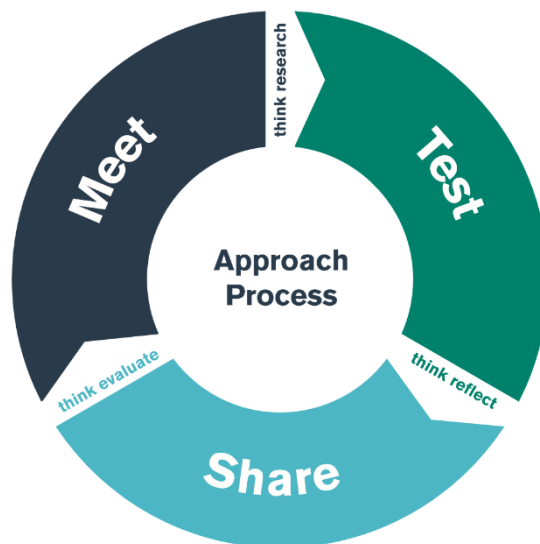


Bridging TEST 3 Guidance

Yr 1



Social Development 'Respecting their rights' Student / Staff guide

Meet - 21st November (University)
Test - 25th November (Partnership School)
Share – 29th November (University)

2019

Introduction (taken from the APLP Handbook, p. 39-44)

What is bridging?

Bridging is a key part of the APLP model for transforming practice and takes place at carefully chosen points in the timetable. The model has been piloted and evaluated with some rigour and has been co- constructed with colleagues from Lead Schools.

Bridging is one way of linking theory and practice. It involves the student-teacher, practicing teacher and University Tutor (Curriculum/Professional) in three phases of practice, each one followed by a period of reflection and revision.

This process is shown in the following diagram:



These phases can be adapted for different contexts, but broadly involve:

- ❖ **Meet** the ideas either in the university, school or the community and plan for testing;
+ *Think research – what has been written about this area?*
- ❖ **Test** the ideas in the classroom;
+ *Think reflect – what was learnt about the strengths and challenges of the test phase?*
- ❖ **Share** the ideas in a professional context with peers and the teaching practice community;
+ *Think evaluate – how will personal practice be transformed for the better?*

As student-teachers engage with this cyclical process and are supported in setting personal targets for development, their practice of teaching and learning is transformed and they are encouraged to become enquiring contributors of the teaching profession.

When student-teachers work within a school, they are always under the supervision of a class teacher. As part of their experiences, the student-teachers will be required to evaluate classroom practice, which may take the form of a written evaluation or assessment of children's work, and may also involve asking staff and children about their views. These activities do not differ from usual classroom practice.

What makes successful bridging?

From the pilot activity, some key points related to successful bridging are noted in the following table:

Meet (university)	Test (School)	Share (University)
Strong theoretical input that can be applied to different contexts e.g. classroom management or assessment for learning; Clear and manageable pieces of reading; Being responsive to 'hot topics' that have been identified during Professional Teaching Experience.	Support from Class/Subject Mentor in testing/experimenting with ideas; Opportunities to see experienced teachers modelling idea to be tested; Supported discussions by Class/Subject Mentor in reflecting and refining testing phase; Link to existing action plans and practice – needs to support PTE, rather than being an add-on.	Clarity of expectation – what is expected in the sharing session? Open to critique – more than just reporting but engagement in critical thinking and shared reflection; Discussion supported by teacher educators – an expert voice in the role of discussant; Clear target-setting for personal practice – feeding forward; Feedback to Class/Subject Mentor.

How do the Yr 1 bridging TEST days support the learning taking place within the university?

At the university, the student teachers will MEET the theoretical content of the module ECAD4007 – Cycle 1 Core Studies: The Learner: who am I teaching? The overall aim of the module is to provide students with a variety of experiences that will allow them to engage with the knowledge and understanding of child development and the external factors that influence well-being and development.

Throughout the module students discover the background, theoretical thinking and research that underpins child development, well-being and learning from 0-19 years and how these relate to teaching and learning, but also identify and reflect on professional and legal responsibilities of working with children.

The module also identifies effective approaches for meeting the diverse needs of all learners and how all of this relates to the role of the professional teacher.

How many bridging TEST days are there connected to the module ECAD4007 – Cycle 1 Core Studies: The Learner: who am I teaching?

There are **four** TEST days in schools associated with the module, each TEST day has a specific focus on ONE aspect of child development:

TEST day 1	11/11/19	Emotional focus
TEST day 2	18/11/19	Cognitive focus
TEST day 3	25/11/19	Social focus
TEST day 4	2/12/19	Physical focus

Where do the SHARE days happen?

Students return to the university to engage in critical thinking and shared reflection regarding the TEST experience. Here close connections are drawn to the MEET content from university and conclusions and actions are identified.

How does the bridging activity support the module assessment?

By the end of the module, students will engage in an assessment where they will identify how specific aspects of a child's holistic development could be met. With this in mind, each focused TEST day will provide opportunities for students to observe, explore and discover the practical strategies, policies and approaches employed by schools to aid this development.

Summary Table

Yr 1 Bridge 1 The Learner: who am I teaching?				
Cohort	Meet	Test	Share	Focus of TEST
BA1	8/11/19 University	11/11/19 Lead School	15/11/19 University	Emotional development of learners COMPLETED
BA1	15/11/19 University	18/11/19 Lead School	21/11/19 University	Cognitive development of learners COMPLETED
BA1	21/11/19 University	25/11/19 Placement school	29/11/19 University	Social development of learners
BA1	29/11/19 University	2/12/19 Placement School	6/12/19 University	Physical development of learners

THE FOLLOWING GUIDANCE IS TO SUPPORT THE 'SOCIAL DEVELOPMENT FOCUS' TEST BRIDGING ACTIVITY (25/11/19).

It is important to note that this bridging activity is focused on the Foundation Phase

What will the students MEET in university before coming to the TEST day?

The students will MEET the following theoretical content before engaging in the TEST day:

- Ages and stages of social development
- The UNCRC Rights of the Child
- The importance of 'children's voice'
- Pupil participation.
- The ethical considerations when working with children
- The use of inclusive language

Linked reading activity:

<https://www.childcomwales.org.uk/uncrc-childrens-rights/>

<https://gov.wales/sites/default/files/publications/2018-02/foundation-phase-framework-revised-2015.pdf>

What is the purpose of the 'Social Development' focus bridging activity?

By the end of the 'social development focus' TEST day, the students should have an understanding of some of the strategies, policies and approaches that schools use to ensure the social development of their learners, especially within the Foundation Phase.

EXAMPLE TEST day in the Lead School 25/11/20

The plan is based on a whole day of activity – timings and content are flexible and are suggestions only.

Time	Activity	Staff	Notes/ suggestions for possible activities
8.30am	Arrival, registration, introductions	School staff	
9.00am	Outlining the purpose, aims and outcomes of Yr 1 Bridging TEST day 3	School staff & Professional Tutor (If available)	• Ensure students understand that by the end of the day they should have an understanding of some of the strategies, policies and approaches that the school employs to ensure the social development of their learners. • Reiterate the importance of trying to make connections with the MEET content (undertaken in university) and what is observed/ discussed on the TEST day. • Student-teachers will be expected to complete the Student -Teacher Enquiry Evidence Record (STEER doc) that will contribute to their understanding of social development.

	General induction to the partner school	School Staff	Reminder of the expectations required over all bridging activity with a focus on safeguarding, professional interactions with both staff and children and a non-judgemental approach.
9.15am	Social development planning and practice: What are the school's approaches to the social development of their pupils?	School Staff	- The school could provide student-teachers with information/ experiences relating to the whole school approaches to pupils' social development and children's UNCRC rights. This might include a variety of these suggested activities: - Engaging with any school policy relating to this aspect of development - Presentation from a member of staff on how the school meet/promote the UNCRC rights of the child - If appropriate, students may look at the latest school Estyn report and consider the comments regarding the social development of their learners - Presentation from a member of staff outlining how the school promotes and uses pupil voice - A school tour looking for / photographing evidence of pupil voice/ rights of the child/ social development of children - Q&A discussion with FP teachers sharing practical examples of strategies/ approaches used to aid pupils' social development, focusing on how they support children who are finding social interaction challenging - During this time students may complete aspects of the Student- Teacher Enquiry Evidence Record (STEER) document provided by the university in the MEET session (21/11/19.)
10.30am	Break		
10.45am	Classroom observation of class council / school council	School Staff	- Observation of or discussion with a "school council or class council". - Students to take a non-participant observation role to complete the Student-Teacher Enquiry Evidence Record (STEER) doc provided by the university in the MEET session (21/11/19.)
11:45am	Lunch		
12.30pm	Lunchtime playground observations		Observe relationships between individuals and groups of pupils during free play. Complete related aspects of STEER document
1.00pm	Foundation Phase Classroom observation(s)	Class Teacher	Students complete the Student- Teacher Enquiry Evidence Record (STEER) document provided by the university in the MEET session (21/11/19.)

2.30pm- 3.00p.m.	Plenary	Network Lead & Professional Tutor if available	Whole group reflective discussion on <i>positive</i> observations and peer collaboration to aid completion of the Student- Teacher Enquiry Evidence Record (STEER) ready for the SHARE in University (29/11/19).
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Notes/ Comments/