



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

Electives Experience Student Handbook

BA3

27.11.2023 - 01.12.2023

Rationale

The Electives Experience is a professional development opportunity for student-teachers that takes place in a school setting and focuses on gaining a deeper knowledge and understanding of an area that relates to a personal interest. The elective experience is designed to facilitate students-teachers in trialing a range of research methods to collect data relating to a chosen focus and may involve the following activities.

Observation	Focus group interviews	Reading research
Semi-structured interviews	Individual staff/pupil interviews	Questionnaires

During the visit, time will be allocated to ensure individuals have 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 allowing the development of research skills and dispositions as part of the ECAD6010 module.

Having undertaken the Electives, the student-teachers share their findings within the placement school on the final day to demonstrate their understanding and new knowledge gained. This can be done by using the Estyn good practice model, available at the following: <https://www.estyn.gov.wales/effective-practice/improving-wellbeing-and-standards-attainment>

The Electives Experience can be used to complete a Professional Experience Template, using the Share summary as a piece of evidence. (see Appendix 3)

Arrangements

Electives will take place within their own network and Network Leads will match student-teachers' interests with available placements. Each experience will differ slightly depending on the setting; however, the expectation is that each student-teacher spends 5 days in the school and the 'Electives Experience Co-Ordinator' will guide their visit. The 'Electives Experience Co-Ordinator' should adopt the role of the discussant when conducting the share phase of the Electives and this will allow opportunities for professional engagement through dialogue and sharing of ideas and reflections.

Expectations

Student-teacher role:	School role:
Email school to introduce themselves and inform of chosen focus/proposal.	To allocate a member of staff as the 'Electives Experience Co-Ordinator'
To engage fully with the electives experience to enhance their knowledge and understanding.	To ensure the student-teachers are supported throughout the experience by key staff members.
To undertake personal research linked to the area/subject.	To provide a wide range of opportunities for student-teachers to gather information.
To share the experience with a variety of audiences in a professional manner.	To engage in reflective dialogue with the student-teachers and welcome observations and comments.
To behave ethically in accordance with BERA guidelines (2018)	
To trial and evaluate a range of research tools.	

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.

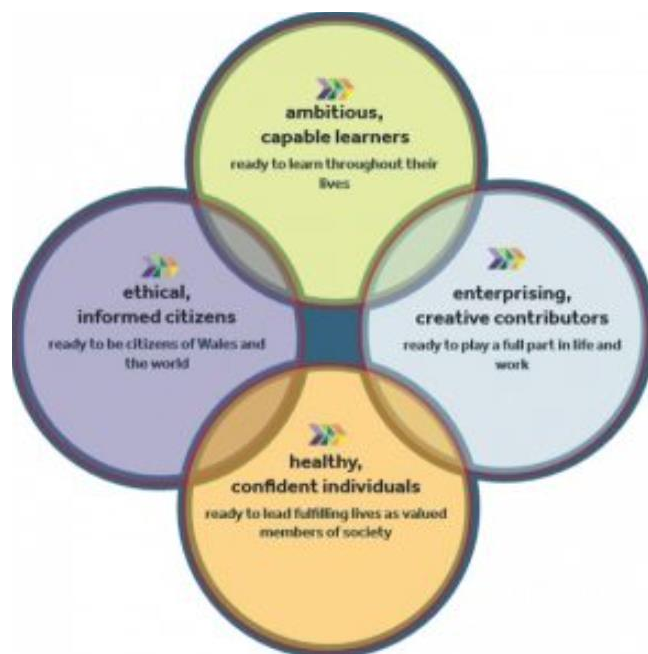
<https://www.ewc.wales/site/index.php/en/fitness-to-practise/code-of-professional-conduct-and-practice-pdf/file.html>

British Educational Research Association (2018) *Ethical guidelines for educational research*. 4th edn.

Available at:

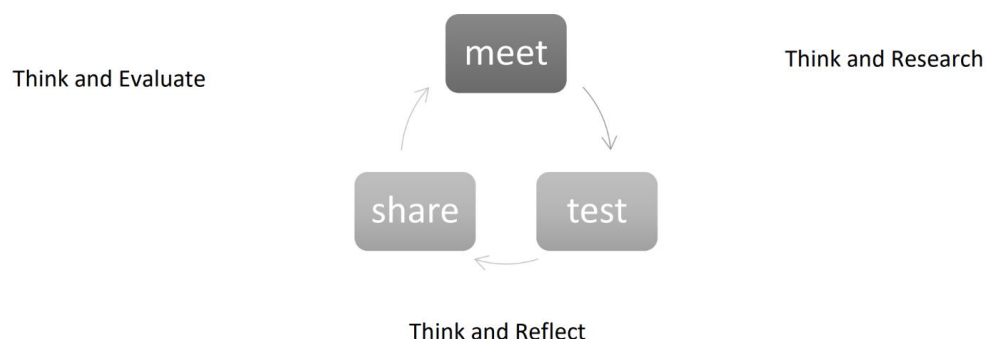
<https://www.bera.ac.uk/researchers-resources/publications/ethical-guidelines-for-educational-research-2018>

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)

Suggested structure of Electives Experience (Please note, schools may be flexible)

Date	Activity
Day 1 27.11.23	Meet – Induction - The first day will be an induction day getting to know the school eg expectations regarding arrival, base room, school information, a learning walk around school. - The school should communicate their policies/vision/practice with regards to the student-teacher's Electives area of interest. - Student-teachers will have previously shared their proposals for Electives research with the Co-Ordinator. During the day student-teachers must arrange their timetables for the week. The timetable should offer a wide range of opportunities to gather data. It can include guided time as well as independent work slots. - Student-teachers should begin to identify potential participants for their research study and can seek the support of the Co-Ordinator to achieve this in preparation for days 2 and 3.
Day 2 28.11.23	Test – Data Gathering Student-teachers begin to follow their lines of inquiry and gather evidence on their Elective research focus. Methods to include observation, interviews and questionnaires.
Day 3 29.11.23	Test – Data Gathering Students-teachers continue to follow their lines of inquiry. They should be able to complete data collection today.
Day 4 30.11.23	Test – Reflection in preparation to Share findings - This day will be a reflective day for student-teachers. Time is needed to draw on background reading undertaken, linking it to practice observed in order to develop a critical analysis. - Student-teachers should use time today to review and clarify unanswered aspects of their research. - Student-teachers will need time today to prepare their Summary findings and Professional Experience Template ready for tomorrow.
Day 5 01.12.23	Share findings - An opportunity for student-teachers to present their findings to peers and school colleagues. The Elective Summary should be saved in the OneDrive Planning folder. - Suggested structure: - Rationale for Elective - Outline of activities and data collection undertaken - A review of literature findings - What has been in practice - Pupil and Teacher perspectives - Limitations and success of data collection - Questions still unanswered - Review of data analysis linked to Professional Standards - Future recommendations for Student-teacher's future practice - Reference List (Refer to University Referencing methods)

Depending upon the elective's focus chosen, there will be opportunities for the student-teacher to use their reflection on the electives experience to populate a number of the professional standards headings located in the Professional Standards workbook section of the PLP (Tab 6) For example:

- ‘Pedagogy, Teaching and Learning’ - The Four Purposes; cross-curricular themes; Managing the learning environment; involving partners in learning.
- ‘Leadership’ - Taking responsibility for self.
- ‘Professional learning’ - Wider reading and research finding; Professional networks and communities; continuing professional development.
- ‘Collaboration’ - Working with in-school colleagues.

You can use the STEER template in Appendix 3 to consider the most appropriate connections between your evidence and the Professional Standards.

Appendix: 1

Personal Calendar

Date		
Mon		
Tues		

Wed		
Thur		
Fri		

Appendix: 2

Reflective Journal

<u>Date</u>	<u>Event</u>	<u>Comments</u>

Appendix: 3

Professional Standards

Your electives experience will support your development of the Professional Teaching Standards. Consider how you might use the experience to create Professional Experience Template for Tab 6. Remember you can only link your template to a maximum of three strands.

See the SWAY document for guidance <https://sway.office.com/TVB3enAJqv7owa0J?ref=Link>

Pedagogy During the test phase were there opportunities to explore strategies to refine, advance and influence learners?	
Collaboration Were there opportunities to work productively with all partners in learning to	

extend professional effectiveness?	
Innovation Did you employ an innovative outlook, exemplified through the measured development of techniques and approaches to improve pedagogic outcomes?	
Professional Learning Were there opportunities to extend knowledge, skills and understanding and can show how reflection and openness to challenge and support informs professional learning to progressively develop pedagogy?	
Leadership Were there opportunities to support the efforts of others across the school and beyond to fulfil the educational ambitions for Wales?	