



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

Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales

Secondary PGCE
Bridging Experience
PTE2 2019



Partneriaeth Dysgu Proffesiynol Yr Athrofa
Yr Athrofa Professional Learning Partnership

Trawsnewid Addysg Gyda'n Gilydd Transforming Teaching Together

Introduction

This final bridging activity for the secondary PGCE is designed to help students deepen their understanding of how schools and teachers use assessment information (in its broadest sense) to plan for and support pupil progression.

This handbook provides a scaffold for lead schools to plan their provision. Key readings are highlighted, and a menu of suggested activities included. This could include lesson observation if schools feel it appropriate, however other activities, including a facilitated discussion of pupils work may be more useful in the limited time available. Schools are welcome to adapt to suit their particular context within the framework laid out.

As with last year, the focus of the 'meet' phase will be in KS4 to ensure a degree of consistency. However, the test phase can be undertaken with any year group in PTE2.

If you have any questions, please contact Dave Stacey on david.stacey@uwtsd.ac.uk

Focus for Bridging Activity

Ensuring Pupil Progress by Identifying the Next Steps for Teaching and Learning

Aims

- To provide scaffolded opportunities for student-teachers to apply theory to professional practice;
- To develop skills in determine next teaching and learning steps for pupil progress in a classroom setting;
- To share experiences in a professional setting supported by experienced teachers.

What is Bridging?

Our new vision for Initial Teacher Education brings together the practical and theoretical knowledge needed for excellent teaching and no longer takes the view that programmes are 'university-based' or 'school-based'. One of the ways that this takes place is through bridging activities where student-teachers, mentors and university tutors come together to experience a series of activities hosted by a Lead School and co-delivered by partnership schools.

Bridging involves the student-teacher in three phases of applied practice where practical and theoretical knowledge come together and personal practice is transformed – see Fig.1

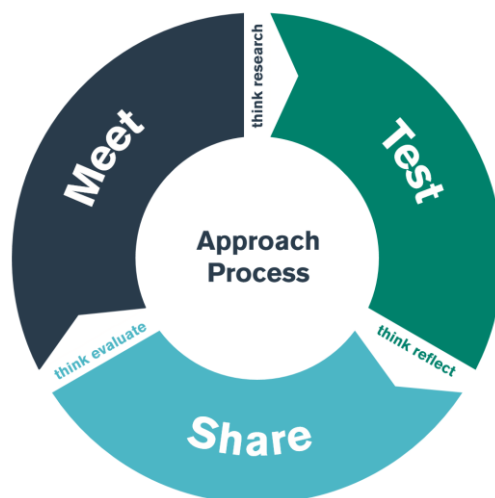


Fig 1 *Phases of Applied Practice*

The phases can be adapted for different contexts but broadly involve:

- *Meet the ideas* either in the university, school or the community;
- *Test the ideas* in the classroom through applied practice;
- *Share* and evaluate ideas in a professional context with peers and the teaching community.

Each stage is followed by a period of critical thinking which takes a particular focus and involves the wider team around the student teacher. For example:

- Following the *meet* stage, students will be supported to research the existing evidence-base for an idea or concept and plan to test;
- Following the *test* stage, students will engage in group and individual reflection, both in and on action;
- Following the *share* stage, students will be involved in a peer-led and teacher supported *evaluation* that includes critical consideration of the new evidence-base and, importantly, planning for the next steps for personal improvement ¹.

¹ Schön, D. (1983). *The Reflective Practitioner: How professionals think in action*. London: Temple Smith

It is through cyclical engagement in bridging activities throughout the ITE programme that student-teachers undergo the **transformation** required in the development of the professional teacher.

What is needed?

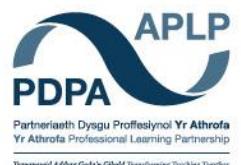
The bridging activities have been co-constructed and the content designed to offer a high quality and equitable experience for post-graduate students. However, there is flexibility in the approach as long as the principles of meet, test, share are included and the student-teachers have the opportunity to identify personal targets in a professional dialogue with others.

The following tables give a detailed outline of the bridging activity together with some suggested ways of delivering the content.



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Secondary PGCE – Bridging

Day/date	Required Bridging Activity	Suggested Content	Suggested Resources
Before the Meet day		<i>Students engage with core and optional readings</i>	Didau, D (2014) Why AfL might be wrong, and what to do about it. <i>The Learning Spy</i>. Available at: https://learningspy.co.uk/myths/afl-might-wrong/ (accessed: 18.03.19) Wiliam, D (2014) Dylan Wiliam's defence of formative assessment. <i>The Learning Spy</i>. Available at: https://learningspy.co.uk/assessment/dylan-wiliams-defence-formative-assessment-2/ (accessed: 18.03.19) Wiliam, D (2011) Embedded Formative Assessment. Bloomington: Solution Tree Press (Chapter 4)
Meet Day - Lead School (28.3.19 or 29.3.19) Session 1	<i>Nb – The meet phase will focus on KS4</i> To provide a Lead School Seminar: Title: Ensuring Pupil Progress Time: 45 mins. plus time for discussion.	Seminar to include: • How does day-to-day data feed into and inform whole school performance; • Types of Assessing and Reporting; • Question analysis – feeding forward • Appropriate policies.	

Day/date	Required Bridging Activity	Suggested Content	Suggested Resources
Session 2.	To provide opportunities where student-teachers will meet classroom-based aspects of pupil progress in subject departments.	This may include: • Observing teaching noting any scaffolding strategies; • Discussing steps for progression with the subject teacher and/or pupils; • Looking at effective feedback as an assessment for learning strategy;	Samples of KS4 assessment material and mark schemes
Session 3.	To support student-teachers in reviewing samples of work, identifying attainment and discussing next teaching steps to ensure progress.	This may be done by an experienced teacher modelling the process and using curriculum documents to identify next steps, followed by student-teachers working in pairs on different pieces of work. Discussion by whole group.	
Close of Meet phase	To support reflection on what has been learnt from the day and the identification of personal targets for the test stage in the placement school.	This may be through informal discussion. Personal targets should be realistic and focused – e.g. planning to use 1 AfL strategy with the next step in mind.	
Test phase –	To share the experience and reflection of the student teacher.	This may include a brief discussion of the personal targets – contextualising for the partnership school, and a discussion of the plans for test phase.	

Day/date	Required Bridging Activity	Suggested Content	Suggested Resources
	Planning for Progression – preparation: Planning for Progression – impact.	This could include visual materials and examples of resources or work produced.	
Share Day 24.5.19 Share – reflect and evaluate	To provide space/time for student teachers to present a c.10 minute presentation in which they share their experiences in a professional setting, followed by a 5 minute Q&A To provide a plenary discussion pulling together the main threads and ideas to have emerged from the presentations, and discuss how these could be further developed in the NQT year, To complete an online evaluation of bridging activity.	This day should include a schedule of individual presentations / Q&A of around 15 minutes. In order to maximise the impact on teachers practice, the teachers and University tutors in the group should facilitate a discussion which allows the group to critically reflect on the findings against literature and other experiences. Evaluations will be sought from student teachers, school staff and University tutors.	Discussion forum resources (provided by the student teachers) Online evaluation (links to follow)