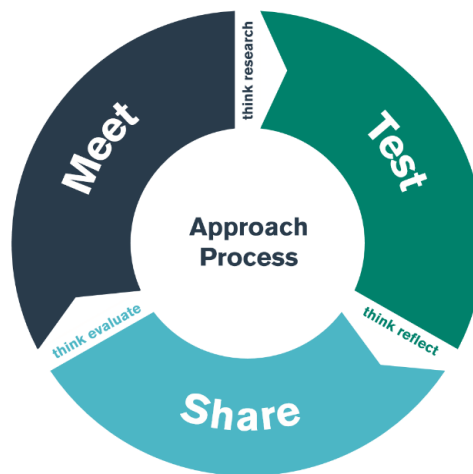


Bridging

PGCE Module ECAD7003 / BA3 Module ECAD6009

Leading the learning: Where am I teaching?

SCHOOL IMPROVEMENT: School Development Plan



MEET day: 22nd March 2023

Lead Schools

TEST days: 23rd–28th March 2023

Placement Schools

SHARE day: 29th March 2023

Lead Schools

What is the purpose of this bridging activity?

Through this bridging experience, you will develop an understanding of how school improvement works on a practical level, by focussing on an action point of your Lead School's School Development Plan.

MEET DAY: Wednesday 22nd March 2023

During the MEET day you will develop an understanding of school improvement.

By looking at a specific focus area that your Lead School is looking to improve, you should gain an understanding of how your Lead School:

- identifies action points for its SDP,
- implements the actions, and
- measures the impact of the actions.

TEST phase: 23rd March – 28th March 2023

- Present a presentation on your findings and reflections. You should provide an overview of: How has your school developed its SDP? What approach has it taken, and why?
- What have you chosen to focus on, and why?
- What have you learned about the development of this aspect of the plan? You are welcome to make use of the headings in the table on page 4
- Which of the standards have you chosen to link this learning to?
- Remember to include a degree of criticality by making links to any research, reading, or theory you have encountered.
- You can provide a summary of your presentation in the first two sections of an experience template.

SHARE: Wednesday 29th March 2023

- Your presentation should discuss your findings and reflections from this bridging experience
- You must use the Experience Template format in a word document
- Remember to include a degree of criticality by making links to any research, reading, or theory you have encountered.

Reading

Essential linked reading are located on this Padlet:

<https://padlet.com/jessicaroberts4/e04tfqe8jmln73vb>



TEST PHASE - OBSERVATION NOTES

From your placement school's School Development Plan

Self-evaluation	Data analysis	Stakeholders	Strategic planning	Measuring Impact
How did the school identify this as an area for development?	What qualitative and/or quantitative data did the school use to identify this area of need?	• Who needs to be involved • Who needs to be consulted? • Who will lead it? • Who will "operate" it on a daily basis?	• What's the target? • What's the success criteria? • What needs to happen?/What's the strategy? • What's the time scale? • How much will it cost?	• When will it be reviewed? • How often? • By whom? • How will they know if it's been effective?

EXPERIENCE TEMPLATE
SHARE DAY PRESENTATION

1. What did you do and why?

Describe your professional experience. You may wish to refer to your role or involvement, why you had engaged in this experience and the intended outcomes. You can also mention any particular professional standards you had chosen to focus on.

2. What have you learned?

You might want to consider some of the following: why is this experience important or relevant? How does it relate to your overall learning, development and/or use of the standards? Did it meet the intended outcomes? Any lessons learned? What are the implications for colleagues and learners? How will you share what you've learned?

3. What Next?

Is there anything you intend to do as a result of this experience? You might want to consider some of the following questions: Are there any specific actions that you will take? What would you do in similar circumstances in the future? Is there anything you intend to change? Do you have plans for any further learning or development opportunities? If so, who or what can help - using the standards, people, written resources, online materials, workshops etc? How will you share what you've learned?

TARGET <i>What area do you want to develop in your own practice?</i>	
TIMESCALE <i>When do you want to achieve this by?</i>	
RESOURCES <i>What do you need to help you achieve this? Who do you need to talk to/observe? What do you need to research?</i>	
SUCCESS CRITERIA/ OUTCOME <i>How will you judge whether it has been successful or not? What impact do you hope to see in teaching and learning? What research/literature is this based on?</i>	
MONITORING/ EVALUATION <i>How will you check that you have successfully achieved your target? Lesson observation? Book scrutiny? Pupil voice?</i>	

How does the bridging activity support the module assessment for ECAD7003/6009?

EAD7003/6009 Assessment Component 2:

How a school develops one aspect of its SDP: a report that critically reflects on the actions, impact and evidence base. (2500 words).

Using the information and materials you gather on the Bridge 4, prepare a written report based on one action point taken from the School's strategic targets. The report should demonstrate how this target was/is addressed and impact measured within an evidence-based framework.

Possible structure (Word counts are suggested; they are not compulsory)

Introduction (200 words)

In the introduction you need a very brief summary of the task you have been given and the aspect you have chosen to write about. You also need to give a brief outline of the context of the school.

Literature review (800 words)

Your literature review needs to show your understanding at a theoretical level of the school development process but it also needs to show your understanding of the aspect you have chosen as your focus, e.g. provision for EAL learners.

Developing an action point (800 words)

In this section you need to discuss the School Development Plan (SDP), demonstrating your knowledge and understanding of the processes such as self-evaluation, data analysis, involving stakeholders, strategic planning, measuring impact, that the school will have used. You should constantly be applying a degree of criticality here.

Reflection and evaluation (500 words)

This section needs to be a review of the development in which you reflect and evaluate what the school has done. It is important that you also make practical suggestions based on your knowledge of theory and practice as to how things could be done differently.

Conclusion (200 words)

As in component 1, you need to briefly summarize the assignment, explain what you have learnt from it and how this is going to influence you professionally in the future.

PLP AND LINKS TO PROFESSIONAL STANDARDS

Your bridging experience will support your development of the Professional Teaching Standards. Consider how you might use the experience to create an Experience Template for Tab 7 (standards).

Bridging gives you the opportunity to exemplify standards across all areas.

Your share day presentation will be written in the format of an experience template and should be uploaded to your PLP after the bridging experience.

The assignment linked to this bridging experience can be used as an asset for your PLP.



		Standard Title	QTS Descriptor
Pedagogy	Pedagogy - Refining Teaching		
	Refining Teaching	Managing the learning environment	The teacher 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 and are understood by learners in that context.
		Assessment	The range of purposes and practices for assessment is understood and articulated.
		Differentiation	The teacher demonstrates knowledge, understanding and experience of high expectations and effective practice in meeting the needs of all learners, whatever their different needs.
		Recording and reporting	The teacher produces appropriate, timely and accurate records and reports and gives feedback to facilitate a deeper understanding of learning and enhance the learning experience.
		Involving partners in learning	The importance of positive involvement of parents/carers and other partners is understood and opportunities are taken to observe and evaluate processes.
	Pedagogy - Advancing Learnings		
	Advancing Learning	Four purposes for learners	The teacher demonstrates a knowledge and understanding of the needs of all learners in planning, preparation and teaching, ensuring that the four purposes are the drivers for learners' experiences.
		Exploiting subject disciplines in areas of learning	The teacher 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.
		Blended learning experiences	The teacher understands the selection, use and justification of a range of imaginative teaching approaches for the benefit of each learner.
		Real life, authentic contexts	The teacher demonstrates an understanding of the use of real life, authentic contexts for learning being provided as a natural part of the learning experience. This extends the learner's cultural, linguistic, religious and socio-economic experience and illustrates applications of concepts and abstracts in practice.
		Progression in learning	The teacher 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.
		Cross-curricular themes	The teacher knows, understands and engages with the principles of curriculum design and innovation, with development of crosscurricular themes relevant to areas of learning and justifies decisions.
	Pedagogy - Influencing Learners		
	Influencing Learners	Challenge and expectations	The teacher provides appropriate levels of challenge and expectations for the range of student abilities and characteristics, motivating learners to achieve.
		Listening to learners	The teacher 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.
		Learners leading learning	In planning and delivery, the teacher demonstrates an awareness of the importance of encouraging learners to reflect upon their own learning.

Lead a d		Sustained effort and resilience in learners	The teacher promotes and secures learners’ self-motivation and self-direction in their learning.	
		Reflection on learning	In planning, the teacher demonstrates awareness of the importance of encouraging learners’ reflection and evaluation around behaviours and outlooks for learning.	
		Learning outcomes and well-being	The teacher raises awareness of how high-quality learning experiences and performance outcomes lead to improved learning and a heightened sense of well-being.	
	Collaboration	Collaboration		
		Seeking advice and support	The teacher actively seeks and engages with support from a range of formal and informal sources. This includes observation and team teaching, whilst demonstrating increasing levels of independence.	
		Working with in-school colleagues	Organised and constructive work with a range of colleagues to enhance learners' experience is a consistent feature of the teacher's practice. Reflection on developing expertise is structured as a personal or a collaborative process, as appropriate.	
		Supporting and developing others	The teacher develops high quality relationships with colleagues in order to have a positive impact on learners' experiences within the school.	
		Enabling improvement	There are examples of improvement in outcomes following the teacher's seeking and adoption of advice.	
	Professional Learning	Professional Learning		
		Wider reading and research findings	The teacher demonstrates increasingly confident understanding of the theories and research about assessment, pedagogy, child and adolescent development and learning relevant to planning and day-to-day practice.	
		Professional networks and communities	The teacher has an informed understanding of the contribution of research, including small scale action research, to the development of practice.	
		Continuing professional learning	The Professional Learning Passport influences the ongoing critical reflection and learning of the teacher and is developmental in prompting further professional growth.	
		Welsh language skills	There is a commitment to incremental development of personal skills in the use of the Welsh language.	
	Innovation	Innovation		
		Offering expertise	The teachers models an increasing repertoire of teaching techniques, as expertise emerges and flourishes, in order to inform and enhance the development of others.	
		Developing new techniques	Research on cognitive, social, emotional and physical development has a positive impact on pedagogy. The teacher can demonstrate how professional discernment and critical analysis are brought to bear in shaping developing practice.	
		Evaluating the impact of changes in practice	The teacher actively seeks support and advice from colleagues in developing innovative approaches within the classroom so that their impact can be evaluated, analysed and shared.	
Leadership				

	Taking responsibility for self	The teacher demonstrates professional attitudes and behaviours, developing positive relationships with learners, parents/carers and colleagues which illustrate a personal commitment to the fundamental principles of equity and of maximising the potential of all learners.
	Exercising corporate responsibility	Contractual, pastoral, health and safety, legal and professional responsibilities are known and understood by the teacher.
	Leading colleagues, projects and programmes	The teacher's understanding of, and commitment to, leading learning is demonstrated through collaborative experiences in school and other contexts.
	Supporting formal leadership roles	The teacher demonstrates an understanding of the nature of responsibilities within and across teams and of the contributions individuals make towards the school's ethos and the successful fulfilment of the school's vision.

BRIDGING – CHECKLIST

	What to do?	When?	Notes	Done
1	- Ask your Senior Mentor to arrange a meeting with whomever is in charge of your school's improvement plan AND/OR departmental improvement plan. - Request a copy of the plan if possible. - Find out what process the school goes through to self-evaluate, identify targets, develop strategies and evaluate impact. - Find out if and how the school is working with the Schools as a Learning Organisation (SLO) model. - Identify one aspect that you would like to explore for your ECAD7003 assignment and arrange additional meetings to generate further evidence and information as necessary.	Between 22 nd March – 28 th March 2023		
2	Prepare a presentation on your findings and reflections to share with the Network Leader, Curriculum Tutor and peers on the SHARE day. When you are not taking part in your groups' presentations on the SHARE day, you should take part in meaningful activity. This could be completing your experience template for your PDP, reading/writing time for your assignment or school work (including teaching).	By Wednesday 29th March 2023	This will be in your Lead School. - A 10 minute presentation. If you are using PPT, a maximum of 3 slides. - Experience Template format must be followed (first two questions - see STEER document) - Your presentation should discuss your findings and reflections from this bridging experience - Remember to include a degree of criticality by making links to any research, reading, or theory you have encountered.	
3	Complete your personal target in the STEER booklet.	30 th March 2023	Complete question 3 of experience template.	

4	Upload your completed experience template to your PLP.	30 th March 2023	Ensure that your impact statements (questions 2 and 3) are specific to the standard you are exemplifying.	
5	ASSIGNMENT DEADLINE	17 th April 2023 15 th May 2023	PGCE ECAD7003 BA3 ECAD6009	