



Partneriaeth Dysgu Proffesiynol **Yr Athrofa**
Yr Athrofa Professional Learning Partnership

Trawsnewid Addysg Gyda'n Gilydd Transforming Teaching Together

Guidance

Professional Teaching Experience

PGCE (PTE2) (Primary and Secondary)

& BA3 (PTE3)

2019-20

Guidance for Student-Teachers and their Mentors

Professional Responsibilities

Student-teachers on school placement represent the University. They have a professional responsibility towards the University, the school and themselves to manage their own learning as well as maintaining professional relationships with adults and pupils.

The Team around the student-teacher (roles and responsibilities)

The team includes:

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Network Lead	The Network Lead is a senior member of staff with designated time for the development of the APLP. He/she will co-ordinate activity, maintains good communication and contributes to the quality assurance processes.
Senior Mentor	A senior member of the teaching staff who is responsible for co-ordinating Professional Teaching Experience (PTE) for a number of student-teachers in a school (within a network) and supports specific aspects of PTE, e.g. joint lesson observation, contingency process.
Class/Subject Mentor	The first port of call during PTE and the person who supports the student-teacher in collating evidence for QTS and in becoming an independent teacher.
University Tutor (Professional)	A University tutor linked to the Network. He/she will support all aspects of network working, including assessment of QTS, placements and mentoring. University Tutors (Professional) with Network Leads, will carry out quality assurance within networks during the PTE. During these visits, they will engage in professional dialogue with the student teacher, class mentors and senior mentors with regard to pastoral issues, progress made and shortcomings. They will also check files and the Learning Journal to ensure consistency within and across networks and programmes.

PGCE (Primary) Professional Teaching Experience dates

Chosen Phase: FP or KS2			
Preparation period: 16.03.20 – 20.03.20	Teaching: 23.03.20 – 03.04.20	Easter Break 06.04.20 – 17.04.20	Teaching: 20.04.20 – 16.06.20

PGCE (Secondary) Professional Teaching Experience dates

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Preparation period: 16.03.20 – 20.03.20	Teaching: 23.03.20 – 03.04.20	Easter Break 06.04.20 – 17.04.20	Teaching: 20.04.20 – 16.06.20
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BA3 Professional Teaching Experience dates

Chosen Phase: FP or KS2		
Preparation period: 23.03.20 – 27.03.20	Easter Break 30.03.20 – 17.04.20	Teaching: 20.04.20 – 16.06.20

Preparation period:

During this period, student-teachers will need to ask the appropriate members of staff for the following:

- i. Information regarding the School organisation, its ethos, staff, and the arrangements for the school day;
- ii. School requirements for professional behaviour;
- iii. School policy documents: **They must familiarise themselves** with important school policies, including those relating to behaviour, marking, Health and Safety and Safeguarding: It is very important that student teachers can access the school's Safeguarding Policy so that they can know: (a) How to act in a professional manner with respect to the policy requirements; (b) What they should do if there is a disclosure of information or if they witness an incident that is a cause for concern; (c) The identity of the designated safeguarding member of staff and the process required to inform them about any concerns in this context. This conforms to Yr Athrofa Safeguarding Policy.
- iv. Permission to take photographs/ film children: Permission must be sought from the Head Teacher or Senior Mentor before photographing or filming children. The University permission form should be signed by the Head Teacher or Senior Mentor and uploaded to the PTE File on 'OneDrive';

- v. They should complete the electronic weekly timetable for the first week of teaching using the University format.

The PTE Electronic Teaching File

The File should be kept up to date and the access link to the electronic file on 'OneDrive' shared with the Class/Subject Mentor, Senior Mentor, Network Lead, University Tutor (Professional) and the Secondary Subject University Tutor. The Class Mentor should review the File on a weekly basis with a focus upon specific aspects (see the column on pages 25-27 in the APLP Handbook).

In order to focus on the development of student teacher personal literacy skills, mentors are requested to highlight any weaknesses in the use of English and Welsh in the classroom as well as in the File, and to ensure that the student-teacher is made aware of these so that they are not repeated in the future. (See the column "Teaching File Check" on pages 25-27 in the APLP Handbook). Persistent concerns regarding literacy and numeracy skills should be referred to the Network Lead and Partnership Office (e-mail and telephone contacts on the last page of this Guidance).

The following sections are required in the teaching file:

SECTION 1: General information

- QTS Standards
- Daily attendance record
- Record of lessons/sessions prepared/taught
- Weekly timetable: The student-teacher teaching responsibilities are outlined; this should have been discussed and agreed with the Class/Subject Mentor by the Friday before the following week, at the latest. The University format should be followed
- The 'Permission to Photograph/Film Pupils' form

SECTION 2: The school context

- A brief description of the school and its catchment area
- Details of how the children are grouped/set (*as appropriate*)
- School policies that connect to teaching and learning strategies, discipline, bullying, safeguarding, to include the contact details of the designated Safeguarding member of staff

SECTION 3: Planning

- **Mid Term:** Receive school planning requirements for the placement period and include in the PTE File. The student-teacher must highlight clearly the aspects of the mid-term plan that he/she will be responsible for. In the absence of school plans, the 'Overview/Mid Term Planning/ Programme of Study/Scheme of Work', template should be used to plan a sequence of lessons (available on Moodle to complete and upload on 'OneDrive').
- **Lesson plans, evaluations and reflective analyses:** Plans should be prepared for each teaching session following the University format; the learning experience should be evaluated as soon as possible after each lesson/session using the University format and then a reflective analysis should be completed noting areas for development (in terms of personal targets for progress).

- **Planning for enhanced provision:** Student teachers in the Foundation Phase should complete the boxes in the University form for planned enhanced activities and include learning objectives where appropriate.

As the teaching file is public, student-teachers should not include anything that could be considered a **breach of confidentiality** in terms of information provided, or that could cause offence to others.

Planning Lessons/Sessions during the preparation period

Student-teachers should prepare plans for the first week during the preparation period, and ask their Class/Subject Mentor to check that they are appropriate. They should continue to present their plans to their Class/Subject Mentor **in advance** (preferably two working days) in order to check the content and language.

They should show that they are undertaking the teacher role, not a supporting role.

It is important that School Mentors/Senior Mentors inform the Network Lead and the University Tutor (Professional) of *any initial concerns* regarding the electronic PTE file and/or general preparatory work for the experience.

Primary student-teachers: They should have the opportunity to teach a variety of subjects/Areas of Learning and Experience of teaching including pure language lessons and Mathematics as well as literacy and numeracy (cross-curricular focus).

Secondary student-teachers: They should teach at least 50% of the timetable in their specialist subject. They are encouraged to take advantage of opportunities to teach lessons in other subjects within and across the Areas of Learning and Experience, giving clear attention to planning and developing the cross-curricular responsibilities.

Teaching Load:

Student-teachers should be given **whole class** responsibilities from the very beginning e.g. taking responsibility for managing whole class routines – welcoming and releasing pupils from the class, arranging and clearing resources, taking the register.

Student-teachers should have experience of the wider role of the teacher where possible, e.g. yard duty, attend/lead assembly, support visits or after school clubs.

A graduated introduction to teaching will be implemented e.g.

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	Leading to Week 4	From Week 4 onwards
PGCE Primary (Page 31 of the APLP Handbook)	Building to 75% of the timetable: Preparing the teaching for the whole class <i>*with consideration to the provision in terms of the Key Stage and the student-teacher's understanding of it. The minimum at the beginning of PTE2 should be 50%</i>	75%: Preparing the teaching for the whole class
	They are expected to be responsible for full sessions (mornings or afternoons) as well as preparing for full teaching days as they gain experience.	

PGCE Secondary (Page 31 of the APLP Handbook)	Building to 75% of the timetable: Preparing the teaching for the whole class <i>*with consideration to the provision in terms of the Key Stage and the student-teacher's understanding of it. The minimum at the beginning of PTE2 should be 50%</i>	75%: Preparing the teaching for the whole class
	If appropriate, the teaching percentage should be based on the whole timetable for the subject. See also the guidance below for team teaching.	
BA3 (Page 32 of the APLP Handbook)	Building to 75% of the timetable: Preparing the teaching for the whole class <i>*with consideration to the provision in terms of the Key Stage and the student-teacher's understanding of it. The minimum at the beginning of PTE2 should be 50%</i>	75%: Preparing the teaching for the whole class
	They are expected to be responsible for full sessions (mornings or afternoons) as well as preparing for full teaching days as they gain experience.	

During the first few weeks, to develop independence, pedagogic methods of coaching and co-teaching will be promoted e.g.

- One teach, one observe;
- Team teaching;
- Parallel teaching;

More information about these techniques can be obtained on the “Resources” section of the APLP website.

Those student-teachers who make good progress are expected to go beyond the basic requirements, and they are encouraged to do so.

Activity for non-teaching time:

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Building on co-construction, the APLP has developed a programme of scaffolded development for non-teaching time that aims to orientate the student-teacher to a graduated approach to teaching.

The non-teaching programme includes:

- Observation of teaching in different settings, age groups, subjects and Areas of Learning and Experience;
- Opportunities to shadow teachers with particular responsibilities, i.e. ALNCo, cross-curricular responsibilities, pastoral and subject leads;
- Opportunities to engage with parents, governors and colleagues from other agencies;

- Access to school development plans and policies appropriate for a student-teacher (i.e. safeguarding and child protection, teaching and learning, marking and feedback and behaviour);
- Opportunities to undertake research, wider reading, planning and preparation.
- **ONE** PPA session a week (as part of the non-contact time): This provision is at the school's discretion, for example it could coincide with the class/subject mentor PPA time. It is expected that the student-teacher would remain on school premises during this time (even if the school operates a different system for its own staff).

There will also be training opportunities when student-teachers are not teaching – see the seminar programme below.

Professional Studies Seminar Programme:

Schools are requested to continue to provide seminars to support the professional development of the student-teachers. The seminar contexts are those which the schools have offered in the past and which are still deemed to be an important aspect of the student-teacher experience. Please note that the seminar contexts and content covered should be different from the aspects covered in 'Bridging' activities. It is deemed appropriate to maintain this practice in partner schools as a natural part of placement activities.

An **example** of a programme is outlined below:

1. Induction in the school (including the use of social media – see page 21 in the APLP Handbook).
2. Planning:
 - How does the school plan the curriculum?
 - How do teachers plan a sequence of lessons?
 - Planning for additional adults.
3. Behaviour Management
 - Policies and strategies (e.g. restorative justice approach)
4. Assessment
 - An introduction to tracking and monitoring procedures at a class level
 - The use of Assessment for Learning throughout the school
 - Marking and feedback to learners
5. Methods of supporting the learners' literacy and numeracy skills.

The documents associated with QTS

Document	Nature of the Document	Timetable/Monitoring
Learning Journal	An ongoing daily formative record of professional reflection notes on placement experiences (A5) kept by the student-teacher that is shared with the Class/Subject Mentor, Senior Mentor, Network Lead, University tutors. Mentors to offer feedback to student-	Daily. The Learning Journal must be available for the attention of the

References in APLP Handbook: Pages 21, 22, 23,25, 26, 28, 29	teachers (in conversation and/or in writing in the journal) on a daily basis. The student-teacher records daily observations and e.g. targets for development, key questions that have come to mind etc. NOTE: The formative Learning Journal must be anonymised and written in a professional manner.	Class/Subject Mentor daily .
Weekly Reflection	To be completed by the student-teacher with the Class/Subject Mentor. Based on a weekly meeting to discuss progress and agree measurable targets. This weekly reflection is recorded in the APLP work book on the EWC website and the student- teacher is required to share the access link to the updated review with the Class/Subject Mentor, Senior Mentor and University Tutor (Professional) each week.	Weekly. There is no need to complete a weekly reflection for the preparation period and no need to do so for the last week of each block. (See further guidance on pages 25, 27 and 28 of the APLP Handbook).
References in APLP Handbook: Pages 21, 22, 23, 25, 27 a 28		
Mid Placement Review	To be completed by the Class/Subject Mentor, Senior Mentor and student-teacher and uploaded to the APLP website (previously called SWWCTE website).	PGCE: Week 01.05.20 BA2: Week 08.05.20 <i>Note the need for flexibility in terms of dates in the case of a high number of student-teachers</i>
References in APLP Handbook: Pages 21, 22, 23, 25, 26, 28		
Joint Assessed Visit (JAV)	To be undertaken by the Class/Subject Mentor/ Senior Mentor and University Tutor (Professional or Curriculum)	Final QTS Review Period PGCE: 01.06.20 – 16.06.20 BA3: 01.06.20 – 16.06.20 <i>Note the need for flexibility in terms of dates in the case of a high number of student-teachers</i>
References in APLP Handbook: Page 24		
JAV to include: 1. Joint Observation form	Joint observers can be <i>at least two</i> of the following: Class/Subject Mentor, University Tutor (Professional), Network Lead (also a Senior Mentor from a partner school if numbers are challenging). This forms part of the evidence that informs the Final Review that follows below.	Final QTS Review Period PGCE: 01.06.20 – 16.06.20 BA3: 01.06.20 – 16.06.20 <i>Note the need for flexibility in terms of dates in the case of a high number of student-teachers</i>
References in APLP Handbook: Pages 21, 24, 28		
2. Review of Evidence Meeting	The student-teacher will present their PLP and engage in reflective dialogue with the school representative and university representative (*see above for suggested personnel)	Final QTS Review Period PGCE: 01.06.20 – 16.06.20 BA3: 01.06.20 – 16.06.20

References in APLP Handbook: Pages 21, 24, 26, 28		<i>Note the need for flexibility in terms of dates in the case of a high number of student-teachers</i>
3. Sign-off PLP and complete QTS Evidence Form	If agreed that the student-teacher shows sufficient evidence to confirm his/her QTS status, the PLP will be signed off by the school and university representative. Both the Class/Subject/Senior Mentor and University Tutor will contribute to the completion of the QTS Evidence Form, which will be uploaded on the APLP website (formerly the SWWCTE website). *The QTS Evidence Form will be used to write the final university reference for the student-teacher.	Final QTS Review Period PGCE: 01.06.20 – 16.06.20 BA3: 01.06.20 – 16.06.20 <i>Note the need for flexibility in terms of dates in the case of a high number of student-teachers</i>

Contingency and Cause for Concern Process

This should be followed for any student-teacher who is not on-track to meet the standards for QTS. (See pages 16-35 of the 'APLP Information Pack – Preparing for the new ITE model') [Dated June 2019]).

If needed, Contingency Processes should be in place by 27.04.20, unless progress alters significantly after this date.

Timeline – the following timeline demonstrates the normal procedure for assessing QTS:

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PGCE	BA3
PTE2 First four teaching weeks (23.03.20 – 01.05.20) Daily: Informal feedback provided by teaching staff involved in placement – in learning journal. Weekly: Weekly Reflection – student-teacher and Class/Subject Mentor meet to discuss progress and set measurable targets. The Weekly Reflection will be saved In the APLP Workbook on the PLP and student-teachers are required to send an updated link to their University Tutor (Professional) and Class/Subject Mentor /Senior Mentor on a weekly basis. Mid-placement Review (By 01.05.20):	PTE3 First four teaching weeks (23.03.20 – 08.05.20) Daily: Informal feedback provided by teaching staff involved in placement – in learning journal. Weekly: Weekly Review – student-teacher and Class Mentor meet to discuss progress and set measurable targets The Weekly Reflection will be saved In the APLP Workbook on the PLP and student-teachers are required to send an updated link to their University Tutor (Professional) and Class Mentor /Senior Mentor on a weekly basis.

Mid-placement Review completed by the Class/Subject Mentor /Senior Mentor, shared with the student-teacher and uploaded to website.	
<u>PTE2 Remainder of Experience (04.05.20 – 16.06.20)</u> Daily: Informal feedback provided by teaching staff involved in placement – in learning journal. Weekly: Weekly Reflection – student-teacher and Class/Subject Mentor meet to discuss progress and set measurable targets. The Weekly Reflection will be saved in the APLP Workbook on the PLP and student-teachers are required to send an updated link to their University Tutor (Professional) and Class/Subject Mentor /Senior Mentor on a weekly basis. Final QTS Review Period (01.06.20 – 16.06.20): - Joint Assessed Visit (JAV) – involving a Class/Subject Mentor/Senior Mentor and University Tutor (Professional or Curriculum), consisting of: - Joint observation (JO); - Review of Evidence Meeting: student-teacher to present PLP and engage in reflective dialogue with mentor and tutor; - sign-off PLP, complete QTS Evidence Form and upload to APLP website	<u>PTE3 Remainder of Experience (11.05.20 – 16.06.20)</u> Daily: Informal feedback provided by teaching staff involved in placement – in learning journal. Weekly: Weekly Reflection – student-teacher and ClassMentor meet to discuss progress and set measurable targets. The Weekly Reflection will be saved in the APLP Workbook on the PLP and student-teachers are required to send an updated link to their University Tutor (Professional) and Class/Subject Mentor /Senior Mentor on a weekly basis. Final QTS Review Period (01.06.20 – 16.06.20): - Joint Assessed Visit (JAV) – involving a Class/Subject Mentor/Senior Mentor and University Tutor (Professional or Curriculum), consisting of: - Joint observation (JO); - Review of Evidence Meeting: student-teacher to present PLP and engage in reflective dialogue with mentor and tutor; - sign-off PLP, complete QTS Evidence Form and upload to APLP website.

External Examiner (BA3/PGCE)

A small sample of student-teachers will be visited by the External Examiner for the programme towards the end of the placement period (WB May 18.05.2020). The purpose of the visit is to confirm that provision for initial teacher education is consistent with other ITE programmes. Individual schools and student-teachers will be notified of the visit if applicable.

Attendance

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

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

There are **125** days built into the programme design, therefore if a student-teacher misses more than **5** days – time must be made-up at the end of the programme.

Number of days absent	Action
1-5	Record absence – no action and complete programme as usual.
6 -10	Record absence and make up time at the end of the programme, usually in PTE2 school.
Greater than 10	Record absence and begin Contingency/Cause for Concern Process.

Please note that the number of days absent includes days missed for interviews. Although student-teachers must attend interviews, it is important that the total number of days in school is not impacted upon by such activity.

Daily Attendance Record

Student-teachers **must** complete 'Attendance Record.' The Senior Mentor/Mentor will sign it electronically on a weekly basis.

The procedure in the case of an absence

- i. If student-teachers are ill they must ring the school **early in the morning** and email the Partnership Office (see below) on the first day of absence so that everyone is aware of the situation. The Partnership Senior Administrative Officer will inform the University Tutor (Professional) and the Secondary Subject University Tutor. If they cannot phone, they should ask a friend, partner or relation to do so on their behalf.
- ii. For a period of absence of two or three days, student-teachers will need to sign a 'Self-Certification Form', and send it to the Partnership Office.
- iii. A medical certificate will be needed for a period longer than five days.
- iv. If they want to request a day of absence, such as to represent the University or attend a funeral, they must complete an 'Absence Request Form', which must be approved by the Head Teacher and the Assistant Director of ITE (Operational School Partnership/QA) by emailing c.bleasdale@uwtsd.ac.uk.

Failing to inform of absence: if it is found that student-teachers have not informed the school and the University of absence, this will be recorded as 'unprofessional behaviour', and they will receive a letter to this effect. A copy will be provided for each examiner.

Student-teacher wellbeing:

If concerns are noted about student-teacher wellbeing, the University must be informed immediately by telephone or e-mail to the **Partnership Office (01267 676914)**. Examples of issues with wellbeing might be shown by:

- Low mood or persistent sadness;
- Loss of interest or appetite;
- Fatigue or low energy;
- Poor concentration;
- Low self-confidence or self-deprecating comments;
- Agitation or slowing of movements.

This is not a definitive list and any change in behaviour which gives cause for concern should be acted upon. If the concerns are more significant, then please also contact the University who will contact **UWTSD Student Services** support for further advice.

Useful information:

Role	Name	Number/E-mail address
Partnership Senior Administrative Officer	Christine Rees	01267 676914 partnership@uwtsd.ac.uk
Network University Tutor (Professional) Fitzalan & Olchfa	Hilary Chivers	hilary.chivers@uwtsd.ac.uk
Network University Tutor (Professional) Y Preseli, Coedcae, Lôn Las & Llanhari	Linda Davies	l.davies@uwtsd.ac.uk
Network University Tutor (Professional) Cadle, Cowbridge, Pontarddulais & Treorchy	Natalie Griffiths	natalie.griffiths@uwtsd.ac.uk
Network University Tutor (Professional) Cadoxton, Maes yr Haul, Pentrehafod & St. Thomas	Dr Ceri Lewis	c.j.lewis@uwtsd.ac.uk
Network University Tutor (Professional) Bishop of Llandaff CiW, Parkland, Pembroke Dock & Cwm Brombil	Diane Thomas	d.b.thomas@uwtsd.ac.uk