

BA Primary Education with QTS



Electives Experience Handbook Level 6

2019-20

Rationale/ Methodology:

The electives experience is a professional development opportunity for student teachers to spend time in a school/setting gaining a deeper knowledge and understanding of an area/subject or theme of interest by means of observations, professional dialogue, research and data collection.

Having undertaken the placement, the student teachers will disseminate their findings in order to show their understanding and to inform the school of the experience and new knowledge gained (following the Estyn good practice model <https://www.estyn.gov.wales/effective-practice/improving-wellbeing-and-standards-attainment>).

The electives experience will ensure all stakeholders namely: student teachers, school staff, Yr Athrofa staff and pupils contribute to, and build upon existing partnerships, contribute to the national reform journey and experience new ways of collaborating.

The placement will be undertaken by the BA Primary Education with QTS 3rd year cohort in February 2020 (10th February – 14th February; 24th and 25th February). The student teachers will be placed in their Athrofa Professional Learning Partnership (APLP) School Networks by the University Tutor (Professional) and Network Leads for each Network.

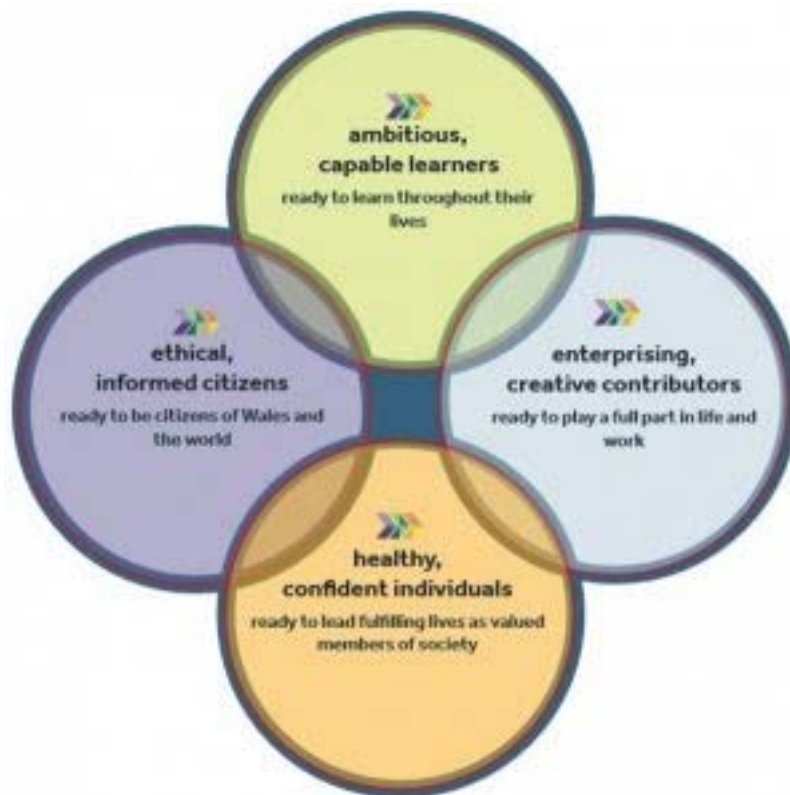
Overarching theme:

The experience is linked to a research module undertaken by the student teachers ECAD6003/C *The Reflective Practitioner*. Research ethics, observation methods, methodologies and information gathering will have been part of the module prior to, during and after the electives take place.

EWC Code of Professional Conduct and Practice:

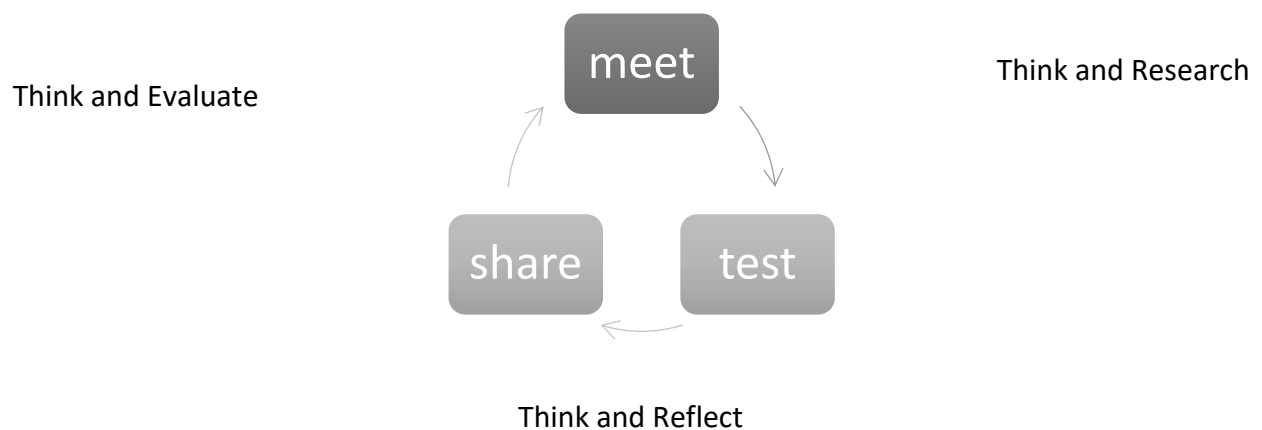
An expectation of professionalism as outlined in the EWC's code of conduct is expected from all stakeholder participants throughout the placement: <https://www.ewc.wales/site/index.php/en/fitness-to-practise/code-of-professional-conduct-and-practice-pdf/file.html>

Making links with current education policy changes are critical therefore the four purposes proposed by Donaldson (2015) are the overarching principles that will guide the student teachers' thinking.



Donaldson (2015)

Additionally, the student teachers will undertake the activity in a reflective practitioner role by following the model outlined below:



Yr Athrofa (2017)

During the visit, time will be allocated for different types of activity in order to ensure each individual has a broad range of experiences within a given subject/ theme. The intention is for student teachers to receive a comparable experience, enriching their understanding and giving them an USP when applying for posts in schools.

Each experience will differ slightly depending on the setting however the expectation is that each individual spends the time in the school/setting and that a member of school staff is allocated the role of electives experience coordinator for the duration of the electives visit. This will allow time for professional engagement through dialogue and a sharing of ideas and reflections.

Overview of expectations by school / student teachers/ Yr Athrofa staff

Student teacher Role:

- to engage fully with the electives experience in order to enhance their knowledge and understanding
- to undertake personal research linked to the area/subject
- to share the experience with a variety of audiences in a professional manner

School Role:

- to ensure the student teachers are supported throughout the experience by key staff members
- to provide a wide range of opportunities for student teachers to gather information
- to engage in reflective dialogue with the student teachers at various points
- to welcome observations and comments made by student teachers

Yr Athrofa Role:

- to ensure student teachers are prepared for the electives opportunities
- to support the student teachers and school in a triad of reflective dialogue
- to advise student teachers on information sources in order to extend their thinking and understanding (theory – to practice).

Day 1: Monday 10th February (Induction)

The first day will be an induction day - getting to know the school and the local area e.g. expectations as regards arrival/base room (if appropriate), school information – timings etc., a learning walk around the school, school vision, priorities, work in the community – and any additional information the school feel appropriate to share on the first day.

The student teachers will also formally share the area chosen as their focus on this first day and ensure their register/consent forms have been signed by the appropriate members of staff (Appendix 1 and 3).

Student teachers need to ensure they gather all relevant information about the school at this point as it will form the first part of their feedback 'reflective report' on the final day.

Day 2: Tuesday 11th February (Ethos, Values and Data Gathering)

The student teachers will gain an understanding of the ethos and values held by the school and will gather information by undertaking observations in various classes – the data gathering strategies will have been discussed prior to the visits with University staff and ethical considerations involving pupil participation/consent/children's rights covered within the research module.

Possible methods of data collection:

- narrative notes
- movement charts (or sociogram)
- classroom plan
- photographs
- bubble maps
- padlet

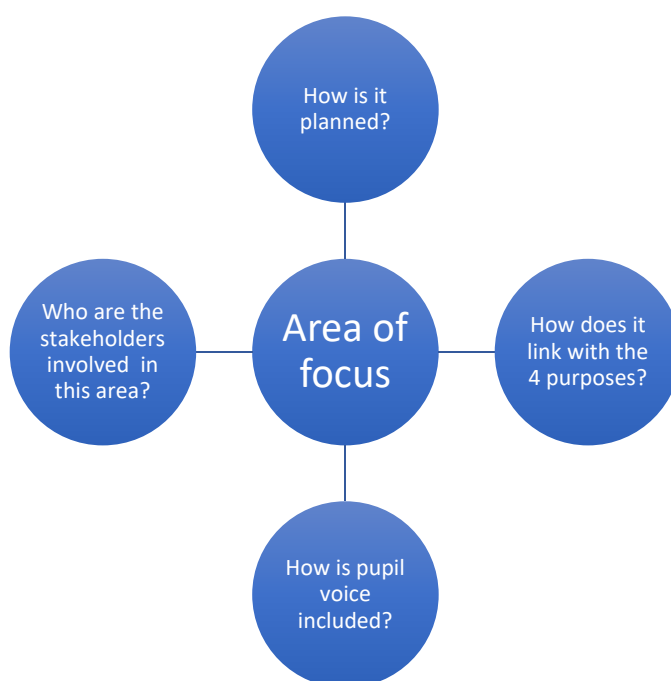


Day 3: Wednesday 12th February (Reflect and Plan to Test)

This day will be a reflective day to give staff and student teachers the opportunity to discuss the information gathered to date. During this time there should be opportunities for student teachers to draw on the background reading undertaken (books/articles/websites) linking them to the practice observed and developing a critical analysis, initially through discussion that can potentially support the student teachers' research project.

The electives experience coordinator could plan a suite of activities for the next few days enabling the student teachers to answer questions relating to their focus area.

Student teachers should at this point create a mind map of questions to be answered over the next few days. For example:



Days 4 - 5: Thursday 13th February – Friday 14th February (Test)

The next few days will be dedicated to a more focussed investigation of the area of interest. Student teachers will work in collaboration with school/setting staff to gather data directly related to their chosen field. During this time the reflective report (Appendix 4) will continue to be populated with relevant information and activities undertaken could include those on the following list. These are possible suggestions but this is not an exhaustive list; such focus could be supported through discussion between the student teacher, school and University).

- Interviewing the relevant coordinator/s
- Reading policies/documentation for that area/related areas
- Shadowing a staff member
- Collecting evidence of pupil voice
- Consideration of wider working in that area – community links/multi agency work/parental links
- Investigate CPD opportunities in that field locally/nationally
- Consider capturing information by means of: questionnaire/textual or visual data/interviews
- Linking the learning to the four purposes
- Considering links to cross-curricular responsibilities (e.g. literacy, numeracy, digital competence) if appropriate?
- Considering wider issues relevant to the area e.g. transition/ data/ parental engagement



Day 6: Monday 24th February (Reflect, Review and Clarify)

This is the final reflection day allowing student teachers to gather the information to complete their reflective reports. During this time any questions that remain unanswered or any aspect that requires further clarification can be explored.

Day 7: Tuesday 25th February (Present in a Professional Setting - Share)

The final day of the electives is dedicated for each student teacher to present the findings to school staff/stakeholders by following the 'Estyn best practice' format discussed. Student teachers should take advantage of this additional opportunity to hone their communication skills further by articulating clearly and in a professional manner those aspects that they found most interesting.

Day	Date	Focus	Staff member	Activity focus
1	10/2/20	Induction		Induction
2	11/2/20	Getting to know the school		Ethos, Values and Data Gathering
3	12/2/20	Reflection day		Reflect and Plan to Test
4-5	13/2/20 – 14/2/20	Focussed area data capture		Test
6	24/2/20	Reflection day		Reflect, Review and Clarify
7	25/2/20	Sharing		Present/Share

Appendix: 1

Personal Register

Name:

Student Teacher Number:

School/Setting:

Date	Activity Undertaken	Signature (mentor, senior mentor or head)
10/2/20		
11/2/20		
12/2/20		
13/2/20		
14/2/20		
24/2/20		
25/2/20		

Appendix: 2

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 is allowed:

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 student 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 the APLP through its senior administrator, Christine Rees.

Thank you for taking the time to read this information.

Appendix: 3



Consent form

Student teachers must gain the following written consent of the head teacher before taking photographs, filming or audio recording learners.

I agree to _____ as a representative of Yr Athrofa to:

Take photographs	Interview	
Take video	Quote school policy documents	
Tape-record	Questionnaires	(Tick accordingly)

Name of Head teacher _____ Signed _____

Name of school _____

To be completed by the student teacher:

If I am granted such permission, I agree to abide by the ethics embodied within the EWC Code of Conduct and will not distribute any such material to audiences beyond the University authorities without their permission.

Name of student teacher:

Signed:

Telephone number:

Email address:

Programme (e.g. BA Ed/PGCE Primary/PGCE Secondary):

Date:

Appendix: 4

Reading & Research from information sources:

- 1.
- 2.
- 3.
- 4.
- 5.

General observations/data collection:

Date	Event	Comments
