



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

Yr Athrofa
Centre *for* Education
Addysg i Gymru | Education for Wales



Partneriaeth Dysgu Proffesiynol Yr Athrofa
Yr Athrofa Professional Learning Partnership

Trawsnewid Addysg Gyda'n Gilydd Transforming Teaching Together

Professional Teaching Experience

Guidance Document

BA3 PTE3

2023-24

08.01.2024 - 15.03.2024

Mentor Training

All **Senior Mentors** and **Network Leads** are required to engage with the Senior Mentor training session in advance of PTE. This may be in person or by engaging with the recording and/or the twilight session.

Senior Mentors are then expected to deliver this training to the **Class Mentors** in their respective settings. The **Class Mentors** must confirm that they have received this training in advance of PTE.

It is also **essential** for all mentors to familiarise themselves with the content within this guidance booklet.

Guidance for Student-Teachers and their Mentors

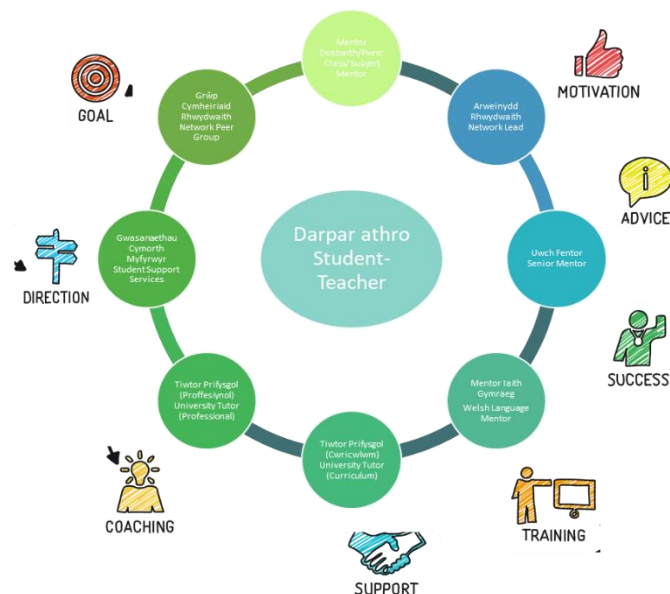
Professional Responsibilities

Student-teachers on school placement represent the University. They have a professional responsibility towards the University, the school and themselves to manage their own learning as well as maintaining professional relationships with adults and pupils.

Student-teacher wellbeing

Fuller and Brown stated in 1975 that when learning to teach, students feel 'stimulated, apprehensive, exposed, endangered, confused, discouraged, touched, proud and lost – not necessarily in that order' (1975 p. 47). Whilst this evaluation is now nearly fifty years old, it remains true to this day. The role of a mentor in untangling these emotions and supporting student-teachers to become effective practitioners remains an imperative, but complex task.

In order to develop confidence and self-reliance, student-teachers are expected to be pro-active in using the team around the student-teacher to solve problems and sustain their own wellbeing. However, we recognise that studying to be a teacher is challenging and that different levels of support are needed for individuals in different aspects of the programme. We understand that one-size-does-not-fit-all and the following support network has been established with this in mind:



If concerns are noted about student-teacher wellbeing, the university must be informed immediately by emailing partnership@uwtsd.ac.uk who will notify the relevant Personal and Professional Tutor.

Examples of issues with wellbeing might be shown by:

- ❖ Low mood or persistent sadness;
- ❖ Loss of interest or appetite;
- ❖ Fatigue or low energy;
- ❖ Poor concentration;
- ❖ Low self-confidence or self-deprecating comments;
- ❖ Agitation or slowing of movements.

This is not a definitive list and any change in behaviour which gives cause for concern should be acted upon. If the concerns are more significant, then please also contact **UWTSD Student Services** support where immediate advice can be obtained. The contact details are as follows:

- ❖ 01267 676767
- ❖ studentservices@uwtsd.ac.uk



All UWTSD students are introduced to 'Togetherall', a **24/7 access online mental health support resource** used across the higher education (HE) sector. The service ensures all students can get support as they need it and empowers them to improve their wellbeing by taking an active approach to improving mental health.

Togetherall offers:

- 24/7 online support, meaning support is not dependant on campus access;
- Structured self-administered courses that promote mental wellness;
- Peer support and networks monitored by mental health professionals. How to refer students:
 - ❖ Students can sign up using their UWTSD email address;
 - ❖ They just need to visit www.togetherall.com and register;
 - ❖ Once registered they create an anonymous username and can make use of the resources.

More about the service is available online via the organisation's website.

All students have access to use the Feeling Good App for FREE. You can download on your phone and unlock all of the content by using our university specific codes. [Feeling Good App](#)

Professional Teaching Experience

Preparation period	Teaching	Additional information
08.01.24 - 12.01.24	15.01.24 - 15.03.24	Bridge: Meet - 10.01.24 Share - 24.01.24 Half Term 12.02.24 - 16.02.24

Preparation period:

During this period, student-teachers **must**:

- Complete safeguarding training by the school's Designated Safeguard Lead (DSL) and read the accompanying safeguard policies and procedures;
- Engage with important school policies, including those relating to behaviour, marking, Health and Safety, Safeguarding and Covid-19;
- Meet key members of school staff, including; ALNCO, Welsh Language Mentor, DSL and Senior Mentor;
- Using the university planning template, collaborate with the Class Mentor in planning the first lesson to be delivered;
- Establish school requirements for professional behaviour (arrival and departure times, dress code, informing the school of an absence and requesting leave of absence);
- Obtain information regarding the school organisation, its ethos, staff, and the arrangements for the school day;
- Obtain permission to take photographs/ film children: Permission must be sought from the Head Teacher or Senior Mentor before photographing or filming children. The University permission form should be signed by the Head Teacher or Senior Mentor and uploaded to Section 2 of the PTE Electronic Teaching File on 'OneDrive';
- Gain an understanding of the pupils within the setting;
- They should complete the electronic weekly timetable for the first week of teaching using the University format and upload it to Section 1 of the PTE Electronic Teaching File on 'OneDrive';
- Engage and interact with children and staff and become familiar with rules and routines of the school by undertaking wider role of the teacher where possible, e.g., playground duty.

The PTE Electronic Teaching File

The access link to the electronic file on 'OneDrive' should be uploaded by the student-teacher into their SharePoint folder. This will allow the Class Mentor, Senior Mentor, Network Lead and University Tutor (Professional) to access the folder at their convenience. The Class Mentor should monitor the file on a weekly basis. The Senior Mentor will oversee this monitoring as part of their roles and responsibilities.

The following sections are required in the teaching file:

SECTION 1: General information

- QTS Standards
- Weekly timetables: The student-teacher teaching responsibilities are outlined; this should have been discussed and agreed with the Class Mentor by the Friday before the following week, at the latest. The University format should be followed.

SECTION 2: The school context

- Details of how the children are grouped/set (*as appropriate*)
- School policies that connect to teaching and learning strategies, discipline, bullying, safeguarding, to include the contact details of the designated Safeguarding member of staff.
- Permission to photographs / film children.

SECTION 3: Planning

- **Lesson plans, reflections and evaluations:** Plans should be prepared for each teaching session following the University format; the learning experience should be reflected on and evaluated as soon as possible after each lesson/session, noting areas for development in the Learning Journal.
- **Planning for enhanced provision:** Student-teachers in a Foundation Learning setting should also complete any relevant boxes in the university template for planned enhanced activities. There is no minimum or maximum number required.

As the teaching file is public, student-teachers should not include anything that could be considered a **breach of confidentiality** in terms of information provided, or that could cause offence to others.

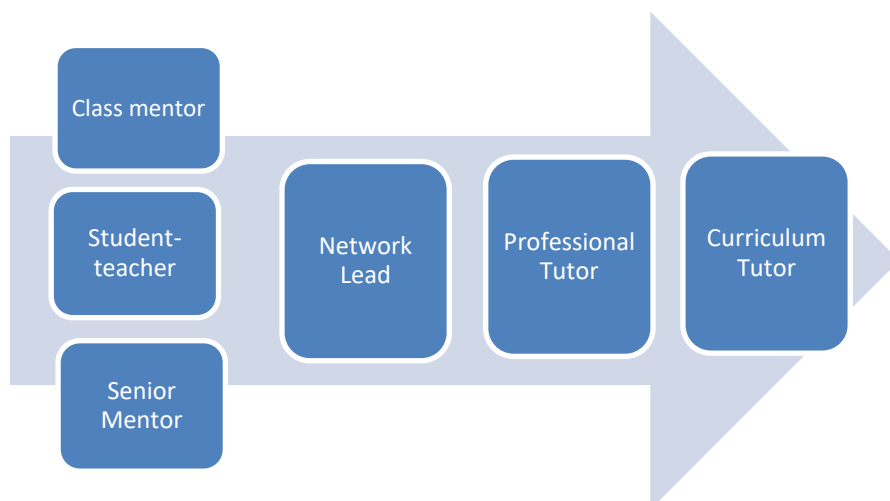
Planning Lessons/Sessions

As noted above, during the preparation period student-teachers and Class Mentors **must** jointly-plan the first lesson to be delivered. Student-teachers should also prepare plans for the first week during the preparation period and ask their Class Mentor to check that they are appropriate. They should continue to present their plans to their Class Mentor **two working days in advance** to check the suitability and standard.

They should show that they are undertaking the teacher role, not a supporting role.

It is important that Class Mentors/Senior Mentors inform the Network Lead of *any initial concerns* regarding the PTE electronic teaching file and/or general preparatory work for the experience.

The arrow below shows the line of communication to be used by student-teachers whilst on PTE. We expect this to be followed at all times:



Please note that Personal Tutors will contact student-teachers on a weekly basis during PTE for a well-being check and will remain available to support while on placement. If you are unsure who to contact whilst on PTE, please liaise with your Personal Tutor who will be able to signpost the appropriate individual.

Teaching Load:

A graduated introduction to teaching will be implemented:

Student-teachers should be given **whole class** responsibilities from the very beginning e.g., taking responsibility for managing whole class routines – welcoming and releasing pupils from the class, arranging and clearing resources, taking the register.

Student-teachers should have experience of the wider role of the teacher where possible, e.g., playground duty, attend assembly, support visits or after school clubs.

It is essential that Class Mentors should actively encourage student-teachers to foster innovation while operating within the boundaries set by curriculum plans. Hopefully, this not only nurtures the growth of inventive teaching methods but also empowers student-teachers with the necessary skills to conduct self-reliant and original teaching.

BA3	75%: Sustained independent teaching by week 4 (05.02.24)
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To develop independence, pedagogic methods of coaching and co-teaching will be promoted e.g.

- One teach, one observe;
- Team teaching;
- Parallel teaching.

Those student-teachers who make good progress are encouraged to go beyond the basic requirements. It is expected that student-teachers will always be supervised in the classroom by a qualified teacher.

Activity for non-teaching time:

Building on co-construction, the APLP has developed a programme of scaffolded development for non-teaching time that aims to orientate the student-teacher to a graduated approach to teaching.

Essential activities:

- **ONE** PPA session a week (as part of the non-contact time): This provision is at the school's discretion, for example it could coincide with the Class Mentor's PPA time. It is expected that the student-teacher would remain on school premises during this time (even if the school operates a different system for its own staff). Although it is not guaranteed that the PPA will be with their Class Mentor, it is important that the Class Mentor is able to provide some time during their week to discuss any questions/concerns/challenges that the student-teacher may have and to provide guidance and support for the planning of lessons/activities.
- **Weekly Reflection** – time must be set aside each week to discuss progress and negotiate professional targets with the Class Mentor
- An informal weekly well-being 'check in' with the Senior Mentor

Recommended activities:

- Observation of teaching in different settings, age groups and Areas of Learning and Experience
- Opportunities to shadow teachers with particular responsibilities, i.e., ALNCo, cross-curricular responsibilities, pastoral and subject leads;
- Opportunities to engage with parents, governors, and colleagues from other agencies.
- Access to school development plans and policies appropriate for a student-teacher (i.e., safeguarding and child protection, teaching and learning, marking and feedback and behaviour);
- Opportunities to undertake research, wider reading, planning and preparation, e.g., Bridging activities.

There will also be training opportunities when student-teachers are not teaching – see the seminar programme below.

Professional Seminar Programme:

Schools are expected to offer a variety of seminars to support the professional development of student-teachers. Seminars can be arranged to meet the needs of student-teachers and some suggestions are listed below. **Please note that the seminar contexts and content covered should be different from the aspects covered in 'Bridging' activities.**

1. Planning:

- How does the school plan the curriculum?
- How do teachers plan a sequence of lessons?
- Planning for additional adults

2. Behaviour Management

- Policies and strategies (e.g., restorative justice approach)

3. Assessment

- An introduction to tracking and monitoring procedures at a class level
- The use of Assessment for Learning throughout the school
- Marking and feedback to learners

4. Welsh Language Development

- How does the school plan for the development of the Welsh Language?

5. Methods of supporting the learners' literacy and numeracy skills

The documents associated with QTS

Document	Nature of the Document	Timetable/Monitoring
Learning Journal The student-teacher must have their own journal ready for the start of the PTE	An ongoing daily formative record of professional reflection notes on placement experiences kept by the student-teacher that is shared with the Class Mentor, Senior Mentor & Network Lead as appropriate. Mentors to offer feedback to student-teachers (in conversation and/or in writing in the journal) on a daily basis. Please see the Learning Journal guidance document available on SharePoint for further information. NOTE: The formative Learning Journal must be anonymised and written in a professional manner.	Daily. The Learning Journal must be available for the attention of the Class Mentor daily. The use of the Learning Journal will be monitored by the Senior Mentor on a weekly basis
Weekly Reflection	To be completed by the student-teacher with the Class Mentor in a collaborative process. This is to be based on a formal timetabled weekly review meeting to discuss progress and agree measurable targets. This is an opportunity to discuss evidence from the Learning Journal and lesson plans. The student-teacher must complete a weekly reflection template in the PLP – which will be based on a collaborative shared understanding of progress and agreed targets.	Weekly. Mentor to add comment and sign.
Joint Observation	Joint observations will be conducted by the Class Mentor and one of: Senior Mentor, Network Lead and University Tutor. Senior mentors are actively encouraged to engage in joint observations in other schools in the network.	05.02.24 – 09.02.24
Mid Placement Report	Mid-placement report will be completed by Class or Senior Mentor and uploaded to the APLP SharePoint.	Report due 09.02.24
Professional Conversation	Professional conversation between the Class/Senior Mentor with input from the student-teacher.	26.02.24 - 01.03.24

End of Placement Report	End of Placement report completed by the Class Mentor / Senior Mentor, uploaded to the student-teachers' folder on APLP SharePoint by the deadline specified. Please note this must be written in the past tense with an accurate record of days attended. Exemplars can be found in the Mentor Handbook.	Report due 14.03.24 Placement ends – 15.03.24
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Contingency Plans

Occasionally, a student-teacher identifies himself/herself/themselves - or it is identified by one or more of the 'team around the student-teacher' – as needing additional, structured, and more intensive support. At this point, the APLP will implement the Contingency Process and Procedures. There are many reasons why student-teachers might reach a point of needing contingency measures to be implemented and require support/action and it is important to note that **this is not viewed as an identification of failure**. Activating the contingency process allows interventions to be put in place at the earliest stage and ensures that the student-teacher is given the best opportunity to succeed, through timely action planning and specific target setting. Please see page 95 of the Mentor Handbook 2023/2024.

Expected progress against the QTS Standards for the BA Programme		
	Expected Attainment On track / Exceeding Expectations	Reasons to initiate the Contingency process (Personal circumstances of each student-teacher needs to be considered)
Middle of BA3 placement	All Pedagogy, Collaboration and Professional Learning standards to be at least "on track"	Where this is not the case, the student-teacher must be placed on Stage 1 of Contingency process and appropriate targets identified.
End of BA3 placement	All QTS standards must be at least "on track".	Depending on the student-teacher's profile, the following steps are to be taken: Where one standard is not 'On Track' the student-teacher will complete an additional three weeks in school during the summer term. Prior to completing this additional PTE, the student-teacher will have a review meeting with the Network Lead, Professional Tutor, and Class Mentor where targets are identified for the remainder of the placement (Contingency Stage 1 support plan). These will be reviewed weekly throughout the additional three-week period. Should this result in a positive outcome, a 'Pass' grade will be submitted to the August Exam board in order to allow the student-teacher to be qualified for the following September.

		Importantly, this may result in the student-teacher not graduating with their peers during the summer term and they will instead be invited to the graduation ceremony the following academic year. Where two or more standards are not 'On Track', the student-teacher will be asked to resist the full PTE placement in the following academic year. A 'Fail' grade for PTE will be submitted to the Exam Board during the summer term. Prior to completing this additional PTE, the student-teacher will have a review meeting with the Network Lead, Professional Tutor and Class Mentor to identify targets for the placement period. Usual PTE expectations will be followed.
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Central Strands

Pedagogy (Refining Teaching):

P1	Pedagogy	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.
P2	Pedagogy	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.
P3	Pedagogy	Assessment	The range of purposes and practices for assessment is understood and articulated.

Pedagogy (Advancing Learning):

P6	Pedagogy	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.
P8	Pedagogy	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.

Collaboration:

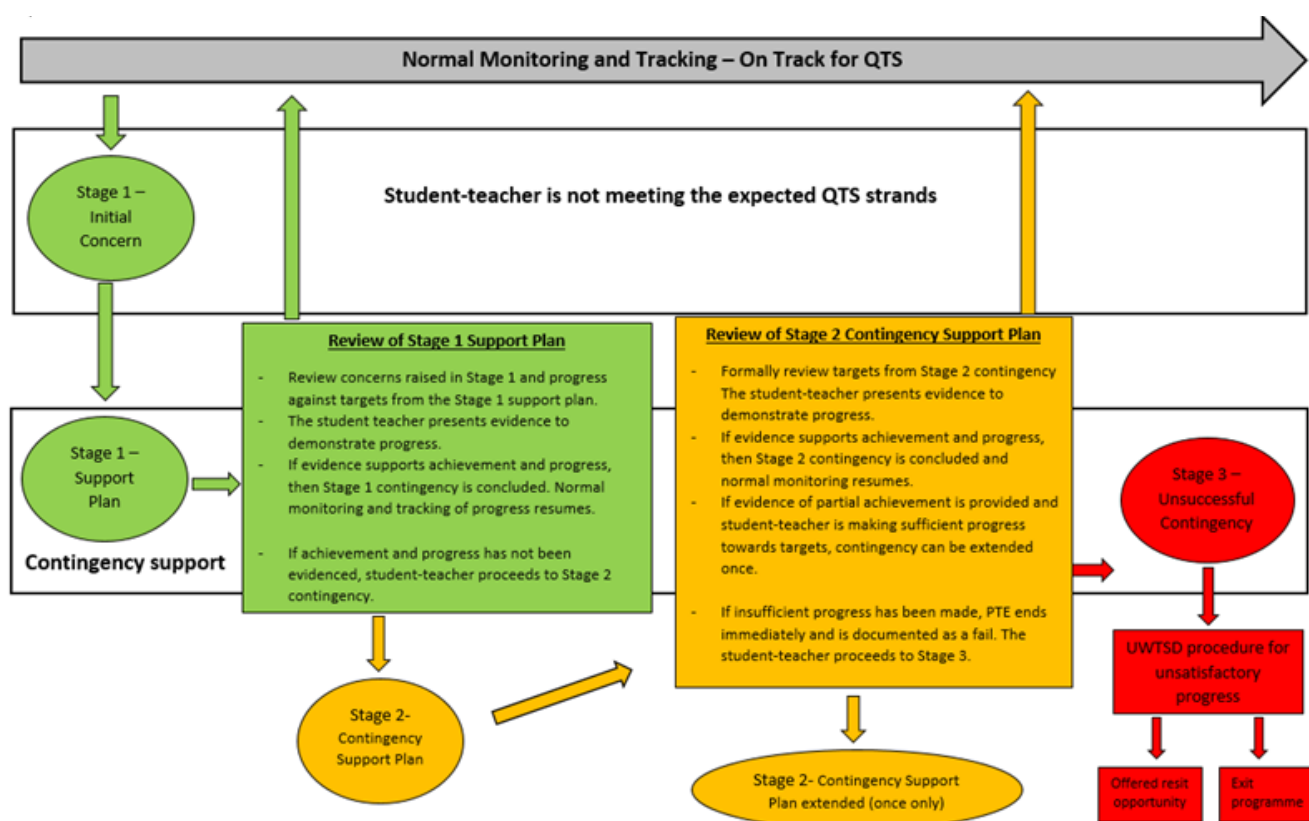
C2	Collaboration	Seeking advice and support	The teacher actively seeks and engages with support from a range of formal and informal sources. This includes observation and team teaching, whilst demonstrating increasing levels of independence.
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Professional Learning:

PL1	Professional learning	Wider reading and research findings	The teacher demonstrates an 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.
PL4	Professional Learning	Welsh language skills	There is a commitment to incremental development of personal skills in the use of the Welsh language.

Leadership:

L1	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.
L2	Leadership	Exercising corporate responsibility	Contractual, pastoral, health and safety, legal and professional responsibilities are known and understood by the teacher.



The whole Contingency Process and Procedures document can be found on SharePoint.

Attendance

It is **compulsory** that student-teachers complete 120 days of school-related activity during the course of the three year programme.

This includes:

- ❖ Professional Teaching Experience (PTE);
- ❖ Bridging;
- ❖ Research days;
- ❖ Electives;
- ❖ Phase Swap.

Over the BA programme, **additional** PTE days have been built into the programme design. To avoid a delay in graduation at the end of the BA programme, any student-teacher with more than 5 days missed needs to;

BA1 (PTE1 - Foundation Learning) – make up missed days in PTE school, except on days where lectures are taking place

BA2 (PTE2 – Key Stage 2) - make up missed days in PTE school, except on days where lectures are taking place

BA3 (PTE3) – must have completed 120 days of school related activity. If this is not the case, additional time in school is required after PTE3.

Please liaise with your Class Mentor, Senior Mentor, Network Lead and Professional Tutor if there is need to make up additional time in school at the end of your respective PTE block.

Daily Attendance Record

Student-teachers are responsible for maintaining accurate attendance records on the Professional Learning Portfolio under the 'attendance tab'. Please note that the Senior Mentor is to ensure the record is accurate at each reporting point.

The procedure in the case of an absence

Should you be unable to attend school whilst on PTE, please follow the process below.

For unexpected absences:

1. Follow school absence reporting procedures and ensure that your Class Mentor, Senior Mentor and Network Lead are aware of your absence.
2. Ensure that your Attendance Record shows the days that you were absent.

Leave of absence requests

For planned leave of absence, please follow the processes shown below:

1. Email your Senior Mentor informing them of the dates that you will be away and request leave of absence from the school. If this is rejected, attendance at PTE school on requested 'leave of absence' days.
2. If this is approved, please forward the email chain to the relevant Programme Manager for University approval. If this is rejected, attendance is required at PTE school on requested 'leave of absence' days.
3. If this is approved by the Programme Manager, please ensure that your Network Lead and Personal and Professional Tutors are aware. Please note your absence on your Attendance Record on the PLP.

Useful information:

Role	Name / E-mail address	
Partnership Senior Administrative Officer	Christine Rees 01267 676914 partnership@uwtsd.ac.uk	
Strategic Lead APLP Partnership, Collaboration and Professional (QTS) Standards	Laurence Thomas laurence.thomas@uwtsd.ac.uk	
Fitzalan High School		
APLP Network Lead: Bethan Spencer Bsp@fitzalan.cardiff.sch.uk	University Tutor (Professional): Hilary Chivers hilary.chivers@uwtsd.ac.uk	University Tutor (Curriculum) Ishmael Lewis ishmael.lewis@uwtsd.ac.uk
Olchfa School		
APLP Network Lead: Rebecca Salmon rms2@olchfa.org.uk	University Tutor (Professional): Diane Thomas d.b.thomas@uwtsd.ac.uk	University Tutor (Curriculum): Jingjing Ruan j.ruan@uwtsd.ac.uk

Ysgol Llanhari		
APLP Network Lead: Lloyd Owens Lowens@llanhari.com	University Tutor (Professional): Ian Jones ian.jones@uwtsd.ac.uk	University Tutor (Curriculum): Nic Evans n.j.evans@uwtsd.ac.uk
Ysgol Gynradd Gymraeg Lôn Las		
APLP Network Lead: Llinos Jones JonesL106@Hwbcymru.net	University Tutor (Professional): Ian Jones ian.jones@uwtsd.ac.uk	University Tutor (Curriculum): Meryl Bowen m.bowen@uwtsd.ac.uk
Ysgol Bro Preseli		
APLP Network Lead: Catrin Thomas Cthomas@ysgolbropreseli.cymru	University Tutor (Professional): Ian Jones ian.jones@uwtsd.ac.uk	University Tutor (Curriculum): Menna Davies menna.davies@uwtsd.ac.uk
Cadle Primary School		
APLP Network Lead: Jamie Davies Daviesj302@hwbcymru.net	University Tutor (Professional): Diane Thomas d.b.thomas@uwtsd.ac.uk	University Tutor (Curriculum): Jessica Roberts Jessica.roberts@uwtsd.ac.uk
Cowbridge Comprehensive School		
APLP Network Lead: Ruth Williams rwilliams@cowbridgecs.co.uk	University Tutor (Professional): Jo Bamsey JoBamsey@uwtsd.ac.uk	University Tutor (Curriculum): Julia Holloway j.holloway@uwtsd.ac.uk
Bishop Gore School		
APLP Network Lead: Ruth Williams ruthwilliams@bishopgore.net	University Tutor (Professional): Kathryn Edwards kathryn.edwards@uwtsd.ac.uk	University Tutor (Curriculum): Stephen Hadley Stephen.hadley@uwtsd.ac.uk
Parkland Primary School		
APLP Network Lead: Catrin Parton partonc@hwbcymru.net	University Tutor (Professional): Roberta Tucker r.tucker@uwtsd.ac.uk	University Tutor (Curriculum): Lilian Martin l.martin@uwtsd.ac.uk

Pembroke Dock Community School		
APLP Network Lead: Katie Crockford-Morris Morrisk111@hwbmail.net	University Tutor (Professional): Diane Thomas d.b.thomas@uwtsd.ac.uk	University Tutor (Curriculum): Tom Cox t.cox@uwtsd.ac.uk
Ysgol Cwm Brombil		
APLP Network Lead: Liz Curson cursone@hwbmail.net	University Tutor (Professional): Helen Williams h.williams1@uwtsd.ac.uk	University Tutor (Curriculum): Alison Evans Alison.evans2@uwtsd.ac.uk
Bishop of Llandaff CiW Secondary School		
APLP Network Lead: Stephanie Leighfield LeighfieldS@bishopofllandaff.org	University Tutor (Professional): Jo Bamsey JoBamsey@uwtsd.ac.uk	University Tutor (Curriculum): Jayne Morgan Jayne.morgan@uwtsd.ac.uk
St Thomas Community Primary School		
APLP Network Lead: Rebecca Taylor TaylorR175@Hwbcymru.net Andrew Burns burnsa3@hwbmail.net	University Tutor (Professional): Helen Williams h.williams1@uwtsd.ac.uk	University Tutor (Curriculum): Laura Emanuel laura.emanuel@uwtsd.ac.uk
Maes yr Haul Primary School		
APLP Network Lead: Joanna Kenifick joanna.kenifick@maesyrrhaulps.bridgend.cymru	University Tutor (Professional): Kathryn Edwards kathryn.edwards@uwtsd.ac.uk	University Tutor (Curriculum): Rachel Bendall Rachel.bendall@uwtsd.ac.uk
Cadoxton Primary School		
APLP Network Lead: Louise Williams WilliamsL@hwbmail.net	University Tutor (Professional): Laurence Thomas laurence.thomas@uwtsd.ac.uk	University Tutor (Curriculum): Laurence Thomas laurence.thomas@uwtsd.ac.uk

Pontarddulais Primary School		
APLP Network Lead: Gareth Davies daviesg429@hwbcymru.net Hayley Thomas phillipsh77@hwbcymru.net Emma John johne170@hwbcymru.net	University Tutor (Professional): Roberta Tucker r.tucker@uwtsd.ac.uk	University Tutor (Curriculum): Lisa Regan l.regan@uwtsd.ac.uk
Treorchy Comprehensive School		
APLP Network Lead: Steph Evans STSParr1@treorchycomp.org.uk	University Tutor (Professional): Hilary Chivers hilary.chivers@uwtsd.ac.uk	University Tutor (Curriculum): Daisy Wilson d.wilson@uwtsd.ac.uk
QE High School		
APLP Network Lead: Angharad Lewis angharad.lewis@qehs.carms.sch.uk	University Tutor (Professional): Roberta Tucker r.tucker@uwtsd.ac.uk	University Tutor (Curriculum): Fiona Jones f.jones@uwtsd.ac.uk