ALN learners; inclusion and support strategies.                                                     | Learning outside of school/college hours and beyond the classroom.           |
| <b>Reflective practice (input for the students' first assignment, part 2).</b>                          | Assessment to improve learning, target setting, etc.                                                                            | Future developments for schools/colleges and education.                      |
| Additional Learning Needs (ALN): Code of Practice and identifying pupils.                               | Interpreting data.                                                                                                              | Inspections. Improving and developing schools/colleges.                      |
| Behaviour management / restorative practice.                                                            | Education for Sustainable Development and Global Citizenship (ESDGC) and the Well-being of Future Generations (Wales) Act 2015. | Working within the law: teachers' legal responsibilities.                    |
| Developing skills across the curriculum: Literacy.                                                      | Equal Opportunities.                                                                                                            | NQT Induction and Continued Professional Learning and Development (CPLD).    |
| Developing skills across the curriculum: Numeracy.                                                      | School/College and home: working with parents/carers.                                                                           |                                                                              |
| Developing skills across the curriculum: Digital Competency.                                            |                                                                                                                                 |                                                                              |
| <b>Strategic planning for departments and whole school (input for the students' second assignment).</b> |                                                                                                                                 |                                                                              |

# Observing the Student Teacher at Work

During the Professional Teaching Experience, student teachers will be observed on a regular basis. The main observer, and thus adviser, is the school-based mentor. However, the university-based tutor will also be carrying out observations. It is an expectation that the mentor or a colleague is present in the classroom with the student teacher at all times so that written feedback can be given to the student teacher following every lesson.

| WHEN | WHAT                                                                                                                                                                                                            | WHO                                                                                                                                                                                                                            | TOTAL                                                                                                                 |
|------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|
| PTE1 | Individual teaching, assessment of whole lessons and progress towards QTS(using the Online Formative Assessment). Progress review, including standard of files, attendance and oral and written communication.  | Subject Mentor x 2<br>University Tutor x 1<br>Senior mentor x 1<br>Please note: If a student teacher is presenting as a Cause for Concern, the number of Formative Assessment may increase.                                    | 4 in total<br><br>+ the end of placement Summative Report which is completed online by the Subject and Senior Mentor. |
| PTE2 | Individual teaching, assessment of whole lessons and progress against QTS (using the Online Formative Assessment). Progress review, including standard of files, attendance and oral and written communication. | Subject Mentor x 3<br>University Tutor x 1<br>Please note: If a student teacher is presenting as a Cause for Concern, the number of Formative Assessment may increase. The Senior Mentor is expected to observe a CfC student. | 4 in total +<br><br>The Interim Report which is completed online by the Subject and Senior Mentor                     |
| PTE3 | Individual teaching, assessment of whole lessons and progress against QTS (using the Online Formative Assessment). Progress review, including standard of files, attendance and oral and written communication. | Subject Mentor x 2<br>University Tutor x 1<br>Senior mentor x 1<br>Please note: If a student teacher is presenting as a Cause for Concern, the number of Formative Assessment may increase.                                    | 4 in total<br><br>+ the end of placement Summative Report which is completed by the Subject and Senior Mentor.        |

During the PTE1 and PTE2 the tutor and mentor will carry out joint observations – one per term. One of the greatest challenges facing a partnership such as ours is to ensure consistency of judgement, hence the importance placed on these joint observations. Finally, the external examiner will carry out observations in a small sample only.

# Giving the Student Teacher Useful Feedback - formative and summative assessment & website access

Currently, an important aspect of our work as a Centre is to improve the nature of the feedback we give student teachers. There is some excellent practice in the partnership already, and sharing this is a priority. We need to ensure that we move away from vague descriptions of the observed lesson, and instead ensure that we praise or criticise *specific* aspects of it, **always** setting *clear targets for improvement*. This is part of our drive to move all our student teachers towards *excellence*.

On the following page are some sections taken from mentor/tutor comments on observed lessons. These are considered to be examples of good practice. Note how the narrative is *specific*, enabling the student to understand precisely which aspects of his/her lesson is considered good or in need of improving.

Key words such as 'however', 'by', 'therefore', ensure that the student sees the cause and effect of his/her strategies. The targets are equally specific, again enabling the student to gain a clear understanding of how he/she needs to improve performance.

## **Examples of well-focused and targeted comments taken from formative assessments:**

- The other adults in the setting are active in supporting pupils and you need to check with them at intervals to monitor the progress of groups and individuals.
- Throughout the lesson there was interaction between you and the children. The children discussed in pairs and as groups the relevant discussion points. However, only a few children had the opportunity to share their work orally with the other children in the class.
- You responded appropriately during the lesson to pupils' work orally by setting targets that offer the way forward for pupils.
- You have started to identify children who have not fully achieved the learning outcome therefore the next step here will be to consider why they didn't and what you will now do to ensure that the same outcome is avoided.
- I believe it would be beneficial if you could have a session with your class and Senior Mentor or assessment co-ordinator to develop your understanding of assessment procedures within the school [Specific Example].

### **Examples of well-focused and constructive targets for improvement taken from formative assessments:**

- Increase coverage for YCC by reviewing the materials on the SWWCTE website for ideas.
- Make sure that you have additional / extension activities ready to use during lessons, e.g. challenge cards.
- Improve the pace of the lesson by planning the timing of your introduction carefully (and sticking to it!).
- Improve the use of your voice in the classroom by sometimes using a quiet voice to gain attention.
- Use pupil records to move the MAT group on through more challenging activities. Speak to the MAT co-ordinator for ideas.

It is an expectation that the mentor or a colleague is present in the classroom with the student teacher at all times so that written feedback can be given to the student teacher following every lesson.

## **The Formative Assessment**

During the PTE, the mentor is asked to fill in a 'Formative Assessment Form'. Though you will be using this form to grade the student's performance against the QTS standards, as the title suggests, the main purpose of this exercise is to encourage the student's formative development.

Apart from the need to write specific comments and set clear targets, we encourage tutors and mentors to consult a table exemplifying the hallmarks of 'unsatisfactory', 'adequate', 'good' and 'excellent' judgements as they fill in the form. These exemplar characteristics can be selected from drop down menus on the web-based forms.

This 'Exemplification of Judgements' table is a rather cumbersome document, partly because of the large number of QTS standards. A copy of the Formative Assessment Form can be found in the appendix. However, we do ask our mentors and tutors to complete the form electronically and upload it on to the SWWCTE website. This enables us to analyse data as required by the University's Quality Assurance Unit and Estyn, and monitor progress against our strategic targets.

*You will find the form on the SWWCTE website. To access it, you will need the school password. If you have forgotten this, please contact the Partnership Office in Carmarthen. For assistance to complete the form see the 'Step by Step Guide to Completing the Formative Assessment Form' on the SWWCTE website.*

#### Examples of well-focused and targeted comments taken from formative assessments:

- The other adults in the setting are active in supporting pupils and you need to check with them at intervals to monitor the progress of groups and individuals.
- Throughout the lesson there was interaction between you and the pupils. The pupils discussed in pairs and as groups the relevant discussion points. However, only a few pupils had the opportunity to share their work orally with the other members of the class.
- You responded appropriately during the lesson to pupils' work orally by setting targets that offer a way forward for pupils.
- You have started to identify pupils who have not fully achieved the learning outcome therefore the next step here will be to consider why they didn't and what you will now do to ensure that the same outcome is avoided.
- I believe it would be beneficial if you could have a session with your Subject and Senior Mentor or assessment co-ordinator to develop your understanding of assessment procedures within the school [Specific Example].

#### Examples of well-focused and constructive targets for improvement taken from formative assessments:

- Make sure that you have additional / extension activities ready to use during lessons, e.g. challenge cards.
- Improve the pace of the lesson by planning the timing of your introduction carefully (and sticking to it!).
- Improve the use of your voice in the classroom by sometimes using a quiet voice to gain attention.
- Use pupil records to move the MAT group on through more challenging activities. Speak to the MAT co-ordinator for ideas.

## The Summative Assessment

Towards the end of each term Subject and Senior Mentors are required to complete a Summative Assessment of the student teacher's progress. This report is framed by the Standards for QTS and provides the University with an overview of the progress made **towards** the Standards (**placement one**) and **against** the Standards (**placement two**). The comments and judgements of Subject Mentors should be drawn from evidence gathered during the placement. This would include all Formative Assessments, the Student teacher Professional Development Record, targets set and met, etc. It is important that judgements can be evidenced. Should a student teacher's progress be unsatisfactory in any given area, it is likely that they will be discussed by the progress board at the

University and, based on the evidence provided, appropriate measures agreed and put into place. **However, any cause for concern should be flagged up and communicated to the student teacher and University Tutor well in advance of completing a formal end of term report.**

We ask our mentors to complete all Summative Assessments electronically via the SWWCTE website. To access it, you will need the school password. If you have forgotten this, please contact the Partnership Office in Carmarthen.

| <b>MENTOR CHECKLIST</b>                                                                                                                                             |                                                                                                                                                                       |                                                                                                                                                                                                                                                        |                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| <b>WEEKLY</b>                                                                                                                                                       | <b>FORTNIGHTLY</b>                                                                                                                                                    | <b>TERMLY</b>                                                                                                                                                                                                                                          | <b>MENTOR</b>               |
| Look through the student-teacher's Professional Development Record: identify patterns, check student teachers are highlighting good features and development needs. | Check that marking is being done on time and that records are being kept.                                                                                             | The Summative Assessment (Termly Progress Report): This can be found on the SWWCTE website. Draw upon all evidence to make a secure overall judgement about the term. Your student teacher should see this form before the final version is submitted. | <b>SUBJECT</b>              |
| Check that student teachers are giving lesson plans to class teachers in plenty of time (at least 48 hours).                                                        | Consider which lessons will be assessed using the online Formative Assessment.                                                                                        | Student teacher to agree and write Action Plan and termly self- evaluation.                                                                                                                                                                            | <b>SUBJECT &amp; SENIOR</b> |
| Do a brief check on student teacher Professional Teaching Experience File/s.                                                                                        | Make sure the student teacher's files are up to date –including self- evaluations, resources and so on. Annotate and sign as evidence that files have been monitored. |                                                                                                                                                                                                                                                        | <b>SUBJECT &amp; SENIOR</b> |
| Mentor meeting: check progress is being made against targets and that new targets/further developments are decided upon. Sign the mentor meeting form.              |                                                                                                                                                                       |                                                                                                                                                                                                                                                        | <b>SUBJECT</b>              |

# Quick Guide to the Online Formative Assessment

1. Go to [SWWCTE.ac.uk](http://SWWCTE.ac.uk)
2. Select Mentors & Partners.
3. Login using your school's username and password (available from your Senior Mentor).
4. Select 'View Current Students' (this will be populated with a list of your school's current students).
5. Select the observation you wish to complete. Please note, if an observation is in draft form and you wish to complete a different observation, select the next available observation which isn't currently in draft form.
6. If you are returning to a draft observation, select 'Edit' (top right hand corner).
7. The date will automatically be completed with the date you begin filling the form.
8. Fill in the form using a combination of selected (copy & paste) comments from the dropdown boxes, and your own typed comments relating to the observation.
9. Click 'Save as Draft'. The form automatically saves every 45 seconds, but save it as a draft frequently whilst you work, and one last time before you exit your work.
10. Only click the 'Submit' button when you're completely sure you're happy with the form. After you've submitted the form, any editing can only be done by the Admin team. Your student teacher will only see the completed form after you've submitted it.

Cerbydian Addysg Athrawon De-Orllewin Cymru  
The South West Wales Centre of Teacher Education

About Us Contact Us Cymwag

Username / Email  
Password  
Keep me logged in ☐  
Log In

3. Enter your school's username and password to login (available from your Senior Mentor).

Athrawon De-Orllewin Cymru  
Wales Centre of Teacher Education

Account Information

## Contact Information

4. Select 'View Current Students'.

Placements

Students

School/College Name

Example Partner

Head Teacher

Head Teacher

Senior Mentor

Senior Mentor

Senior Mentor Email

seniormentor@example.com

Example School

A Lane

A Town

Blaenau Gwent

## Formative Assessment Report

Observation

Date

Class Mentor

Observer/s

Class/Ability/Number of Pupils

- 1 (Draft)
- 2
- 3
- 4
- 5
- 6
- 7
- 8

5. Select the appropriate observation. If you are returning to an observation previously saved in draft, click 'Edit' in the top right hand corner.

9. Click 'Save as draft' as you work and before exiting the assessment.

10. Only click 'Submit Assessment' once you're happy with your comments.

Oral Feedback

04 / 09 / 2015



Written Feedback

04 / 09 / 2015



Joint Observation

04 / 09 / 2015



(Oral feedback should be given by the end of the day the session is taught with written feedback given within 2 working days)

Save as draft

Submit Assessment

## Secondary PGCE

### Online Formative Assessment: Word version

#### Part 1: Lesson Observation

#### Strengths/Areas for development

|                                                                                                              |
|--------------------------------------------------------------------------------------------------------------|
| <b>S1: Professional Values and Practice</b>                                                                  |
| Excellent/Good/Adequate/Unsatisfactory                                                                       |
| <ul style="list-style-type: none"><li>• Comments and Evidence</li></ul>                                      |
| <ul style="list-style-type: none"><li>• Targets for improvement and suggestions for moving forward</li></ul> |
| <b>S2: Knowledge and Understanding</b>                                                                       |
| Excellent/Good/Adequate/Unsatisfactory                                                                       |
| <ul style="list-style-type: none"><li>• Comments and Evidence</li></ul>                                      |
| <ul style="list-style-type: none"><li>• Targets for improvement and suggestions for moving forward</li></ul> |
| <b>S3.1: Teaching: Planning, Expectations and Targets</b>                                                    |
| Excellent/Good/Adequate/Unsatisfactory                                                                       |
| <ul style="list-style-type: none"><li>• Comments and Evidence</li></ul>                                      |
| <ul style="list-style-type: none"><li>• Targets for improvement and suggestions for moving forward</li></ul> |
| <b>S3.2: Teaching: Monitoring and Assessment</b>                                                             |
| Excellent/Good/Adequate/Unsatisfactory                                                                       |
| <ul style="list-style-type: none"><li>• Comments and Evidence</li></ul>                                      |
| <ul style="list-style-type: none"><li>• Targets for improvement and suggestions for moving forward</li></ul> |
| <b>S3.3: Teaching: Teaching and Class Management</b>                                                         |
| Excellent/Good/Adequate/Unsatisfactory                                                                       |

|                                                                                                                |
|----------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Comments and Evidence</li> </ul>                                      |
| <ul style="list-style-type: none"> <li>• Targets for improvement and suggestions for moving forward</li> </ul> |

## Part 2: Progress Review

|                                                                                                                                     |
|-------------------------------------------------------------------------------------------------------------------------------------|
| a) Comment on progress in relation to previously set targets (including lesson evaluations and discussions during mentor meetings): |
|                                                                                                                                     |
| b) Comment on the quality of the student's reflection for ensuring progress:                                                        |
|                                                                                                                                     |
| Overall quality of PTE file: Excellent/Good/Adequate/Unsatisfactory                                                                 |
| Please comment on planning, evaluation, evidence of pupil assessment and tracking, personal literacy, organisation, presentation:   |
|                                                                                                                                     |
| Number of days absent from this placement to date:                                                                                  |
| Please comment on the quality of the student's oral and written language in Welsh and English, as appropriate:                      |
|                                                                                                                                     |
| Are there any specific areas that need intervention to ensure further progress?                                                     |
|                                                                                                                                     |
| Is this a cause for concern over progress?                                                                                          |
| Are there aspects of this session that should be filmed as examples of good practice?                                               |
|                                                                                                                                     |
| Any additional comment:                                                                                                             |
|                                                                                                                                     |
| Oral feedback: dd/mm/yyyy<br>Written feedback: dd/mm/yyyy<br>Joint observation: dd/mm/yyyy                                          |

# Recognising when things go well

Please let the PTE tutor know if you think that your student-teacher's lesson, or aspect of lesson, should be filmed for sharing as an example of excellent practice. Please tick the box at the end of the Formative Assessment Form on the Website to bring this level of excellence to our attention.

If a student teacher is doing well, it is important to challenge him/her to excel, and to aim for a judgement of 'excellent'. In order to achieve this, the mentor, tutor and student teacher can identify areas for further enhancement and link these to the characteristics for 'excellent' highlighted in the document 'Exemplification of Judgements'.

Student teachers strive to develop their own teaching skills through continuous action planning. If you feel that you can suggest particular activities that would further enhance their skills (e.g. working alongside a particular colleague or involvement in whole school initiatives), please do so through the End of Week Review process.

Student teachers should be encouraged to be innovative and proactive, and to share ideas that you feel could be of interest to other staff members (e.g. through participating in a staff meeting/inset).

# Intervening if things go wrong

On the online Formative Assessment Form we ask you to let us know if you have concerns regarding specific aspects of the student's performance.

# Cause for Concern Procedures

The Cause for Concern procedure is implemented when an individual is recognised as not making appropriate progress towards targets set by assessors within a professional context (school mentors or university tutors). Cause for Concern may be implemented at any stage of a professional teaching experience by any assessor. Early identification of any cause for concern is favourable, as this will allow tutors and mentors to work together to support student teachers to address areas for development in a clearly defined process. The action planning process that underpins the Cause for Concern procedure is an extension of a student-teacher's use of action plans within and between experiences. It is acknowledged that dealing with a student teacher who is having serious or prolonged difficulties can be both challenging and time consuming for all concerned and it is vital that a partnership approach is adopted in such cases. If a student appears to be having difficulties, the following guidance applies:

## **Inform the PTE tutor**

The tutor should be made aware from an early stage that there are concerns about a student teacher's progress and the precise nature of these concerns needs to be shared. Discussions on the best course of action should take place between the senior mentor/mentor, headteacher and the PTE tutor. Where appropriate, the student teacher should be part of these discussions.

## **Assess the student's particular difficulties**

In order to ensure that the difficulties can be addressed, they need to be explicitly stated and explained in detail. The student teacher needs to be aware of particular difficulties if he/she is going to be able to address them.

## **Be supportive**

It is likely (but not always the case) that the student teacher is acutely aware that she/he is having difficulties. This usually has a negative impact on the student teacher's confidence and can exacerbate her/his problems. As with all learners, appropriate and reasonable targets should be set to allow the student teacher to succeed and any achievements should be praised. The student teacher may require extra support in the classroom, for example through the introduction of more collaborative teaching experiences. Student teachers at the beginning of their training programme can be vulnerable and are likely to respond better to praise than blame.

## **Keep detailed records**

It is imperative that all records which document the student teacher's progress are adequately detailed and that, at each stage, honest judgements are made about the student teacher's progress. Ensure that the student teacher is given clear, achievable targets for improvement, and that they are monitored against these regularly. Formative assessments submitted online are confidential and will be accessible by the PTE tutor and the internal moderator. End of Week Reviews will clearly demonstrate a lack of progress to the student teacher. Detailed, honest records are particularly important in the case of a student teacher who is at risk of failing her/his school placement.

## **There are three stages: -**

1. **Complete an Action Plan "Short of Cause for Concern" (APS)** - if an assessor is concerned that a student teacher may be demonstrating shortcomings that need to be addressed, an 'action plan short of Cause for Concern' may be used to indicate clearly the

targets that a student teacher must reach in order to avoid being identified as a Cause for Concern. This form acts as an early indicator of concern to the student teacher.

2. **Complete a “Cause for Concern Form”** – in order to indicate that the student teacher is entering the Cause for Concern procedure, a Cause for Concern form must be completed by school personnel to state the specific shortcomings demonstrated by the student teacher. This form must be presented to the student teacher, the PTE tutor and teachers involved in the training process.
3. **Complete a “Notice to Improve Plan” (NIP)** - the ‘notice to improve’ plan (issued by assessors to a student teacher identified as a Cause for Concern) will provide clear, time-related actions that are required in order to achieve the necessary standards to pass the experience. Progress against these targets will be monitored carefully by university tutors and/or school mentors, and student teachers will receive regular, honest feedback to ensure that they are continually aware of their situation. If required, internal moderators will visit the school to undertake activities, which will be determined by the nature of the difficulties demonstrated by the student teacher. Activities may include meeting with the student teacher and school personnel, discussion with assessors (university and school-based), session observation and/or file scrutiny. Student teachers, school personnel and university tutors will be informed of the internal moderator’s conclusions following a visit.

The Cause for Concern procedure must ensure that student teachers are given every opportunity to improve, whilst also ensuring that appropriate provision is maintained within the setting. Hence, the procedure does not include timed stages, to allow for variations in pace to occur as required. Ultimately, if it is recognised that a student teacher is unlikely to reach the necessary standard within the remainder of an experience, an early release will be considered. Recommendations to the examination board will clearly incorporate school and university observations to ensure that any consideration regarding re-sit is based on all available evidence.

Student teachers who are identified as a Cause for Concern during one professional teaching experience and who subsequently reach the standards necessary to pass the experience will receive an early visit by the university tutor in the following experience, to ensure that their progress is appropriate in relation to their previous difficulties.

## **Early ‘Release’ from Placement**

If the school personnel and/or university personnel are of the opinion that the student teacher is having a negative effect on the pupils’ development and progress, this will be a clear indication that the student teacher should not continue with the placement. Also, if the experience is having a negative effect on the wellbeing of the student teacher, this too will indicate that it would be appropriate to terminate his/her placement before the stated end date. Reasons for early release from the placement would be clearly explained by the university representative and reiterated during a meeting at the university with appropriate university staff.

## **Failing teaching experience or withdrawing due to illness or personal problems**

Failing the Professional Teaching Experiences module is very different from failing other modules within the Programme of Study as there is a need to find an extended period in the University's timetable in order to be re-examined. The only way the University may be able to meet the requirement of re-examination is to arrange a full experience in the following academic year. The same principle would also apply if the student teacher were to withdraw due to illness or personal problems.

Where it is determined that a student cannot undertake a placement (i.e. it is beyond the control of the student), then the Centre can determine the next appropriate time for the placement without the need to use extenuating circumstances or suspension procedures. So, in this case, the Centre can decide (with the agreement of the student) that the next appropriate time to undertake the placement would be in September.

## **Classroom based research with Student Teachers**

### **Ethical Research**

Student teachers may be required to undertake small-scale classroom-based research in order to complete assignments. The following letter should be made known to parents/guardians so that informed consent or a request to withdraw from the research being undertaken.

This school is a partner with the professional learning partnership that sits within the Athrofa at University of Wales Trinity Saint David in Carmarthen and Swansea. This school offers placements to students who are learning to be teachers. When student teachers work within the school they are always under the supervision of the class teacher. The purpose of this letter is to inform you that as part of their University-based assessment, the student teachers will be required to evaluate classroom practice. This sometimes takes the form of a written evaluation or assessment of children's work and can also involve asking staff and children about their views. This activity does not differ from usual classroom practice.

If you would like more information about the work taking place in your child's class please don't hesitate to ask the class teacher. If, following this discussion, you decide you don't want your child to be involved in any classroom-based evaluation undertaken by student teachers please inform the class teacher.

If you would like more information about the initial education and training of new teachers please contact Yr Athrofa through its senior administrator, Christine Rees.

Thank you for taking the time to read this information.

# PDP & PDR

## PDR – Personal Development Record

Students are expected to be organised and reflective in their practice. So that students are able to meet these expectations, they are required to keep their files in the form of a Personal Development Record (PDR). This is an online file, and it should include the students' lesson plans, resources, weekly professional reflections, mentor meeting record, and any other relevant PTE documentation. Students will receive guidance and support from University tutors on how to create their PDR using OneDrive. They will then be required to share the link to their PDR with their Subject Mentor, Senior Mentor and University Tutor so that it is easily monitored throughout the PTE. In most cases this will be via their Hwb Office 365 account, however where schools have their own Office 365 tenancy, these can be used instead. Sharing the PDR folder with a member of staff will trigger an email containing a link to the online file. Staff can use this email to locate the folder, or the 'Shared with me' area within OneDrive.

Students will maintain responsibility for the maintenance of the PDR, and the sharing of lesson plans / resources with class teachers ahead of their lessons in whatever method is agreed by the school.

## PDP – Professional Development Portfolio

Collecting evidence to show achievement of QTS standards throughout the PTE is a key requirement. This is done in the form of a Professional Development Record (PDP) which sits within the students' PDR. The PDP is an assessed component, and students will receive guidance and support from University tutors on how to create and submit their PDP.

## The Weekly Professional Reflection

Student-teacher's must choose a specific area of their practice to reflect on every week. Examples of specific areas of practice could be a target that has been agreed upon by the student and their Subject Mentor, or a strategy/teaching approach the student-teacher has come across and would like to implement in their own teaching. The weekly reflection then follows the meet – test – share model, as illustrated below. The weekly professional reflection is a working document and should be added to during the course of the week following feedback from lessons and the weekly Subject Mentor meeting.

|                                                                                                                                                                                                                                                                                                                                                        |                                                                                             |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------|
| Date: 00/00/00                                                                                                                                                                                                                                                                                                                                         |                                                                                             |
| <b>Share</b><br>What were your reflections shared with the class teacher or your mentor?                                                                                                                                                                                                                                                               | <b>Think</b><br>Are you carrying this target forward, or developing a new target?           |
| <b>Think – Reflect on your implementation</b><br>What worked? What didn't?                                                                                                                                                                                                                                                                             | <b>Meet - Identify your target.</b><br>Make reference to QTS standard and previous feedback |
| <div><div><div>Share</div><div>Think</div><div>Meet</div><div>Test</div><div>Think</div></div><div><b>Test - Implementation</b><br/>Where, when and how have you tested it</div><div><b>Think - Develop your strategy</b><br/>This should be informed by at least two named sources (this can include professional dialogue). Be specific.</div></div> |                                                                                             |

# Glossary of frequently used terms

|                            |                                                                                                                                                                                                                                                                                                                                                                |
|----------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Bridging activities</b> | Bridging activities bring together the practical and theoretical knowledge needed for excellent teaching. Student-teachers, mentors and university tutors collaboratively meet, test and share a variety of aspects of teaching and learning.                                                                                                                  |
| <b>CfC</b>                 | Cause for Concern                                                                                                                                                                                                                                                                                                                                              |
| <b>CPLD:</b>               | Continuing Professional Learning and Development                                                                                                                                                                                                                                                                                                               |
| <b>Electives</b>           | Elective experiences provide opportunities for students to spend time in a school setting in order to gain a deeper knowledge and understanding of an area/ subject or theme of interest through observation, professional dialogue, research and data collection.                                                                                             |
| <b>External Examiner</b>   | This is an independent and highly respected professional within the primary / secondary education field who has been approved by the University to oversee the Professional Teaching Experience. The Responsibilities of the External Examiner comply with the University's Academic Quality Handbook.                                                         |
| <b>Link Tutor</b>          | University based tutor who is the main contact for the school with any queries regarding the progress of students, mentor training needs or pastoral provision.                                                                                                                                                                                                |
| <b>Mentor</b>              | School/college-based class or subject teacher with responsibility for SWWCTE Students                                                                                                                                                                                                                                                                          |
| <b>Moderator</b>           | This is the University tutor who oversees the arrangements of a cohort of student teachers on the Professional Teaching Experience. The Moderator's role is to ensure that student teachers are treated consistently and fairly across the Partnership by Senior Mentors, Mentors and Tutors                                                                   |
| <b>PDP:</b>                | Professional Development Portfolio. This is a file of evidence to prove that a student teacher has reflectively engaged with each QTS standard. The level and quality of this reflective engagement is reviewed by tutors throughout the year and shared with the placement school to inform final judgement against QTS standard                              |
| <b>PGCE</b>                | Post Graduate Certificate in Education                                                                                                                                                                                                                                                                                                                         |
| <b>PLP</b>                 | Professional Learning Partnership                                                                                                                                                                                                                                                                                                                              |
| <b>PTE</b>                 | Professional Teaching Experience – (formerly “School-based experience” or “Teaching Practice”)                                                                                                                                                                                                                                                                 |
| <b>QTS standards</b>       | Qualified Teacher Status standards. These are the standards for qualified teachers set by Government. You can find full details on the Welsh Government website: <a href="http://wales.gov.uk/legislation/subordinate/nonsi/educationwales/2009/32200_99/?lang=en">http://wales.gov.uk/legislation/subordinate/nonsi/educationwales/2009/32200_99/?lang=en</a> |
| <b>Senior Mentor</b>       | School-based Mentor with overall responsibility for the Mentoring team and SWWCTE Student Teachers at the school                                                                                                                                                                                                                                               |
| <b>Student Teacher</b>     | This is the term we usually use for the students on our courses when they are out on their Professional Teaching Experience                                                                                                                                                                                                                                    |
| <b>SWWCTE</b>              | The South West Wales Centre of Teacher Education                                                                                                                                                                                                                                                                                                               |
| <b>The PTE file</b>        | This is a file of evidence that the student teacher must collate and keep during the Professional Teaching Experience.                                                                                                                                                                                                                                         |
| <b>Tutor</b>               | University-based Tutor with responsibility for SWWCTE student teacher                                                                                                                                                                                                                                                                                          |

# Further details about the Professional Teaching Experience

## Teaching Workload Minimum teaching workload:

See Overview Guidance for each PTE for % of timetable that has been agreed that student teachers will plan and teach.

### *Exceeding the teaching workload:*

- Please ensure that your student teacher's workload is fair in comparison with other Student teachers teaching under examination conditions in other placement schools.
- Under examination conditions, it is unacceptable for a student teacher to undertake work that would be carried out by a supply teacher.
- Within reason, to develop independence, it is acceptable that the student teacher teaches individual days or half days e.g. when the mentor is on a half day/day course, as long as the school has made a risk assessment of the situation and is happy with the arrangement.
- In any circumstance where the % may be exceeded, the student teacher and university tutor will need to agree to specific arrangements to ensure fair play (e.g. reducing the planning load for additional lessons/sessions).

### *A significant shortfall in the teaching workload:*

If it becomes evident during the placement that the student teacher's teaching falls well short of the % minimum requirement, **discuss this shortfall immediately with the university tutor**, as the student teacher is not being given the opportunity to fulfil the agreed demands of the module assessment.

### *Student teacher's responsibility when not teaching:*

Throughout the placement, student teachers should be **actively involved** in providing support to pupils under the guidance of the class teacher if they are not teaching.

#### **1. Attendance**

As teaching placement assesses a student teacher's **professional qualities**, attendance is considered a very important aspect of the assessment.

During university-based sessions, student teachers are made aware of the following:

- **To gain QTS, a 'sustained and substantial period' of teaching has to be demonstrated.**

If a student teacher's attendance is not sufficient, he/she may have to teach an additional period, or repeat the whole placement, 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)**.

- Student teachers' attendance should be recorded in every Summative Assessment.

## 2. Procedure for absence:

- I. In any case of absence, the student teacher should phone the school and 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 university tutors. If the student teacher is unable to phone, then they should ask a friend, a partner or a relative to phone on their behalf.
- 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 Senior Mentor, the University Tutor and the Partnership Office.
- III. For absence periods of two to three days, a 'Self Certification Form' is required, to be signed by the student teacher and forwarded to the Partnership Office.
- IV. **For periods in excess of 3 days, a medical certificate is required.** This arrangement does not necessarily comply with being in full time employment where a 7 day rule applies, but it will be to the student teacher's advantage to have the medical certificate as evidence of illness. It may be necessary for the student teacher to pay a fee for this as it is within a seven day period.
- V. It is vitally important for examination purposes that the student teacher forwards the **original** medical certificate to the Partnership Office as a record of illness. The medical certificate will provide important evidence of illness when the student teacher's case is being discussed in the appropriate examination boards.
- VI. **Failure to report absence:** If for any reason it is found that the student teacher has not informed both the school and the Partnership office of absence, this is recorded as 'unprofessional conduct', and he/she will receive a letter to this effect – with copies provided to all examiners.

## 3. Observing lessons/sessions:

- It is important to complete observations **regularly**, from the **beginning of the placement**, in order to track the student teacher's **progress** throughout the period. Completing several observations in close succession is not appropriate, as it does not allow the student teacher to attempt to improve between assessments.
- Feedback to the student teacher should occur regularly, and should not be limited to the "official" lesson/session observations.
- **Formative Assessments:** these need to be completed **promptly** following a lesson/session observation, and returned to the student teacher **within 48 hours**. This will ensure that the student teacher has every opportunity to work towards the targets set.
- **Allocate appropriate judgements** within the formative assessment form, and ensure that

you have **evidence** to support the judgement given.

- **Ensure consistency between the judgement and the comment**, relating these to the QTS standards found in WG Circular 25/2013. Please provide **forthright and critical** comments in a constructive manner in order to improve the student teacher's teaching, and to safeguard your own position and the university's assessment requirements.
- **Refer to previous targets/comments** when observing future lessons/sessions, or when reviewing a student teacher's progress throughout the placement. It is important to make any **shortcomings explicit**, as well as commenting positively on any progress made.

#### **4.**     *Repeating professional teaching experience*

Repeating the Professional Teaching Experience module is very different from failing other modules within the Programme of Study as there is a need to find a sufficient period in the University's timetable in order to be re-examined. It may be that the only way the University can repeat the module is to arrange a full placement in the following academic year.

#### **5.**     *The role of the External Examiners DURING teaching placement*

- **External Examiner:** moderates the assessment of student teachers on teaching placement by observing a sample of student teachers from all levels of performance that contribute towards the award. To this end the External Examiner will visit a sample of student teachers of varying ability towards the end of the placement. You will be informed in advance of the External Examiner's visit.

#### **6.**     *The role of examiners AT THE END of the teaching placement*

Consider **ALL** evidence when deciding whether the student teacher has demonstrated competency within the QTS standards, including:

- the content of the Professional Teaching Experiences Files
- the content of the formative assessment reports including commentaries and judgements
- what pupils have learnt with the student teacher over the placement period
- the frequency of the performance against the QTS standards during the teaching placement period.

