

Standards	Obs	
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PEDAGOGY – Advancing learning (through effective application of subject knowledge and discipline)	-	
PEDAGOGY- Refining teaching (towards sustained highly effective practice)	-	
PEDAGOGY - Influencing Learners (building positive learner disposition)	-	
Collaboration & Reflection	-	
Professional Learning	-	
Leadership	-	
Innovation	-	

On Track

Collaboration & Reflection

Exceeding Expectations

Professional Learning

On Track

Leadership

Exceeding Expectations

Innovation

On Track

PEDAGOGY – Advancing learning (through effective application of subject knowledge and discipline)

Jayne demonstrates a knowledge and understanding of relevant pedagogies and disciplines within and across subject content, areas of learning and cross-curricular themes, and plans appropriately. Jayne demonstrates knowledge and understanding of the needs of all learners in planning, preparation and teaching, ensuring that four purposes are the drivers for learners’ experiences. Jayne has attended Adds sessions about the new curriculum for Wales. Jayne understands the selection, use and justification of a range of imaginative approaches to meet pedagogic challenges to the benefit of all learners. Jayne demonstrates an understanding of the use of life, authentic contexts for learning being provided as a natural part of the learning experience. This extends learner’s cultural, linguistic, religious and socio-economic experience and illustrates applications of concepts and abstracts in practice. Jayne demonstrates an understanding of how learning develops incrementally and tangentially, building on prior experience and learning, and plans for progress in learning based on this. Jayne knows, understands and engages with the principles of curriculum design and innovation, with development of cross-curricular themes relevant to areas of learning and justifies decisions. Her maths measuring activity links our work on Celebrations by using Hearts (St. Dwynwen's Day) and Chinese dragons (Chinese New Year).

PEDAGOGY- Refining teaching (towards sustained highly effective practice)

Jayne understands the importance and demonstrates the effective establishment and on-going management of the learning environment, in promoting positive learning habits and behaviours that meet the four purposes of learning that are understood by learners in that context. Jayne has planned extensively for enhanced provision across all aspects of learning in the Reception unit. The range of purposes and practices for assessment is understood and articulated. Jayne demonstrates knowledge, understanding and experience of high expectations and effective practice in meeting the needs of all learners, whatever their different needs. Jayne produces appropriate, timely and accurate records and reports and gives feedback to facilitate a deeper understanding of learning and enhance the learning experience. Jayne has completed daily meeting notes to record pupils' learning to feed into tracking processes.

PEDAGOGY - Influencing Learners (building positive learner disposition)

Jayne provides appropriate levels of challenge and expectations for the range of student abilities and characteristics, motivating learners to achieve. Jayne demonstrates a willingness to seek, listen to and take account of the views of learners in order to engage and encourage them as active participants in their own learning. In planning and delivery, Jayne demonstrates an awareness of the importance of encouraging learners to reflect upon their own learning. Jayne promotes and secures learners' self-motivation and self-direction in their learning. In planning, Jayne demonstrates awareness of the importance of encouraging learners' reflection around their behaviours and outlooks for learning. Jayne raises awareness of how high-quality learning experiences and performance outcomes lead to improved learning and a heightened sense of well-being.

Collaboration & Reflection

Jayne is pro-active in seeking and engaging with support from a range of formal and informal sources. This includes observation, team teaching, literature and research whilst demonstrating high level of independence. Organised and constructive work with a wide range of colleagues to enhance learners' experience is a permanent feature of Jayne's practice. Reflection on developing expertise is effectively structured as a personal or a collaborative process, as appropriate. Jayne develops high quality, collaborative relationships with colleagues in order to have a positive impact upon learners' experiences and progress within the school. There are numerous examples of improvement in outcomes for learners following Jayne's seeking, adoption and implementation of advice.

Professional Learning

Jayne demonstrates an increasingly confident understanding of the theories and research about assessment, pedagogy, human development and learning relevant to planning and day-to-day practice. Jayne engages in scale action research, alone or in collaboration with peers, to examine learning in depth and tease out implications for practice. The Professional Learning Passport influences the Jayne's ongoing learning and is developmentally prompting further professional growth. There is a commitment to incremental development of personal skills in the use of the Welsh language. Jayne has introduced staff to Fflic a Fflac resources we were unaware of.

Leadership

Jayne clearly demonstrates professional attitudes and behaviours, developing very positive relationships with learners and colleagues, which illustrate a strong personal commitment to the fundamental principles of equality and of maximising the potential of all learners. Contractual, pastoral, legal and professional responsibilities are confidently known and understood by Jayne. Jayne’s secure understanding of, and strong commitment to, learning is demonstrated through a variety of collaborative placement experiences. Jayne demonstrates a firm understanding of the nature of responsibilities within and across teams and of the contributions individuals make towards the successful fulfilment of the school’s vision. Jayne has contributed to whole school life by supporting her class mentor to run her after school club.

Innovation

Jayne models an increasing repertoire of teaching techniques, as expertise emerges and flourishes, in order to inform and enhance the development of others. Research on cognitive, social, emotional and physical development has a positive impact upon pedagogy. Jayne can demonstrate how professional discernment and critical analysis are brought to bear in shaping developing practice. Jayne actively seeks support and advice from colleagues in developing innovative approaches within the classroom so that their impact can be evaluated, analysed and shared.

Oral and written communication

Jayne is able to articulate expectations clearly and with pupils’ needs in mind. Jayne demonstrates/ models excellent use of subject-specific and age/ability-specific vocabulary. Jayne effectively promotes and supports the use of appropriate language, through the innovative use of appropriate strategies for language development. Jayne demonstrates a very high standard of written and oral communication for a wide range of purposes. Jayne has a clear ability to recognise the need to adopt appropriate communication methods for a range of audiences. Jayne effectively uses incidental Welsh to encourage pupils’ awareness and accurate use of appropriate words, phrases and sentence structures. Jayne has been a pleasure to support in her development as a teacher. We wish her the very best for the future. She will be a brilliant teacher.

Cause for concern

No

Actual attendance (days)

Possible attendance (days)

25

Reason for absence (if applicable)

Senior Mentor's Comments



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



Mae Partneriaeth Dysgu Proffesiynol Yr Athrofa yn rhan o Brifysgol Cymru Y Drindod Dewi Sant ac yn darparu addysg a hyfforddiant cychwynnol i athrawon yn y rhanbarth.
The Yr Athrofa Professional Learning Partnership is part of the University of Wales, Trinity Saint David and provides initial teacher education and training in the region.