



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

200
1822 - 2022

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



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Partneriaeth Dysgu Proffesiynol Yr Athrofa
Yr Athrofa Professional Learning Partnership

Trawsnewid Addysg Gyda'n Gilydd Transforming Teaching Together

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QTS PATHWAY

Lecture 5

January 12th, 2023

Enabling Transformative Practice

Reflection on PTE2



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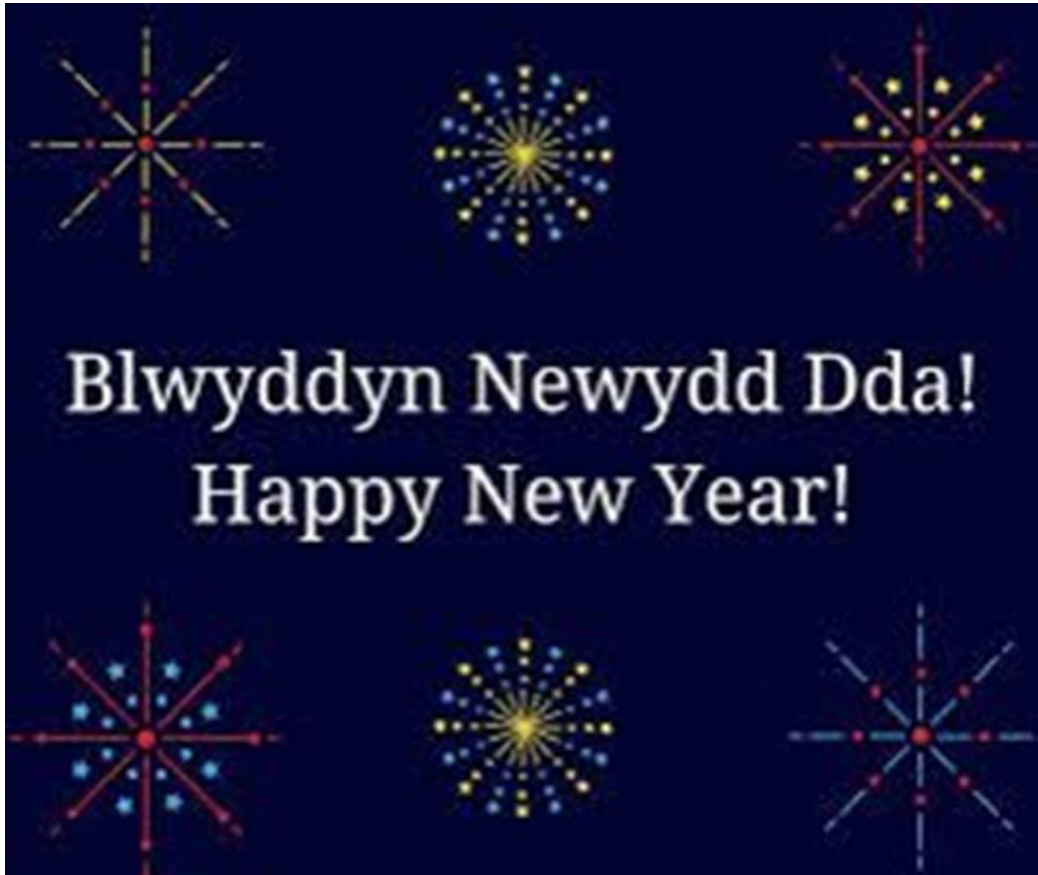
Learning Objective:

- To learn about what a 'changing of stance' means on PTE.
- To develop your 'critical thinking' to reflect on experiences from PTE
- To learn how to evidence progress in your PLP.

Success criteria

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

- *used metaphors to help you reflect on PTE2*
- *addressed misconceptions of Curriculum for Wales you have identified in your placement schools*
- *reflected on your PTE Mid Placement report/ Weekly Reflections to identify areas for development*



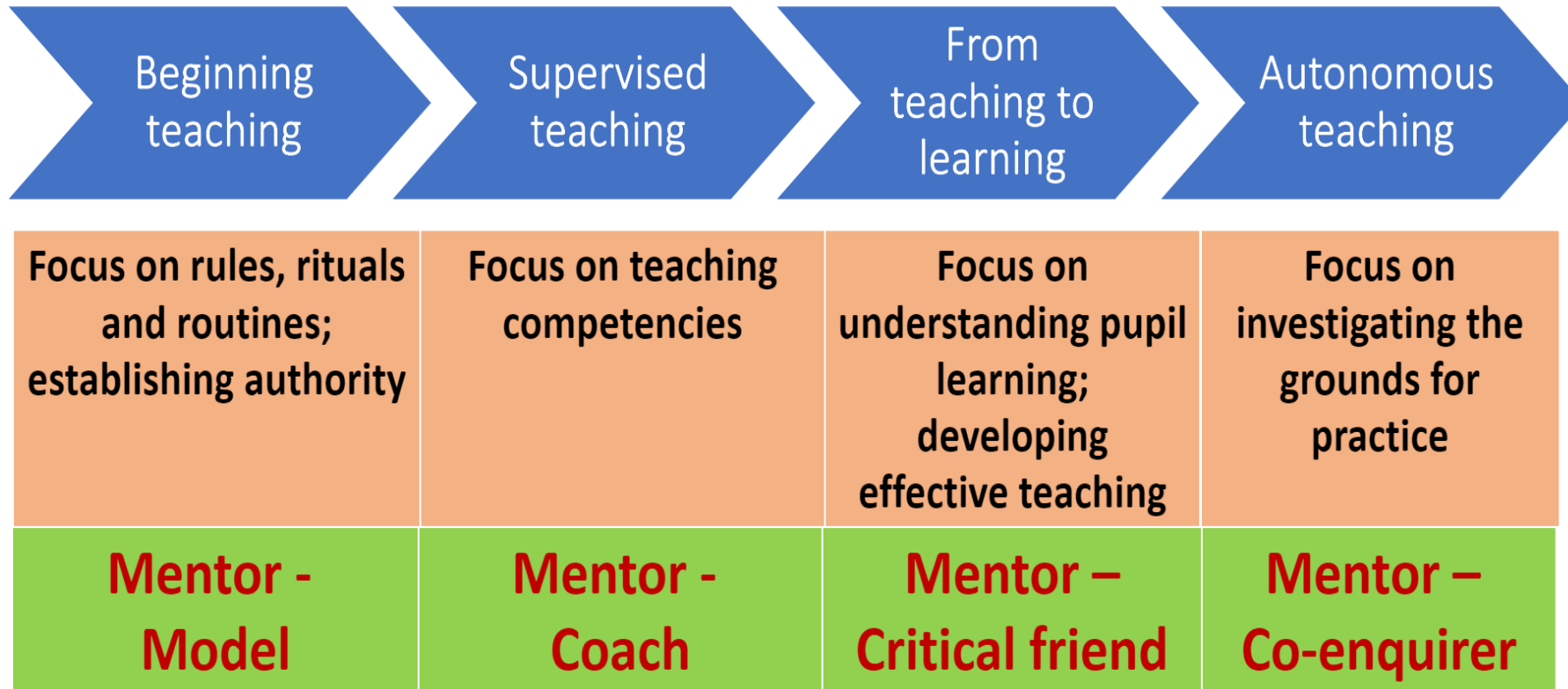
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Changing of stance

Furlong & Maynard (1995 p.181) Stages of student development



We showed you this diagram in preparation for PTE2. How did you find the experience of going to your second placement?

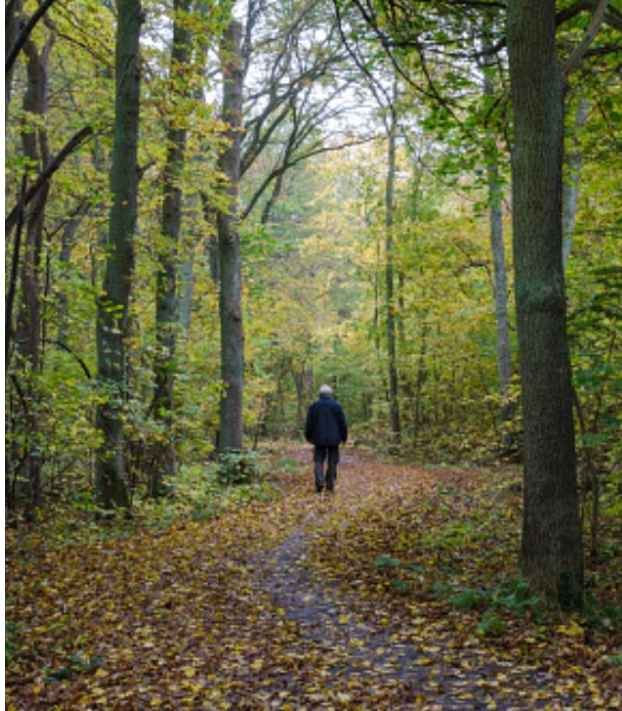
Metaphors



- As you reflect on your second teaching practice and consider your own identity as a teacher, metaphors can be used as a 'thinking device' (Cobb, 2022) in order to transform your own vision of self.

- As Tsui & Law (2007 p.129) describe you will go through a process of 'cognitive retooling' where you build the tools needed to become a more effective teacher.

- Metaphors allow us to understand how 'individuals perceive and make sense of their experiences and interactions with others' (Lakoff & Johnson, 2003)



Metaphors

Which image do you connect with the most? Why?

Task: Draw and annotate a metaphor to illustrate your beginning experiences of teaching during your placements.

Think about what is important to you in the classroom.

How do you feel during your placements and how may you show that?

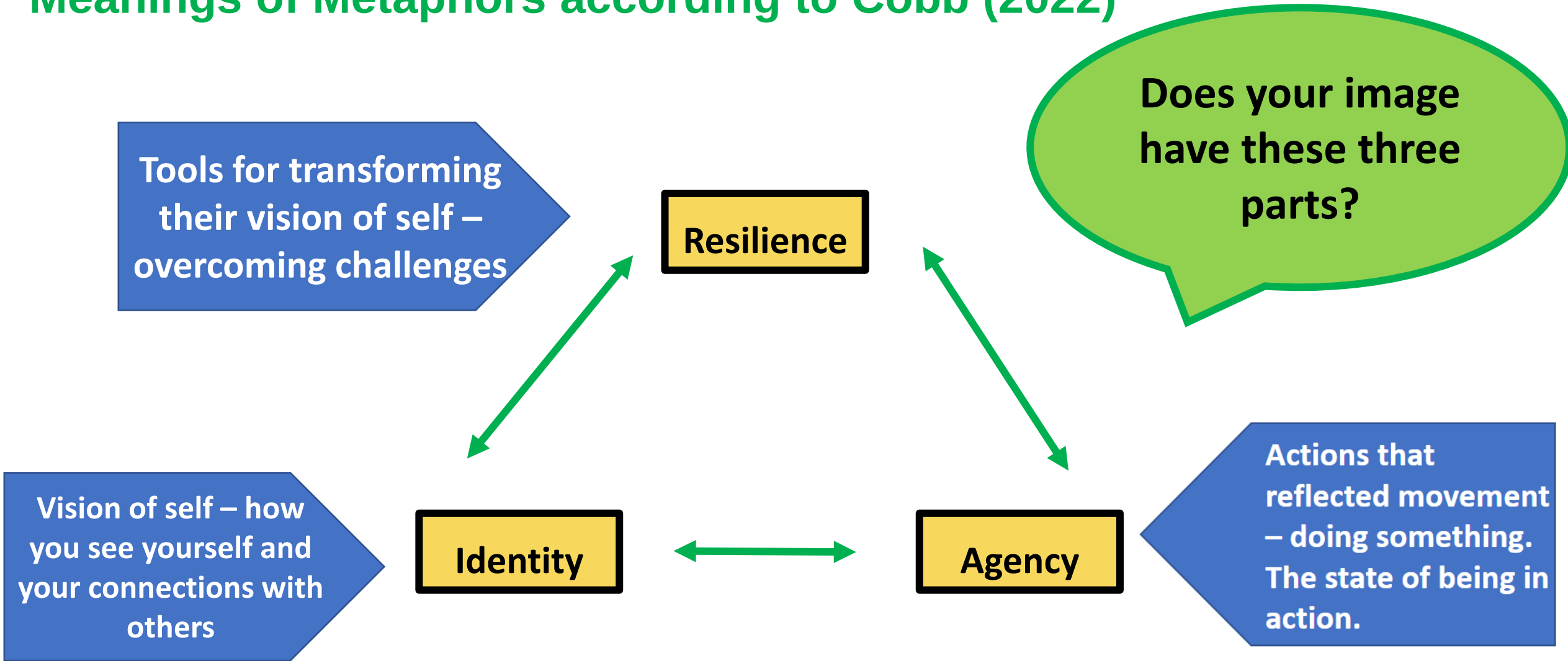
10 mins – Be creative!

What has been challenging and how would you show that?

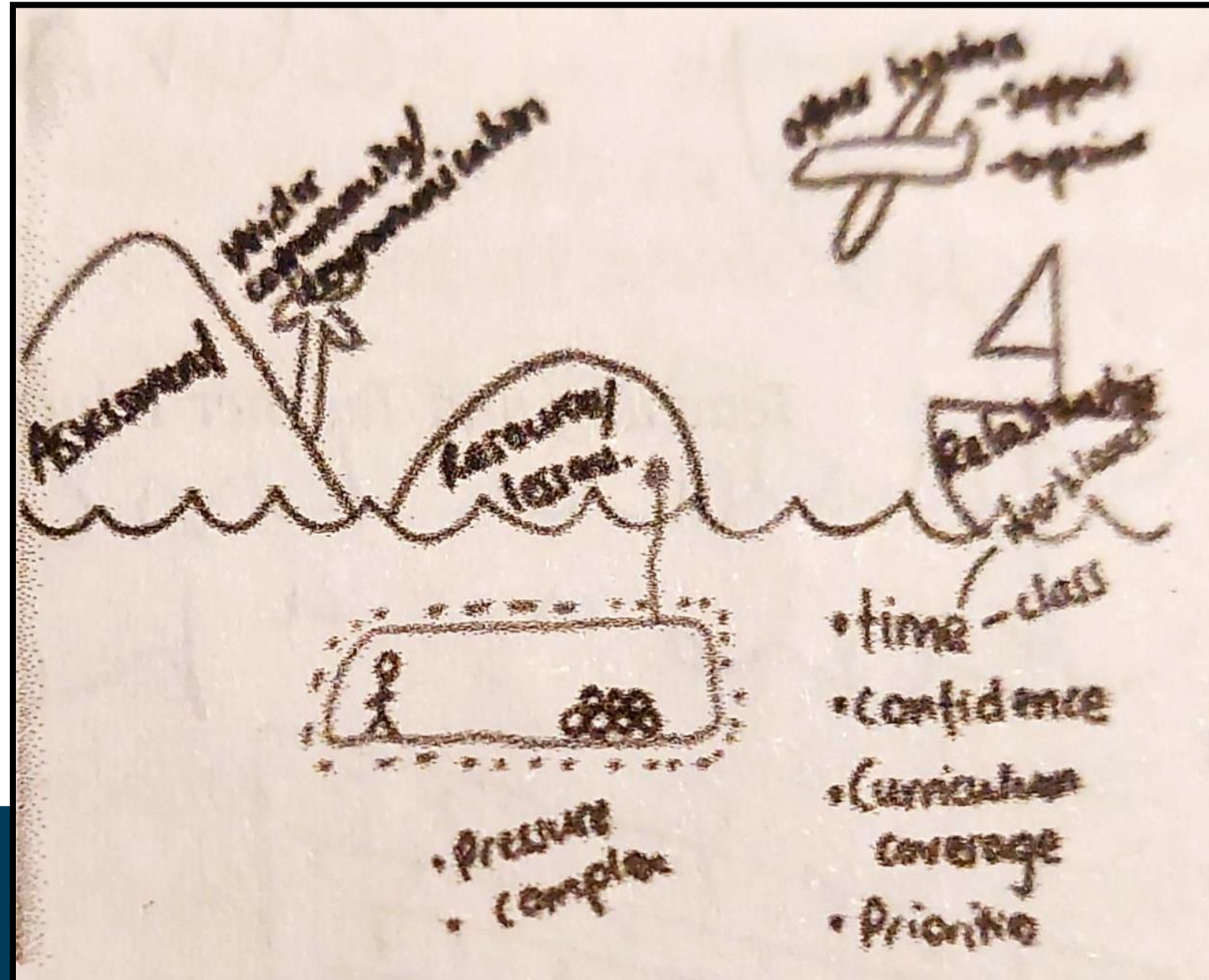
What images would you use?



Meanings of Metaphors according to Cobb (2022)



An example (Cobb, 2022)



Resilience?

- submarine - sheltered
- stopped her drowning
- time, confidence and competing priorities 'keeping her underwater'

Identity?

- periscope to see above water
- plane is experienced teachers, soaring above the challenges

Agency?

- driving = navigating
- tools to manoeuvre around the water



Any Questions about a change of stance?

Task: To develop your 'critical thinking' and reflect on experiences from PTE2

In group

Reflect and discuss your PTE2 experience with reference to Curriculum for Wales.

How did you see CfW included in planning, delivery and discussion?

Put ideas onto your 'Big Posters'



Next

Visit the other groups and be critical. Ask challenging questions about any misconceptions you can see.

Put your questions on Post-it notes.

Lastly

Return to your group and discuss the added questions. What are the key ideas?

Be sceptical/inquiring - How can you link your ideas to theory you have already learnt?

Looking Forward – Action Planning

- At the end of your PTE2 placement it is vital to evaluate your progress.
- It is important to do this straight away, so it is fresh in your memory, and you can write clear, accurate targets for yourself.



PLP Workbook (PebblePad)

Tab 3: Professional Progress: **COMPULSORY**

Report on your professional progress at three milestones during your programme, linking progress to the Professional Standards. (2nd milestone - end of PTE2)

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

Task: Now complete your Action Plan

Your strengths and areas of development must match the Professional standards.

You must write in the first person – take ownership of your Action Plan.

Look for the word 'target' for each standard OR consider words such as 'some' or 'beginning to', which implies that further consideration is required.

Spend **30 mins** completing the Action Plan now.
We are here to answer questions.

How to read your Placement Report

1. Go to the QTS Pathway Moodle course and click on the 'Rhwydwaith/Network' tile.
2. Select your Network.
3. You should see your folder within the Network folder.

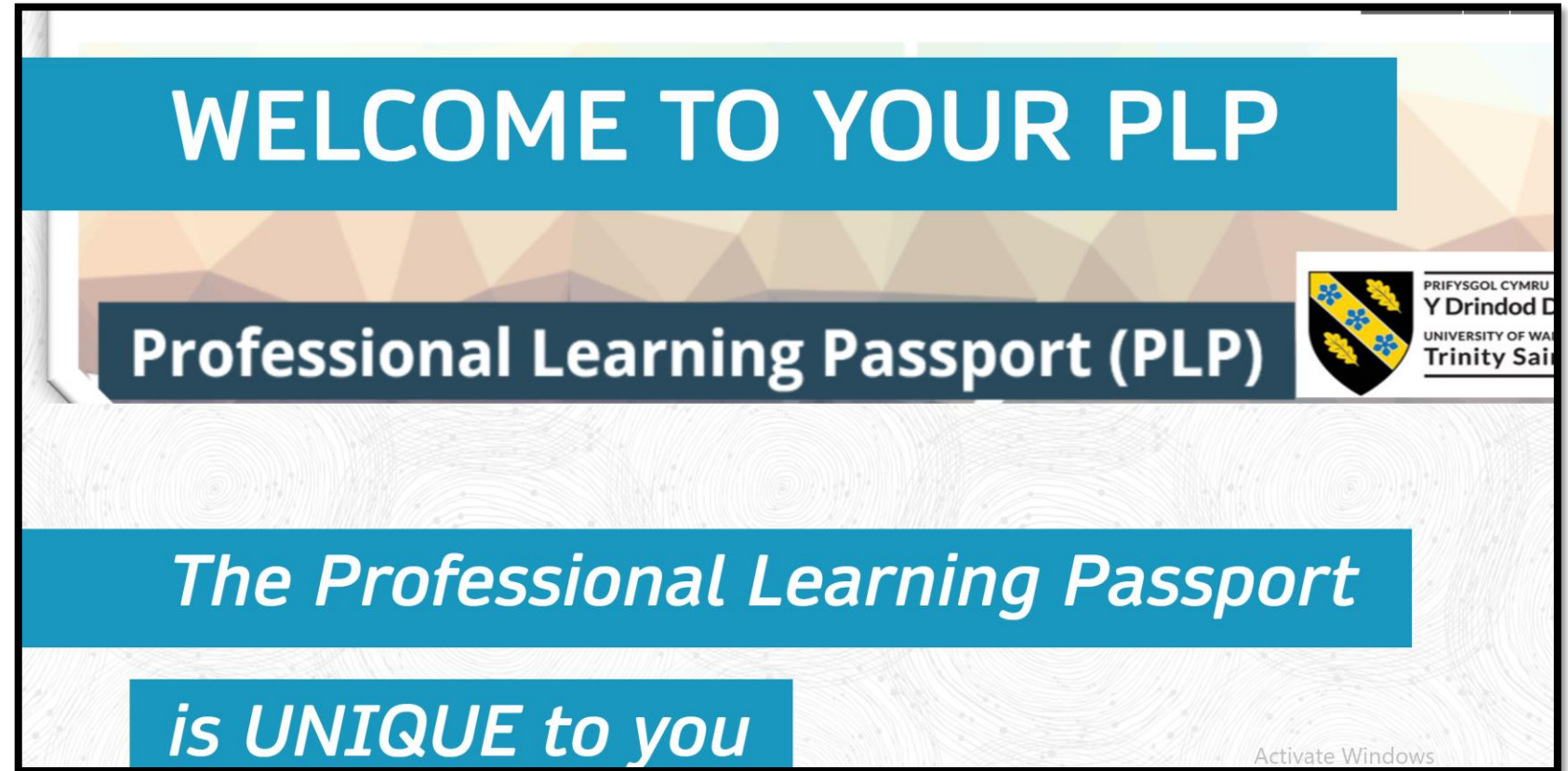


Any Questions about Action Plans?

Sway Guidance

We are very excited to launch the new **Sway Guidance** to answer all your questions about completing your PLP and Professional Learning Templates. It is a comprehensive source of guidance that you can return to whenever you need assistance.

<https://sway.office.com/TVB3enAJqv7owa0J?ref=Link>



Success Criteria for support

PLP Guidance Handbook 22/23 Moodle. QTS Tile, Page 16



Success Criteria	Evident in template (Y/N)
What you did and why?	
An explanation of what experience you encountered	
An explanation of why you did, what you did. For example, was the motivation a result of a conversation with your mentor? A lesson plan evaluation? A weekly reflection target? A piece of literature you engaged with?	
A reference to any 'Teaching Standards' that you have chosen to focus on as part of the experience	
What have you learned?	
A deep reflection on what impact your actions had on learners (including references to literature, where appropriate)	
A clear reference to how you have developed your practice in relation to a particular strand	
What next?	
An explanation of how will you use or adapt these ideas in the future?	
An explanation of how will you continue your personal learning in relation to this topic in the future?	
Is there a piece of literature that you intend to read as a consequence of this?	
General considerations for each Professional Experience Template	
If the template is linked to more than one strand, each strand must be clearly discussed in each section of the template	
A minimum of two pieces of evidence linked to the template (which are referred to in your writing)	
At least one reference to literature which are accurately referenced	



Any Questions
about Professional
Experience Templates ?

Success criteria

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

- *used metaphors to help you reflect on PTE2*
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Choice of Phase for BA3



Dewisiadau Cynradd / Primary
Choice - 2023



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End of module review

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



End of Module Review

*Thank you
very much!*

Reference List

Cobb, D. J (2022) Metaphorically drawing the transition into teaching: What early career teachers reveal about identity, resilience and agency. *Teaching and Teaching Education* 110 (2022) 103598

Fuller, F & Brown, O (1975). Becoming a Teacher, in Ryan, K (ed) *Teacher Education: The Seventy-Fourth Yearbook of the National Society for the Study of Education*. Chicago, IL: University of Chicago Press.

Furlong, J. & Maynard, T. (1995). Mentoring student teachers: The growth of professional knowledge. London and New York: Routledge.

Lakoff, G. & Johnson, M (2003) *Metaphors we live by* (2nd ed.) University of Chicago Press.

Menter, I (2014). Beginning Teachers' Learning, Making experience count. Critical Publishing Ltd

Tsui, A.B.M, & Law, D.Y.K (2007) Learning as boundary-crossing in school-university partnership. *Teaching and Teacher Education*, 23(8), 1289-1301

University of Wales Trinity St. David (2022) *QTS Pathway Glossary of Terms*. Moodle.

Welsh Government (2019) *Professional Standards for Teaching and Leadership*. Moodle.

Yr Athrofa Professional Learning Partnership (APLP) Handbook 2022/23 **Moodle**

Yr Athrofa PLP Guidance Booklet 2022/2023 **Moodle**