



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

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

**Trawsnewid Addysg,
Trawsnewid Bywydau**

**Transforming Education,
Transforming Lives**

*Trawsnewid Addysg, Trawsnewid Bywydau
Transforming Education, Transforming Lives*

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QTS PATHWAY

A Change of Stance



09.10.23
11-1am





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

200
1822 - 2022



Partneriaeth Dysgu Proffesiynol Yr Athrofa
Yr Athrofa Professional Learning Partnership

Trawsnewid Addysg Gyda'n Gilydd Transforming Teaching Together

*Man Geni Addysg Uwch yng Nghymru
Where Higher Education Began in Wales*

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*LI: To learn about what a
'changing of stance' means
and how it could affect your
teaching and learning.*

By the end of the session you will have...



- *considered what a 'changing of stance' looks like when starting PTE3*
- *reflected on your action plan*
- *explored Rosenshine's Principles of Instruction in reference to effective teacher strategies*
- *discussed the importance of 'checking for understanding'*

Croeso nôl i BA3

Welcome back to BA3

Networks



Pontarddulais Network

Network Lead	Professional Tutor	Curriculum Tutor
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Networks



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Networks



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Networks

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Fitzalan Network



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Email Communication

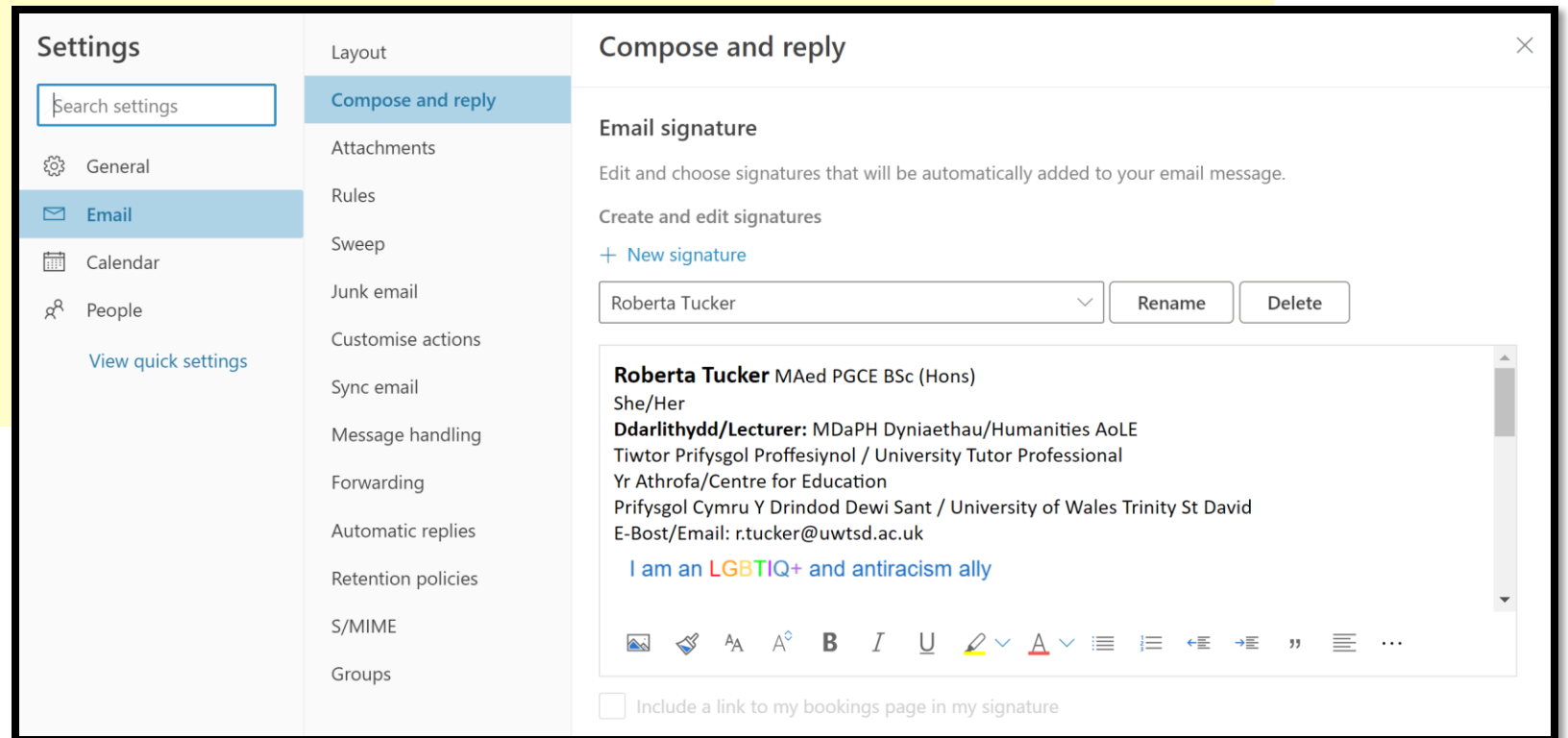
Please help us to recognise you clearly by using:

NAME / STUDENT NUMBER

BA₃

NETWORK

Personal Tutor



The screenshot shows the Outlook 'Settings' window with the 'Compose and reply' section selected. The 'Email signature' settings are visible, showing a list of signatures with 'Roberta Tucker' selected. The signature text is displayed in a preview box, including contact information and a statement of support for LGBTQ+ and antiracism. The signature text is: **Roberta Tucker** MAed PGCE BSc (Hons)
She/Her
Ddarlithydd/Lecturer: MDaPH Dyniaethau/Humanities AoLE
Tiwtor Prifysgol Proffesiynol / University Tutor Professional
Yr Athrofa/Centre for Education
Prifysgol Cymru Y Drindod Dewi Sant / University of Wales Trinity St David
E-Bost/Email: r.tucker@uwtsd.ac.uk
[I am an LGBTQ+ and antiracism ally](#)

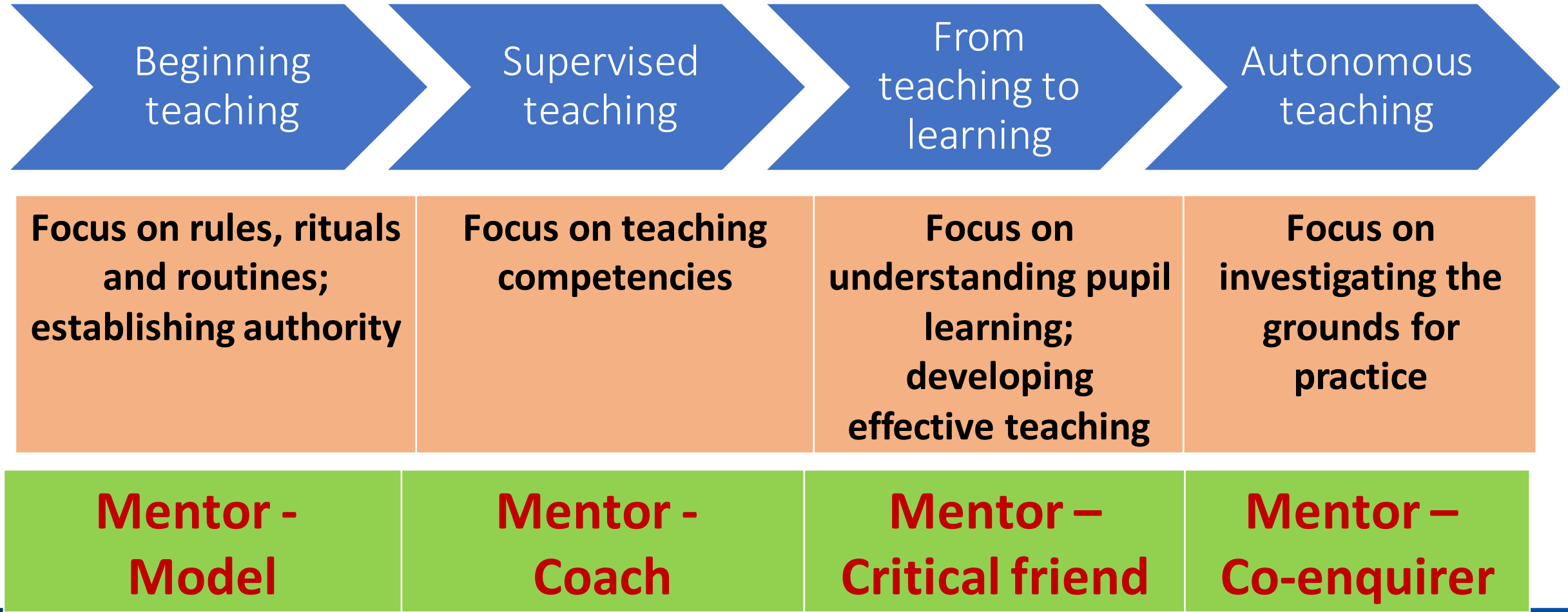
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Ddarlithydd/Lecturer: MDaPH Dyniaethau/Humanities AoLE
Tiwtor Prifysgol Proffesiynol / University Tutor Professional
Yr Athrofa/Centre for Education
Prifysgol Cymru Y Drindod Dewi Sant / University of Wales Trinity St David
E-Bost/Email: r.tucker@uwtsd.ac.uk
[I am an LGBTQ+ and antiracism ally](#)

Networks – What school will I attend on PTE?

**When will I
know which
school I am
placed in?**



Furlong & Maynard (1995 p.181) Stages of student development



Previous guidance



Clear focused
intentions



Hooks



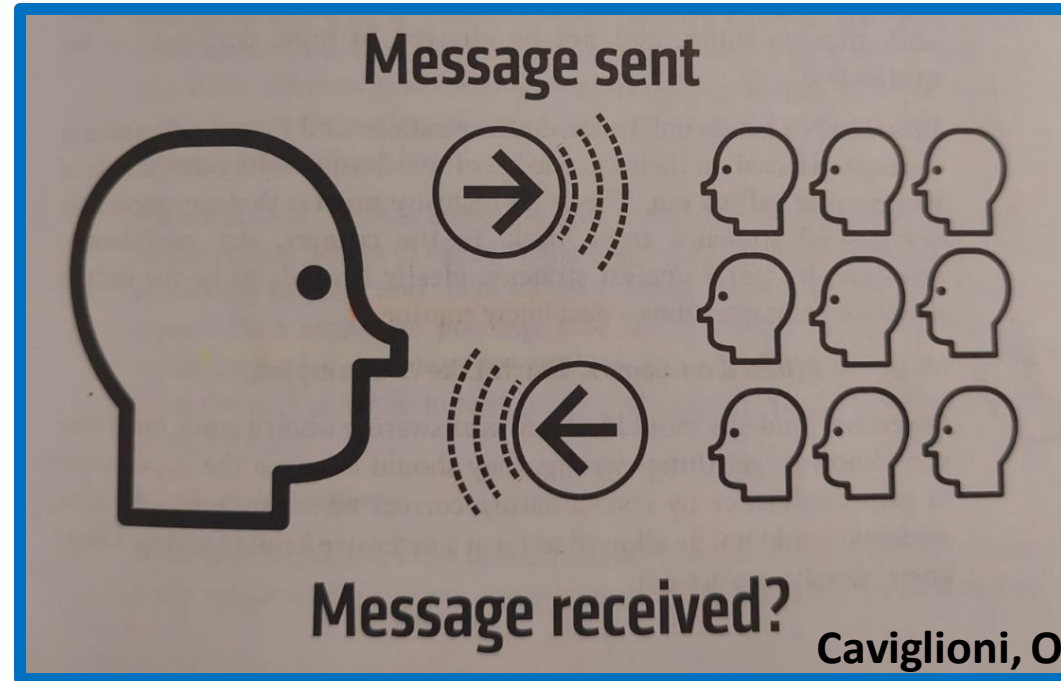
Anchoring
thinking



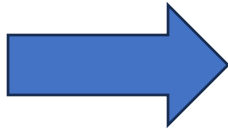
Developing
Language

"I have taught it, but have they learnt it?"

"work is
not
sinking in"

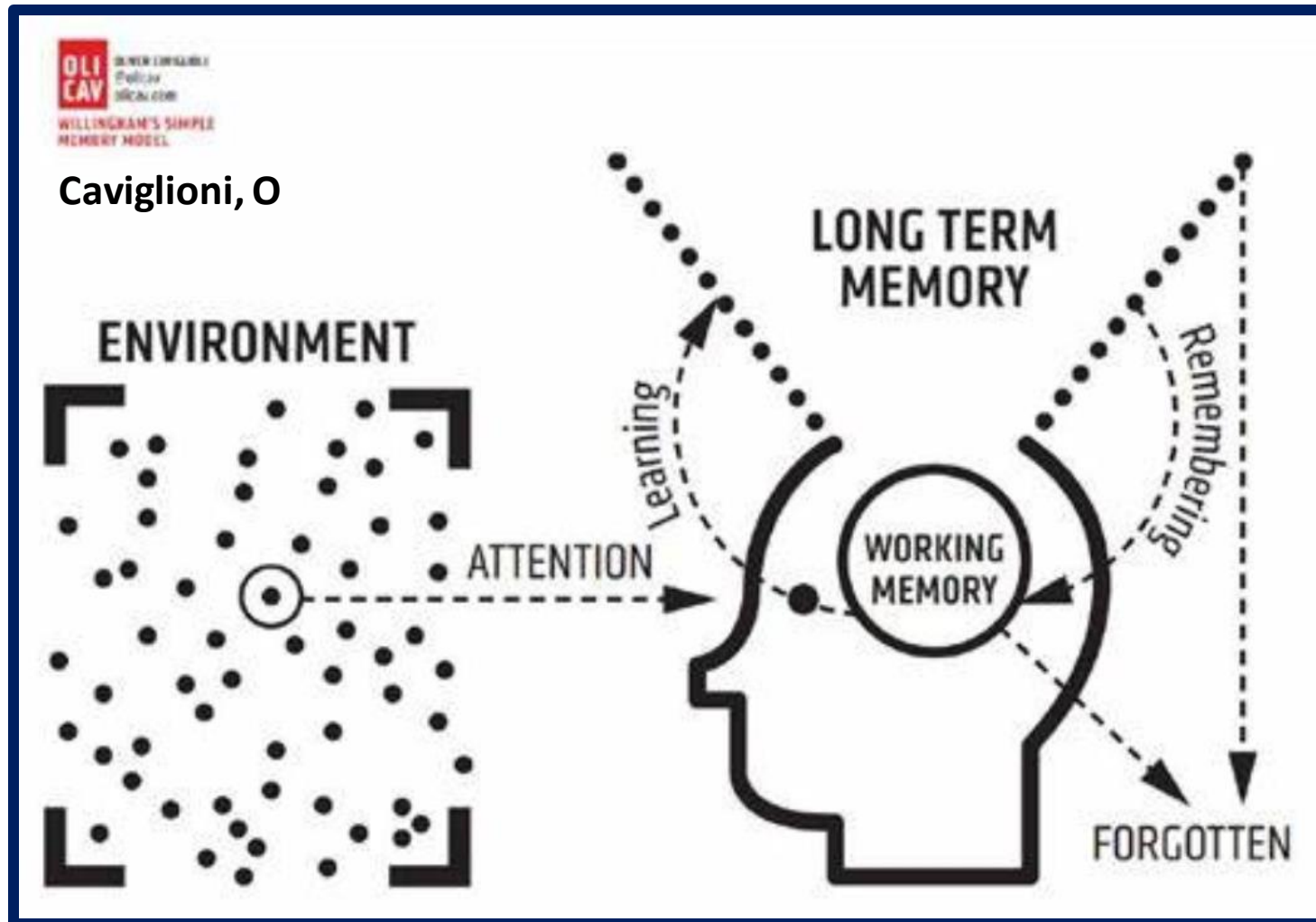


"pupils have
forgotten it
all"



weak model of the learning process

Appreciating the working memory

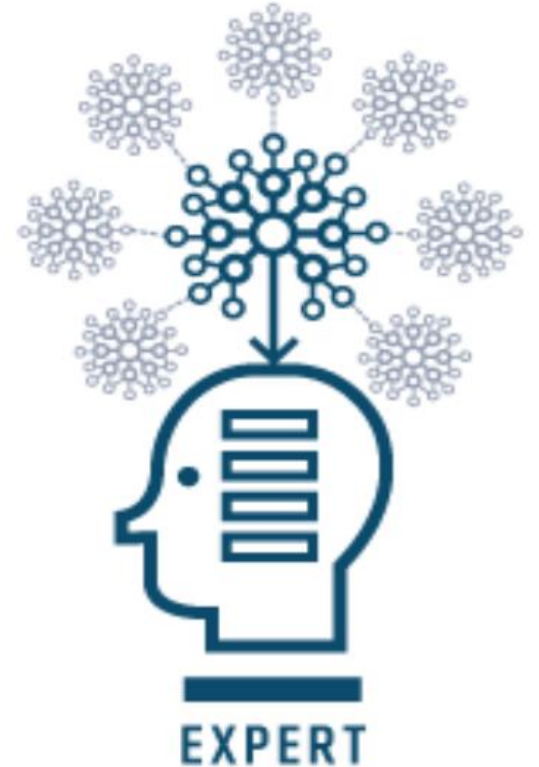


Cognitive Load Theory (Sweller, 1988, 2011)



Building capacity in the
working memory

Building a strong schemata in the
long term memory



How do we become more 'RESPONSIVE' and seek out evidence of this learning?

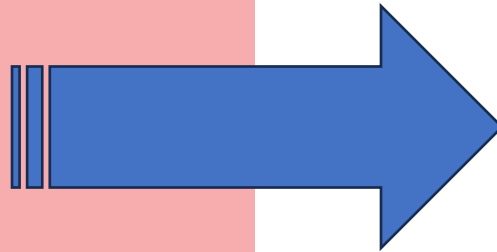
This Learning is 'Hidden'

It happens in our students' brains.



Rosenshine's Principles of Instruction

1. Daily Review
2. Present new material using small steps
3. Ask questions
4. Provide models
5. Guide student practice
6. Check for understanding
7. Obtain a high success rate
8. Provide scaffolds for difficult tasks
9. Independent practice
10. Weekly and monthly review



Sherrington's Simplified Four Strands

Sequencing concepts and modelling

2. Present new material using small steps
4. Provide models
8. Provide scaffolds for difficult tasks

Questioning

3. Ask questions
6. Check for understanding

Reviewing material

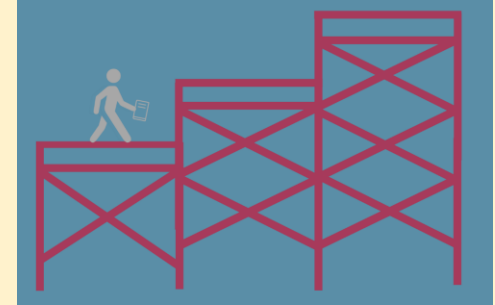
1. Daily review
10. Weekly and monthly review

Stages of practice

5. Guide student practice
7. Obtain a high success rate
9. Independent practice

Sherrington's (2019) Strand 1 – Sequencing concepts and modelling

More effective teachers...

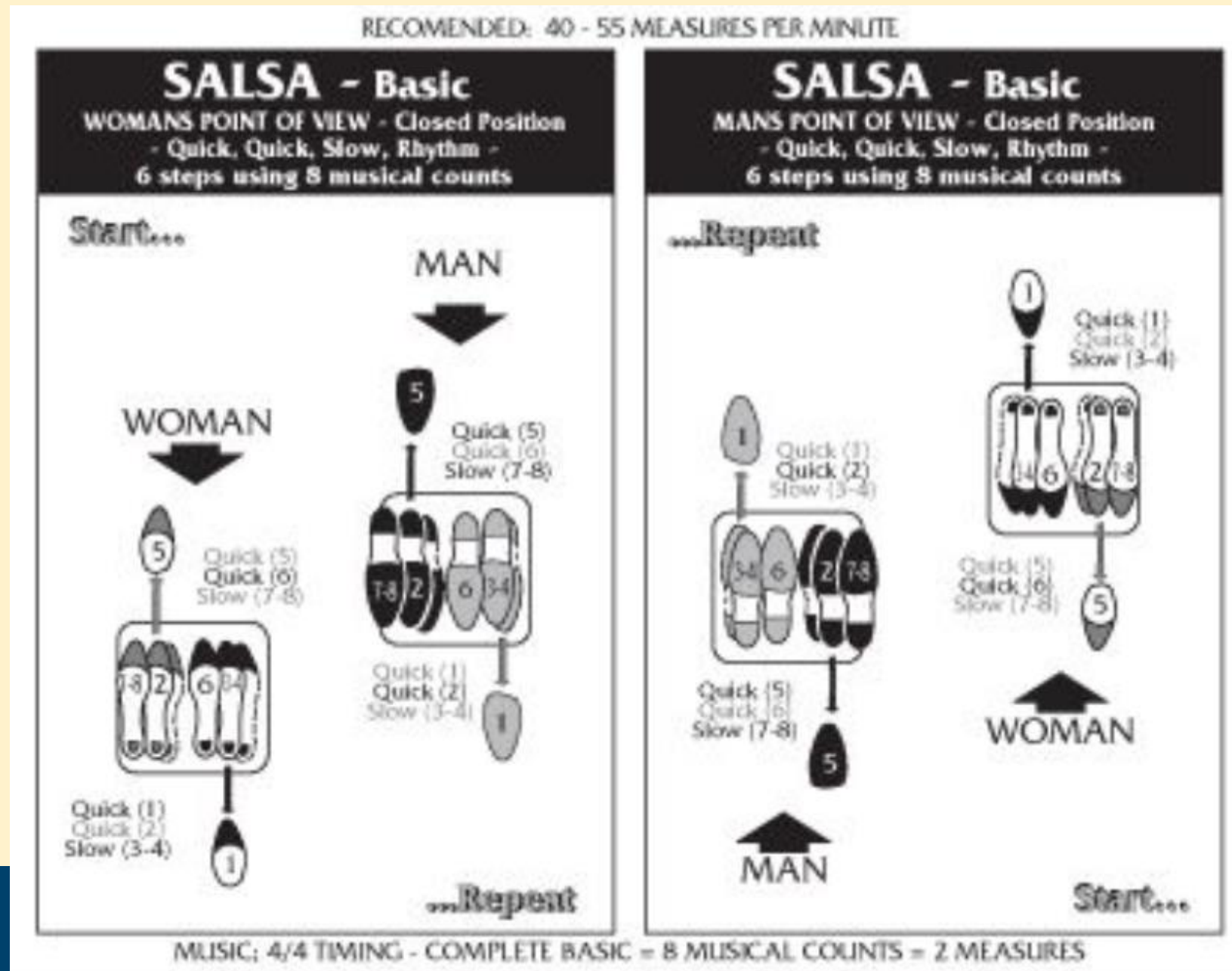


- break down concepts and procedures into small steps.
- ensure students have the opportunity to practise each of the steps.
- provide good instructional support.
- will be able to narrate the decisions and choices they make.

Task:

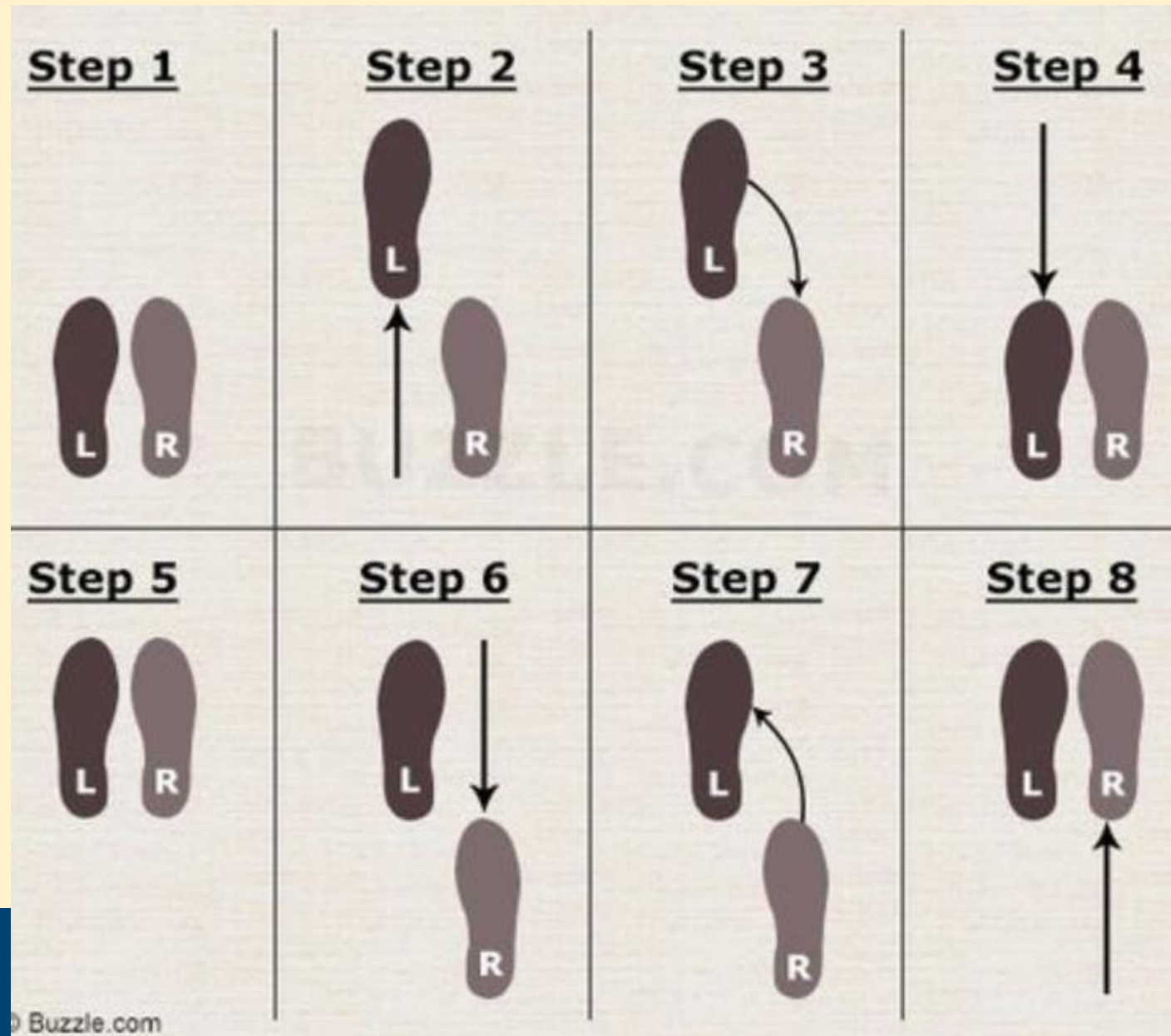
I would like you to learn the 'Salsa.' In pairs, please practice the steps and you can perform it at the end of the lecture.

I have provided the instructions here for you.

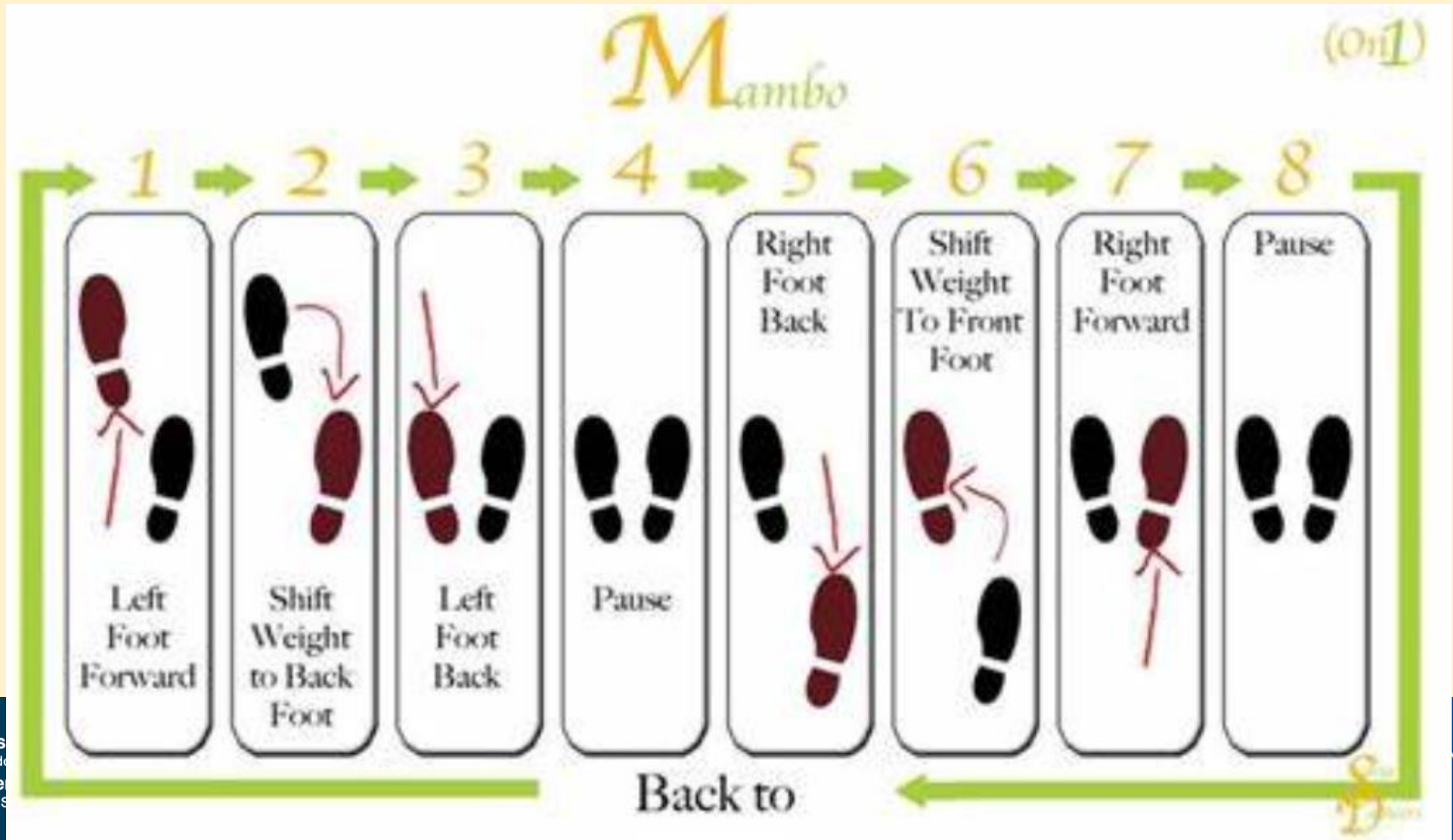


Would this be useful?

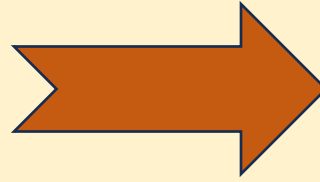
Why?



Would this be even better? Why?



'We don't always
know what we know'
(Sherrington, 2019)



TACIT
KNOWLEDGE

TASK: What is implicit and
explicit in the images?

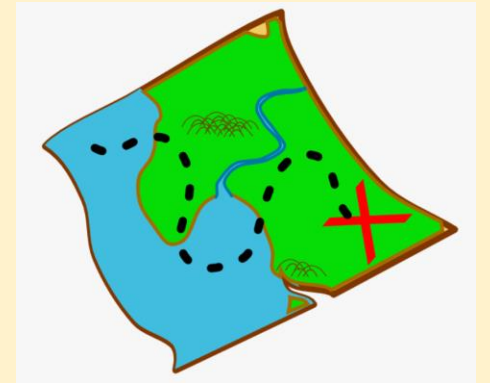
Can you give your own
examples of implicit and
explicit in the classroom?



Teachers need to invest time in analysing their curriculum material to see how it can be broken down. They need a clear understanding of what the learning steps might look like.



You need to map this out explicitly for our novice learners – narrate your decisions for your learners



Sherrington's (2019) Strand 2 - Questioning

More effective teachers...



- ask more questions to 'check for understanding'
- involve more students in questioning and check responses from all.
- take time to explain, clarify and provide systematic feedback and corrections.





High Risk
Activity



How would you 'check for
understanding'?

Misconceptions of understanding

Only ask a few questions

Call on a few volunteers

Assume the whole class now understands as they have listened to the volunteered answers

Ask 'Are there any questions?' and assume understanding if there aren't any.

Assume repeating points is enough to create understanding

Use rhetorical self-report questions

Change the question:

Have you understood? **vs** What have you understood?

Sherrington's (2019) Strand 3 – Reviewing material

More effective teachers...

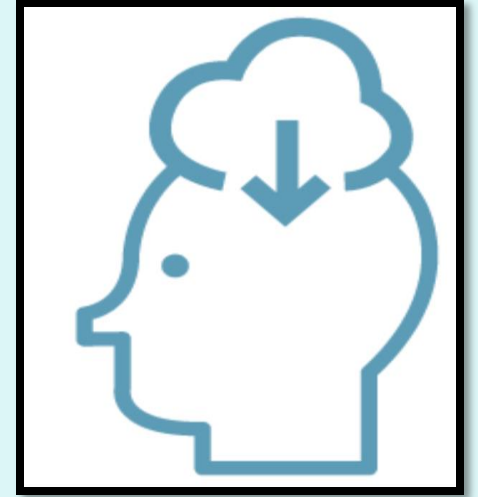


Caviglioni, O

- encourage their students to explore their prior understanding rather than just remembering it.
- routinely engage students in a variety of forms of retrieval practice.
- View learning as a 'generative process' to build fluency and identify areas of uncertainty.

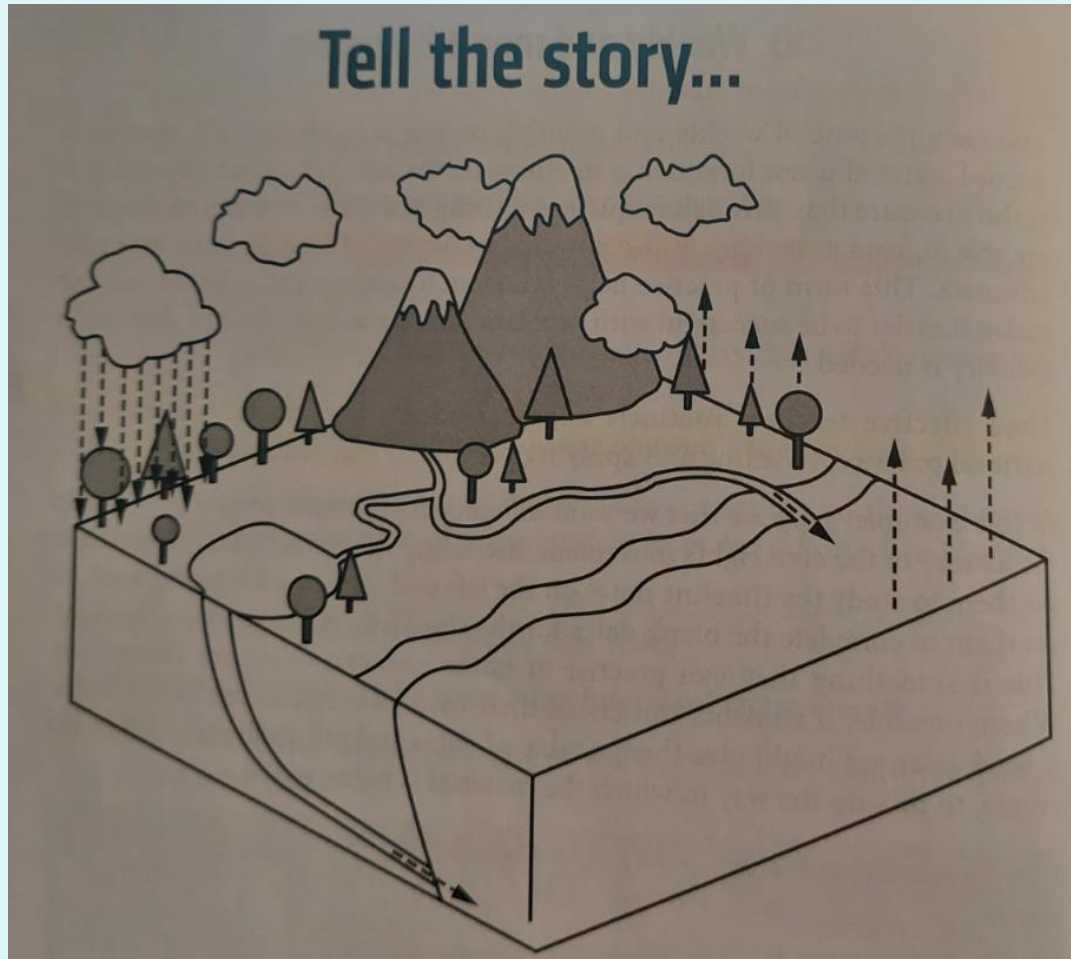
Task: How can we encourage our pupils to explore their prior knowledge rather than 'simply' remember it?

'It's on the
tip of my
tongue....'



Can we build 'fluency of recall' by asking our pupils to generate their own version of information from memory?

Task: the memory-building power of narrative structures.



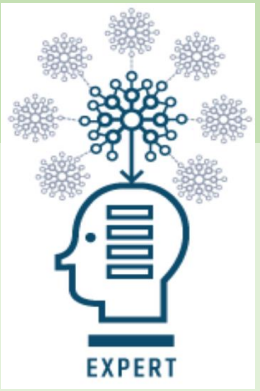
Can you tell the story of a water molecule, starting in the sea?



In pairs, interrogate your story.

How does this happen?
Why did that happen?

Sherrington's (2019) Strand 4 – Stages of practice



Caviglioni, O

More effective teachers...

- give more time for guided practice in order to build a 'strong schema'.
- provide students with the tools for independent practice.
- set questions and task with sufficient practice to achieve a high success rate.



GUIDED PRACTICE

Rephrasing
Elaborating
Modelling
Corrective feedback
Affirmative feedback
Self-monitor learning
Teach creative thinking



TOOLS

Choral repetition
Quick-fire questioning
Number bonds
Vocabulary practice
Self-evaluation
Set your own goals
Collaborative learning



INDEPENDENT PRACTICE

Perform tasks by themselves
Tell a story
Making an argument
Play music
Perform
New vocabulary
Growth mindset

'I Do It'



'We Do it'



'You Do it'

Discuss action plans - are you ready to share with your mentors?

Have you decided what your Areas of Development are?

Share your progress within your group and discuss what you have identified as your priorities.

Is there any help you need with the development of your Action Plan?



BY WHEN MUST I COMPLETE MY PLP?



Review points throughout the programme in-line with reporting on student-teachers' progress



Final, summative QTS review window
BA3: 13/05/24 - 24/05/24



PLP to be completed by
BA3: 09/05/24 9.00am

Reference List

- Furlong, J & Maynard, T (1995). Mentoring student teachers: The growth of professional knowledge. London and New York: Routledge.
- Menter, I (2014). Beginning Teachers' Learning, Making experience count. Critical Publishing Ltd
- Rosenshine, B (2012) 'Principles of Instruction: Research-based Strategies That All Teachers Should Know', in American Educator, pp. 55-84.
- Sherrington, T (2019). Rosenshine's Principles in Action. Woodbridge: John Catt Educational Ltd.
- Sweller, J (1988) Cognitive Load during problem solving: Effects on Learning. *Cognitive Science*, 12, 257-285.