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Partneriaeth Dysgu Proffesiynol **Yr Athrofa**
Yr Athrofa Professional Learning Partnership

Trawsnewid Addysg Gyda'n Gilydd Transforming Teaching Together

Yr Athrofa: Professional Learning Partnership (APLP)

Handbook
2019-20

Supporting Initial Teacher Education
Supporting Professional Learning

www.athrofa.cymru

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Introduction – Yr Athrofa: Professional Learning Partnership

Yr Athrofa: Professional Learning Partnership (referred to throughout this document as the APLP) has been created to prepare the next generation of teachers ready for a new curriculum in Wales. The APLP combines the expertise of the school sector and all its practical, hands-on experience with the expertise of the higher education (HE) sector, from the understanding of careful research design and delivery to the highly-skilled art of teaching teachers and would-be teachers.

The geographic spread of the APLP's component parts means that we look east and west and know rural and urban Wales. Proud of our heritage and the distinctive nature of the nation we serve, the APLP is unashamedly ambitious, drawing upon international best practice to inform our work at home and, vice versa, it is eager to share our expertise in both local and global classrooms.

We have adopted and adapted a model of initial teacher education (ITE) that is transformative in essence. In our view, teachers who are transformative actively seek opportunities to gain new insights and use these to influence their own practice for the better of education in Wales and beyond.

A summary of the key features of the Partnership:

- Student-teachers are placed in networks consisting of a Lead School and a number of Partner Schools;
- Student-teachers will engage in a range of activities and experiences that support critical thinking and shared reflection, e.g. bridging;
- Assessment of Qualified Teacher Status (QTS) will be shared between the school-based teacher educator and the university-based teacher educator;
- The governance of the APLP is shared and the Partnership is jointly accountable for standards and quality;
- Each network is supported by a named University Tutor (Professional) and University Tutor (Curriculum).

Partnership Handbook overview

The APLP Partnership Handbook is separated into two sections (Supporting ITE and Supporting Professional Learning) and is the reference point for all programmes of ITE across the Partnership. It is designed to support teacher educators (from both schools and the university), student-teachers and support staff.

The two parts to this section of the handbook (Supporting ITE) include:

- Part 1: Supporting programmes of ITE including all aspects of the core curriculum, assessment of QTS, taught modules, bridging, electives, research skill development, Welsh language development, phase swap and alternative placements;
- Part 2: Supporting professional learning including our Mentor Development Programme, Research Schools Programme, communities of practice and professional learning opportunities.

Aspects of APLP governance, quality assurance and enhancement are located in the APLP Quality Assurance Handbook.

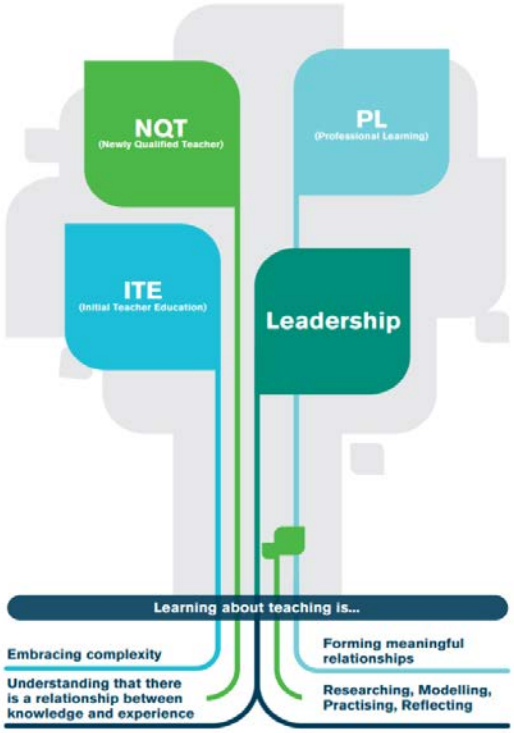
Partnership contact

Please contact the APLP Partnership Office as a first port of call for any enquiries:

Christine Rees	APLP Partnership Office University of Wales Trinity Saint David (UWTSD) College Road Carmarthen SA31 3EP	01267 676 914 partnership@uwtsd.ac.uk
Catharine Bleasdale Safeguarding Officer	As above	01267 676 914 c.bleasdale@uwtsd.ac.uk

Partnership Handbook Part 1: Supporting Initial Teacher Education

The APLP model of teacher education



As outlined in the figure above, our model encompasses the continuum of teacher education (branches) and is rooted in our four principles. Presented in the logo below, the APLP's strapline – '*Transforming Teaching Together*' – is simple, yet encapsulates perfectly the challenge we have presented ourselves. Whilst our work intends to support the positive development of education in Wales more generally, the APLP considers the transformation of teaching to be of paramount importance – albeit this will only come about if university and school-based staff come together as the teacher educators of the next generation.

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APLP networks, Network Leads and named University Tutor (Professional)

The University Tutor (Professional) is the named link for the networks and supports all aspects of network working including assessment of QTS, placements and mentoring. The Network Lead oversees all aspects of school-based ITE in the network. Both roles form part of the Quality Assurance/Enhancement process. The names of these tutors and leads, together with their Partner Schools, are as follows:

Fitzalan High School		
APLP Network Lead: **Bethan Spencer** University Tutor (Professional): **Hilary Chivers**		bsp@fitzalan.cardiff.sch.uk h.chivers@uwtsd.ac.uk
Garnteg Primary School	Maindee Primary School	Llanishen High School
Cyfarthfa Park Primary School	Mount Stuart Primary School	Chepstow School

Olchfa School		
APLP Network Lead: **Rebecca Salmon** University Tutor (Professional): **Hilary Chivers**		rms2@olchfa.org.uk h.chivers@uwtsd.ac.uk
Gower College	Gowerton Comprehensive School	Bishop Gore School
Bishopston Comprehensive School	Penyrheol Comprehensive School	

Coedcae School		
APLP Network Lead: **Claire Scotti** University Tutor (Professional): **Linda Davies**		clS@coedcae.org l.davies@uwtsd.ac.uk
Bryngwyn & Glan y Môr School	Queen Elizabeth High School	Ysgol Gyfun Emlyn
Pontarddulais Comprehensive School	Ysgol Dyffryn Taf	

Ysgol Llanhari		
APLP Network Lead: **Meinir Thomas** University Tutor (Professional): **Linda Davies**		mthomas@llanhari.com l.davies@uwtsd.ac.uk
Ysgol Sant Curig	Ysgol Gyfun Cwm Rhondda	Ysgol Gynradd Gymraeg Santes Tudful
Ysgol Cynwyd Sant	Ysgol Gyfun Gymraeg Bro Morgannwg	Ysgol Gynradd Creigiau

Ysgol Gynradd Gymraeg Lôn Las		
APLP Network Lead: **Helen Williams** University Tutor (Professional): **Linda Davies**		helencmn@msn.com l.davies@uwtsd.ac.uk
Ysgol Gyfun Gŵyr	Ysgol Gymraeg Llangennech	Ysgol Tan y Lan
Ysgol Gyfun Gymraeg Bryn Tawe	Ysgol Gyfun Gymraeg Castell Nedd	Ysgol Saron
Ysgol Gyfun Y Strade	Ysgol Gymraeg Pontybrenin	
Ysgol Y Tymbl a Llechyfedach	Ysgol Trimsaran a Mynyddygarreg	

Ysgol Y Preseli		
APLP Network Lead: **Rhonwen Morris** University Tutor (Professional): **Linda Davies**		rhonwen@ysgolypreseli.com l.davies@uwtsd.ac.uk
Ysgol Griffith Jones	Ysgol Bro Dinefwr	Ysgol Hafan y Môr
Ysgol Gynradd Llangynnwr	Ysgol Dyffryn Aman	Ysgol Maes y Gwendraeth
Ysgol Nantgaredig	Ysgol Gyfun Gymraeg Bro Myrddin	Ysgol Gynradd Aberteifi
Ysgol Y Dderwen	Ysgol Y Frenni	

Cadle Primary School		
APLP Network Lead: **Natalie Smith** University Tutor (Professional): **Natalie Griffiths**		BeynonN7@hwbmail.net natalie.griffiths@uwtsd.ac.uk
Birchgrove Primary School	Clase Primary School	Ysgol Bro Tawe
Blaenymaes Primary School	Gwyrosydd Primary School	Ysgol Y Cribarth
Burlais Primary School	Portmead Primary School	Ysgol Golwg y Cwm

Cowbridge Comprehensive School		
APLP Network Lead: **Ruth Williams** University Tutor (Professional): **Natalie Griffiths**		rwilliams@cowbridgecs.co.uk natalie.griffiths@uwtsd.ac.uk
Bryntirion School	Porthcawl Comprehensive School	

Pontarddulais Primary School		
APLP Network Lead: **Eira Williams** University Tutor (Professional): **Natalie Griffiths**		WilliamsE1001@hwbmail.net natalie.griffiths@uwtsd.ac.uk
Burry Port Primary School	Halfway Primary School	Stebonheath Primary School
Bynea Primary School	Pontybrenin Primary School	Swiss Valley Primary School
Gorseinon Primary School	Richmond Park Primary School	Tre Uchaf Primary School
Pengelli Primary School	Model CiW School	

Treorchy Comprehensive School		
APLP Network Lead: **Jonathan Davies** University Tutor (Professional): **Natalie Griffiths**		stjdavi2@treorchycomp.org.uk natalie.griffiths@uwtsd.ac.uk
Aberdare Town CiW Primary	Gwauncelyn Primary School	Llanharan Primary School
Llanhari Primary School	Treorchy Primary School	Y Pant Comprehensive School
Ton Pentre Junior School		

Cadoxton Primary School		
APLP Network Lead: **Deb Forse** University Tutor (Professional): **Ceri Lewis**		ForseD@hwbmail.net C.J.lewis@uwtsd.ac.uk
Pendoylan CiW Primary School	Romilly Primary School	Rhws Primary School
Ysgol Y Ddraig		

Maes yr Haul Primary School		
APLP Network Lead: **Joanna Kenifick** University Tutor (Professional): **Ceri Lewis**		joanna.kenifick@bridgend.gov.uk C.J.lewis@uwtsd.ac.uk
Bryncethin Primary School	Tondu Primary School	Nottage Primary School
Brynmenyn Primary School	Caerau Primary School	Penybont Primary School
Ffaldau Primary School	Betws Primary School	

Pentrehafod School	
APLP Network Lead: **Kelly Gipson** University Tutor (Professional): **Ceri Lewis**	GipsonK@hwbmail.net C.J.lewis@uwtsd.ac.uk
Birchgrove Comprehensive School	Dylan Thomas School
Cefn Hengoed Community School	Morriston Comprehensive School

St. Thomas Community Primary School		
APLP Network Lead: **Rebecca Taylor** University Tutor (Professional): **Ceri Lewis**		GaskinR1@hwbmail.net C.J.lewis@uwtsd.ac.uk
Christchurch CiW PS	Glais Primary School	St Joseph's Cathedral PS
Craigfelen Primary School	Hafod Primary School	Ynystawe Primary School
Cwm Glas Primary School	St Helen's Primary School	Townhill Primary School

Bishop of Llandaff CiW Secondary School		
Network Lead: **Stephanie Leighfield** University Tutor (Professional): **Diane Thomas**		LeighfieldS@bishopofllandaff.org D.B.Thomas@uwtsd.ac.uk
Marlborough Primary School	Whitchurch Primary School	Lewis Girls' Comp School
Pentrebane Primary School	Lewis School Pengam	St Joseph's RC PS Penarth

Parkland Primary School		
APLP Network Lead: **Catrin Parton** University Tutor (Professional): **Diane Thomas**		PartonC@hwbmail.net D.B.Thomas@uwtsd.ac.uk
Knelston Primary School	Gowerton Primary School	Newton Primary School
Cila Primary School	Hendrefoilan Primary School	Sketty Primary School
Dunvant Primary School	Morriston Primary School	Whitestone Primary School
Bishopston Primary School		

Pembroke Dock Community School		
APLP Network Lead: **Katie Crockford-Morris** University Tutor (Professional): **Diane Thomas**		MorrisK111@hwbcymru.net D.B.Thomas@uwtsd.ac.uk
Cleddau Reach VC Primary	Prendergast Primary School	Hook CP School
Lamphey Primary School	St Francis RC Primary	Gelliswick CiW VC School
Monkton Priory CP School	Tavernspite Primary School	

Ysgol Cwm Brombil		
APLP Network Lead: **Liz Curson** University Tutor (Professional): **Diane Thomas**		CursonE@hwbcymru.net D.B.Thomas@uwtsd.ac.uk
Alderman Davis CiW Primary School	Crynallt Primary School	Bae Baglan School
Alltwen Primary School	Cwmnedd Primary School	Cwmtawe Community School
Blaenhonddan Primary School	Ynysfach Primary School	West Park Primary School

Year outlines: 2019/20

(PGCE Primary and Secondary Pathways with QTS & BA Primary Education with QTS)

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

Yr Athrofa
Institute of Education
Addysg i Gymru / Education for Wales

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Rhaglenni ADA - Trosolwg Ysgol / ITE Programmes - School overview 2019/20

Allwedd/Key:	Darpariaeth Prifysgol University provision	Darpariaeth Ysgol - School provision: Profiad Addysgu ProfessionalProfessional Teaching Experience	Darpariaeth Ysgol - School provision: Pontio (Ysgol) Pontio - Bridging (in school)	Darpariaeth Ysgol - School provision: Profiad Seiliedig Ysgol Arall Other school based provision

			TAR - PGCE	BA1	BA2	BA3
2	02/09/2019	Ll/M	Induction - Prifysgol - University			
	03/09/2019	Ma/T	Induction - Prifysgol - University			
	04/09/2019	Me/W	Induction - Prifysgol - University			
	05/09/2019	I/Th	Anwytho/Induction - Ysgol arweiniol/lead school			
	06/09/2019	G/F	Anwytho/Induction - Ysgol/school			
3	09/09/2019	Ll/M	Prifysgol - University			
	10/09/2019	Ma/T	Prifysgol - University			
	11/09/2019	Me/W	Prifysgol - University			
	12/09/2019	I/Th	Prifysgol - University			
	13/09/2019	G/F	Prifysgol - University			
4	16/09/2019	Ll/M	Prifysgol - University			
	17/09/2019	Ma/T	Prifysgol - University			
	18/09/2019	Me/W	Prifysgol - University			
	19/09/2019	I/Th	Prifysgol - University			
	20/09/2019	G/F	Prifysgol - University			
5	23/09/2019	Ll/M	Prifysgol - University	Prifysgol - University	Prifysgol - University	Prifysgol - University
	24/09/2019	Ma/T	Prifysgol - University	Prifysgol - University	Prifysgol - University	Prifysgol - University
	25/09/2019	Me/W	Pontio - Bridging - Cwrdd - Meet	Prifysgol - University	Prifysgol - University	Prifysgol - University
	26/09/2019	I/Th	Pontio - Bridging - Profi - Test	Prifysgol - University	Prifysgol - University	Prifysgol - University
	27/09/2019	G/F	Prifysgol - University	Prifysgol - University	Prifysgol - University	Prifysgol - University
6	30/09/2019	Ll/M	Prifysgol - University	Prifysgol - University	Prifysgol - University	Prifysgol - University
	01/10/2019	Ma/T	Prifysgol - University	Prifysgol - University	Prifysgol - University	Prifysgol - University
	02/10/2019	Me/W	Pontio - Bridging - Profi - Test	Prifysgol - University	Prifysgol - University	Prifysgol - University
	03/10/2019	I/Th	Pontio - Bridging - Rhannu - Share	Prifysgol - University	Prifysgol - University	Prifysgol - University
	04/10/2019	G/F	Prifysgol - University	Prifysgol - University	Prifysgol - University	Prifysgol - University
7	07/10/2019	Ll/M	Prifysgol - University	Prifysgol - University	Prifysgol - University	Prifysgol - University
	08/10/2019	Ma/T	Pontio - Bridging - Profi - Test	Prifysgol - University	Prifysgol - University	Prifysgol - University
	09/10/2019	Me/W	Pontio - Bridging - Profi - Test	Prifysgol - University	Prifysgol - University	Prifysgol - University
	10/10/2019	I/Th	Prifysgol - University	Prifysgol - University	Prifysgol - University	Prifysgol - University
	11/10/2019	G/F	Prifysgol - University	Prifysgol - University	Prifysgol - University	Prifysgol - University

APLP ITE Timetable overview 1920 DRAFT v8 1 School overview

8	14/10/2019	Ll/M	Prifysgol - University	Prifysgol - University	Prifysgol - University	Prifysgol - University
	15/10/2019	Ma/T	Prifysgol - University	Prifysgol - University	Prifysgol - University	Prifysgol - University
	16/10/2019	Me/W	Prifysgol - University	Prifysgol - University	Prifysgol - University	Prifysgol - University
	17/10/2019	I/Th	Prifysgol - University	Prifysgol - University	Prifysgol - University	Prifysgol - University
	18/10/2019	G/F	Prifysgol - University	Prifysgol - University	Prifysgol - University	Prifysgol - University
9	21/10/2019	Ll/M	PAP - PTE1	Prifysgol - University	Prifysgol - University	Prifysgol - University
	22/10/2019	Ma/T	PAP - PTE1	Prifysgol - University	Prifysgol - University	Prifysgol - University
	23/10/2019	Me/W	PAP - PTE1	Prifysgol - University	Prifysgol - University	Prifysgol - University
	24/10/2019	I/Th	PAP - PTE1	Prifysgol - University	Prifysgol - University	Prifysgol - University
	25/10/2019	G/F	PAP - PTE1	Prifysgol - University	Prifysgol - University	Prifysgol - University
10	28/10/2019	Ll/M	Prifysgol - University	Prifysgol - University	Prifysgol - University	Prifysgol - University
	29/10/2019	Ma/T	Prifysgol - University	Prifysgol - University	Prifysgol - University	Prifysgol - University
	30/10/2019	Me/W	Prifysgol - University	Prifysgol - University	Prifysgol - University	Prifysgol - University
	31/10/2019	I/Th	Prifysgol - University	Prifysgol - University	Prifysgol - University	Prifysgol - University
	01/11/2019	G/F	Prifysgol - University	Prifysgol - University	Prifysgol - University	Prifysgol - University
11	04/11/2019	Ll/M	PAP - PTE1	Prifysgol - University	PAP - PTE1	Prifysgol - University
	05/11/2019	Ma/T	PAP - PTE1	Prifysgol - University	PAP - PTE1	Prifysgol - University
	06/11/2019	Me/W	PAP - PTE1	Prifysgol - University	PAP - PTE1	Prifysgol - University
	07/11/2019	I/Th	PAP - PTE1	Prifysgol - University	PAP - PTE1	Prifysgol - University
	08/11/2019	G/F	PAP - PTE1	Prifysgol - University	PAP - PTE1	Prifysgol - University
12	11/11/2019	Ll/M	PAP - PTE1	Pontio - Bridging - Profi - Test	PAP - PTE1	Prifysgol - University
	12/11/2019	Ma/T	PAP - PTE1	Prifysgol - University	PAP - PTE1	Prifysgol - University
	13/11/2019	Me/W	Pontio - Bridging - Cwrdd - Meet	Prifysgol - University	Pontio - Bridging - Cwrdd - Meet	Prifysgol - University
	14/11/2019	I/Th	PAP - PTE1	Prifysgol - University	PAP - PTE1	Prifysgol - University
	15/11/2019	G/F	PAP - PTE1	Prifysgol - University	PAP - PTE1	Prifysgol - University
13	18/11/2019	Ll/M	PAP - PTE1	Pontio - Bridging - Profi - Test	PAP - PTE1	Prifysgol - University
	19/11/2019	Ma/T	PAP - PTE1	Prifysgol - University	PAP - PTE1	Prifysgol - University
	20/11/2019	Me/W	PAP - PTE1	Prifysgol - University	PAP - PTE1	Prifysgol - University
	21/11/2019	I/Th	PAP - PTE1	Prifysgol - University	PAP - PTE1	Prifysgol - University
	22/11/2019	G/F	PAP - PTE1	Prifysgol - University	PAP - PTE1	Prifysgol - University
14	25/11/2019	Ll/M	PAP - PTE1	Pontio - Bridging - Profi - Test	PAP - PTE1	Prifysgol - University
	26/11/2019	Ma/T	PAP - PTE1	Prifysgol - University	PAP - PTE1	Prifysgol - University
	27/11/2019	Me/W	Pontio - Bridging - Rhannu - Share	Prifysgol - University	Pontio - Bridging - Rhannu - Share	Prifysgol - University
	28/11/2019	I/Th	PAP - PTE1	Prifysgol - University	PAP - PTE1	Prifysgol - University
	29/11/2019	G/F	PAP - PTE1	Prifysgol - University	PAP - PTE1	Prifysgol - University
15	02/12/2019	Ll/M	PAP - PTE1	Pontio - Bridging - Profi - Test	PAP - PTE1	Prifysgol - University
	03/12/2019	Ma/T	PAP - PTE1	Prifysgol - University	PAP - PTE1	Prifysgol - University
	04/12/2019	Me/W	PAP - PTE1	Prifysgol - University	PAP - PTE1	Prifysgol - University
	05/12/2019	I/Th	PAP - PTE1	Prifysgol - University	PAP - PTE1	Prifysgol - University
	06/12/2019	G/F	PAP - PTE1	Prifysgol - University	PAP - PTE1	Prifysgol - University

16	09/12/2019	Ll/M	Prifysgol - University	Prifysgol - University	PAP - PTE1	Prifysgol - University
	10/12/2019	Ma/T	Prifysgol - University	Prifysgol - University	PAP - PTE1	Prifysgol - University
	11/12/2019	Me/W	Prifysgol - University	Prifysgol - University	PAP - PTE1	Prifysgol - University
	12/12/2019	I/Th	Prifysgol - University	Prifysgol - University	PAP - PTE1	Prifysgol - University
	13/12/2019	G/F	Cynnig Ymchwil- Research proposal	Prifysgol - University	PAP - PTE1	Prifysgol - University
17	16/12/2019	Ll/M	Prifysgol - University	Gwyl - Hol	Gwyl - Hol	Gwyl - Hol
	17/12/2019	Ma/T	Prifysgol - University	Gwyl - Hol	Gwyl - Hol	Gwyl - Hol
	18/12/2019	Me/W	Prifysgol - University	Gwyl - Hol	Gwyl - Hol	Gwyl - Hol
	19/12/2019	I/Th	Prifysgol - University	Gwyl - Hol	Gwyl - Hol	Gwyl - Hol
	20/12/2019	G/F	Prifysgol - University	Gwyl - Hol	Gwyl - Hol	Gwyl - Hol
20	06/01/2020	Ll/M	PAP - PTE1	Prifysgol - University	PAP - PTE1	Prifysgol - University
	07/01/2020	Ma/T	PAP - PTE1	Prifysgol - University	PAP - PTE1	Prifysgol - University
	08/01/2020	Me/W	Pontio - Bridging - Cwrdd - Meet	Prifysgol - University	Pontio - Bridging - Cwrdd - Meet	Prifysgol - University
	09/01/2020	I/Th	PAP - PTE1	Prifysgol - University	PAP - PTE1	Prifysgol - University
	10/01/2020	G/F	PAP - PTE1	Prifysgol - University	PAP - PTE1	Prifysgol - University
21	13/01/2020	Ll/M	PAP - PTE1	Prifysgol - University	PAP - PTE1	Prifysgol - University
	14/01/2020	Ma/T	PAP - PTE1	Prifysgol - University	PAP - PTE1	Prifysgol - University
	15/01/2020	Me/W	PAP - PTE1	Prifysgol - University	PAP - PTE1	Prifysgol - University
	16/01/2020	I/Th	PAP - PTE1	Prifysgol - University	PAP - PTE1	Prifysgol - University
	17/01/2020	G/F	PAP - PTE1	Prifysgol - University	PAP - PTE1	Prifysgol - University
22	20/01/2020	Ll/M	PAP - PTE1	Pontio - Bridging - Profi - Test	PAP - PTE1	Prifysgol - University
	21/01/2020	Ma/T	PAP - PTE1	Prifysgol - University	PAP - PTE1	Prifysgol - University
	22/01/2020	Me/W	PAP - PTE1	Prifysgol - University	PAP - PTE1	Prifysgol - University
	23/01/2020	I/Th	PAP - PTE1	Prifysgol - University	PAP - PTE1	Prifysgol - University
	24/01/2020	G/F	PAP - PTE1	Prifysgol - University	PAP - PTE1	Prifysgol - University
23	27/01/2020	Ll/M	PAP - PTE1	Pontio - Bridging - Profi - Test	PAP - PTE1	Prifysgol - University
	28/01/2020	Ma/T	PAP - PTE1	Prifysgol - University	PAP - PTE1	Prifysgol - University
	29/01/2020	Me/W	PAP - PTE1	Prifysgol - University	PAP - PTE1	Prifysgol - University
	30/01/2020	I/Th	PAP - PTE1	Prifysgol - University	PAP - PTE1	Prifysgol - University
	31/01/2020	G/F	PAP - PTE1	Prifysgol - University	PAP - PTE1	Prifysgol - University
24	03/02/2020	Ll/M	PAP - PTE1	Pontio - Bridging - Profi - Test	PAP - PTE1	Prifysgol - University
	04/02/2020	Ma/T	PAP - PTE1	Prifysgol - University	PAP - PTE1	Prifysgol - University
	05/02/2020	Me/W	Pontio - Bridging - Rhannu - Share	Prifysgol - University	Pontio - Bridging - Rhannu - Share	Prifysgol - University
	06/02/2020	I/Th	PAP - PTE1	Prifysgol - University	PAP - PTE1	Prifysgol - University
	07/02/2020	G/F	PAP - PTE1 review / hand	Prifysgol - University	PAP - PTE1	Prifysgol - University
25	10/02/2020	Ll/M	Prifysgol - University	Prifysgol - University	Prifysgol - University	Dewisol - Electives
	11/02/2020	Ma/T	Prifysgol - University	Prifysgol - University	Prifysgol - University	Dewisol - Electives
	12/02/2020	Me/W	Prifysgol - University	Prifysgol - University	Prifysgol - University	Dewisol - Electives
	13/02/2020	I/Th	Prifysgol - University	Prifysgol - University	Prifysgol - University	Dewisol - Electives
	14/02/2020	G/F	Prifysgol - University	Prifysgol - University	Prifysgol - University	Dewisol - Electives

26	17/02/2020	Ll/M	Prifysgol - University	Prifysgol - University	Prifysgol - University	Prifysgol - University
	18/02/2020	Ma/T	Prifysgol - University	Prifysgol - University	Prifysgol - University	Prifysgol - University
	19/02/2020	Me/W	Prifysgol - University	Prifysgol - University	Prifysgol - University	Prifysgol - University
	20/02/2020	I/Th	Prifysgol - University	Prifysgol - University	Prifysgol - University	Prifysgol - University
	21/02/2020	G/F	Prifysgol - University	Prifysgol - University	Prifysgol - University	Prifysgol - University
27	24/02/2020	Ll/M	Prifysgol - University	PAP - PTE1	Prifysgol - University	Dewisol - Electives
	25/02/2020	Ma/T	Prifysgol - University	PAP - PTE1	Prifysgol - University	Dewisol - Electives
	26/02/2020	Me/W	Prim / Sec swap	PAP - PTE1	Prifysgol - University	Prifysgol - University
	27/02/2020	I/Th	Prim / Sec swap	PAP - PTE1	Prifysgol - University	Prifysgol - University
	28/02/2020	G/F	Prim / Sec swap	PAP - PTE1	Prifysgol - University	Prifysgol - University
28	02/03/2020	Ll/M	Dewisol - Electives	PAP - PTE1	Ymweliad ymchwil- Research visit	Prifysgol - University
	03/03/2020	Ma/T	Dewisol - Electives	PAP - PTE1	Prifysgol - University	Prifysgol - University
	04/03/2020	Me/W	Dewisol - Electives	PAP - PTE1	Prifysgol - University	Prifysgol - University
	05/03/2020	I/Th	Dewisol - Electives	PAP - PTE1	Prifysgol - University	Prifysgol - University
	06/03/2020	G/F	Dewisol - Electives	PAP - PTE1	Prifysgol - University	Prifysgol - University
29	09/03/2020	Ll/M	Prifysgol - University	PAP - PTE1	Prifysgol - University	Prifysgol - University
	10/03/2020	Ma/T	Prifysgol - University	PAP - PTE1	Prifysgol - University	Prifysgol - University
	11/03/2020	Me/W	Prifysgol - University	PAP - PTE1	Prifysgol - University	Prifysgol - University
	12/03/2020	I/Th	Prifysgol - University	PAP - PTE1	Prifysgol - University	Prifysgol - University
	13/03/2020	G/F	Prifysgol - University	PAP - PTE1	Prifysgol - University	Prifysgol - University
30	16/03/2020	Ll/M	PAP - PTE2	PAP - PTE1	Prifysgol - University	Prifysgol - University
	17/03/2020	Ma/T	PAP - PTE2	PAP - PTE1	Prifysgol - University	Prifysgol - University
	18/03/2020	Me/W	PAP - PTE2	PAP - PTE1	Prifysgol - University	Prifysgol - University
	19/03/2020	I/Th	PAP - PTE2	PAP - PTE1	Prifysgol - University	Prifysgol - University
	20/03/2020	G/F	PAP - PTE2	PAP - PTE1	Prifysgol - University	Prifysgol - University
31	23/03/2020	Ll/M	PAP - PTE2	Prifysgol - University	Prifysgol - University	PAP - PTE1
	24/03/2020	Ma/T	PAP - PTE2	Prifysgol - University	Prifysgol - University	PAP - PTE1
	25/03/2020	Me/W	PAP - PTE2	Prifysgol - University	Prifysgol - University	PAP - PTE1
	26/03/2020	I/Th	PAP - PTE2	Prifysgol - University	Prifysgol - University	PAP - PTE1
	27/03/2020	G/F	PAP - PTE2	Prifysgol - University	Prifysgol - University	PAP - PTE1
32	30/03/2020	Ll/M	PAP - PTE2	PASG - EASTER	PASG - EASTER	PASG - EASTER
	31/03/2020	Ma/T	PAP - PTE2	PASG - EASTER	PASG - EASTER	PASG - EASTER
	01/04/2020	Me/W	PAP - PTE2	PASG - EASTER	PASG - EASTER	PASG - EASTER
	02/04/2020	I/Th	PAP - PTE2	PASG - EASTER	PASG - EASTER	PASG - EASTER
	03/04/2020	G/F	PAP - PTE2	PASG - EASTER	PASG - EASTER	PASG - EASTER
35	20/04/2020	Ll/M	PAP - PTE2	Prifysgol - University	Prifysgol - University	PAP - PTE1
	21/04/2020	Ma/T	PAP - PTE2	Prifysgol - University	Prifysgol - University	PAP - PTE1
	22/04/2020	Me/W	Pontio - Bridging - Cwrdd	Prifysgol - University	Prifysgol - University	PAP - PTE1
	23/04/2020	I/Th	PAP - PTE2	Prifysgol - University	Prifysgol - University	PAP - PTE1
	24/04/2020	G/F	PAP - PTE2	Prifysgol - University	Prifysgol - University	PAP - PTE1

36	27/04/2020	Ll/M	PAP - PTE2	Prifysgol - University	Prifysgol - University	PAP - PTE1
	28/04/2020	Ma/T	PAP - PTE2	Prifysgol - University	Prifysgol - University	PAP - PTE1
	29/04/2020	Me/W	PAP - PTE2	Prifysgol - University	Prifysgol - University	PAP - PTE1
	30/04/2020	I/Th	PAP - PTE2	Ymweliad ymchwil- Research visit	Prifysgol - University	PAP - PTE1
	01/05/2020	G/F	PAP - PTE2	Prifysgol - University	Prifysgol - University	PAP - PTE1
37	04/05/2020	Ll/M	PAP - PTE2	Prifysgol - University	Prifysgol - University	PAP - PTE1
	05/05/2020	Ma/T	PAP - PTE2	Prifysgol - University	Prifysgol - University	PAP - PTE1
	06/05/2020	Me/W	PAP - PTE2	Prifysgol - University	Prifysgol - University	PAP - PTE1
	07/05/2020	I/Th	PAP - PTE2	Prifysgol - University	Prifysgol - University	PAP - PTE1
	08/05/2020	G/F	GWŶL Y BANC - BANK HOL			
38	11/05/2020	Ll/M	PAP - PTE2	Prifysgol - University	Prifysgol - University	PAP - PTE1
	12/05/2020	Ma/T	PAP - PTE2	Prifysgol - University	Prifysgol - University	PAP - PTE1
	13/05/2020	Me/W	PAP - PTE2	Prifysgol - University	Prifysgol - University	PAP - PTE1
	14/05/2020	I/Th	PAP - PTE2	Prifysgol - University	Prifysgol - University	PAP - PTE1
	15/05/2020	G/F	PAP - PTE2	Prifysgol - University	Prifysgol - University	PAP - PTE1
39	18/05/2020	Ll/M	PAP - PTE2	Prifysgol - University	Prifysgol - University	PAP - PTE1
	19/05/2020	Ma/T	PAP - PTE2	Prifysgol - University	Prifysgol - University	PAP - PTE1
	20/05/2020	Me/W	Pontio - Bridging - Rhannu - Share	Prifysgol - University	Prifysgol - University	PAP - PTE1
	21/05/2020	I/Th	PAP - PTE2	Prifysgol - University	Prifysgol - University	PAP - PTE1
	22/05/2020	G/F	**AfE Cynhadledd - Conference**			
40	25/05/2020	Ll/M	GWŶL Y BANC - BANK HOLIDAY			
	26/05/2020	Ma/T	Prifysgol - University	Prifysgol - University	Prifysgol - University	Prifysgol - University
	27/05/2020	Me/W	Prifysgol - University	Prifysgol - University	Prifysgol - University	Prifysgol - University
	28/05/2020	I/Th	Prifysgol - University	Prifysgol - University	Prifysgol - University	Prifysgol - University
	29/05/2020	G/F	Prifysgol - University	Prifysgol - University	Prifysgol - University	Prifysgol - University
41	01/06/2020	Ll/M	PAP - PTE2	Prifysgol - University	Prifysgol - University	PAP - PTE1
	02/06/2020	Ma/T	PAP - PTE2	Prifysgol - University	Prifysgol - University	PAP - PTE1
	03/06/2020	Me/W	PAP - PTE2	Prifysgol - University	Prifysgol - University	PAP - PTE1
	04/06/2020	I/Th	PAP - PTE2	Prifysgol - University	Prifysgol - University	PAP - PTE1
	05/06/2020	G/F	PAP - PTE2	Prifysgol - University	Prifysgol - University	PAP - PTE1
42	08/06/2020	Ll/M	PAP - PTE2	Prifysgol - University	Amgen - Alternative	PAP - PTE1
	09/06/2020	Ma/T	PAP - PTE2	Prifysgol - University	Amgen - Alternative	PAP - PTE1
	10/06/2020	Me/W	PAP - PTE2	Prifysgol - University	Amgen - Alternative	PAP - PTE1
	11/06/2020	I/Th	PAP - PTE2	Prifysgol - University	Amgen - Alternative	PAP - PTE1
	12/06/2020	G/F	PAP - PTE2	Prifysgol - University	Amgen - Alternative	PAP - PTE1
43	15/06/2020	Ll/M	PAP - PTE2			PAP - PTE1
	16/06/2020	Ma/T	PAP - PTE2			PAP - PTE1
	17/06/2020	Me/W	Prifysgol - University			Prifysgol - University
	18/06/2020	I/Th	Prifysgol - University			Prifysgol - University
	19/06/2020	G/F				

Team around the student-teacher (roles and responsibilities)

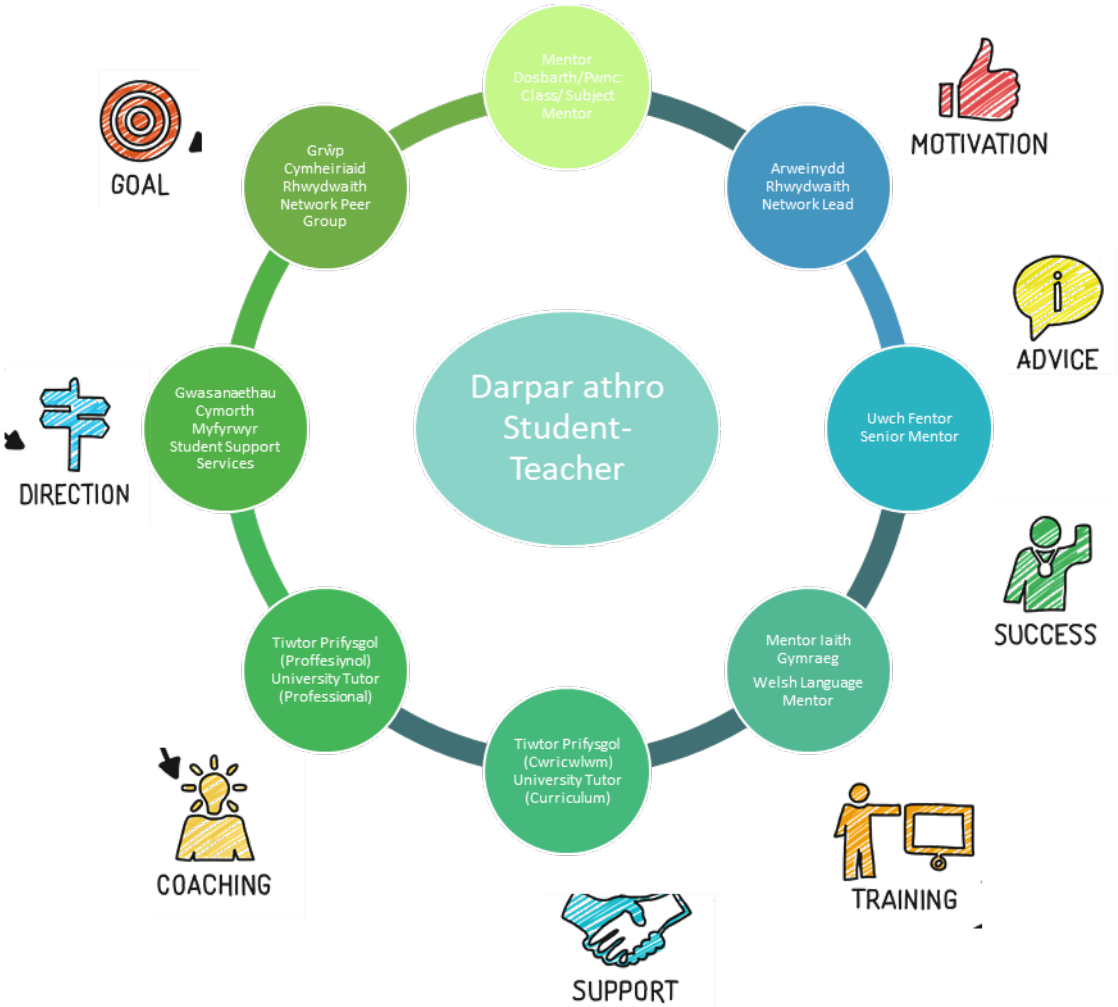
The APLP advocates a 'team around the student-teacher' approach to professional, academic and pastoral wellbeing. This team has a flexible role in supporting different sets of competencies, e.g. being successful in the classroom, collating evidence for QTS, or developing research skills whilst offering pastoral support during more challenging times. The 'team around the student-teacher' includes:

Teacher educator (school-based)	
Network Lead	The Network Lead is a senior member of staff with designated time for the development of the APLP. The Network Lead co-ordinates activity, maintains good communication and feeds into quality assurance processes.
Senior Mentor	A senior member of the teaching staff who is responsible for co-ordinating Professional Teaching Experience (PTE) for a number of student-teachers in a school (within a network) and supports specific aspects of PTE, e.g. joint lesson observation, contingency process.
Class/Subject Mentor	The first port of call during PTE and supports the student-teacher in collating evidence for QTS and in becoming an independent teacher.
Welsh Language Mentor	A named person who can support the development of Welsh language skills both in the university and in school.
Teacher educator (university-based)	
University Tutor (Curriculum)	Subject specialists with a teaching and research role in the university including supporting subject/AoLE expertise, the development of research skills and contributing to published work.
University Tutor (Professional)	A university tutor linked to a network who supports all aspects of network working including assessment of QTS, placements and mentoring.
UWTSD Student Services	A substantive service offering pastoral, academic and financial advice. Student services can be contacted on:

	Carmarthen Campus: Tel: 01267 676830 Email: studentservices@uwtsd.ac.uk **Swansea Campus:** Tel: 01792 481206 Email: student.services@uwtsd.ac.uk https://www.uwtsd.ac.uk/student-services/

Student-teacher wellbeing

In order to develop confidence and self-reliance, the student-teacher will be 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 different aspects of the programme and for different individuals. 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 telephone or e-mail to the **Partnership Office (01267 676914)**. 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 the **Big White Wall, 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.

The Big White Wall 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.bigwhitewall.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.

Placement activity

The organisation of placements will become a network-focused activity from September 2019 onwards. This will ensure that there is a closer consideration of the types of experience received by each student-teacher, as well as greater opportunity for effective partnership working. In order to ensure that placement activity takes account of all considerations, the following process has been identified:

Student-teachers

All student-teachers are asked to complete a Preference Form providing their personal details and any specific circumstances that need to be considered within the placement process.

By July of each year, all BA2, BA3 and all confirmed BA1 and PGCE intake students will have been required to complete the form. Any BA1 or PGCE students who have a conditional offer will be asked to complete the form as soon as is practically possible following confirmation of their place on the course.

Partnership Office & University Tutors (Professional)

During the first week in September, the Partnership Office and University Tutors (Professional) will meet to confirm the allocation of the student-teachers to each network. It is anticipated that up to 30 student-teachers will be placed in each network depending on recruitment and the information provided on the placement forms. It is important to note that:

1 student-teacher = 24 weeks of placement

Network Lead

During July, the Network Leads will organise placement offers from Partner Schools. When finalised, numbers are received in early September, student-teachers are allocated to Partner Schools according to student requirements and the placement offers. This work is supported by the network's University Tutor (Professional).

Partner Schools

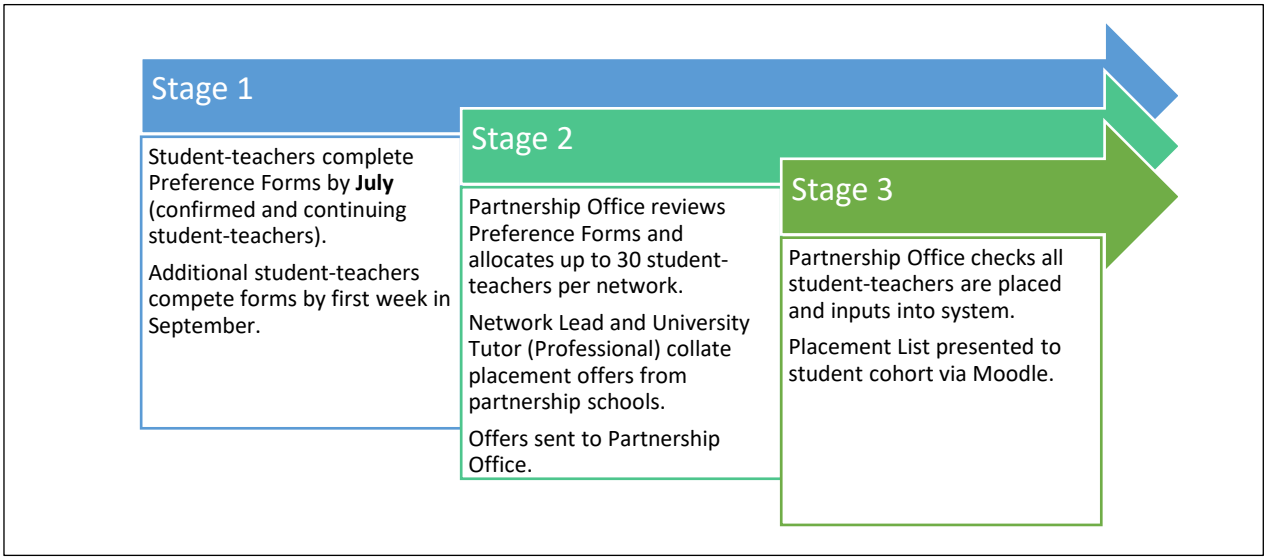
Partner schools will be asked to make their placement offers by the Network Lead. This activity usually takes place in the summer term in advance of the following academic year. Student-teachers are placed in pairs or groups to ensure opportunities for peer support and reflection. Once allocations have been made across the network, the Partner Schools are asked to confirm placements with the Network Lead and the Partnership Office.

Key points regarding placements:

- Student-teachers should be placed in pairs or groups to ensure opportunities for peer support and reflection;
- Conflicts of interest, i.e. links to staff or previous experience in school, should be considered on a case by case basis with the University Tutor (Professional);

- The Partnership Office retains responsibility for the overall co-ordination of placements and in order to meet university regulations must know where the student-teachers are placed.

Summary of placement process:



If there are any questions about the placement process, please get in touch with the Partnership Office.

Health and safety

Yr Athrofa adheres to the UWTSD Health and Safety Policy by following the procedures set out centrally. Student-teachers, the Partnership Office and Partner Schools are involved in ensuring that all participants work in a safe environment. Health and Safety processes will be co-ordinated and overseen by the Partnership Office.

Assessment for Qualified Teacher Status (QTS)

Assessment of student-teachers' suitability for the award of QTS is the joint-responsibility of both school and university staff. Evidence towards the standards will be collated over time with clear target-setting to ensure progression, rather than adopting a 'rush to judge' stance.

Education Workforce Council (EWC) Code of Conduct

An expectation of professionalism as outlined in the EWC's code of conduct is expected from all stakeholder participants throughout the ITE programmes. See:

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

Use of social media

As a part of the university induction programme, student-teachers are given comprehensive guidance regarding the appropriate use of social media. With some degree of gravity, student-teachers are warned of the:

- Potential dangers of inappropriate use of electronic communication with pupils, colleagues and parents/carers;
- Impact of a digital footprint;
- Possible outcomes of inappropriate or unwise online behaviour, including criminal action or civil action against them.

During any school-based activity, student-teachers must adhere to school policy and practice regarding social media. This will need to be provided as part of induction to all new settings. If there are any issues concerning the use of social media, then please contact the **Partnership Office**.

Professional Learning Passport (PLP)

Student-teachers will collate and reflect on evidence for meeting the standards within their PLP, an electronic portfolio provided by the EWC. They will have access to their PLP as soon as they embark on an ITE programme, and will continue to maintain the portfolio of evidence throughout their teaching career.

The evidence collected will draw on a wide range of sources, including: observation, reflection, collaborative discussion, assignments and feedback. Student-teachers will be responsible for the continuous maintenance of the PLP, and will be required to share access to their portfolio with their Class/Subject Mentor and University Tutors.

Review of evidence for the award of QTS

The final 'review of evidence' meeting that will determine whether a student-teacher has reached QTS will be held within a two-week period at the end of the final placement. The meeting, in the form of professional dialogue, will involve a Class/Subject Mentor, a University Tutor and the student-teacher. It will be the student-teacher's responsibility to present the body of evidence collected and respond appropriately to questioning.

Documentation related to QTS

- Learning Journal – a formative notebook kept by the student-teacher and shared with the Class/Subject Mentor. **NOTE**: the notes in the journal should be anonymised and written in a professional manner;
- End of Week Review – completed by the student-teacher with the Class/Subject Mentor. Targets should be agreed and the document shared in the APLP Workbook on the EWC website;
- Mid-placement Review – uploaded to APLP website (formally SWWCTE);
- Joint Observation Form – uploaded to APLP website;
- Interim Report – uploaded to APLP website;
- Joint Assessed Visit – completed by a University Tutor and the Class/Subject Mentor;
- Review of Evidence for QTS meeting – a triad conversation with the student-teacher, Class/Subject Mentor and University Tutor;

- Evidence of QTS form – completed by the Class/Subject Mentor, University Tutor and student-teacher following the review of evidence meeting;
- Contingency and Cause for Concern Process – this should be followed for any student-teacher who is not on-track to meet the standards for QTS.

Role of Senior Mentor and Network Lead

Senior Mentor – responsible for supporting the Class/Subject Mentor and ensuring all documentation is completed for each student-teacher. The Senior Mentor will also report any strengths and challenges relating to the assessment of QTS to the Network Lead.

Network Lead – for the purpose of assessing QTS, the Network Lead has a quality role including:

- Ensuring documentation is completed across the network (compliance);
- Moderating targets and the quality of feedback;
- Overseeing any contingency processes;
- Feeding information into network meetings and to Strategic Leadership Group;
- Working with the University Tutor (Professional) in ensuring issues are addressed in a timely way and that good practice is shared.

Timeline – the following timeline demonstrates the normal procedure for assessing QTS:

PGCE	BA
PTE1 Block 1 (4.11.19 – 6.12.19) **Daily:** Informal feedback provided by teaching staff involved in placement – in learning journal. **Weekly**: End of Week Review (EoWR) – student-teacher and Class/Subject Mentor meet to discuss progress and set measurable targets. The EoWR will be saved In the APLP Workbook on the PLP and student-teachers are required to send an updated link to their University Tutor (Professional) and Class/Subject Mentor /Senior Mentor on a weekly basis. **End of Block (6.12.19):** Mid-placement Review completed by the Class/Subject Mentor /Senior Mentor, shared with the student-teacher and uploaded to website.	**BA1 PTE1 (24.2.20 – 20.3.20)** **Daily:** Informal feedback provided by teaching staff involved in placement – in learning journal. **Weekly**: End of Week Review (EoWR) – student-teacher and Class/Subject Mentor meet to discuss progress and set measurable targets. The EoWR will be saved in the APLP Workbook on the PLP and student-teachers are required to send an updated link to their University Tutor (Professional) and Class/Subject Mentor /Senior Mentor on a weekly basis. **End of Placement (20.3.20):** i. Joint observation (JO) – involving at least two of the following: Class/Subject Mentor, University Tutor (Professional), Network Lead; ii. Review of evidence collated in student-teacher's PLP; iii. Interim report completed by the Class/Subject Mentor /Senior Mentor, shared with student-teacher and uploaded to website (to include reference to progress recognised).

PTE1 Block 2 (6.1.20 – 7.2.20) **Daily:** Informal feedback provided by teaching staff involved in placement – in learning journal. **Weekly**: End of Week Review – student-teacher and Class/Subject Mentor meet to discuss progress and set measurable targets. The EoWR will be saved in the APLP Workbook on the PLP and student-teachers are required to send an updated link to their University Tutor (Professional) and Class/Subject Mentor /Senior Mentor on a weekly basis. **End of Placement (7.2.20):** i. Joint observation (JO) – involving at least two of the following: Class/Subject Mentor, University Tutor (Professional), Network Lead; ii. Review of evidence collated in student-teacher's PLP; iii. Interim report completed by the Class/Subject Mentor /Senior Mentor, shared with student-teacher and uploaded to website (to include reference to progress recognised in both blocks of PTE).	**BA2 PTE2 Block 1 (4.11.19 – 13.12.19)** **Daily:** Informal feedback provided by teaching staff involved in placement – in learning journal. **Weekly**: End of Week Review – student-teacher and Class/Subject Mentor meet to discuss progress and set measurable targets. The EoWR will be saved in the APLP Workbook on the PLP and student-teachers are required to send an updated link to their University Tutor (Professional) and Class/Subject Mentor /Senior Mentor on a weekly basis. **End of Block (13.12.19):** Mid-placement Review completed by the Class/Subject Mentor /Senior Mentor, shared with the student-teacher and uploaded to website. **Block 2 (6.1.20 – 7.2.20)** **Daily:** Informal feedback provided by teaching staff involved in placement – in learning journal. **Weekly**: End of Week Review – student-teacher and Class/Subject Mentor meet to discuss progress and set measurable targets. The EoWR will be saved in the APLP Workbook on the PLP and student-teachers are required to send an updated link to their University Tutor (Professional) and Class/Subject Mentor /Senior Mentor on a weekly basis. **End of Placement (7.2.20):** i. Joint observation (JO) – involving at least two of the following: Class/Subject Mentor, University Tutor (Professional), Network Lead; ii. Review of evidence collated in student-teacher's PLP; iii. Interim report completed by the Class/Subject Mentor /Senior Mentor, shared with the student-teacher and uploaded to website (to include reference of progress recognised in both blocks of PTE).
PTE2 (16.3.20 – 16.6.20)	**BA3 PTE3 (23.3.20 – 16.6.20)**

Daily: Informal feedback provided by teaching staff involved in placement – in learning journal. **Weekly**: End of Week Review – student-teacher and Class/Subject Mentor meet to discuss progress and set measurable targets. The EoWR will be saved in the APLP Workbook on the PLP and student-teachers are required to send an updated link to their University Tutor (Professional) and Class/Subject Mentor /Senior Mentor on a weekly basis. **By 1.5.20:** Mid-placement Review completed by the Class/Subject Mentor /Senior Mentor, shared with student-teacher and uploaded to website. **Final QTS Review Period (1.6.20 – 16.6.20):** • Joint Assessed Visit (JAV) – involving a Class/Subject Mentor /Senior Mentor and University Tutor (Professional or Curriculum), consisting of: • Joint Observation (JO); • Review of Evidence Meeting: student-teacher to present PLP and engage in reflective dialogue with mentor and tutor; • Sign-off PLP and complete QTS Evidence Form.	**Daily:** Informal feedback provided by teaching staff involved in placement – in learning journal. **Weekly**: End of Week Review – student-teacher and Class/Subject Mentor meet to discuss progress and set measurable targets. The EoWR will be saved in the APLP Workbook on the PLP and student-teachers are required to send an updated link to their University Tutor (Professional) and Class/Subject Mentor /Senior Mentor on a weekly basis. **By 8.5.20:** Mid-placement Review completed by the Class/Subject Mentor /Senior Mentor, shared with student-teacher and uploaded to website. **Final QTS Review Period (1.6.20 – 16.6.20):** • Joint Assessed Visit (JAV) – involving a Class/Subject Mentor /Senior Mentor and University Tutor (Professional or Curriculum), consisting of: • Joint Observation (JO); • Review of Evidence Meeting: student-teacher to present PLP and engage in reflective dialogue with mentor and tutor; • Sign-off PLP and complete QTS Evidence Form.

PGCE: Assessment for QTS at a glance – what is needed, by when?

PGCE PTE1 Part 1 Date w/b	Learning Journal	PLP shared link	Teaching file check		End of week review	Mid-placement review	Joint observation form	Interim report	Joint Assessed Visit	Review of evidence for QTS meeting	Evidence of QTS form
21/10/19	✓	access set-up	✓	set-up	x	x	x	x	x	x	x
04/11/19	✓	✓	✓	planning	✓	x	x	x	x	x	x
11/11/19	✓	✓	✓	personal literacy	✓	x	x	x	x	x	x
18/11/19	✓	✓	✓	reflection	✓	x	x	x	x	x	x
25/11/19	✓	✓	✓	personal targets	✓	x	x	x	x	x	x
2/12/19	✓	✓	✓	check file complete	x	✓	x	x	x	x	x
PGCE PTE1 Part 2 Date w/b	Learning Journal	PLP link shared	Teaching file check		End of week review	Mid-placement review	Joint observation form	Interim report	Joint Assessed Visit	Review of evidence for QTS meeting	Evidence of QTS form
06/01/20	✓	access set-up	✓	update	x	x	x	x	x	x	x
13/01/20	✓	✓	✓	planning	✓	x	x	x	x	x	x
20/01/20	✓	✓	✓	reflection	✓	x	x	x	x	x	x
27/01/20	✓	✓	✓	personal targets	✓	x	x	x	x	x	x
3/02/20	✓	✓	✓	check file complete	x	x	✓	✓	x	x	x

PGCE PTE2 Date w/b	Learning Journal	PLP link shared	Teaching file check		End of week review	Mid-placement review	Joint observation form	Interim report	Joint Assessed Visit	Review of evidence for QTS meeting	Evidence of QTS form
16/03/20	✓	access set-up	✓	set-up	x	x	x	x	x	x	x
23/03/20	✓	✓	✓	planning	✓	x	x	x	x	x	x
30/03/20	✓	✓	✓	personal literacy	✓	x	x	x	x	x	x
20/04/20	✓	✓	✓	reflectio n	✓	x	x	x	x	x	x
27/04/20	✓	✓	✓	personal targets	x	✓	x	x	x	x	x
04/05/20	✓	✓	✓	tracking	✓	x	x	x	x	x	x
11/05/20	✓	✓	✓	tracking	✓	x	x	x	x	x	x
18/05/20	✓	✓	✓	evidence for QTS	✓	x	x	x	x	x	x
01/06/20 08/06/20	✓	✓	✓	Check file complete	✓	x	✓	x	✓	✓	x
15/06/20 & 16/06/20	✓	✓	✓	CEP	x	x	x	x	x	x	✓

If needed, Contingency Processes should be in place by 27/04/20.

BA1, BA2 and BA3: Assessment for QTS at a glance – what is needed, by when?

BA1 Date w/b	Learning Journal	PLP shared link	Teaching file check		End of week review	Mid-placement review	Joint observation form	Interim report	Joint Assessed Visit	Review of evidence for QTS meeting	Evidence of QTS form
24/02/20	✓	access set-up	✓	set-up	x	x	x	x	x	x	x
02/03/20	✓	✓	✓	planning	✓	x	x	x	x	x	x
09/03/20	✓	✓	✓	personal literacy	✓	x	x	x	x	x	x
16/03/20	✓	check progress	✓	reflection	x	x	✓	✓	x	x	x

BA2 Part 1 Date w/b	Learning Journal	PLP shared link	Teaching file check		End of week review	Mid-placement review	Joint observation form	Interim report	Joint Assessed Visit	Review of evidence for QTS meeting	Evidence of QTS form
04/11/19	✓	access set-up	✓	set-up & targets from BA1	x	x	x	x	x	x	x
11/11/19	✓	✓	✓	planning	✓	x	x	x	x	x	x
18/11/19	✓	✓	✓	personal literacy	✓	x	x	x	x	x	x
25/11/19	✓	✓	✓	reflection	✓	x	x	x	x	x	x
2/12/19	✓	✓	✓	personal targets	✓	x	x	x	x	x	x

9/12/19	✓	✓	✓	check file complete	x	✓	x	x	x	x	x
BA2 Part 2 Date w/b	Learning Journal	PLP shared link	Teaching file check		End of week review	Mid-placement review	Joint observation form	Interim report	Joint Assessed Visit	Review of evidence for QTS meeting	Evidence of QTS form
06/01/20	✓	check access set-up	✓	update	x	x	x	x	x	x	x
13/01/20	✓	✓	✓	planning	✓	x	x	x	x	x	x
20/01/20	✓	✓	✓	reflection	✓	x	x	x	x	x	x
27/01/20	✓	✓	✓	personal targets	✓	x	x	x	x	x	x
3/02/20	✓	✓	✓	check file complete	x	x	✓	✓	x	x	x

BA3 Date w/b	Learning Journal	PLP shared link	Teaching file check		End of week review	Mid-placement review	Joint observation form	Interim report	Joint Assessed Visit	Review of evidence for QTS meeting	Evidence of QTS form
23/03/20	✓	access set-up	✓	set-up & targets from BA2	x	x	x	x	x	x	x
20/04/20	✓	✓	✓	planning	✓	x	x	x	x	x	x
27/04/20	✓	✓	✓	personal literacy	✓	x	x	x	x	x	x
04/05/20	✓	✓	✓	reflection & personal targets	x	✓	x	x	x	x	x

11/05/20	✓	✓	✓	tracking	✓	x	x	x	x	x	x
18/05/20	✓	✓	✓	tracking	✓	x	x	x	x	x	x
01/06/20 08/06/20	✓	✓	✓	check file complete	✓	x	✓	x	✓	✓	x
15/06/20 & 16/06/20	✓	✓	✓	CEP	x	x	x	x	x	x	✓

If needed, Contingency Processes should be in place by 11/05/20.

Attendance

It is **compulsory** that student-teachers complete 120 days of school-related activity. This includes:

- Professional Teaching Experience (PTE);
- Bridging;
- Electives;
- Alternative Placement;
- Phase Swap;
- Aiming for Excellence Conference.

There are **125** days built into the programme design, therefore if a student-teacher misses more than **5** days – time must be made-up at the end of the programme.

Number of days absent	Action
1-5	Record absence – no action and complete programme as usual.
5 -10	Record absence and make up time at the end of the programme, usually in PTE2 school.
Greater than 10	Record absence and begin Contingency/Cause for Concern Process.

Graduated Introduction to Teaching

A graduated introduction to teaching, moving from no more than a 30% timetable during the first PTE to no more than 75% in the final PTE, will offer a learning environment where observation, coaching and co-teaching, and reflection with others will be an integral part of the programmes. The graduated approach to independent, whole-class teaching will consist of two strands:

1. A planned series of activity for non-teaching time;
2. A planned experience of coaching and co-teaching through which experienced teachers model and scaffold the student-teachers' journey to independence.

Strand 1: 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.

The non-teaching programme includes:

- Observation of teaching in different settings, age groups, subjects and AoLEs;
- 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.

Strand 2: Developing Independence – coaching and co-teaching

For the APLP, the concept of supporting the student-teacher to independent teaching involves coaching and co-teaching through a number of pedagogies including:

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

More information about these techniques can be obtained from the Partnership Office or via the following link:

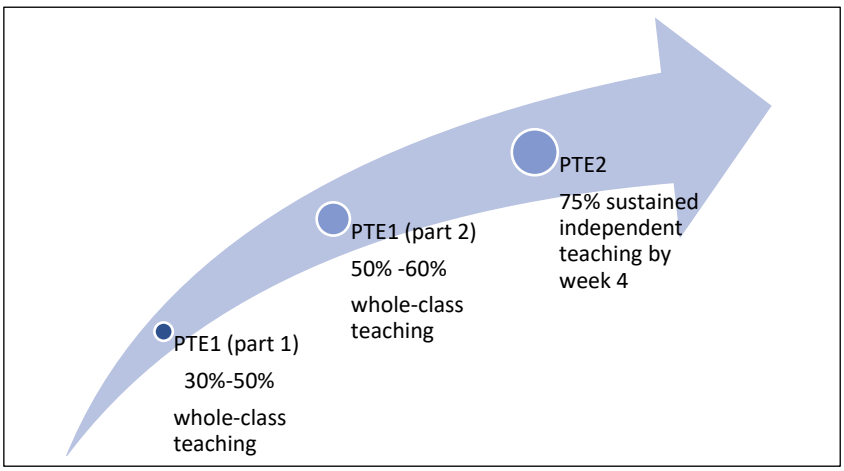
Coteaching and coaching 290719.ppt›

Following a coaching experience, it is important that the Class/Subject Mentor supports the student-teacher in reflecting on a teaching episode, shares the identification of targets and identifies the context-specific support needed.

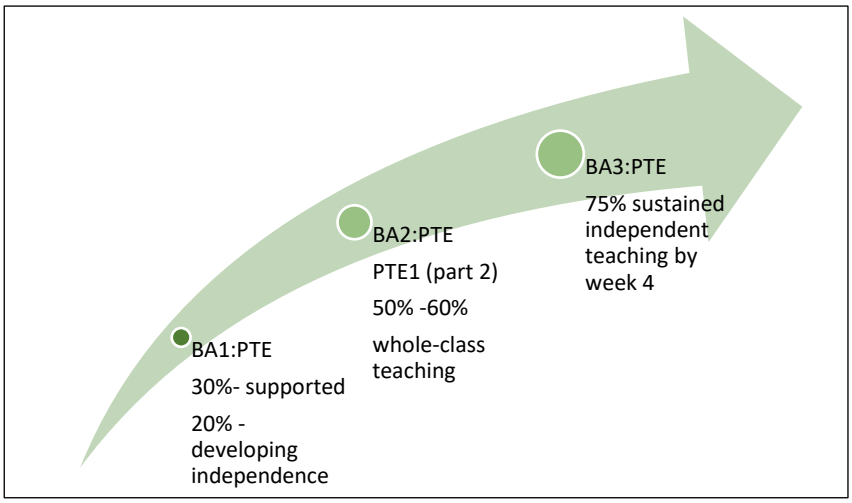
This support might include a coaching intervention such as shared planning or the further use of a co-teaching method. Following the intervention, a further dialogue will review the evidence (observation notes, video footage, learner's work etc.) and the process of shared reflection and collaborative target-setting will begin again. It is through this iterative cycle that progress towards independence is secured in a holistic way.

In line with the Partnership's Contingency Process, schools will provide interventions for student-teachers as appropriate. The Graduated Introduction to Teaching does not negate this process.

Suggested timeline for Graduated Introduction on PGCE Programmes



Suggested timeline for Graduated Introduction on BA Programme



Mentor development

See section 2 of handbook (professional learning).

APLP core curriculum

Across all programmes of ITE, each student-teacher studies the core curriculum (shown below). This part of the handbook takes each element in turn and gives detail about the aims, content and expectations for schools and the university.

Electives *A school-based experience where student-teachers elect to follow a more specialist line of enquiry.*	**Bridging** *The link between theory and practice – hosted by a lead school for all student-teachers in a network.*	**Welsh Language Development Pathway** *A compulsory pathway for the development of confidence and competence in Welsh.*	**Alternative Experience** *An opportunity to experience education in its widest sense e.g. museums.*
Research skill development *The development of the four APLP research dispositions: being ethical, being skeptical, being a skilled researcher and being part of an inquiring profession.*		**Professional Pathway QTS** *Compulsory pathway leading to the award of QTS and evidenced through meeting the Professional Standards for Teaching and Leadership using the Professional Learning Passport (EWC).*	
Taught Compulsory Modules			
Core Studies 1 The Learner: who am I teaching?	Core Studies 2 Learners, schools and communities: where am I teaching?	Professional and Pedagogic Studies 1 Leading the Learning: what, how and why am I teaching?	Professional and Pedagogic Studies 2 Researching the Learning the Learning: what, how and why am I teaching?

Taught Compulsory Modules

This section summarises the content of the modules and gives an overview of the required assessment. Its purpose is to:

- Be used in conjunction with the year outlines to see what is being studied at what time;
- Support the kinds of assessment that student-teachers will be undertaking;
- Ensure consistency of communication and understanding across the Partnership.

In time, it will also help networks to identify and share good practice for the improvement of student outcomes.

Core studies 1: The Learner: who am I teaching?

This module places the child/pupil at the centre of the programme. Understanding child and youth development, including theories of learning, practice-related evidence and the place of health and wellbeing, is fundamental to effective teaching and learning.

It also challenges assumptions and beliefs related to cultural diversity and the expectations of a normative model of child development. Children's rights, voices and contributions are explored and the view of the child as an individual as opposed to a 'group' or 'class' is promoted.

The module positions the teacher as a professional by considering safeguarding, child protection, contractual, pastoral and legal responsibilities. In particular, but not exclusively, the Professional Standards for Teaching and Leadership related to this module are professional learning, pedagogy and leadership.

Assessment of this module:

ECAD 4007 Level 4 (BA1)	Written Report (2000 words), Submission date: 13.12.19 Choose an individual learner and identify how his/her holistic development is met within an educational setting. Underpin this with references to relevant theories, research and examples of excellent practice.
ECAD 5007 Level 5 (BA2)	Reflective journal (4000 words), Submission date: 20.4.20 Choose a small group of learners and identify how a specific intervention supports their learning and development. Underpin this with references to relevant theories, research and examples of good practice.
ECAD 6007 Level 6 (BA3 & PGCE)	Written Report (5000 words), Submission Date: 29.10.19 A critical evaluation and the identification of next teaching and learning steps focusing on an individual case study.

Core Studies 2: Learners, schools and communities: where am I teaching?

In this module student-teachers study the importance of place and context; local and national. The transformative teacher looks beyond the classroom to the community where learners lead their lives and seeks to influence development in both. This means understanding the diverse nature of a community; the effect of poverty and social deprivation and how to use data to understand these issues further. The use of data relates to an exploration of whole-school issues and the thinking that surrounds curriculum design and outputs. On a national level, the module considers the history of education policy in Wales, particularly since devolution, and teaching in a bilingual education system. In particular, but not exclusively, the Professional Standards for Teaching and Leadership relating to this module are professional learning, pedagogy and collaboration.

Assessment of this module:

ECAD 4009 Level 4 (BA1)	**Assessment Component 1 – 50%** Digital Poster (1500 words), Submission Date: 13.2.20 For example: Using evidence from your placement school, produce a digital poster entitled 'Start at My Feet' – the poster should show a clear understanding of the relationship between the learner, school and the community. It should include reference to aspects of culture, language, faith and the socio-economic context of the community. The work should be informed by academic reading, theories and research, and be aimed at a professional teaching audience. **Assessment Component 2 – 50%** Written Report (1500 words)
ECAD 5009 Level 5 (BA2)	**Assessment Component 1 – 100%** Written response – a proposal for a school community project (4000 words), Submission date: 15.5.20 For example: Using evidence and data from your placement school, prepare a proposal for a school community project that meets the needs of the community in which the children live their lives. Reference should be made to best practice, academic reading, research and theory together with personal reflection and experience. The proposal should include a clear framework for measuring impact. The audience for your proposal is the Governing Body of your school.
ECAD 6009 Level 6 (BA3 & PGCE)	**Assessment Component 1 – 50%** Individual video (10 minutes), Submission Date: 13.3.20 For example: Using evidence and data from your placement school, produce an individual 15 minute video which critically explores the relationship between the learner, school and the community with reference to one of the purposes of the curriculum. The video content should be informed by academic reading, theories and research and aimed at a professional teaching audience. **Assessment Component 2 – 50%** Written report (2500 words), Submission Date: 13.3.20

	For example: Prepare a written report based on one action point taken from the school's strategic targets. The report should demonstrate how this target might be addressed and impact measured within an evidence-based framework.
ECAD 7003 Level 7 (PGCE)	**Assessment Component 1 – 50%** Individual video (10 minutes), Submission Date: 13.3.20 For example: Using evidence and data from your placement school produce an individual 15-minute video that critically explores the relationship between the learner, school and the community with reference to one of the purposes of the curriculum. The video content should be informed by academic reading, theories and research and aimed at a professional teaching audience. **Assessment Component 2 – 50%** Written report (2500 words), Submission Date: 13.3.20 For example: Prepare a written report based on one action point taken from the school's strategic targets. The report should demonstrate how this target might be addressed and impact measured within an evidence-based framework.

Professional and Pedagogic Studies 1: Leading the learning – what, how and why am I teaching?

Housed in this module is the explicit development of phase appropriate subject-knowledge and pedagogic content knowledge (PCK) needed to effectively teach the curricular content of each AoLE. Specific input related to primary and secondary pathways is co-delivered with school-based partners and the module content explicitly relates to aspects of the *Professional Standards for Teaching and Leadership* – especially pedagogy, collaboration and leadership. This module also focuses on the PCK needed for effective teaching and learning based on the 12 qualities of good teaching outlined by Professor Donaldson in *Successful Futures*.[1]

In addition, the module explores the complex nature of the learning environment and the skills needed to manage learners, resources and other adults. The principles of planning, teaching and assessment for learning are secured, and practical application evaluated. It is in this module that the two aspects of intellectual and experiential learning come together in the classroom and student-teachers are supported in their PTE by practicing teachers, peers and university-based tutors.

Assessment of this module:

ECAD 4008 Level 4 (BA1)	**Assessment Component 1 – 50%** Written assignment (3000 words), Submission Date: 27.3.20

[1] Donaldson, G. 2015 *Successful Futures* Cardiff: Welsh Government.

	For example: Select 3 aspects of the role of the professional teacher (for example, personal beliefs and assumptions, being self-directed or being well-informed) and 3 pedagogic principles (for example, effective planning, use of resources, assessment or teacher talk). Discuss these choices in relation to your experience in school showing secure understanding, identifying strengths and areas for development.
ECAD 5008 Level 5 (BA2)	**Assessment Component 1 – 100%** Written Assignment (4000 words), Submission Date: 30.10.19 For example: A written assignment showing how a series of learning opportunities can be inter-linked to demonstrate progression in specific areas of learning and experience. This should include: • Reference to academic reading and an understanding of pedagogical choices to inspire the learner; • Examples of creative and innovative practice; • Opportunities for assessment for learning which will inform practice and ensure progress.
ECAD 6008 Level 6 (BA3 & PGCE)	**Assessment Component 1 – 50%** Portfolio (5000-word equivalent), Submission Date: 6.1.20 Exemplar: A reflective digital learning journal evidencing an aspect of your practice that has been transformed during your professional teaching experience. Reference should be made to existing literature, personal experience and professional dialogue.

Professional and Pedagogic Studies 2: Researching the learning – what, how and why am I teaching?

In this module, the four dispositions of the research-ready teacher are explicitly explored:

- Being sceptical;
- Being ethical;
- Being a skilled researcher;
- Being part of an enquiring profession.

Student-teachers join with practicing teachers to form communities of inquiry where real-life problems are identified in the classroom and researched through a close-to-practice approach. Different methodologies will be explored, for example lesson study, case study and small-scale action research. The opportunities to share research outputs and impacts will be given through regular conferences hosted by the APLP. This module brings together all aspects of the 'Professional Standards for Teaching and Leadership' with a focus on innovation.

Assessment of this module

ECAD 4010 Level 4 (BA1)	**Assessment Component 1 – 50%** Written assignment (2000 words), Submission Date: 15.5.20

	For example: Compare and contrast a range of literature (related to observation) from a variety of sources around a theme (e.g. newspapers, journals, blogs, websites, policy documents) demonstrating a critical stance and considering its impact (i.e. research) on practice.
ECAD 5010 Level 5 (BA2)	**Assessment Component 1 – 100%** Written assignment (equivalent to 4000 words), Submission Date: 27.3.20 A collection of electronic and written evidence, related to a chosen issue, demonstrating the application and evaluation of a range of research tools and the interpretation and evaluation of the related data and its impact. The outcomes of this evaluation will be shared in a professional setting.
ECAD 6010 Level 6 (BA3 & PGCE)	**Assessment Component 1 – 100%** Written assignment (5000 words with 1000 given to the Ethics Form), Submission Date: 20.2.20 Design, conduct and critically evaluate a close-to-practice research project focusing on: • The model of the transformative teacher in developing practice which has a positive impact on the learner and/or wider community; • Sharing the outcomes of research in a professional forum – for example staff meetings, governor meetings or the APLP partnership conference.
ECAD 7004 Level 7 (PGCE)	**Assessment Component 1 – 100%** Written Assignment (5000 words with 1000 given to the Ethics Form), Submission Date: 20.2.20 Design, conduct and critically evaluate a close-to-practice research project focusing on: • The model of the transformative teacher in developing practice which has a positive impact on the learner and/or wider community; • Sharing the outcomes of research in a professional forum – for example staff meetings, governor meetings or the APLP partnership conference.

Overview of Assignment Submission Dates

Level 4	
Academic Study Skills	07/11/19
Who am I teaching?	13/12/19
Where am I teaching?	13/02/20
Leading the learning	27/03/20
Researching the learning	15/05/20

Level 5	
Leading the learning	30/10/19
Researching the learning	27/03/20
Who am I teaching?	20/04/20
Where am I teaching?	15/05/20

Level 6/7

Who am I teaching?	29/10/19
Leading the learning	06/01/20
Researching the learning	20/02/20
Where am I teaching?	13/03/20

BA3 Legacy Programme for 2019/2020

For academic year 2019/20, the BA3 students will be completing modules from the previously accredited programmes.

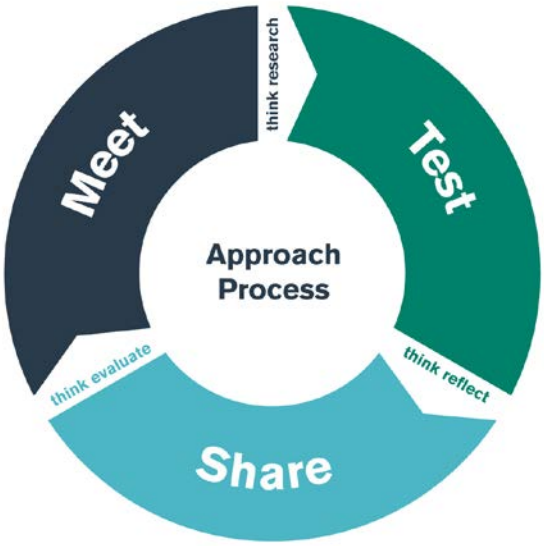
ECAD 6001	The Principles of Practice and Progress	29.11.19
ECAD 6006	Yr Iaith y Daith	8.11.19 & 8.5.20
ECAD 6012	Cross-curricular responsibilities: Literacy, Numeracy and Digital Competence	20.12.19
ECAD 6011	Enterprising and Creative Teaching and Learning	13.01.20
ECAD 6002	Teachers, schools and the wider community & PTE	9.3.20
ECAD 6003	The Reflective Practitioner	20.3.20

Bridging for 2019/20

Bridging is a key part of the APLP model for transforming practice and takes place at carefully chosen points in the timetable. The model has been piloted and evaluated with some rigour and has been co-constructed with colleagues from Lead Schools.

Bridging is one way of linking theory and practice. It involves the student-teacher, practicing teacher and University Tutor (Curriculum/Professional) in three phases of practice, each one followed by a period of reflection and revision**.**

This process is shown in the following diagram:



These phases can be adapted for different contexts, but broadly involve:

- Meet the ideas either in the university, school or the community and plan for testing;

  + Think research – what has been written about this area?
- Test the ideas in the classroom;

  + Think reflect – what was learnt about the strengths and challenges of the test phase?
- Share the ideas in a professional context with peers and the teaching practice community;

  + Think evaluate – how will personal practice be transformed for the better?

As student-teachers engage with this cyclical process and are supported in setting personal targets for development, their practice of teaching and learning is transformed and they are encouraged to become enquiring contributors of the teaching profession.

What makes successful bridging?

From the pilot activity, some key points related to successful bridging are noted in the following table:

Meet	Test	Share
Strong theoretical input that can be applied to different contexts e.g. classroom management or assessment for learning; Clear and manageable pieces of reading; Being responsive to 'hot topics' that have been identified during Professional Teaching Experience.	Support from Class/Subject Mentor in testing/experimenting with ideas; Opportunities to see experienced teachers modelling idea to be tested; Supported discussions by Class/Subject Mentor in reflecting and refining testing phase; Link to existing action plans and practice – needs to support PTE, rather than being an add-on.	Clarity of expectation – what is expected in the sharing session? Open to critique – more than just reporting but engagement in critical thinking and shared reflection; Discussion supported by teacher educators – an expert voice in the role of discussant; Clear target-setting for personal practice – feeding forward; Feedback to Class/Subject Mentor.

The Share Phase – the role of the discussant

The 'share phase' of bridging is fundamentally important in enacting the transformative approach and in changing practice. To support this phase, the APLP has completed some work on the role of the discussant, who is typically the teacher educator.

The share sessions are actually creative opportunities focused on social reflection and the role of the discussant can be described under the following three headings:

- Organisational – how will the share session run?
- Developing critical thinking and reflection – how will the status quo be questioned and choices justified?
- Re-imagine and re-invent – how will student-teachers engage with the content of the session in a way that allows them to identify personal targets for their own context? And, equally importantly, prevents them from dismissing ideas based solely on context, e.g. 'I'm in a primary setting so the secondary presentation does not apply to me'.

These aspects are expanded further in the table below:

Organisational aspects	**Developing critical thinking and reflection**	**Re-imagine and re-invent personal practice**
Organises the room and make practical arrangements.	Listens carefully with an inquiry stance (questioning) to what is being shared.	Builds in 're-imagining and reinventing time' to the session, where students are proactive in creating a 'reimagined' approach to their personal setting.
Ensures the focus/method of the shared reflection is known to participants in advance – what is expected? Prepares a running order for the feedback and shares this with participants beforehand. Ensures the running order is followed throughout the session. Takes a register and follows-up absences with Senior Mentor in relevant school. Keeps the 'Share' to allocated time. All students have the same opportunity. Utilises a 'please conclude' sign. Ensures appropriate amount of time is allocated for questions related to shared content. Organise a way of material being available for student-teachers to access. Thanks all contributors.	Uses appropriate methods to capture live the positive/ negative/ strengths and weaknesses. Signposts the connections between the shared content and the relevant literature, research, theory, current pedagogy. Creates a natural flow from presentation to discussion and allocate time to 'improvement' thinking and feedforward from audience for the sharer. Utilises approaches that stimulate discussion from the audience. Simplifies and highlights / records in plain view the 'Key messages' coming from the shared content draw attention to the story. Offers a 'critical eye' through asking open questions focused on pedagogical choices. If the audience questions/ discussion goes off on a lengthy tangent, refocuses the discussion.	Guide students in creative thinking (challenging assumptions, divergent thinking, combining, seeing remote associations) to reimagine for own context Celebrates 'effective uniqueness' and explore the 'interesting unusual'. Returns to and leaves on 'Big picture' messages and not exit 'bogged down' with negative details. Includes time for feedback of 'reinvented 'pedagogic application during the session. What will this look like in your setting? Ensures each student-teacher has articulated a personal target as a 'take-away' from the session.

Meet and Share days

As appropriate, meet and share days are supported by the university-based teacher educators (either Curriculum or Professional).

The University Tutors (Professional) will add a layer of quality assurance by attending bridging across their Lead Schools, and provide cover if University Tutors (Curriculum) have teaching commitments. See list below:

Lead School	University Tutor (Professional)	University Tutor (Curriculum)
Fitzalan High School	Hilary Chivers h.chivers@uwtsd.ac.uk	Iwan Ellis-Williams i.ellis-williams@uwtsd.ac.uk
Olchfa School	Hilary Chivers h.chivers@uwtsd.ac.uk	Ishmael Lewis Ishmael.lewis@uwtsd.ac.uk
Coedcae School	Linda Davies L.davies@uwtsd.ac.uk	Alison Evans Alison.evans2@uwtsd.ac.uk
Ysgol Llanhari	Linda Davies L.davies@uwtsd.ac.uk	Catherine Morgan c.morgan@uwtsd.ac.uk
Ysgol Gynradd Gymraeg Lon Las	Linda Davies L.davies@uwtsd.ac.uk	Nanna Ryder n.ryder@uwtsd.ac.uk
Ysgol Y Preseli	Linda Davies L.davies@uwtsd.ac.uk	Sioned Hughes s.v.hughes@uwtsd.ac.uk
Cadle Primary School	Natalie Griffiths Natalie.griffiths@uwtsd.ac.uk	Libby Chancer Libby.chancer@uwtsd.ac.uk
Cowbridge Comprehensive School	Natalie Griffiths Natalie.griffiths@uwtsd.ac.uk	Angella Cooze Angella.cooze@uwtsd.ac.uk
Pontarddulais Primary School	Natalie Griffiths Natalie.griffiths@uwtsd.ac.uk	Carys Jennings c.jennings@uwtsd.ac.uk
Treorchy Comprehensive	Natalie Griffiths Natalie.griffiths@uwtsd.ac.uk	Rachel Wallis Rachel.wallis@uwtsd.ac.uk
Cadoxton Primary School	Ceri Lewis C.J.Lewis@uwtsd.ac.uk	Shan Samuel-Thomas Shan.samuel-thomas@uwtsd.ac.uk
Maes Yr Haul Primary School	Ceri Lewis C.J.Lewis@uwtsd.ac.uk	Rachel Bendall & Steve Hadley Rachel.bendall@uwtsd.ac.uk Stephen.hadley@uwtsd.ac.uk
Pentrehafod School	Ceri Lewis C.J.Lewis@uwtsd.ac.uk	Peter Lloyd Peter.lloyd@uwtsd.ac.uk
St. Thomas Community Primary School	Ceri Lewis C.J.Lewis@uwtsd.ac.uk	Gail Parker Gail.parker@uwtsd.ac.uk
Bishop of Llandaff CiW Secondary School	Diane Thomas D.B.Thomas@uwtsd.ac.uk	Jayne Morgan Jayne.morgan@uwtsd.ac.uk
Parkland Primary School	Diane Thomas D.B.Thomas@uwtsd.ac.uk	Sian Brooks s.brooks@uwtsd.ac.uk
Pembroke Dock Community School	Diane Thomas D.B.Thomas@uwtsd.ac.uk	Tom Cox t.cox@uwtsd.ac.uk
Ysgol Cwm Brombil	Diane Thomas D.B.Thomas@uwtsd.ac.uk	Nerys Defis & Aled Williams Nerys.defis@uwtsd.ac.uk

Lead School	University Tutor (Professional)	University Tutor (Curriculum)
		Aled.p.williams@uwtsd.ac.uk

School's-eye view: Bridging for each level of student-teacher

Pentrehafod School & Ysgol y Preseli

https://youtu.be/-Au-moLdWJs

https://youtu.be/9K9IQGwryb0

Bridging in BA1

In BA1, the *Meet* and *Share* stages take place within the university, and are linked to specific modules. The *Test* phase takes part in Partner Schools, and takes the form of classroom observation and activities that allows testing of ideas and assumptions in a specific context.

Networks should give consideration to placing these BA1 student-teachers in the school (and class) that they will be placed for Professional Teaching Experience 1.

Details about the focus of each week's activities will follow in September from the relevant module teams.

Guidance about BA1 Bridging

BA1 Bridging				
Date	**Meet**	**Test**	**Share**	**Notes**
11.11.19	University	Partner school	University	
18.11.19				
25.11.19				
2.12.19				
20.1.20				
27.1.20				
3.2.20				

Bridging in BA2, BA3 and PGCE

For BA2, BA3 and PGCE (primary and secondary), the typical pattern is:

- Meet – takes place in Lead School;
- Test – takes place in Partner (placement) School;
- Share – student-teachers return to the Lead School.

Guidance for Bridge 1

Bridge 1 (typical pattern) – observing a group of learners				
Cohort	**Meet**	**Test**	**Share**	**Notes**
PGCE (primary and secondary pathways) only	25.9.19 Lead School Effective observation	26.9.19 & 2.10.19 Partner (placement) School	3.10.19 Lead School Sense-making and sharing Target setting	Bridge 1 is linked to the assignment for *The Learner: who am I teaching? (ECAD 6007)*

Meet: Lead School

Readings and suggestions for specific topics will follow from the module teams in September

Test: Partner (placement) School

26/9 – Placement School: Class observation day 1

2/10 – Placement School: Class observation day 2

For the testing phase, student-teachers should be allocated to one class for both observation days in the testing phase:

- In the primary setting, this should be a Year 1 or 2 class;
- In the secondary setting, this should be a Year 8 or 9 class.

Share: Lead School

Sense-making, sharing and target setting

Sharing takes place in a Lead School in a seminar format co-chaired by the Network Lead and University Tutor (Professional/Curriculum) who will act in the role of the discussant.

Student-teachers will present their reflections and findings to the professional community (peers, teacher educators and practicing teachers as appropriate), and be encouraged to critique their thoughts and ideas in a social setting. Similarities and difference are explored, along with comparisons between the input in the meet stage, and the experiences in the test phase.

In the plenary of the seminar, time is allocated for reflection, reimaging and reinvention, which allows student-teachers to transform their practice in light of the sharing experience. It is essential that each student-teacher has the opportunity to articulate personal targets and share these with the group.

The seminar is unlikely to take the whole day. Any remaining time should be given to student-teachers to add evidence from Bridge 1 to their Professional Learning Passport (PLP) and consider their experiences in light of the requirements of assignments. For larger networks, there may be benefit to running two seminar groups with a smaller number of student-teachers.

Guidance for Bridge 2

Bridge 2 (atypical pattern) – creating an effective learning environment				
Cohort	**Meet**	**Test**	**Share**	**Notes**
PGCE (primary and secondary pathways) only	University setting Effective learning observation	8.10.19 Partner (placement) School	9.10.19 Lead School Sense-making and sharing Target setting	Bridge 2 is linked to the assignment for *Leading the Learning* *(ECAD 6008)*

Meet: University setting

Readings and suggestions for specific topics will follow from the module teams in September

Test: Partner (placement) School

Student-teachers will attend their placement school and shadow a member of teaching staff for the day observing how teachers create an effective learning environment and testing any ideas developed from the university content.

Share: Lead School

Sense-making, sharing and target setting

Sharing takes place in a Lead School in a seminar format co-chaired by the Network Lead and University Tutor (Professional/Curriculum), who will act in the role of the discussant.

Student-teachers will present their reflections and findings to the professional community (peers, teacher educators and practicing teachers as appropriate), and be encouraged to critique their thoughts and ideas in a social setting. Similarities and difference are explored, along with comparisons between the input in the meet stage, and the experiences in the test phase.

In the plenary of the seminar, time is allocated for reflection, reimaging and reinvention, which allows student-teachers to transform their practice in light of the sharing experience. It is essential, that each student-teacher has the opportunity to articulate personal targets and share these with the group.

The seminar is unlikely to take a whole day. Any remaining time should be given to student-teachers to add evidence from Bridge 2 to their Professional Learning Passport (PLP) and consider their experiences in light of the requirements of assignments. For larger networks, there may be benefit to running two seminar groups with a smaller number of student-teachers.

Guidance for Bridge 3

Bridge 3 (typical pattern) – the relationship between school, learners and the community				
Cohort	**Meet**	**Test**	**Share**	**Notes**
PGCE (primary and secondary pathways) BA2	13.11.19 Lead School	14.11.19 – 26.11.18 Partner (placement) School	27.11.19 Lead School Sense-making and sharing Target setting	Bridge 3 is linked to the **PGCE** assignment for *Where am I teaching?* *(ECAD 7003)*

Meet: Lead School

Readings and suggestions for specific topics will follow from the module teams in September

Test: Partner (placement) School

Suggestions will follow from the module teams in September.

Share: Lead School

Sense-making, sharing and target setting

Sharing takes place in a Lead School in a seminar format co-chaired by the Network Lead and University Tutor (Professional/Curriculum) who will take the role of the discussant.

Student-teachers will present their reflections and findings to the professional community (peers, teacher educators and practicing teachers as appropriate), and be encouraged to critique their thoughts and ideas in a social setting. Similarities and difference are explored, along with comparisons between the input in the meet stage, and the experiences in the test phase.

In the plenary of the seminar, time is allocated for reflection, reimaging and reinvention, which allows students to transform their practice in light of the sharing experience. It is essential, that each student-teacher has the opportunity to articulate personal targets and shares these with the group.

The seminar is unlikely to take a whole day. Any remaining time should be given to student-teachers to add evidence from Bridge 3 to their Professional Learning Passport (PLP) and consider their experiences in light of the requirements of assignments. For larger networks, there may be benefit to running two seminar groups with a smaller number of student-teachers.

Guidance for Bridge 4

Bridge 4 (typical pattern) – transition				
Cohort	**Meet**	**Test**	**Share**	**Notes**
PGCE (primary and secondary pathways) BA2	8.1.20 Lead School	9.1.20 - 4.2.20 Partner (placement) School	5.1.20 Lead School Sense-making and sharing Target setting	See NB note below

(NB: For Primary and BA2 student-teachers, this bridge should support their move between phases, and consider transition between Foundation Phase and KS2. For Secondary PGCE, this bridge should focus on the transition to KS4, and support increased teaching in this Key Stage. Networks which are mixed may wish to work together to support each other in the delivery of the Meet phase to ensure relevant input)

Meet: Lead School

Readings and suggestions for specific topics will follow from the module teams in September

Please note that focus is between Foundation Phase and KS2 (for Primary), and between KS3 and KS4 for Secondary. Schools may wish to make reference to transition between primary and secondary as part of their input, but this is not the focus of the test phase.

Test: Partner (placement) School

Putting ideas from the *Meet* day into practice.

Primary student-teachers should explore how their placement school manages transition from Foundation Phase to KS2, including differences in pedagogies, curriculum content and expectations. Secondary student-teachers should reflect on pedagogies and curriculum content of KS4 in comparison to KS3.

Share: Lead School

Sense-making, sharing and target setting

Sharing takes place in a Lead School in a seminar format co-chaired by the Network Lead and University Tutor (Professional/Curriculum) who will take the role of the discussant.

Student-teachers will present their reflections and findings to the professional community (peers, teacher educators and practicing teachers as appropriate), and be encouraged to critique their thoughts and ideas in a social setting. Similarities and difference are explored, along with comparisons between the input in the meet stage, and the experiences in the test phase.

In the plenary of the seminar, time is allocated for reflection, reimaging and reinvention, which allows students to transform their practice in light of the sharing experience. It is essential that each student-teacher has the opportunity to articulate personal targets and share these with the group.

The seminar is unlikely to take a whole day. Any remaining time should be given to student-teachers to add evidence from Bridge 4 to their Professional Learning Passport (PLP) and consider their experiences in light of the requirements of assignments. For larger networks, there may be benefit to running two seminar groups with a smaller number of student-teachers.

Guidance for Bridge 5

Bridge 5 (typical pattern) – using assessment to plan for pupil progress				
Cohort	**Meet**	**Test**	**Share**	**Notes**
PGCE (primary and secondary pathways) only	22.4.20 Lead School	23.4.20 – 19.5.20 Partner (placement) School	20.5.20 Lead School Sense-making and sharing Target setting	

Meet: Lead School

Readings and suggestions for specific topics will follow from the module teams in September

Test: Partner (placement) School

Putting ideas from the *Meet* day into practice. In the context of the PTE2 school, investigate formative strategies that deepen practice and ensure pupil progress.

Share: Lead School

Sense-making, sharing and target setting

Sharing takes place in a Lead School in a seminar format co-chaired by the Network Lead and University Tutor (Professional/Curriculum) who will take the role of the discussant.

Student-teachers will present their reflections and findings to the professional community (peers, teacher educators and practicing teachers as appropriate), and be encouraged to critique their thoughts and ideas in a social setting. Similarities and difference are explored, along with comparisons between the input in the meet stage, and the experiences in the test phase.

In the plenary of the seminar, time is allocated for reflection, reimaging and reinvention, which allows students to transform their practice in light of the sharing experience. It is essential that each student-teacher has the opportunity to articulate personal targets and share these with the group.

The seminar is unlikely to take a whole day. Any remaining time should be given to student-teachers to add evidence from Bridge 5 to their Professional Learning Passport (PLP) and consider their experiences in light of the requirements of assignments. For larger networks, there may be benefit to running two seminar groups with a smaller number of student-teachers.

Electives for 2019/20

School's-eye view: Electives

Fitzalan High School

https://youtu.be/GZezOfEYyYI

Cohort	Elective Dates
PGCE (primary & secondary)	2.3.20 – 6.3.20 (5 days in total)
BA3* Legacy Elective see below	10.2.20 -14.2.20 24.2.20 -25.2.20 (7 days in total)
BA1 & BA2	No elective experience

Rationale

The electives experience is a non-assessed professional development opportunity for student-teachers. It takes place in a school setting and focuses on gaining a deeper knowledge and understanding of an area related to a personal interest.

The student-teachers follow a particular subject or theme of interest by engaging in activities such as:

- Observation;
- Conducting interviews;
- Reading research;
- Engaging in professional dialogue.

During the visit, time will be allocated for different types of activity in order to ensure each individual has a broad range of experiences within a given subject/theme. The intention is for students to receive a comparable experience, enriching their understanding and giving them a USP when applying for posts in schools.

Having undertaken the elective, the student-teachers disseminate their findings to the professional community in the elective placement, e.g. teachers, governors, or the leadership team in order to show their understanding and to share with the school positive aspects of the experience and new knowledge gained. This can be done by using the Estyn good practice model, available at the following link: https://www.estyn.gov.wales/effective-practice/improving-wellbeing-and-standards-attainment.

Arrangements

Electives will normally take place within the network in which the student-teacher has been placed for the duration of their ITE programme. Arrangements will be made within the networks to 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 a sustained period of time in the school and that members of school staff will have been allocated the role of 'professional advisor' for the duration of the electives visit. This will allow opportunities for professional engagement through dialogue and sharing of ideas and reflections.

Expectations

Student-teacher role:

- To prepare a rationale for the choice of elective;
- To engage fully with the electives experience in order to enhance their knowledge and understanding;
- To undertake personal research linked to the area/subject;
- To share the experience with a variety of audiences in a professional manner.

School role:

- To allocate a member of staff as the 'professional advisor' to the student-teacher team;
- To ensure the students are supported throughout the experience by key staff members;
- To provide a wide range of opportunities for students to gather information;
- To engage in reflective dialogue with the students at various points;
- To welcome observations and comments made by students.

University role:

- To ensure student-teachers are prepared for the elective opportunities;
- To support student-teachers and school in a triad of reflective dialogue;
- University Tutor (Professional) to support networks in arranging the elective offer and the organisation of experience.

Student rationale for the choice of elective

These are the questions that student-teachers are required to discuss with the school-based teacher educator and University Tutor (Professional) leading the elective experience. Student-teachers need to show a high-level of engagement with the electives offer from the outset and evidence undertaking self-directed research in their chosen area prior to the experience. The agreed questions are as follows:

Question 1 What are your reasons for this choice of elective?

- Does it relate to an aspect of previous study?
- Is there evidence of engagement with the area in other experiences e.g. community volunteering, clubs and societies?
- Does it relate to future plans e.g. choice of phase or type of school?

Question 2 What key reading have you already undertaken?

- Are you chosing from an informed position to maximise the experience?
- Can you talk about some of your key reading to justify your choice?

Question 3 What do you intend learning from the elective experience?

- What lines of enquiry have been raised from your reading?
- Have you formultae some research questions?
- What methodologies might you use?

Legacy Electives for BA3

Even though the elective experience for BA3 is linked to an assignment for 2019/20, there is no reason why aspects of this model cannot be adapted for the PGCE electives.

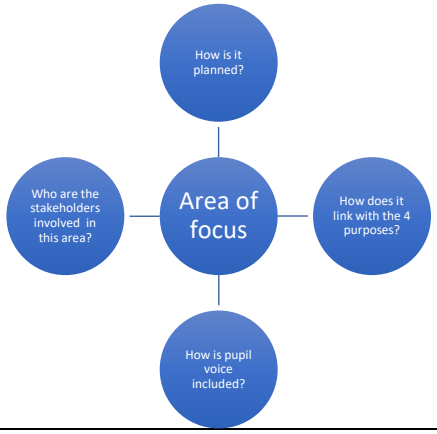
Overarching theme for BA3

The electives experience for BA3 is linked to a research module called *The Reflective Practitioner – ECAD6003/C.* Research ethics, observation methods, methodologies and information/data collection will have been part of the module prior to, during and after the electives take place.

Each elective experience will differ slightly depending on the setting; however, the expectation is that each individual spends seven days in the school and that a member of staff is allocated to the role of Professional Advisor for the duration of the electives visit. This will allow time for professional engagement through dialogue and a sharing of ideas through reflection.

NB: The Professional Advisor should adopt the role of the discussant when conducting the share phase of the electives.

Timetable for BA3 Electives

Setting and Date	Activity
Day 1 – Monday 10.2.20 Elective School	**Induction Day** – getting to know the school and its local context. For example: - Expectations regarding professional behaviour in school; - Allocation of base room/work-space; - School tour and meeting key people. **Meet** – student-teachers have the opportunity to share their rationale and focus with the Professional Advisor and each other as a means of rehearsing the research project. **Key points** – student-teachers must actively engage with gathering information on Induction Day as this forms part of their formal report.
Day 2 – Tuesday 11.2.20 Elective School	**Ethos, Values and Data Gathering** Student-teachers begin to follow their lines of inquiry and gather overall data to try and answer their research questions. This activity may include: - Narrative notes and observation; - Movement charts (sociogram); - Classroom plans; - Bubble maps; - Padlets. All ethical considerations reacting to anonymity, consent and assent will have been addressed in the university preparations.
Day 3 – Wednesday 12.2.20 Elective School	**Reflect and Plan to Test (Student-teachers and Professional Advisor)** This day should focus on: - Reflecting on the information gathered to date; - Making connections to background reading; - Critically sharing what has been read and observed so far as a means of supporting the research activity to come. Each student-teacher is expected to create a mind map of refined questions that they will seek to answer during the next two days of testing. For example: 

	Together with the Professional Advisor, the opportunities for data collection should be planned and agreed.
Days 4 & 5 Thursday and Friday 13.2.20-14.2.20 Elective School Test	**Test** These two days are given to more focussed investigation of the areas of research. Student-teachers will work in collaboration with school staff, pupils and each other to gather data related to their questions. Activities may include: - Interviewing relevant staff; - Staff/pupil (group) trail; - Policy/documentation scrutiny; - Pupil voice (groups); - Consideration of wider links – multi-agency, community, parents; - Questionnaire; - Review of data; - Review of professional learning opportunities; - Consider wider issues relevant to area of research – transition points, governor involvement. This is not an exhaustive list as much depends on the focus of the student-teacher's research question. During this time, the reflective report will continue to be populated with relevant information as an ongoing process.
Half-term University setting	**Pause and Review** Student-teachers attend tutorial with their university-based tutor to review the evidence thus far and identify further actions.
Day 6 Monday 24.2.20 Elective School Share	**Reflect, Review and Clarify** Student-teachers should complete any actions identified in the university tutorial and use the time to review and clarify any unanswered aspect of their research. Findings should be shared with a peer in order to offer a critical eye, and the report should be finalised. The Professional Advisor should ensure that all student-teachers are on-track to complete the report.
Day 7 Tuesday 25.2.20 Elective School Share	**Present in a Professional Setting (Share)** The final day of the Elective is for each student-teacher to present the findings of the research project in a professional setting with school-based staff.

	Student-teachers should focus on presentation skills including articulating ideas clearly, using evidence to support claims and communicating in a professional manner that supports a professional dialogue. Evidence from the Elective Experience can be uploaded to the Professional Learning Passport (PLP).

Suggested Timetable for PGCE Electives

Setting and Date	Activity
Day 1 Monday 2.3.20 Elective School Meet	**Induction Day** – getting to know the school and its local context. For example: - Expectations regarding professional behaviour in school - Allocation of base room/work-space - School tour and meeting key people **Meet** – student-teachers have the opportunity to share their rationale and focus with the Professional Advisor and each other as a means of rehearsing their lines of enquiry. **Meet** – student-teachers have the opportunity to engage with relevant school policies. Together with the Professional Advisor, the opportunities for data collection should be planned and agreed.
Day 2 & 3 Tuesday & Wednesday 3.3.20 & 4.3.20 Elective School Test	**Test - Data Gathering** Student-teachers begin to follow their lines of inquiry and gather overall data to try and answer their questions. This activity may include: - Interviewing relevant staff; - Staff/pupil (group) trail; - Policy/documentation scrutiny; - Pupil voice (groups); - Consideration of wider links – multi-agency, community, parents; - Questionnaire; - Review of data; - Review of professional learning opportunities; - Consider wider issues relevant to area of research – transition points, governor involvement. All ethical considerations reacting to anonymity, consent and assent will have been addressed in the university preparations.
Day 4	**Reflect, Review and Clarify (Student-teachers and Professional Advisor)**

Thursday 5.3.20 Elective School Prepare to Share	Student-teachers should use the time to review and clarify any unanswered aspect of their research. Findings should be shared with a peer in order to offer a critical eye, and the presentation report should be finalised. The Professional Advisor should ensure that all student-teachers are on-track to complete the report.
Day 7 Friday 6.3.20 Elective School Share	**Present in a Professional Setting (Share)** The final day of the Elective is for each student-teacher to present the report in a professional setting with school-based staff. Presentations should take the form of an executive summary and should not be lengthy. Student-teachers should focus on presentation skills including articulating ideas clearly, using evidence to support claims and communicating in a professional manner that supports a professional dialogue. Evidence from the Elective Experience can be uploaded to the Professional Learning Passport (PLP).

Research Skill Development – the explicit teaching of research skills through mapped progression steps

All stakeholders in the APLP will participate in the development of the following four research dispositions:

- Being sceptical;
- Being ethical;
- Being a skilled researcher;
- Being part of an inquiring profession.

The research dispositions are illustrated below with an exemplification of the knowledge, skills, understandings and behaviours:

Disposition	Knowledge, skills, understandings and behaviours
Being sceptical	To understand empirical evidence in a contested terrain: • Being aware of the political, economic and social drivers for, and implications of, 'evidence'.
Being ethical	To understand the ethical base of inquiry in a complicated workplace: • Knowing ethical principles of research; • Understanding positionality within research; • Recognising own beliefs and assumptions about the world.
Being a skilled researcher	To understand the principles of social science research, and to know the different kinds of methods that are used and why: • Understanding qualitative methods and the nature/status of findings; • Understanding quantitative methods and the nature/status of findings; • Understanding pragmatic designs. To understand how to construct an argument based on evidence and warrant in educational research: • Employing critical reading skills; • Taking a sceptical approach to 'evidence'. To critically appreciate the degree of support that may or may not exist for popular and influential theories in such areas as child development and the nature of learning: • Taking a sceptical approach to 'innovation' (policy and practice) or the 'next big thing'. To understand how to apply empirical evidence in their classrooms and evaluate its effectiveness: • Being clear about what is intended and why; • Defining the parameters for evaluation of effectiveness.
Being part of an inquiring profession	To contribute to a community of inquiring practitioners: • Knowing whether, when and how to share outcomes of classroom inquiry; • Pro-actively contributing to a range of audiences; • Actively engaging with the inquiry and findings of others.

All stakeholders in the APLP will participate in the development of these dispositions. Through carefully designed close-to-practice research projects, ranging from lesson study to more formal written assignments, student-teachers, practicing teachers and university tutors will form communities of inquiry which seek to solve authentic problems in the classroom. The findings of these projects are shared in a range of settings including staff meetings, governor meetings and in APLP's various Partnership conferences. The purpose of such activities is to support transformation across the Partnership.

Research Skills Development in ITE programmes

For the programmes of ITE, the development of the research dispositions research are mapped across the modules whilst more focused development takes place in the module *Researching the learning – what, how and why am I teaching?*

In this module, specific school-based days are allocated to research development and these are detailed below:

School-based research days

Date	Cohort/Location	Activity
Thursday 30.4.20	BA1 PTE1 school	Research Module Year 1 (ECAD4010) Using the skills of observation Student-teachers will re-visit their PTE1 school and undertake research work using the skills of observation to gather data. Testing an observation schedule in school using the Leuven Scale in practice. Focus will be on Foundation Phase learners.
Monday 2.3.20	BA2 PTE2 school	Research Module Year 2 (ECAD5010) Using the Mosaic approach and a questionnaire Student-teachers will visit their PTE2 school and undertake a small-scale research study using the Mosaic approach and a questionnaire.
Friday 13.12.19	PGCE PTE1 school	Research Module PGCE (ECAD7004) Research Proposal Students will visit their PTE1 school on the 13th December in order to finalise the focus of their research inquiry.
Monday 3.2.20 & Tuesday 4.2.20	PGCE PTE1 school	The 'Lesson Study' will take place on the 3rd and 4th of February, 2020.

Research Day Information

Research Day – BA1, Thursday 30.04.20

This Research Day is linked to the *Cycle 1 Professional and Pedagogic Studies: Researching the Learning: what, how and why I am teaching? Research Module Year 1 (ECAD4010).* During this module, student-teachers are introduced to the place of research in educational practice and its impact on teaching and learning. They will begin to analyse, interpret and evaluate research information and make connections to personal practice. Ethical practice and understanding its relationship to research in the classroom is developed. By the end of the module student-teachers will be able to understand, apply and evaluate the research tool of observation whilst maintaining ethical practice.

For the Research School Day, student-teachers will re-visit their PTE1 school. They will undertake research work using the research tool of observation to gather information about the value of using this research method. They will be testing an observation schedule with Foundation Phase learners using the Leuven Scale in practice.

Prior to the Research Day an introduction to observations, the Leuven Scale and ethical issues is given. Following the visit, student-teachers will engage in critical reflection through discussing their findings and critically evaluating the value of using observations/Leuven Scale as a research tool.

Research Day – BA2, Monday 02.03.20

This Research Day is linked to the *Cycle 2 Professional and Pedagogic Studies: Researching the Learning: what, how and why I am teaching? Research Module Year 2 (ECAD5010).* During this module, student-teachers develop increasing knowledge and skill in selecting and using a range of research tools (interviews, questionnaires and focus groups) to generate data. The value of these tools is explored with a focus on justifying pedagogical choices made in the classroom.

For the Research School Day, student-teachers will re-visit their PTE2 school. They will undertake a small-scale research work using the Mosaic approach and a questionnaire. Prior to the visit, they will have the formed their research question and designed their research methods (interview questions, focus group observations, and questionnaire).

They will be using these methods during the day with teachers, staff and pupils to conduct their research. The focus of the research will vary from one student to another. Possible areas of study may be literacy/numeracy skills, teaching in the outdoors, assessment for learning strategies, subject specific focus (Area of Learning and Experience), etc.

Following the visit, student-teachers will engage in critical reflection through discussing their findings and critically evaluating the value of the Mosaic approach and questionnaires as research tools in the classroom.

Research Days: PGCE (Primary and Secondary)

These Research Days are linked to the module entitled *Professional and Pedagogic Studies: Researching the Learning: what, how and why I am teaching? (ECAD7004)*. During this module, student-teachers will develop research skills by undertaking close-to-practice inquiry that will transform an aspect of their personal practice and positively impact on learner outcomes. They will critically reflect upon the centrality of ethical practice within classroom-based research and will design and apply appropriate research methodologies, critically evaluating research evidence to support pedagogic decisions.

All data collection will be carried out according guidelines published by BERA (2018), UWTSD (2017) and the EWC (2019). Prior to any research activity taking place, students will submit an application for ethical approval by the Athrofa Ethics Committee, and **parental consent and learner assent will be required** before any data is collected.

The research will be based on a 'Lesson Study' approach (Dudley, 2014), including observation, interview and reflection, and will take place in student-teachers' **PTE1 school**. Student-teachers will visit their PTE1 school on the **13th December** in order to finalise the focus of their research inquiry. The Lesson Study will take place on the **3rd and 4th of February, 2020.**

Welsh Language Development Pathway

The APLP's ITE programmes are designed to support the Welsh Government's ambition of having a million Welsh speakers in Wales by 2050. This commitment is reflected in the Memorandum of Agreement (MoA) that underpins the work of the APLP. Key stipulations relating to the development of the Welsh language include:

Lead Schools

The APLP Lead schools have a joint-responsibility with the university to assist in developing and promoting the Welsh language. This can be shown by a demonstrable commitment to developing the Welsh language, in line with national and EWC requirements. Lead Schools will do this by:

- Allocating a Welsh language co-ordinator to ensure support for student-teachers' Welsh language development across the network;
- Identifying and developing professional learning opportunities for university-based APLP staff where appropriate and vice-versa;
- Ensuring school-based staff can access appropriate professional learning, including high-quality mentor development;
- Playing an active part in APLP programmes and activities. For example, through contributing to: sharing of specialist knowledge, expertise and facilities; close-to-practice research; offering elective experiences; developing Welsh language skills of student-teachers; student recruitment and selection; professional learning opportunities for APLP staff; and sharing of good practice within the partnership.

In the 2019/20 academic year, the APLP has agreed a model where 10 days' of a Lead School's resource is allocated to support of the Welsh language. The Partnership's activity is designed to focus on supporting the Welsh Language Development Strategy (WLDS), itself a central part of the APLP's accredited model. Over time, the WLDS commits the APLP to:

- The offer of a range of short and long courses to enhance the Welsh language skills of all APLP staff;
- The roll-out of a Welsh Language Development Pathway (WLDP) to improve the Welsh language skills of all APLP student-teachers in order to ensure they reach the agreed level of competence to qualify to work in the sector, both as speakers and teachers of Welsh;
- The strengthening of APLP student-teachers' ability to acquire and teach subject specialism through the medium of Welsh;
- An increased admission rate of Welsh-speaking students to the programme.

As with all other aspects of the accredited model, the university, networks and Lead schools are required to demonstrate progress against this aspect of the model. As such, network meeting agendas should record the discussion and planning processes around this, supported by the University Tutor (Professional).

However, it is important to note that how networks engage with this particular aspect of the accredited model (i.e. Welsh language development) will vary considerably depending on the linguistic make up of that network, and collaborative working is therefore welcomed. The way in which schools can support the development of the Welsh language could include:

- School-based staff taking up language learning courses offered by the university, including the sabbatical programme;
- Use of the university's 'Rhagoriaith' team's expertise to survey network language capabilities effectively to use as a benchmark;
- Use of the university's Rhagoriaith team's expertise to develop Welsh language mentor roles across networks;
- Schools using their own expertise to support the university's capacity to improve student-teachers language skills – as speakers and teachers;
- Schools accessing Canolfan Peniarth's short courses based on its educational print and digital Welsh Language publications/resources. These will allow student-teachers to develop and extend their personal knowledge of the Welsh language within English-medium settings. For Welsh-medium schools, training will enable student-teachers to develop their knowledge and understanding of how children learn to read as it encourages children to talk, read, discuss, spell and write through the medium of Welsh. Teaching pedagogy linked to Welsh language development and progression will be introduced, thus providing sound foundation and understanding for the student-teacher as they progress during PTE periods;
- Schools accessing Rhagoriaith's opportunities for student-teachers to acquire subject specialism in Welsh. Short courses provided will allow student-teachers to gain personal knowledge and skills in Welsh as well as develop an understanding of the current Curriculum and the Draft Curriculum for Wales statutory guidance linked to the Languages, Literacy and Communication Area of Learning and Experience;
- Schools contributing time and expertise to the university's recruitment and marketing strategy, specifically targeted at increasing the number of student-teachers able to teach through the medium of Welsh.

Phase Swap – Primary and Secondary

Cohort	Phase Swap
PGCE (primary & secondary)	26.2.20 – 28.2.20
BA1 & BA2,BA3	No Phase Swap

The 'Phase Swap' aims to develop student-teachers' understanding of the continuum of learning and focuses on the following focus points:

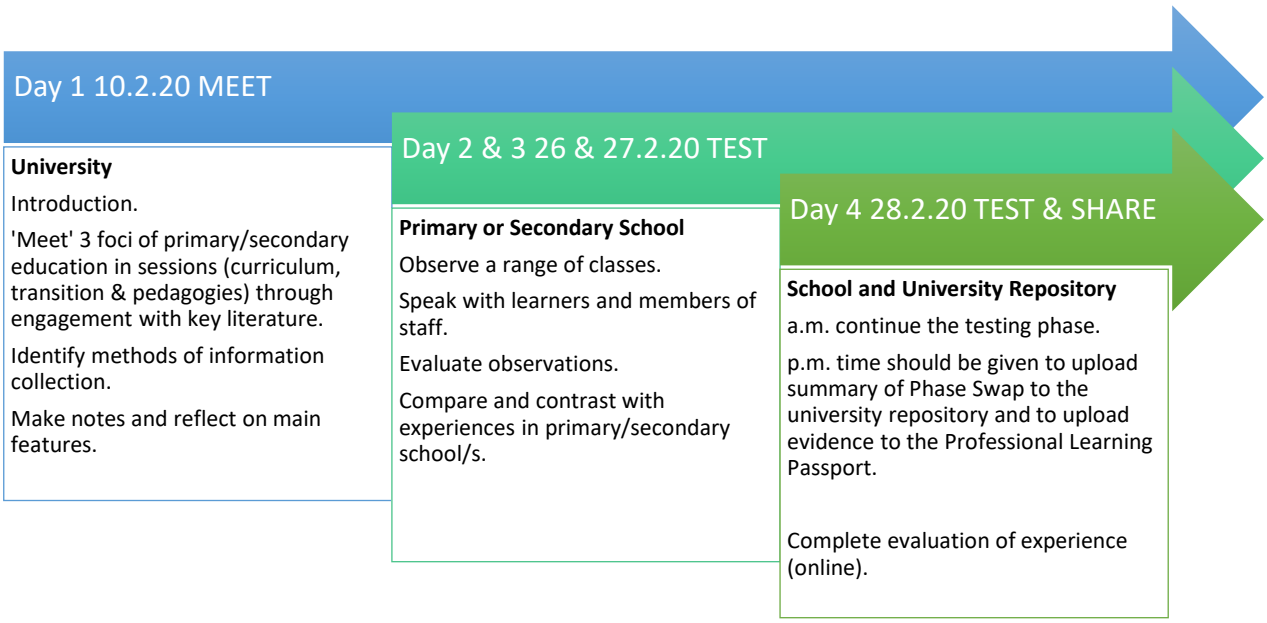
- Curriculum design (including preparation for *Successful Futures*);
- Points of transition (home to school, year-by-year, FP to KS2, primary to secondary);
- Pedagogical approaches (including reference to subject specialism and primary approaches to learning).

The Phase Swap experience will normally take place in the Lead Schools of the network, and will involve input from a range of teaching and support staff, classroom observation and shared reflection opportunities.

Whilst this is a non-assessed placement, student-teachers should be given structured opportunities to work with groups of pupils, communicate with pupils and teachers, and support classroom teaching. They should also be given the opportunity to observe and participate in different settings and with different age groups.

Ahead of the Phase Swap school experience, student-teachers will be encouraged to consider their personal assumptions regarding curriculum, pedagogy and transition activities in their context so that they can test these against their observations and reflect on these to transform thinking. In order for the experience to influence personal progress, student-teachers will be challenged to consider how they will use their new knowledge in their own context.

The Phase Swap follows the 'Meet, Test, Share' approach, as shown below:



Evidence from the Phase Swap

Student-teachers are expected to keep a narrative log in their *Learning Journal* and to be supported in making connections to their personal contexts.

Evidence from the phase-swap will be uploaded to the university repository and can be used to support the Professional Teaching Standards via the Professional Learning Passport (PLP).

Working across networks

For primary-only and secondary-only networks, it will be necessary to work across networks to facilitate the phase swap. The named University Tutors (Professional) will support this work.

Alternative Experience

Cohort	Date of Alternative Experience
PGCE	17.2.20 – 18.2.20
BA2	8.6.20 – 12.6.20

In order to provide student-teachers with a wider view of education an Alternative Experience has been included in both the undergraduate and post-graduate programmes.

The inclusion of the Alternative Experience supports the philosophy of the transformative model: student-teachers will be given the opportunity to recognise the impact of education beyond the classroom and into the wider community. The provision will expand on a successful pilot during the 2018-19 academic year, where PGCE student-teachers were immersed in a range of activities across the Museums Wales provision. This co-constructed project included engagement in a variety of curriculum and community based opportunities.

The Alternative Experience is a non-assessed experience, but student-teachers will report their observations of the educational impact of their alternative setting through a written report, following the format of the Estyn 'Good Practice' reviews. These will be made available to all student-teachers within the cohort.

These placements are arranged by the APLP (University Tutors: Professional) in collaboration with colleagues in the wider Athrofa. Partner Schools are invited to share with the APLP Partnership Office potential alternative placement opportunities as they arise.

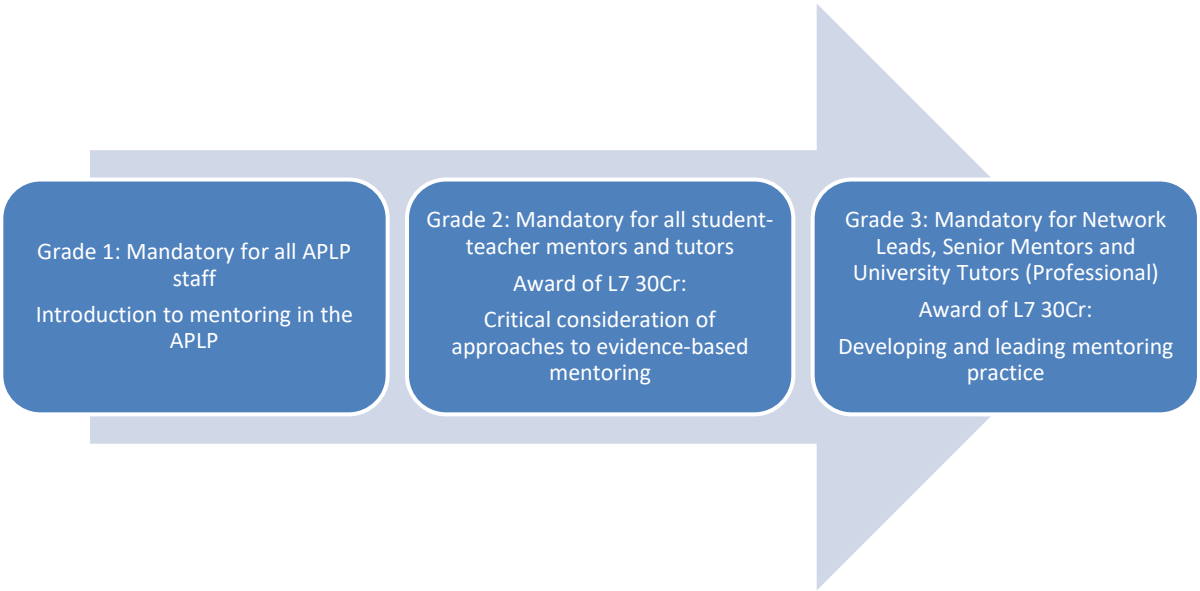
Partnership Handbook Part 2: Supporting Professional Learning

Mentor development

One of the four roots of the APLP's transformative model is 'forming meaningful relationships'. One such relationship is that of mentor-mentee. The APLP employs a Mentoring Model in which the focus is on the relationship between the mentor and mentee in terms of improving pupil learning. It is a model based on professional learning conversations where theory and practice are fully integrated.

Pupil-centred, the model emphasises the mentor's role in the development of the student-teacher's pedagogic skills through learning and evidence-based professional learning conversations.[2] It reflects the mentor's role as both critical friend and adviser. As such, it sees the mentor as both supporter and challenger and as an important player in the development of the personal professional identity of the student-teacher.[3]

The APLP mentoring model has three levels of development as shown in the following figure:



APLP Grade 1 Mentor Development

This input is mandatory for all APLP staff who will be a part of student-teachers' development. This introduction to mentoring within the APLP includes reference to the transformative model of teacher education and a focus on mentor characteristics.

Grade 1 is typically a 2 hour session.

[2] Earl, K. M. & Timperley H. eds. 2009. *Professional Learning Conversations: Challenges in Using Evidence for Improvement*. Dordrecht: Springer.

[3] McDonald, L. 2009. *Responsiveness of Student Teachers to the Supervision of Associate Teachers* [ONLINE] Available at: www.leeds.ac.uk/educol/documents/183638.doc. [Accessed: November 2017].

For the academic year 2019/20, the APLP Mentor Development Grade 1 will be delivered to all Lead Schools, with the opportunity for Partner Schools to join their colleagues in this session.

To arrange a Grade 1 session, please *either* contact:

- Catharine Bleasdale: c.bleasdale@uwtsd.ac.uk
- *Or* the Partnership Office: partnership@uwtsd.ac.uk

APLP Grade 2 Mentor Development

This input is mandatory for all Mentors and University Tutors (Professional). The Grade 2 programme seeks to ensure a growing critical awareness of the effect of mentoring decisions and different mentoring models on the professional learning of the student-teacher and subsequent impact on pupil outcomes. All active mentors are expected to undertake this programme, aspects of which include:

- Conducting professional dialogues with groups of student-teachers in an environment of shared reflection with a focus on pupil learning;
- Exploring non-evaluative feedback to develop a professional self-confidence;
- Identifying and recognising the body of evidence appropriate for QTS;
- Conducting a triad discussion for summative judgements of QTS;
- 'Cause for Concern' and teacher enrichment procedures.

The particular focus is being able to engage in evidence-based professional learning conversations; these mentoring conversations take pupils' learning as central to the pedagogical development of student-teachers.

Grade 2 mentor development requires up to 15 hrs of input.

Opportunity for accredited work

Mentors undertaking the Grade 2 programme are able to enrol on an associated module, successful completion of which will lead to **30 L7 credits**. This module will require the submission of assessments related to two elements of the programme:

- Element 1 – Learning about models and skills of mentoring conversations, practising the skills and writing up a critical reflection;
- Element 2 – Undertaking a structured critical review of mentoring literature.

APLP Grade 3 Mentor Development

This input is mandatory for Network Leads, Senior Mentors and University Tutors (Professional). Grade 3 development is for those responsible for the co-ordination of mentoring activity within the APLP. Participants will be empowered to lead communities/organisations in embedding a robust approach to mentoring practice across – and beyond – their sphere of influence. Studying at Grade 3 involves close-to-practice research related to effective mentoring and leading mentoring activity, with an emphasis on shared and collaborative exploration of approaches taken to specific aspects of mentoring within the APLP, for example the use of evidence-informed professional learning conversations. There is a focus on leadership in mentoring student-teachers and the development of others within the APLP school/network/partnership in this regard.

Grade 3 mentor development requires up to 15 hrs of input.

Opportunity for accredited work

Mentors undertaking the Grade 3 programme are able to enrol on an associated module, successful completion of which will lead to **30 L7 credits**. The assignment consists of an impact report relating to reflecting on leading mentoring processes across an organisation and the impact of effective mentoring on pupil outcomes within the school/network/APLP.

Individuals who are successful in both the Grade 2 and Grade 3 modules will be awarded the *Postgraduate Certificate: Mentoring in Education Contexts*.

Development of the Grade 2 and Grade 3 input is ongoing and will be rolled out in the spring and summer terms 2020.

Research Schools Programme

The APLP's approach to developing Research Schools across the partnership reflects the aims of *Education in Wales: Our National Mission,*[4] which states that:

> Teachers will have opportunities for professional learning in a research-driven culture, in the knowledge that excellent teachers are effective learners… [and embrace a] culture of inquiry, innovation and exploration.

Mirroring the research dispositions developed in the programmes of ITE, the APLP Research Schools Programme is built around developing the following research dispositions:

- Being sceptical;
- Being ethical;
- Being a skilled researcher;

[4] Welsh Government. 2017. *Education in Wales: Our National Mission*. Cardiff: Welsh Government.

- Being part of inquiring profession.

All stakeholders in the APLP will participate in the development of these dispositions through a phased roll-out of the programme, and through engagement with the ITE programmes. University Tutors (Curriculum) will work in collaboration with Lead Schools in supporting this development through offering workshop sessions on:

1. Action research and identifying a research question;
2. Accessing research knowledge;
3. Research ethics in the classroom;
4. Research design and research tools;
5. Data analysis;
6. Evaluation, warrant and next steps.

In the 2019/20 academic year, the APLP has agreed a model where nine days of a Lead School's resource is allocated to the support of research, with the support of the link University Tutor (Curriculum):

Lead School	**University Tutor (Curriculum) Research Schools Programme**
Fitzalan High School	Iwan Ellis-Williams i.ellis-williams@uwtsd.ac.uk
Olchfa School	Ishmael Lewis Ishmael.lewis@uwtsd.ac.uk
Coedcae School	Alison Evans Alison.evans2@uwtsd.ac.uk
Ysgol Llanhari	Catherine Morgan c.morgan@uwtsd.ac.uk
Ysgol Gynradd Gymraeg Lon Las	Nanna Ryder n.ryder@uwtsd.ac.uk
Ysgol Y Preseli	Sioned Hughes s.v.hughes@uwtsd.ac.uk
Cadle Primary School	Libby Chancer Libby.chancer@uwtsd.ac.uk
Cowbridge Comprehensive School	Angella Cooze Angella.cooze@uwtsd.ac.uk
Pontarddulais Primary School	Carys Jennings c.jennings@uwtsd.ac.uk
Treorchy Comprehensive School	Rachel Wallis Rachel.wallis@uwtsd.ac.uk

Lead School	University Tutor (Curriculum) Research Schools Programme
Cadoxton Primary School	Shan Samuel-Thomas Shan.samuel-thomas@uwtsd.ac.uk
Maes Yr Haul Primary School	Rachel Bendall & Steve Hadley Rachel.bendall@uwtsd.ac.uk Stephen.hadley@uwtsd.ac.uk
Pentrehafod School	Peter Lloyd Peter.lloyd@uwtsd.ac.uk
St. Thomas Community Primary School	Gail Parker Gail.parker@uwtsd.ac.uk
Bishop of Llandaff CiW Secondary School	Jayne Morgan Jayne.morgan@uwtsd.ac.uk
Parkland Primary School	Sian Brooks s.brooks@uwtsd.ac.uk
Pembroke Dock Community School	Tom Cox & Catharine Bleasdale t.cox@uwtsd.ac.uk
Ysgol Cwm Brombil	Nerys Defis & Aled Williams Nerys.defis@uwtsd.ac.uk Aled.p.williams@uwtsd.ac.uk

As the programme develops over the next 18-24 months, and Lead Schools are positioned to cascade knowledge, they will be expected to:

- Host research workshops for network schools (approx. 6 pa);
- Contribute to the workshops as appropriate and agreed in advance;
- Showcase on-going pedagogic enquiries through presentation, poster or workshop at the Athrofa Aiming for Excellence and/or Professional Learning conferences;
- Release up to three staff involved in pedagogic enquiry for up to 2 days p.a. to support network schools in this regard;
- Co-ordinate the involvement of ITE students in the pedagogic enquiry of the school.

As with all other aspects of the accredited model, networks and Lead School will need to demonstrate progress against this aspect of the model. Therefore, network meeting agendas will need to record the discussion and planning process around this, supported by the University Tutor (Professional).

Full roll-out of the Research Schools Programme will take 18-24 months. Networks meetings could therefore record a decision to complete this aspect of the model in the 2020/21 academic year.

Communities of Practice (developing over time)

In order to develop a structure that makes best use of resources, the APLP networks have been separated into three 'Communities'. These are as follows:

- APLP West;
- APLP Central;
- APLP East.

Each Community has access to a subject-specific team and expertise, and in so doing, is part of its own 'community of practice' involving both university and school-based staff. The formation of these Communities, separated by geography, include:

APLP West	APLP Central	APLP East
• Pembroke Dock Community School • Pontarddulais Primary School • Ysgol Y Preseli • Coedcae School	• Parkland Primary School • Cadle Primary School • St Thomas Community Primary School • Ysgol Gynradd Gymraeg Lôn Las • Olchfa School • Pentrehafod Secondary School • Ysgol Cwm Brombil	• Maes-Yr-Haul Primary School • Cadoxton Primary School • Cowbridge Comprehensive School • Ysgol Llanhari • Treorchy Comprehensive School • Bishop of Llandaff CIW Secondary School • Fitzalan High School

Named University Tutors Curriculum

Each Lead School can use their own University Tutor (Curriculum) identified in the Research Schools Programme, who can act as a conduit between the school and AoLE Leads based in the university. This model ensures that each of the Lead Schools has access to its own named University Tutor (Curriculum) who can broker links with the AoLE experts (for each of the six AoLEs).

This arrangement ensures that:

- University Tutors (Curriculum) can be assigned on a regional basis, with all APLP Lead Partner Schools divided into South-West Wales, South Central Wales, and South-East Wales;
- This ensures all APLP Lead Partner Schools are assigned a named University Tutor (Curriculum) for each of the six AoLEs;
- APLP Lead Partner Schools and Partner Schools collaborate to identify knowledge gaps/required subject-specific expertise and contact University Tutor (Curriculum) for support and/or research/inquiry opportunities;
- University Tutor (Curriculum), with support of AoLE Lead, brokers support and/or research/inquiry opportunities for APLP schools as required;
- All Athrofa AoLE Leads retain oversight of the subject-specific support provided to APLP schools;
- AoLE Leads manage and direct communities of practice (including research/inquiry activity), arrange blended learning opportunities (online webinars/workshops etc.), and support face-to-face knowledge exchange;
- Welsh language development and the Research School Programme, in line with the detailed plan outlined in the APLP vision, is a non-negotiable thread running through all of this activity.

Professional learning

As discussed, the APLP is a partnership of schools and the university working together to produce and deliver programmes of professional learning across the continuum of teacher education. These programmes are, of course, not restricted to ITE and include the provision of development opportunities for teachers at every stage of their professional career.

The APLP is therefore committed to:

- Developing and modelling a genuinely collaborative approach to ITE and professional learning in Wales;
- Contributing to the national agenda for education improvement by building capacity through teacher education for the wider education workforce.

The APLP also aims to deliver a portfolio of programmes focused on developing professional teachers who:

- Meet the new Professional Standards for Teaching and Leadership;
- Are ready to deliver the new Curriculum for Wales and enable children and young people to fulfil the four purposes;
- Understand the relationship between intellectual and experiential knowledge and are capable of leading classroom and school-based inquiry that is focused on positive impact for learners;
- Are transformative teachers who embody the APLP model of transformative learning.

As part of their MoA, Lead Schools are committed to:

- Ensuring school-based staff are supported and provided access to appropriate professional learning to ensure that they can provide high-quality mentoring and support for ITE students;
- Make development and professional learning opportunities available to university-based Athrofa staff where appropriate.

Options could include:

- Supporting staff to increase their qualifications to levels 7 and 8 through the MA in Education or Doctorate in Education (EdD);
- Releasing staff to support the co-construction and co-delivery of professional learning programmes;
- Attending and contributing to workshops/seminars to support sharing of inquiry-based practice;
- Knowledge exchange activities, learning visits, etc.

In the autumn and spring terms of the 2019/20 academic year, a series of workshops will be convened to develop the APLP's professional learning offer further. APLP Lead Schools and networks will play a central part in those workshops. They will bring together cross-discipline expertise from across the Athrofa (including expertise relating to the disciplines of Psychology, Counselling and Social Justice); the Wales Academy for Professional Practice and Applied Research (formerly the Wales Institute for Work-based Learning); Lead Schools and the Technology Enhanced Learning (TEL) team.

- For further information about the MA in Education, please contact the Programme Manager, Junnine Thomas-Walters (junnine.thomas-walters@uwtsd.ac.uk)

- For further information about the Doctorate in Education (EdD), please contact the Programme Director, Dr Jane Waters (jane.waters@uwtsd.ac.uk) or visit: www.uwtsd.ac.uk/doctorate-education