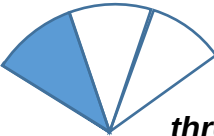


Evidence to support QTS

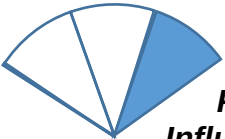


POSSIBLE EVIDENCE FOR THE AWARD OF QTS
TO BE USED ALONGSIDE THE PLP GUIDANCE BOOKLET

Professional Standards for Teaching and Leadership	Evidence for the award of QTS (QTS Standards)	Possible sources of evidence (Not an exhaustive list)
 Pedagogy: Advancing learning through effective application of subject knowledge and discipline		
Exploiting subject disciplines in areas of learning	<i>The student-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.</i>	• Lesson plans, e.g. meaningful links to cross-curricular responsibilities • Comments in Learning Journal and previous reports (APLP website/SWWCTE.ac.uk) • Core module content, e.g. 008 • Bridging • 'Subject Knowledge Development' (Tab 5) in the PLP • Resources, e.g. using a variety of resources including worksheets, apps, online synchronous and asynchronous approaches
Four purposes for learners	<i>The student-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.</i>	• Lesson plans, e.g. differentiation, learning objectives, success criteria • Comments in Learning Journal and previous reports (APLP website/SWWCTE.ac.uk) • Core module content, e.g. 007, 008 • Bridging • Resources, e.g. using a variety of resources including worksheets, apps, online synchronous and asynchronous approaches • Phase Swap
Blended learning	<i>The student-teacher understands the selection, use and</i>	• Examples of working in a Hub school and

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experiences	<i>justification of a range of imaginative approaches to meet pedagogic challenges to the benefit of all learners.</i>	providing resources that support blended learning, e.g. using a variety of resources including worksheets, apps, online synchronous and asynchronous approaches • Lesson plans, e.g. link between theory and practice, variety of learning experiences that challenge learners to meet learning objectives • Bridging
Real life, authentic contexts	<i>The student-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.</i>	• Bridging • Core module content, e.g. 007, 008, 009 • Use of school/class data, e.g. eFSM, EAL, LAC • Resources, e.g. using a variety of resources including worksheets, apps, online synchronous and asynchronous approaches • Phase Swap • Electives • Alternative Experience
Progression in learning	<i>The student-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.</i>	• Lesson evaluations • Lesson plans, e.g. a sequence of lessons • Core module content, e.g. 008 • Weekly Reflection • Use of assessment data • Phase Swap
Cross-curricular themes	<i>The student-teacher 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.</i>	• Lesson plans, e.g. meaningful links to cross-curricular responsibilities • Comments in Learning Journal and previous reports (APLP website/SWWCTE.ac.uk) • Core module content, e.g. 007, 008, 009, Research module

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		• Bridging • 'Subject Knowledge Development' (Tab 5) in the PLP
 Pedagogy: Refining teaching towards sustained highly effective practice		
Managing the learning environment	<i>The student-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.</i>	• Lesson plans, e.g. seating plans, use of resources, selecting online synchronous and asynchronous approaches • Seminars/sessions with the Senior/Subject/Class Mentor • References to, and use of, school behaviour policy.
Assessment	<i>The range of purposes and practices for assessment is understood and articulated.</i>	• Core module content surrounding assessment, e.g. 008 • Comments in Learning Journal and previous reports (APLP website/SWWCTE.ac.uk) • References to, and use of, school assessment policy • Assessment records
Differentiation	<i>The student-teacher demonstrates knowledge, understanding and experience of high expectations and effective practice in meeting the needs of all learners, whatever their different needs.</i>	• Lesson plans, e.g. reference to approaches to differentiation • Comments in Learning Journal and previous reports (APLP website/SWWCTE.ac.uk) • References to, and implementation of information/strategies discussed at the ALN conference
Recording and reporting	<i>The student-teacher produces appropriate, timely and</i>	• Records of assessment in accordance with

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	<i>accurate records and reports and gives feedback to facilitate a deeper understanding of learning and enhance the learning experience.</i>	school expectations, e.g. school's marking and recording policy. • Seminars/sessions with the Senior/Subject/Class Mentor
Involving partners in learning	<i>The importance of positive parent/carer involvement is understood and opportunities are taken to observe and evaluate processes.</i>	• Core module content, e.g. 009 • Bridging. • PTE, e.g. parents' evening, school-home reading record, homework diary • Awareness of other agencies that work with schools, e.g. social services, charities, police, educational psychologist, local religious leaders • Seminars/sessions with the Senior/Subject/Class Mentor
 PEDAGOGY: <i>Influencing learners... building positive pupil disposition</i>		
Challenge and expectations	<i>The student-teacher provides appropriate levels of challenge and expectations for the range of student abilities and characteristics, motivating learners to achieve.</i>	• Lesson plans, e.g. learning objectives, success criteria, differentiation. • Selection of resources, a variety of resources including worksheets, apps, online synchronous and asynchronous approaches • Selection of teaching and learning strategies, including online approaches • Comments in Learning Journal and previous reports (APLP website/SWWCTE.ac.uk)
Listening to learners	<i>The student-teacher demonstrates a willingness to seek, listen to and take account of the views of learners in order</i>	• Feedback from learners

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	<i>to engage and encourage them as active participants in their own learning.</i>	• Lesson evaluations and subsequent planning • Learner contributions to learning objectives and success criteria • Comments in Learning Journal and previous reports (APLP website/SWWCTE.ac.uk)
Learners leading learning	<i>In planning and delivery, the student-teacher demonstrates an awareness of the importance of encouraging learners to reflect upon their own learning.</i>	• Lesson plans, e.g. learning objectives, selection of tasks/activities, including online (synchronous and asynchronous) and face-to-face • Feedback from learners • Lesson evaluations and subsequent planning • Learner contributions to learning objectives and success criteria • Comments in Learning Journal and previous reports (APLP website/SWWCTE.ac.uk)
Sustained effort and resilience in learners	<i>The teacher promotes and secures learners' self-motivation and self-direction in their learning</i>	• Lesson plans, e.g. lesson focus, learning objectives, success criteria selection of activities, and selection of resources, including worksheets, apps, online synchronous and asynchronous approaches • References to, and use of school's behaviour/rewards/merit policy.
Reflection on learning	<i>In planning, the student-teacher demonstrates awareness of the importance of encouraging learners' reflection around behaviours and outlooks for learning</i>	• Lesson plans, e.g. learning objectives, selection of tasks/activities, including online synchronous and asynchronous and face-to-face • Comments in Learning Journal and previous reports (APLP website/SWWCTE.ac.uk)

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Learning outcomes and well-being	<i>The student-teacher raises awareness of how high-quality learning experiences and performance outcomes lead to improved learning and a heightened sense of well-being.</i>	• Feedback from learners • Lesson plans and evaluations • Core module content, e.g. 007, 008, 009, Research module • 'Above and Beyond' (Tab 6) in the PLP
 COLLABORATION		
Seeking advice and support	<i>The student-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.</i>	• Observation notes • Reading about a particular topic, e.g. a blog about behaviour management, an article about differentiation to inform personal practice • Personal & Professional Tutor sessions • Weekly Reflection • Comments in Learning Journal and previous reports (APLP website/SWWCTE.ac.uk) • Bridging • Attending professional learning sessions provided by the school/university, and other outside agencies e.g. 'Google Classroom'
Working with in-school colleagues	<i>Organised and constructive work with a range of colleagues to enhance learners' experience is a consistent feature of the student-teacher's practice. Reflection on developing expertise is structured as a personal or a collaborative process, as appropriate.</i>	• Weekly Reflection • Comments in Learning Journal and previous reports (APLP website/SWWCTE.ac.uk) • Bridging • Experience of being part of a Network
Supporting and developing others	<i>The student-teacher develops high quality relationships with colleagues in order to have a positive impact upon learners' experiences within the school.</i>	• Weekly Reflection • Comments in Learning Journal and previous reports (APLP website/SWWCTE.ac.uk)

Professional Standards for Teaching and Leadership	Evidence for the award of QTS (QTS Standards)	Possible sources of evidence (Not an exhaustive list)
		- Experiences of team teaching - Contributions to wider school activities - Examples of learners' work
Enabling improvement	<i>There are examples of improvement in outcomes for learners following the student-teacher's seeking and adoption of advice.</i>	- Weekly Reflection - Comments in Learning Journal and previous reports (APLP website/SWWCTE.ac.uk) - Examples of learners' work - Lesson plans, e.g. personal targets and how these have been addressed during the planning process
 PROFESSIONAL LEARNING		
Wider reading and research findings	<i>The student-teacher 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.</i>	- Bridging - Core module content, e.g. 007, 008, 009, Research module - Assignments - Weekly Reflection - Lesson plans, e.g. pedagogical choices, assessment strategies, selection of tasks/activities, including online (synchronous and asynchronous) and face-to-face 'Research' (Tab 4) in the PLP
Professional networks and communities	<i>The student-teacher engages in small scale action research, alone or in collaboration with peers, to examine learning in depth and tease out implications for practice.</i>	- Bridging - Core module content, e.g. 007, 008, 009, Research module - Assignments - Weekly Reflection - Lesson plans, e.g. pedagogical choices, assessment strategies, selection of

Professional Standards for Teaching and Leadership	Evidence for the award of QTS (QTS Standards)	Possible sources of evidence (Not an exhaustive list)
		tasks/activities, including online (synchronous and asynchronous) and face-to-face • 'Research' (Tab 4) in the PLP • Experience of being part of a Network
Continuing professional learning	<i>The Professional Learning Passport influences the ongoing learning of the student-teacher and is developmental in prompting further professional growth.</i>	• All parts of the PLP as a holistic body of evidence • 'Professional Progress' (Tab 3) in the PLP as an ongoing record of strengths and areas for development
Welsh Language Skills	<i>There is a commitment to incremental development of personal skills in the use of the Welsh language.</i>	• Welsh development, e.g. Welsh sessions at University • Welsh Language Framework and the evidence being collected towards it • Lesson plans, e.g. cross-curricular skills, meaningful links to curriculum • Lesson resources • Learners' work • 'Subject Knowledge Development' (Tab 5) in the PLP
 LEADERSHIP		
Taking responsibility for self	<i>The student-teacher demonstrates professional attitudes and behaviours, developing positive relationships with learners and colleagues, which illustrate a personal commitment to the fundamental principles of equity and of maximising the potential of all learners.</i>	• Examples relating to the Professional Code of Conduct • Comments in Learning Journal and previous reports (APLP website/SWWCTE.ac.uk) • Lesson plans and evaluations • Learners' work and feedback
Exercising corporate responsibility	<i>Contractual, pastoral, legal and professional responsibilities are known and understood by the student-teacher.</i>	• Examples relating to the Professional Code of Conduct • Personal & Professional Tutor sessions

Professional Standards for Teaching and Leadership	Evidence for the award of QTS (QTS Standards)	Possible sources of evidence (Not an exhaustive list)
		• Comments in Learning Journal and previous reports (APLP website/SWWCTE.ac.uk) • Knowledge and understanding of matters relating to safeguarding
Leading colleagues, projects and programmes	<i>The student-teacher's understanding of, and commitment to, leading learning is demonstrated through collaborative placement experiences.</i>	• Bridging • Experience of being part of a Network • Core module content, e.g. 008, 009, Research module • Weekly Reflection • 'Above and Beyond' (Tab 6) in the PLP
Supporting formal leadership roles	<i>The teacher demonstrates an 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.</i>	• Bridging • Core module content, e.g. 008, 009, Research module • Electives • Seminars/sessions with the Senior/Subject/Class Mentor
 INNOVATION		
Offering expertise	<i>The student-teacher models an increasing repertoire of teaching techniques, as expertise emerges and flourishes, in order to inform and enhance the development of others.</i>	• Creating and sharing a variety of resources including worksheets, apps, online synchronous and asynchronous approaches • Microteaching • Use of degree or other qualification to inform personal and others' practice • Links between theory and practice studied in core module content, e.g.007, 008, 009, Research module • Assignments • Bridging • Electives

Professional Standards for Teaching and Leadership	Evidence for the award of QTS (QTS Standards)	Possible sources of evidence (Not an exhaustive list)
		• Phase Swap
Developing new techniques	<i>Research on cognitive, social, emotional and physical development has a positive impact upon pedagogy. The student-teacher can demonstrate how professional discernment and critical analysis are brought to bear in shaping developing practice.</i>	• Resources, e.g. using a variety of resources including worksheets, apps, online synchronous and asynchronous approaches • Links between theory and practice studied in core module content, e.g.007, 008, 009, Research module • Bridging • Assignments • Weekly Reflection • Lesson plans, e.g. variety of pedagogical approaches, assessment strategies • 'Research' (Tab 4) in the PLP
Evaluating the impact of changes in practice	<i>The student-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.</i>	• Core module content, e.g. 007, 008, 009, Research module • Lesson plans and evaluations • Weekly Reflection • Bridging • Comments in Learning Journal and previous reports (APLP website/SWWCTE.ac.uk) • 'Research' (Tab 4) in the PLP

