



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

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

**Trawsnewid Addysg,
Trawsnewid Bywydau**

**Transforming Education,
Transforming Lives**

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Transforming Education, Transforming Lives*

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LLWYBR SAC/QTS PATHWAY

'PDP a Mentora"
'PLP and Mentoring'



9.11.23

9-11





Partneriaeth Dysgu Proffesiynol Yr Athrofa
Yr Athrofa Professional Learning Partnership

Trawsnewid Addysg Gyda'n Gilydd Transforming Teaching Together

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***LI: To develop your
understanding of the PLP
and the APLP model of
mentoring.***

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



- recap the requirements for the PLP.
- have the opportunity to discuss and plan for your PETs.
- be familiar with the mentoring strategies that you can expect to encounter on PTE
- know the difference between 'deliberate practice' and 'novice to expert' mentoring styles.

Gwerthuso Modiwl Canolbarth Mid Module Evaluation



<u>Adolygiad Canol-Modiwl Llwybr QTS BA3</u> <u>BA3 QTS Pathway Mid-Module Evaluation</u>			
Helo bawb. Diolch yn fawr iawn i chi am gymryd yr amser i gwblhau'r adolygiad canol modiwl yr wythnos hon. Gweler isod rai o'r themâu allweddol o gwmpas yr hyn sy'n mynd yn dda a'r hyn y gallem fod yn ei wneud yn well, a rhai o'n hymatebion iddynt.		Hi all, thanks for taking the time to complete the mid-module review this week – please see below some of the key themes about what's going well and what we could be doing better, and some of our responses to them.	
Beth sy'n mynd yn dda – negeseuon allweddol: - Mae'r darlithoedd wedi darparu arweiniad a gwybodaeth glir a thrylwyr. - Rydych yn teimlo bod eich dealltwriaeth ac eglurder o ofynion PDP a'r TPP wedi gwella drwy arweiniad a chymorth cam wrth gam. - Rydych yn hapus gyda'r cymorth a'r arweiniad rydych wedi'i dderbyn oddi wrth y darlithwyr.		What's going well – key messages: - The lectures have provided clear, thorough guidance and information. - You feel your understanding and clarity of the PLP and PET requirements has improved through step-by-step guidance and support. - You are pleased with the support and guidance you have received from the lecturers.	
Fe ddwedoch chi:	Mi wnaethom ni:	You said:	We did:
Byddech yn gwerthfawrogi rhagor o amser mewn darlithoedd i drafod ac adolygu'r PDPau a'r TPPI.	Byddwn yn sicrhau y cewch ragor o amser yn narlith y llwybr SAC ar 09.11.23	You would appreciate more time in lectures to discuss and review the PLP and PETs.	We will ensure you have more time in the QTS pathway lecture on 09.11.23
Hoffech weld WAGOLLS y TPPI.	Hoffem eich arwyddbostio tuag at ganllawiau Sway a Llawlyfr y PDP.	You would like to see WAGOLLS of PETs.	We would like to signpost you to the Sway guidance and PLP Handbook.
Hoffech dderbyn rhagor o wybodaeth am y PDPau a'r TPPI yn gynharach yn y cwrs.	Hoffem eich arwyddbostio tuag at y darlithoedd BA2 ar 04.10.23 a 19.10.23 lle trafodwyd y wybodaeth hon a darparwyd y WAGOLLS.	You would like information on PLP and PETs sooner in the course.	We would like to signpost you to the BA2 lectures on 04.10.23 and 19.10.23 where this information was discussed and WAGOLLS were provided.
Diolch yn fawr, Tîm SAC BA3		Thank you very much, BA3 QTS Team	

As requested:

Time for peer discussion and preparing
Professional Experience Templates

Reminder

Your PLP



If you need any technical assistance in any of the above steps, please don't hesitate to contact EWC via email on professionaldevelopment@ewc.wales



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Reminder

Create your template

1. Name your template

Please give a title to your experience....

To save a template you need to provide a title.

2. Date your template

When was this experience?

[Select date](#)



☒ Single date ☐ Add an end date ☐ Ongoing

SAVE

Select the standards to which you would like to map this experience

Pedagogy

1

The teacher consistently secures the best outcomes for learners through progressively refining teaching, influencing learners and advancing learning.

Advancing learning

...through effective application of subject knowledge and discipline

☒ Four purposes for learners

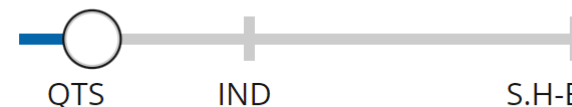
4. Choose QTS

3. Map your standards by choosing the strands.

Assess this experience against the selected elements

Use the slider(s) to assess this experience. For more description, select the info icon next to each element.

Four purposes for learners



Reminder

Success Criteria for support



Success Criteria	Evident in template (Y/N)
What you did and why?	
An explanation of what experience you encountered	
An explanation of why you did, what you did. For example, was the motivation a result of a conversation with your mentor? A lesson plan evaluation? A weekly reflection target? A piece of literature you engaged with?	
A reference to any 'Teaching Standards' that you have chosen to focus on as part of the experience	
What have you learned?	
A deep reflection on what impact your actions had on learners (including references to literature, where appropriate)	
A clear reference to how you have developed your practice in relation to a particular strand	
What next?	
An explanation of how will you use or adapt these ideas in the future?	
An explanation of how will you continue your personal learning in relation to this topic in the future?	
Is there a piece of literature that you intend to read as a consequence of this?	
General considerations for each Professional Experience Template	
If the template is linked to more than one strand, each strand must be clearly discussed in each section of the template	
A minimum of two pieces of evidence linked to the template (which are referred to in your writing)	
At least one reference to literature which are accurately referenced	

Reminder

Starter sentence examples:

- **As part of my 6008 assignment I....**
- **During observation I noticed that...**
- **After discussion with my mentor I....**
- **In preparation for my Bridging presentation I...**
- **After reflecting on my teaching I wanted to...**
- **When reflecting on my teaching my mentor noted...**
- **During a discussion with my class mentor I was shown...**

TASK: Use the Standards sorting cards to link together strands for templates.



- What strands have you already covered?
 - What strands have you already got evidence for?
 - Are there any strands that are difficult to evidence?
-
- Use the Professional Standards booklet – read the descriptors carefully

[Professional Standards Booklet - Moodle](#)



Grade 1 Mentor Development Programme

The Grade 1 Mentor Development Programme is designed to equip mentors with the skills and strategies they need to support student teachers throughout the year; from beginning teacher to Qualified Teacher Status.

All Class / Subject Mentors are expected to complete this training prior to your PTE.

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What philosophy influences your thinking about how student-teachers learn to teach?

From Novice to Expert – Patricia Benner



Benner, P. (1982). From novice to expert. *American Journal of Nursing*, 82(3), 402-407.

"Pedagogical Needs and Limitations" by Vanderbilt CC-BY-NC
<https://cft.vanderbilt.edu/?s=benner>
Animation by

CC BY-NC-SA S. Melrose PhD, RN and S. Swettenham MDE





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200
1822 - 2022



Leads to mimicry, delivery
and a technical approach

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Leads to agency, autonomy
and teacher identity

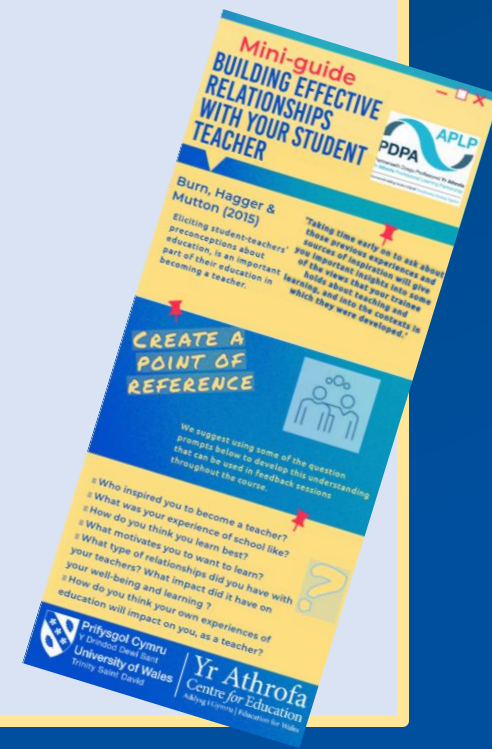
Building effective relationships with your student teacher

The importance of obtaining a point of reference

Sharing your responses to the following questions will give your mentor an opportunity to refer back to the answers during weekly reflections and feedback sessions. Similarly, asking your mentor for their answers to these questions will give you valuable insight into the reasons that underpin Class Mentors' own actions in the classroom.

- ❖ *Who inspired you to become a teacher? Why was this?*
- ❖ *What was your experience of school like?*
- ❖ *What lessons did you enjoy / not enjoy in school? Why do you think this was?*
- ❖ *Have you observed any lessons that felt were particularly effective? Why do you think this was?*
- ❖ *In your opinion, how do you think you learn best?*

Discuss the answers to these questions in small groups



Canllaw Bychan

MEITHRIN PERTHNASOEDD EFFEITHIOL GYDA'CH DARPAR ATHRO



Burn, Hagger & Mutton (2015)

Mae dileu rhagdybiaethau darpar athrawon am addysg, yn rhan bwysig o'u haddysg wrth ddod yn athro.

'Bydd cymryd amser, ar y dechrau, i ofyn am y profiadau blaenorol a'r ffynonellau ysbrydoliaeth hynny yn rhoi mewnwelediad pwysig i chi am rai o'r safbwyntiau sydd gan eich hyfforddai oddeutu addysgu a dysgu ac i'r cyd-destunau y cawsant eu datblygu ynddynt.'

CREU
Pwynt
Cyfeirio



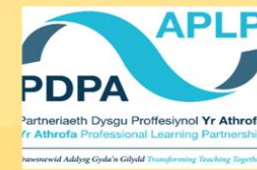
Rydym yn awgrymu defnyddio rhai o'r cwestiynau isod i ddatblygu'r ddealltwriaeth hon y gellir ei defnyddio mewn sesiynau adborth drwy gydol y cwrs.

- Pwy wnaeth eich ysbrydoli chi i ddod yn athro?
- Sut brofiad gawsoch chi yn yr ysgol?
- Yn eich barn chi, sut rydych chi'n dysgu orau?
- Beth sy'n eich ysgogi chi i fod eisiau dysgu?
- Sut fath o berthynas oedd gennych chi gyda'ch athrawon?
- Pa effaith gafodd hyn ar les a dysgu?
- Yn eich barn chi, sut bydd eich profiadau personol o addysg yn effeithio arnoch chi, fel athro?



Mini-guide

BUILDING EFFECTIVE RELATIONSHIPS WITH YOUR STUDENT TEACHER



Burn, Hagger & Mutton (2015)

Eliciting student-teachers' preconceptions about education, is an important part of their education in becoming a teacher.

'Taking time early on to ask about those previous experiences and sources of inspiration will give you important insights into some of the views that your trainee holds about teaching and learning, and into the contexts in which they were developed.'

CREATE A
POINT OF
REFERENCE



We suggest using some of the question prompts below to develop this understanding that can be used in feedback sessions throughout the course.

- Who inspired you to become a teacher?
- What was your experience of school like?
- How do you think you learn best?
- What motivates you to want to learn?
- What type of relationships did you have with your teachers?
- What impact did it have on your well-being and learning?
- How do you think your own experiences of education will impact on you, as a teacher?



Moving from 'beginner' to 'proficient'

As mentioned previously, at this stage in their learning, student-teachers should be increasingly able to focus on the learners and their learning as opposed to prioritising their own 'performance'. Therefore, using pupil feedback, rather than offering a judgement, is particularly powerful at this point in the year.

Hattie (2012 p 158) advocates the use of student evaluations of teachers (SETs) to garner the thoughts and perceptions of learners. To ensure that this feedback is maximised, the student -teacher could be presented with the answers and encouraged to reflect on their practice accordingly.

Spend a few minutes reading through these questions. Which do you envisage being useful while you're on PTE?



Canllaw bychan

SYMUD O 'DDECHREUWR' I 'HYFEDREDD'



Os ydyw eich darpar athro yn cael anhawster gwahaniaethu rhwng adborth personol a phroffesiynol, gall casglu adborth disgyblion yn hytrach na chynnig eich 'dyfarniad' eich hun fod yn dechneg ddefnyddiol.



Mae Hattie (2012) yn argymhell defnyddio gwerthusiadau myfyrwyr o athrawon (SETs) i gasglu barn a chanfyddiadau dysgwyr.

CYCLE I FYFYRIO AR GYNNYDD DRWY LYGAID Y DYSGWR

"Ein swydd ydyw helpu athrawon i weld dysgu trwy lygaid y plant. Y peth pennaf yw pan ddigwydda hyn bydd arthawon yn newid."
Hattie (2008) Dysgu Gweladwy

Dylai darpar athro dan hyfforddiant allu canolbwyntio'n gynyddol ar y disgyblion a'u dysgu yn hytrach na blaenoriaethu eu 'perfformiad' eu hunain.

Mae Hattie (2012) yn darparu'r cwestiynau canlynol i arwain mentoriaid wrth annog darpar athrawon i symud eu ffocws at y dysgwyr:

- Beth oedden nhw'n ei ddeall a beth nad oedden nhw'n ei ddeall yn y gwersi?
- Oedden nhw'n gofyn am help (neu beidio)?
- Beth oedd yr ymateb gan eu cymheiriaid i'w dysgu?
- Oedden nhw'n credu bod yr athro hwn yn gwrandao arnynt?
- Beth oedd natur y drafodaeth ymhlith myfyrwyr yn ystod y gwersi?
- Pa gwestiynau wnaethon nhw eu gofyn a beth fydden nhw'n dymuno ei ofyn o hyd nawr?
- Beth maen nhw'n ei ddeall wrth lwyddiant yn y gwersi hyn nawr?
- Yn olaf, pa mor agos at y meini prawf llwyddiant ydy'r myfyrwyr yn meddwl y maent?



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Mini-guide

MOVING FROM 'BEGINNER' TO 'PROFICIENT'



Student-teachers often find it difficult to separate personal and professional feedback, so gathering pupil responses rather than offering your own 'judgement' can be a useful technique.



Hattie (2012) advocates the use of student evaluations of teachers (SETs) to garner the thoughts and perceptions of learners.

AN OPPORTUNITY TO REFLECT ON PROGRESS THROUGH THE EYES OF THE LEARNER

"Our job is to help teachers see learning through the eyes of kids. And the great thing is when they do, teachers change."
Hattie (2008) Visible Learning

Student-teachers should be increasingly able to focus on the pupils and their learning as opposed to prioritising their own 'performance'.

Hattie (2012) provides the following questions to guide mentors when encouraging student-teachers to **shift their focus** to the learners:

- What did and did they not understand in the lessons?
- Did they seek help (or not)?
- What were the reactions from their peers to their learning?
- Did they believe they were listened to by this teacher?
- What was the nature of discussion among students during the lessons?
- What questions did they ask and what would they now still wish to ask?
- What do they now understand by success in these lessons?
- Finally, how close do the students think they are to the success criteria?



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Developing independence

Hattie (2012 p 164) also provides the following questions to guide mentors when encouraging student-teachers to shift their focus to the learners:

- ❖ What did and did they not understand in the lessons?
- ❖ What did they do when they did not understand?
- ❖ Did they seek help (or not)?
- ❖ What were the reactions from their peers to their learning?
- ❖ Did they believe they were listened to by this teacher?
- ❖ What was the nature of discussion among students during the lessons?
- ❖ What questions did they ask and what would they now still wish to ask?
- ❖ What do they now understand by success in these lessons?
- ❖ Finally, how close to the students think they are to the success criteria?

Giving student teachers effective and purposeful feedback

Sherrington (2019 pp 30-31) created number of questions which are based on Rosenshine's Principles of Instruction (Renshine 2012) for teachers. However, in this case, they have been selected, to support mentors when asking questions of their student-teachers to encourage deep reflection.

Be prepared; your mentor should not be giving you all of the answers and will prompt your thinking using the following style questions:

- ❖ That's interesting, what makes you say that?
- ❖ That's true, but why do you think that is?
- ❖ Can you give an example of where that happens?
- ❖ Why? Are you sure? Is there another explanation?

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Canllaw Bychan

RHOI ADBORTH EFFEITHIOL A PHWRPASOL I DDARPAR ATHRAWON



Furlong & Maynard (1999)

Mae rhoi a derbyn adborth yn aml yn broses anodd a sensitif.

- unigolion yn teimlo'n fregus
- gall emosiynau redeg yn uchel
- yn gallu lleihau hyder

'Sut gellir rhoi cymorth i fyfyrwyr mewn ffyrdd a fydd yn eu hannog i ddatblygu dealltwriaeth ddyfnach a mw cymhleth o'r rhagdybiaethau maent yn eu gwneud yn yr wybodaeth broffesiynol ymarferol honno.'

Cymherwch 'safiad ymholgar'

Gofynnwch gwestiynau da
'Byddwch yn sgeptigol'

RÔL Y TRAFODWR



- NID rhoi ateb ydyw
- NID rhoi esboniad ydyw
- NID llenwi'r ysbaid â'ch llais eich hun ydyw

Sherrington (2019)

- Mae hynny'n ddiddorol, pam eich bod chi'n dweud hynny?
- Mae hynny'n wir, ond pam ei bod yn wir yn eich barn chi?
- Allwch chi roi enghraifft o lle mae hynny'n digwydd?
- Beth yw'r dystiolaeth sy'n cefnogi'r awgrym hwnnw?
- Ond beth yw'r rheswm dros hynny?
- A yw hynny bob amser yn wir neu yn yr enghraifft hon yn unig?
- A yw hynny'n achos uniongyrchol o'r effaith neu ai cyd-ddigwyddiad yn unig ydyw, cydberthyniad?



Mini-guide

GIVING STUDENT TEACHERS EFFECTIVE AND PURPOSEFUL FEEDBACK



Furlong & Maynard (1999)

Giving and receiving feedback is often a difficult and sensitive process:

- individuals feel vulnerable
- emotions can run high
- can decrease confidence

'How students can be supported in ways that will encourage them to develop deeper and more complex understandings of the assumptions they are making in that practical professional knowledge.'

THE ROLE OF THE DISCUSSANT



Assume an 'inquiry stance'

Ask good questions:
'Be sceptical'

- Is NOT providing an answer
- Is NOT providing an explanation
- Is NOT filling the space with your voice

Sherrington (2019)

- That's interesting, what makes you say that?
- That's true, but why do you think that is?
- Can you give an example of where that happens?
- What is the evidence that supports that suggestion?
- But what's the reason for that?
- Is that always true or just in this example?
- Is that a direct cause of the effect or is it just a coincidence, a correlation?



Amser ar gyfer
cwestiynau

Time for
questions



Reference List

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