

MODULE HANDBOOK

ECSP6002

Professional Teaching Experience with QTS

SECONDARY PGCE

LEVEL 6

FACULTY OF EDUCATION AND COMMUNITIES

2018-2019

Further information about this module is available in the *Secondary Partnership Handbook*, which is available under this module code (ECSP6002) on Moodle.

Module lead

Please get in touch with **Rachel Bendall** (rachel.bendall@uwtsd.ac.uk) if you have questions related to this module – this will help us keep our communication consistent.

Module details

AIM(S)

- To enable students to successfully meet the current statutory requirements in Wales for the award of QTS in their specialist subjects through a staged and supported professional teaching experience.
- To promote the continuing professional development of intending secondary teachers within a context of critical, reflective enquiry.
- To provide wider opportunities, where appropriate, for students to gain teaching experiences within the broader secondary phase.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- Demonstrate their achievement of QTS standards across the secondary age range in their specialist subjects.
- Research, plan, prepare and implement appropriate effective learning experiences in the mid and short term, with effective application of the Skills Framework and National Literacy and Numeracy Frameworks, ensuring secure learner behaviour and learning.
- Demonstrate their understanding and implementation of a wide range of issues pertaining to the education of young people, including the pastoral role of teachers, Y Cwricwlwm Cymreig (YCC), Education for Sustainable Development and Global Citizenship (ESDGC) and the spiritual and moral welfare of learners.
- Demonstrate appropriate independence and professional responsibility in relation to school/college policies and practices, teachers' legal liabilities and build good working relationships with colleagues.
- Critically reflect upon their teaching development, achievement and wellbeing in a systematic manner to inform further professional needs and development and organise their professional development and learning through a range of sources and present these processes appropriately.

INDICATIVE CONTENT

There is ongoing pastoral support of students throughout this module.

Term 1 University-Based

Preparation for PTE1 including:

- Professional Codes of Practice for teachers at Centre, national and institutional levels. Implications for student-teachers.
- Introduction to QTS Standards and implications.
- Learner wellbeing, safeguarding principles and pastoral education concerns.
- Subject knowledge and confidence audits within subjects.

PTE-Based (please also refer to the *Secondary Partnership handbook*)

- Induction to PTE1. Socio-cultural characteristics and practices of educational institutions.
- Establishing professional expectations for QTS.
- How learning is organised and managed.
- Introduction to appropriate policies, procedures and practices.
- Staged, purposive observations of teaching.
- Primary/Secondary transition arrangements.
- Pastoral systems and the role of the tutor.
- Creating the right conditions for learning - behaviour management.
- Working with other educational professionals.
- Staged introduction to subject teaching and assessment.
- Uses of ICT in subject teaching and assessment.
- Supported programme of formative and summative assessment of teaching progress.
- Review and report of student-teacher progress.

Term 2 University-Based

Preparation for PTE2 including:

- Review of progress on PTE1 and Action Planning for the future.
- Review of subject knowledge and confidence.
- Applying for posts and the selection process. Teaching recruitment fair.
- Principles and implications of assessment for learning and assessment of learning.
- Inclusion, equality and diversity in education. Implications for SEN, ALN and EAL learners.
- Implementation of YCC and ESDGC.
- Working with parents and guardians. Assessment and other reporting systems.
- Challenging aspects of PSE; wellbeing, drugs education and sex and relationships education.

PTE-Based (please also refer to the *Secondary Partnership handbook*)

- Induction to PTE2. Establishing professional expectations for QTS.
- Working with the student teacher's Action Plan.
- Introduction to the teaching applications and selection process.
- Staged, purposive observations of teaching.
- Staged introduction to subject teaching and assessment.
- More intensive and extensive work in certain areas e.g. promoting higher order thinking and learning, assessing and recording learners' work and progress.
- Enhanced uses of ICT in subject teaching and assessment.
- Teaching with greater independence and autonomy.
- Supported programme of formative and summative assessment of teaching progress.
- Review of student-teacher progress and interim report of attainment.

Term 3 University-Based

Preparation for PTE 2 including:

- EWC Registration and the Career Entry Process. Opportunities for continuing professional development.
- Data analysis and improvement. Using data to improve teaching and learning.
- Learning Pathways 14-19, the Welsh Baccalaureate and curriculum change.
- Preparation for optional 'Elective Experience' for appropriate students.

PTE-Based (please also refer to the *Secondary Partnership handbook*)

- Working with the student teacher's Action Plan.
- Further subject teaching and assessment.
- More intensive and extensive work in certain areas e.g. developing sequences of interactive learning and teaching, investigation and creation of differentiated learning resources.
- Research and evaluation of enhanced subject teaching, learning and curriculum.
- Enhanced uses of ICT in subject teaching and assessment.
- Teaching and assessing with independence and autonomy.
- Supported programme of formative and summative assessment of teaching progress.
- Review of student-teacher progress and summative report of attainment.

LEARNING AND TEACHING STRATEGY

Students undertake at least two extended periods of supported Professional Teaching Experience in two partner schools and/or colleges amounting to 24 weeks in total; supported, monitored and assessed by University curriculum leaders/tutors and PTE Senior Mentors and Mentors. University-based preparation for this Module is carried out in specialist curriculum classes where the common support, monitoring and assessment systems are placed securely within the particular needs of each secondary subject.

Teaching and learning strategies in schools / colleges will include the following:

- Weekly tutorials and progress review meetings with Mentors.
- Weekly sessions and presentations by Senior Mentors.
- Coaching by Senior/Mentors and Curriculum Leaders/tutors.
- Informal lesson observations by Mentors with written feedback and targets recorded in Lesson Comments Books.
- Four formal lesson observations by Mentors, one by Senior Mentors and one by Curriculum Leaders/Tutors (more if students need additional support) with written feedback on a Lesson Observation Form and a follow-up meeting to generate a professional dialogue and provide verbal feedback.
- Reflective observation and discourse.
- Focused observation of skilled professional practitioners through pupil trails and targeted observation of specific classroom practices, e.g. behaviour management, questioning, etc.
- Classroom based research and evaluation.
- Paired, collaborative and individual teaching.
- Moderated discussion groups.

Key Reading

Please take time to engage with reading. It is expected that your oral and written discussions are supported by reading.

Denby, N. (2012) Ed *Training to Teach: A guide for Students*, 2nd Edition, London: Sage

Ellis, V. (2012) Eds *Learning and Teaching in Secondary Schools: Achieving QTS*, 4th Edition, Exeter: Learning Matters

Beadle, P. (2010) *How to Teach*, Carmarthen: Crown House Publishing

Capel, S., Leask, M. and Turner, T. (2009) Eds *Learning To Teach in the Secondary School: A Companion to School Experience*, 6th Edition, London: Routledge

Capel, S., Leask, M. and Turner, T. (2010) Eds *Readings for Learning to Teach in the Secondary School: A Companion to M Level Study*, London: Routledge

Cohen, L., Manion, L., Morrison, K. and Wyse, D. (2010) *A Guide to Teaching Practice*, 5th Edition, London: Routledge

Kyriacou, C. (2007) *Essential Teaching Skills*, 3rd Edition, London: Simon and Schuster

Mitchell, N. and Pearson, J. (2012) Eds *Inquiring in the Classroom: Asking the Questions that Matter about Teaching and Learning*, London: Continuum

Muijs, D. and Reynolds, D. (2011) Eds *Effective Teaching: Evidence and Practice*, 3rd Edition, London: Sage

Petty, G. (2009) *Teaching Today: A Practical Guide*, 4th Edition, London: Nelson Thornes

Tanner, H. and Jones, S. (2006) *Assessment: A Practical Guide for Secondary Teachers*, London: Continuum

Key policy and Curriculum Documents

Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales Welsh Government February 2015

National Literacy and Numeracy Programmes: A strategic action plan, Cardiff: Welsh Assembly Government (2016) available at:

<http://learning.gov.wales/docs/learningwales/publications/160316-national-literacy-and-numeracy-programmes-en.pdf>

Qualified for Life (2015) available at:

<http://gov.wales/topics/educationandskills/allsectorpolicies/qualified-for-life-an-educational-improvement-plan/?lang=en>

Assessment for learning and the National Literacy and Numeracy Framework Cardiff: Welsh Assembly Government (2013) available at:

<http://learning.wales.gov.uk/docs/learningwales/publications/131104-assessment-for-learning-and-the-nlwf-en.pdf>

Revised Areas of Learning and Programmes of Study (short clip), Cardiff: Welsh Assembly Government (2014) available at:

<http://learning.gov.wales/resources/browse-all/revised-areas-of-learning-and-programmes-of-study-introductory-video/?lang=en>

Revised Areas of Learning and Programmes of Study: frequently asked questions, Cardiff: Welsh Assembly Government (2014) available at:

<http://learning.gov.wales/resources/browse-all/revised-areas-of-learning-and-programmes-of-study-faq/?lang=en>

Skills Framework, Cardiff: Welsh Assembly Government (2008) available at:

University-Based Session Details

University-based sessions for this module will be delivered during curriculum studies sessions. Cross-curricular and Areas of Learning and Experience (AoLE) connections will be made as appropriate.

Taken from the indicative content above, typically these are the aspects of teaching and learning you can expect to study during curriculum studies from a subject-specific perspective in all subjects. *The order in which individual subjects choose to study these aspects may differ:*

University-based sessions	
Assessment	Including formative and summative assessment, and the use of assessment to support, scaffold and monitor learning.
Classroom management	Including use of resources, time management, group work, and behaviour management.
Differentiation	Including different approaches to differentiation through task, scaffolding, grouping, seating plans.
Digital Competency Framework (DCF)	Including planning for the development of digital competency where appropriate.
Education for Sustainable Development and Global Citizenship (ESDGC)	Including planning for the development of ESDGC skills where appropriate.
Key Stage 3 (KS3)	Including teaching, learning and assessment requirements.

Key Stage (KS4)	Including teaching, learning and assessment requirements.
National Framework for Literacy and Numeracy (LNF)	Including planning for the development of literacy and numeracy skills where appropriate.
Planning	Including key principles of planning, e.g. the relationship between lesson objectives, learning activities, checking understanding, challenging misconceptions and assessment.
Post-16	Including teaching, learning and assessment requirements.
Professionalism	Including the Student's Code of Conduct and QTS requirements.
Use of Welsh	Including basic greetings (e.g. bore da, prynhawn da) and commands (e.g. eisteddwch, gwrandewch) date (e.g. Dydd Llun y 6ed o Dachwedd) classwork (gwaith dosbarth), homework (gwaith cartref) in Welsh. This will be taught through <i>Cymraeg i Bawb</i> sessions on a Wednesday, and can be practised during Curriculum Studies.
Y Cwricwlwm Cymreig	Including planning for the delivery of lessons within the Welsh context where appropriate.

Details of Assessment

Module Code	Module Title	Mode of Assessment
ECSP6002	Professional Teaching Experience with QTS	Written assignment (5000 words)
ECSP6002	Professional Teaching Experience with QTS	Formative lesson observations and summative reports during PTE 1 & 2

Written Assignment Guidance

The title for your assignment is as follows (5000 words):

Professional Development Portfolio (PDP)

Further guidance, including a template to structure your work, your work will be distributed by the end of October.

The closing date for this assignment (PDP) is:

31/05/19

Marking the assignment

This assignment will be marked using the Level 6 assessment criteria. The assessment criteria will be shared with students by the end of October.