Prifysgol Cymru
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Yr Athrofa
Addysg a'r Dyniaethau
Education and Humanities

Professional Learning Passport Handbook 2022/2023

APLP
PDPA
Partneriaeth Dysgu Proffesiynol **Yr Athrofa**
Yr Athrofa Professional Learning Partnership
Trawsnewid Addysg Gyda'n Gilydd *Transforming Teaching Together*

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The purpose of the Professional Learning Passport

The Professional Learning Passport (PLP) is also sometimes referred to as '*Pebblepad*' and '*Workbook*', and is an Education Workforce Council (EWC) online facility for you to be able to evidence your professional learning, progress and achievements against the Professional Standards for Teaching and Leadership during your PGCE/BAEd (QTS) and beyond.

Your PLP is a document that you will compile to show the opportunities that you have benefitted from and the progress that you have made during your time on the course and one that you will be able to add to as you travel through the course. The PLP has different sections that you will complete as you carry out different aspects of the course e.g bridging, electives, phase-swaps, additional research, courses that you attend and of course your Professional Teaching Experiences (PTEs). All these aspects will help to meet the standards and so move towards gaining Qualified Teacher Status (QTS).

Your PLP is constantly monitored throughout the programme, with Mentors being asked to highlight the PLP to you and check it weekly. It is important, therefore, that you add evidence and materials to your PLP regularly and it is kept up to date.

At the end of the programme, you will use the PLP to demonstrate how you have gone about meeting the QTS standards. The PLP, along with other aspects of your practice, will be used to decide whether or not to award QTS at the end of your course.

In order for this monitoring and assessment to take place, you have been asked to share your PLP with your class / subject mentor, senior mentor, subject tutor, network lead, curriculum tutor and professional tutor.

Many thanks to the student-teachers who gave permission for their work to be used in this booklet.

You can see the EWC's instructions on how to set up and share the PLP here:

https://v3.pebblepad.co.uk/spa/#/public/kwhG4Zk4W9Z8Gdgpnzhy8wdjfh

An Overview of Each Tab on the PLP

There are 6 sections for you to complete.

Tab 1: PTE file
This tab houses your personal information to help us identify student-teachers' workbook and to ensure we have accurate contact details.

Tab 2: Weekly Reflection
Student-teachers need to complete a Weekly Reflection template towards the end of each teaching week of PTE. This task would be completed by you in response to conversations in your Weekly Review in conjunction with your class / subject mentor where future / past targets will be reviewed and set. An example and further details on how to complete the Weekly Review are included later on in this booklet.

Tab 3: Professional Progress
At three milestones throughout your programme, you need to complete the grid to show areas of strength and areas for further development against each of the standards.

Tab 4: Above and Beyond
This is your opportunity to share anything that you are particularly proud of or want to celebrate (e.g. a specific event that you have organised, a presentation to others, Show Racism the Red Card, participating in a conference, coaching the school netball team).

You could also refer to strengths, interests or commitments that you may do outside the course but would be advantageous in the teaching profession e.g. rugby coaching, the ability to play the piano, Makaton training, First Aid.

Tab 5: Cymraeg
This is where you share evidence for your Welsh Language Portfolio. You need to provide evidence of your ability in all four language skills – Listening, Speaking, Reading and Writing. You also need to provide sufficient evidence of 'Teaching and Learning' to showcase how you have incorporated Welsh into your teaching. The evidence will be assessed according to the levels (Pre-Entry to Proficiency) provided in the Welsh Language Competency Framework for Education Practitioners.

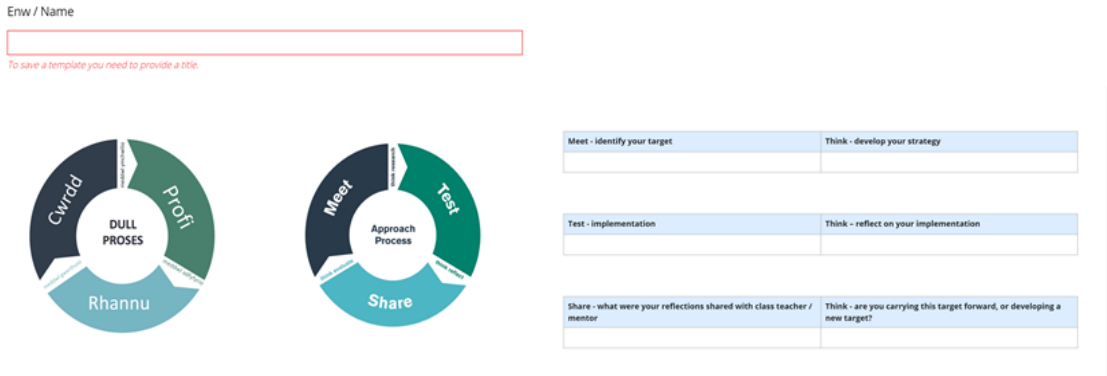
Tab 6: Standards
This is where you link evidence to each of the QTS Standards.

Student Details (Tab 1)

Please ensure that your name, university email address and student number are written here for identification purposes.

The Weekly Reflections (Tab 2)

The focus of your weekly reflections may arise from comments that have been written in your journal.



This process of meet – test – share should underpin your reflection, planning and teaching each week.

- Complete the template to create a fresh cycle for each week.
- Complete the process as you go through the week rather than trying to complete it retrospectively.
- Start with 'Meet' and consider your main target for the forthcoming week.
- Use the first 'think' space to consider some possible strategies to help you address your target. These could come from literature, teacher blogs or from professional dialogue. Identify which of these you will deploy.
- Use the test phase to try out your ideas. This could be with a variety of classes, as appropriate.
- Use the next 'think' phase to reflect on what worked and what didn't. This may be in light of professional dialogue with staff or pupil voice.
- The share stage allows you to reflect on this cycle with your mentor. You could also consider if this experience could be used in your PLP.

Using the targets identified in your Learning Journal, here is some guidance that might assist you with your own weekly reflections:

1. **Meet - Identify your target.**

Make reference to QTS standard and previous feedback

In this step you need to make a note of your target from previous feedback and link it to the QTS standards. This target could be something that has been noted in feedback on more than one occasion during the week, a target you and your mentor have agreed on, or a part of a lesson you taught you'd like to reflect on and explore in more depth.

For example, if the comment in your learning journal encouraged you to plan for activities that were less teacher-led, you might think it appropriate to link to the following QTS standard:

Pedagogy: Advancing
Blended learning experiences:
The student-teacher understands the selection, use and justification of a range of imaginative approaches to meet pedagogic challenges to the benefit of all learners.

2. **Think - Develop your strategy.**

This should be informed by named sources (this can include professional dialogue). Be specific.

This is where you consider how you are going to address your target. What strategy, method, approach, or intervention do you intend to implement, and why? Your choice of strategy will be informed by any number of sources, and you need to refer to them here.

Some examples of sources might include:

1. Professional and/or academic literature
2. Lead lectures/curriculum studies at university
3. Your observations of others teaching
4. Discussions with your mentor/tutor/other colleagues
5. A blog/Twitter by someone in the field of education

3. **Test - Implementation**

Where, when and how have you tested it?

This is where you make a note of where, when and how you tried out your strategy – which class, what day, what time of day, how did you try it out? All of these things will have impacted in some way on the implementation of your strategy, and you can reflect on this in the next step of this reflective cycle.

4. **Think – Reflect on your implementation**

What worked? What didn't?
In addition to reflecting on what worked and what didn't with your implemented strategy, you should also consider questioning *why* it worked, and *why* it didn't work.

In your reflections, the following prompts may be of use to you as you analyse the effectiveness of your implemented strategy:

What would you say to a person who said…
…the learners didn't move forward in their learning today?
…the learners didn't meet the learning objectives?
…the use of success criteria was effective?
…the level of work wasn't appropriate for the learners?
…the learners had clear guidance and instructions?
…the learners had no idea how to be successful?

5. Share

What were your reflections shared with the class teacher or your mentor?

Discussing your reflections with others is a way of engaging in professional dialogue and assessing your progress towards achieving your target. These are some questions you may wish to consider when it comes to sharing your reflections:

How will you use…
…your reflection today to move forward?
…your personal research to improve teaching and learning?
…the feedback from weekly evaluation meetings to improve your pedagogy.

6. Think

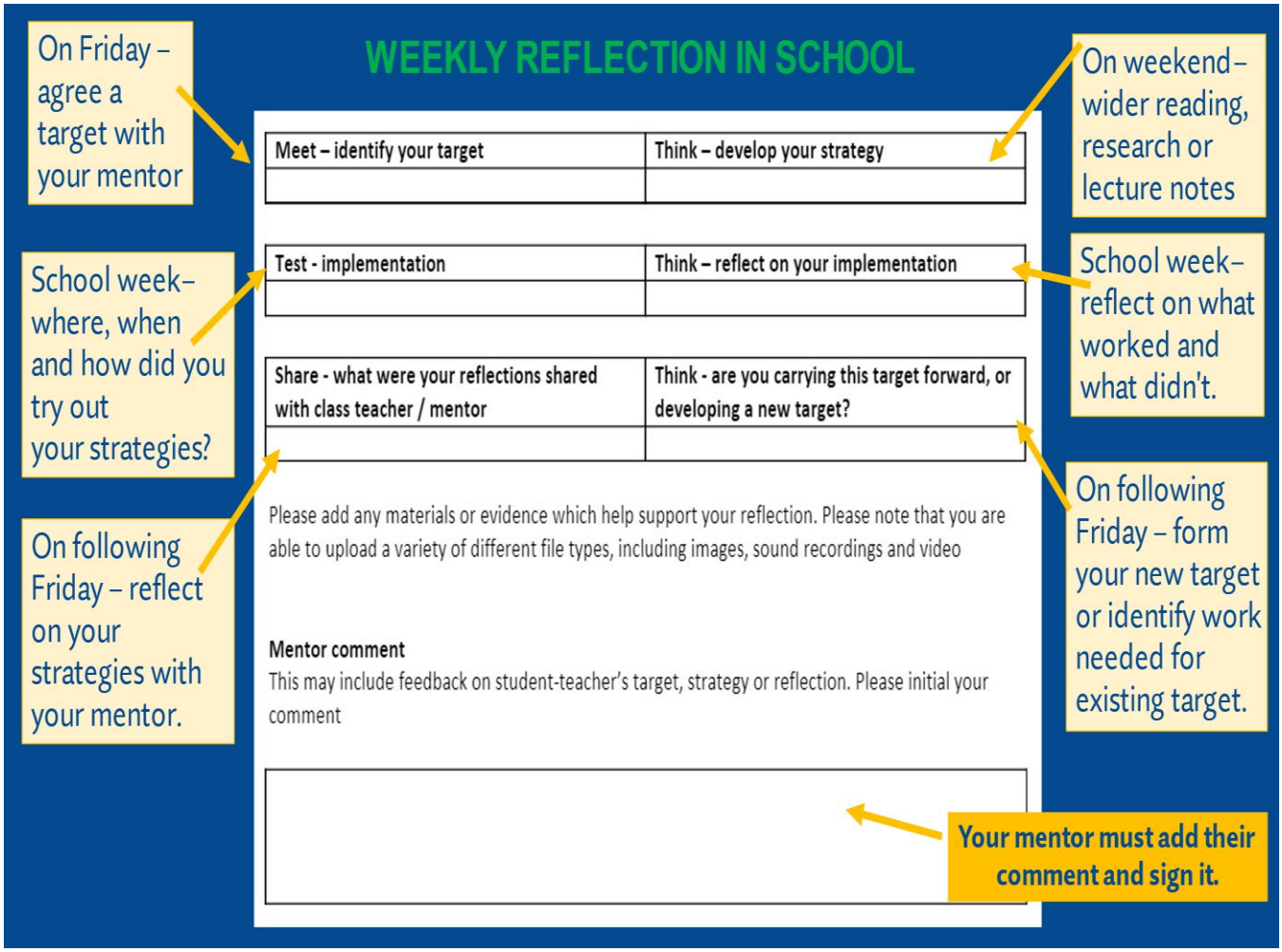
Are you carrying this target forward, or developing a new target?

Meeting targets isn't a tick box exercise – it's not always a matter of meeting one target before moving onto the next. In this step of your reflections, consider what further work needs to be carried out on your target, and whether it might be combined with another target.

For example, we started this reflective cycle with a target which involved a student's use of a variety of appropriate activities which make the lesson less teacher-led (Pedagogy: Advancing - Blended learning experiences). How might this be further developed to include a target the student-teacher has been given relating to e.g. managing the learning environment, differentiation or assessment? Now begin your next weekly reflection.

Please note that you are able to upload a variety of different media files to this area to support your reflection, for example, voice recordings, video files and photographs.

Please see below for visual guidance on how to complete the weekly reflection document:



Mentor comment

Class / Subject mentors are asked to write a comment at the end of each of these reflection templates to confirm the targets that have been set for the student-teacher for the following week. Please see the Mentor Handbook (page 36) for more information on the setting of appropriate targets.

Example of a weekly reflection by a secondary student

Meet - identify your target

My target this week is to work on behaviour management, in particular to develop a 'firm, but fair' approach. I chose this target to relate to Managing the learning environment' section of 'Pedagogy: Refining' in the QTS standards.

Think - develop your strategy

In school, the use of pivotal behaviour management is stressed, so I intend to use this in my lessons. This involves putting positivity first, e.g. praise in public, reprimand in private. It also emphasises a consistency in reprimands.

Test - implementation

To implement this target I will begin using a number of behaviour management techniques. For example, I will use 3, 2, 1 (tri, dau, un) to let pupils know I want silence. I will also stop and wait for silence, letting pupils know that my expectation is that no-one will talk while I'm talking. I will also speak quietly to pupils who are off-task/misbehaving/causing disruption to not make a scene of the situation in the hope that they will stop causing any issues. I also wish to be consistent with my behaviour management, I want pupils to know that the same rules and expectations apply to everyone.

Think – reflect on your implementation

I believe I have been successful with this target for a number of reasons. Pupils responded well to the use of 3, 2, 1 (tri, dau, un), most of the time going to silence. I always stopped talking when I could hear pupils talking over me, if they continued to talk I used their names to quiet them, however it was always the same pupils to talk over me which maybe means there needs to be some sort of reprimand. Using a 'quiet word' worked well, I feel like pupils appreciated not being made a spectacle of in front of the class and it always sorted out the issue being spoken about. I also feel like I was consistent towards different pupils in my approach to behaviour management.

Share - what were your reflections shared with class teacher / mentor

Both class teachers and my mentor have given me positive feedback about the way I have approached behaviour management this week. There have been several comments in my learning journal about my 'pivotal approach' and about being 'firm when needed'.

Think - are you carrying this target forward, or developing a new target?

Moving forward, I intend to develop a new target because this one has been met with a substantial amount of success.

Professional Progress (Tab 3)

You will need to complete a template on the Professional Progress tab at the end of each aspect of your Professional Teaching Experience (PTE). Here is an example to help you see what you might like to include.

PGCE – December, February and June

BA1 - at the end of PTE
BA2 - at the end of PTE
BA3 - at a mid-point during PTE

	Strengths	Areas for Development
Pedagogy (refining teaching, advancing learning, influencing learning)		
Leadership		
Professional Learning		
Innovation		
Collaboration		

Example of Professional Progress by a primary student

Pedagogy (refining teaching, advancing learning, influencing learning)	As I have gained more experience I feel that I have also broadened my pedagogical repertoire. In this placement I have been solely responsible for teaching the "Titanic" theme of the class topic "Frozen Kingdom" and in this I have used a variety of techniques. I have also made links with this topic across Literacy, Numeracy, Art, History and Geography which has really built my cross-curricular planning skills and the children have responded very positively to this. Differentiation has been at the front of my mind due to my action research project and I have worked hard to differentiate each lesson effectively. I have also introduced a daily mental maths programme with a range of starter activities including maths games, times table study and pair support. I have developed a tracking system for this and have been able to see considerable progress week on week. I received excellent feedback on this area of my practice both from my observed lesson and my end of placement review: " Throughout the course of this placement, Claire has worked extremely hard to plan and resource fun and engaging lessons that all learners in the class can access. She has taken into consideration pupil voice and has run with this effectively to motivate learner. Claire has planned sequences of lessons that build upon learners prior knowledge. Her lessons often allow the learner to build on a variety of skills. She differentiates the tasks accordingly and uses effective use of incidental welsh to enhance learners experiences. Claire has worked with a variety of pupils, from those ranging to challenging behaviour, social and emotional needs and ALN and has motivated them to participate in activities they would not always undertake. This is a result of the caring and nurturing environment Claire has created in the class. She uses effective classroom strategies to monitor behaviour. She has excellent subject knowledge and her lessons and activities are clearly well researched. Throughout the course, Claire has maintained high expectations and is catering to a variety of learners. Over the course of the last 5 weeks, Claire has run with programmes already in place and has created new and effective ideas of her own, such as a new mental maths starter every morning. She has marked children's books regularly and is using this to inform her planning. Throughout the course, Claire has maintained high expectations and is catering to a variety of learners. Over the course of the last 5 weeks, Claire has run with programmes already in place and has created new and effective ideas of her own, such as a new mental maths starter every morning. She has marked children's books regularly and is using this to inform her planning."	My next placement is in a pioneer school for the New Curriculum which means that they are considerably further along the journey than my previous placement school. This will mean that I have to ensure I have a sound knowledge of the four purposes etc and can demonstrate this fully in my teaching. I am expecting the next placement to be more of a challenge in this area but I am looking forward to the improvement in practice this will promote.

Collaboration	I have established good quality relationships with the teachers and TA's throughout KS2 and have worked very much as part of the wider team. I have been able to seek advice from subject leaders and my class mentor and I have used this effectively to enhance the learning for all of the children. I have been reflective through my journal and have been honest in my self-evaluation. I have contributed to upper KS2 planning and have shared my resources with colleagues to equalise teaching across the year groups.	I would like to experience more team teaching and I will look to do this in my next placement. I am always keen to learn from others.

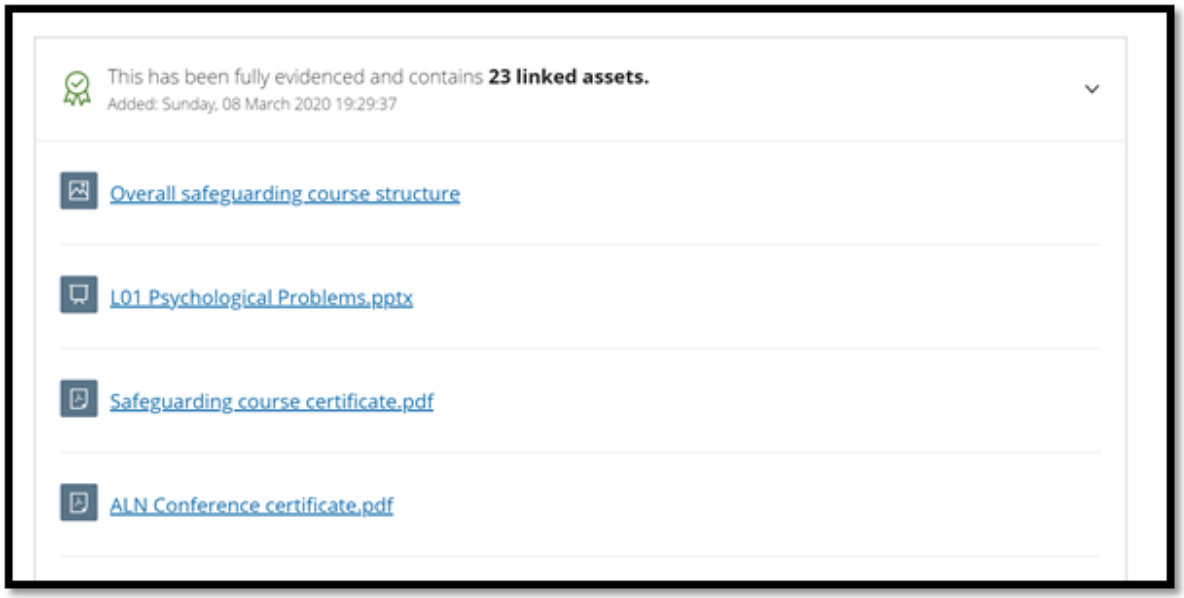
Professional L earning	I undertook a small action research assignment during this placement working with a fellow PGCE student from another school examining differentiation and its impact on pupil engagement. This fed into a masters level assignment for my course for which I am currently awaiting the result. I felt I was able to link theory and practice well and the findings of the research will help me refine my own practice going forward. I have attended all whole school staff and departmental meetings throughout this placement which has enabled me to gain greater insight into the mid term planning process and the factors that drive whole school policy. I have also been able to offer ideas in the departmental planning and have had some of my suggestions incorporated into the upper KS2 learning. My class mentor was also the KS2 Welsh co-ordinator so I was able to work closely with her to see how she leads Welsh across the school. This was something I could incorporate into my own practice.	My next assignment is concerned with school development plans. I need to spend time with SLT to fully understand these and the processes that are involved in their creation. I also need to further develop my confidence in Welsh. I have a high level of understanding and reading due to my degree etc and my spoken Welsh is well in excess of that required in English medium provision which is where I want to teach, however I am aware that as I don't use a lot of Welsh in my daily life I need to ensure I build and maintain my skills so that I can be confident in my professional usage.

Leadership	I was particularly pleased to receive this feedback in my end of placement summative review - "Claire has clearly demonstrated her understanding of Professional conduct throughout. She has spoken professionally to both staff and parents. She understands the need for confidentiality and has also had the opportunity to participate and even lead one session of our extra-curricular Welsh Club. She has an excellent rapport with the children and she has created a fun and safe environment where all students feel valued. She has settled in extremely well to the class and the pupils of year 6 will miss her greatly." I feel that positive relationships with both the children and staff I have worked with on this placement have been a real strength and have enabled me to reach some children who have historically not participated in class. It was exhilarating to lead the extra-curricular Welsh club alone when the teacher was unwell - especially as there was no activity planned and I had to devise something myself with a few hours notice. This was a good test of my leadership skills which I felt I handled well.	I have not had as much contact with parents and carers in this placement as I did in Foundation Phase. I will make this a focus in my next placement to ensure I have gained as much experience in this area as possible. I will seek out opportunities such as parents' evenings or in-school events to build my experience.

Innovation	I have had long periods of teaching and managing the class on my own in this placement which has enabled me to try several teaching and AfL strategies as well as following the class teacher's example. I prepared some really varied lessons using a wide range of media and both the indoor and outdoor environment and I think this worked well. I have enjoyed the challenge of teaching older children as I felt that the fact they may have some prior knowledge of some of the learning encouraged me to be well-prepared and well researched. The class included some children with very challenging behaviour and this meant I thought carefully about all of my teaching approaches as I was always conscious of wanting to engage every child in the learning regardless of their previous attitude. I was genuinely delighted to get feedback from the class mentor and TA that I had succeeded in this.	I need to gain greater personal ICT skills so that I can ensure I am able to bring the most innovative teaching into my classroom using digital media that engages all children and enhances learning.

Example of 'Above and Beyond' – (Tab 4)

As mentioned previously, this is your opportunity to share anything that you are particularly proud of or want to celebrate (e.g. a specific event that you have organised, a presentation to others, Show Racism the Red Card, participating in a conference, coaching the school netball team).
You could also refer to strengths, interests or commitments that you may do outside the course but would be advantageous in the teaching profession e.g. rugby coaching, the ability to play the piano, Macaton training, First Aid.



- I assisted in the Welsh extra curricular club after school every week during the placement but in my final week the teacher was unexpectedly absent. I ran the club myself without the teacher and as there was no pre-prepared activity I devised a session based on Welsh Music Day including naming instruments in Welsh and identifying them by sound. The children really enjoyed it and it was good to see they had remembered some of the activity a few days later. I felt proud that the school trusted me to run the club without the teacher and that I managed to create an engaging and effective session with very little notice. This is confirmed in the feedback attached.
- I attended an ALN conference in September 2019 giving a valuable overview of ASD, Discalculia, Dyslexia, UNCRC and MAT. I did not have much in depth knowledge about these needs prior to the conference and I found the sessions very informative and full of practical help. I drew on the knowledge gained from this conference in both my PTE1 placements - with the exception of Discalculia which I still have not come across first hand. I felt more equipped to help pupils with ALN following this conference, and built on this with the ALN co-ordinator at my PTE1 school.
- I have a passionate interest in transition and how this process can be eased as much as possible. This interest was partly stimulated by one of my own children's experience moving from Primary to Secondary and it is a topic I remain keenly interested in. I have undertaken an online course with the Open University which examines transition particularly for young children and presents research and best practise I could implement in my own classes. The course took just under five hours to complete and I learned several listening techniques and ways to make transition as comfortable as possible for children of all ages with varying factors in their background.
- I undertook an online course on Safeguarding to extend my knowledge in this important area. I have already learned about signs that may cause concern, types of abuse and school reporting procedures in university and on placement but I felt I needed to have greater depth of knowledge. The course covered the various legislation that relates to safeguarding, and the various processes after a referral is made and these were newer areas of learning for me, as well as revisiting topics such as reporting and recording. I feel more prepared to start my career now that I have a greater understanding of the wider process outside reporting my concerns in school.

QTS Standards (TAB 6)

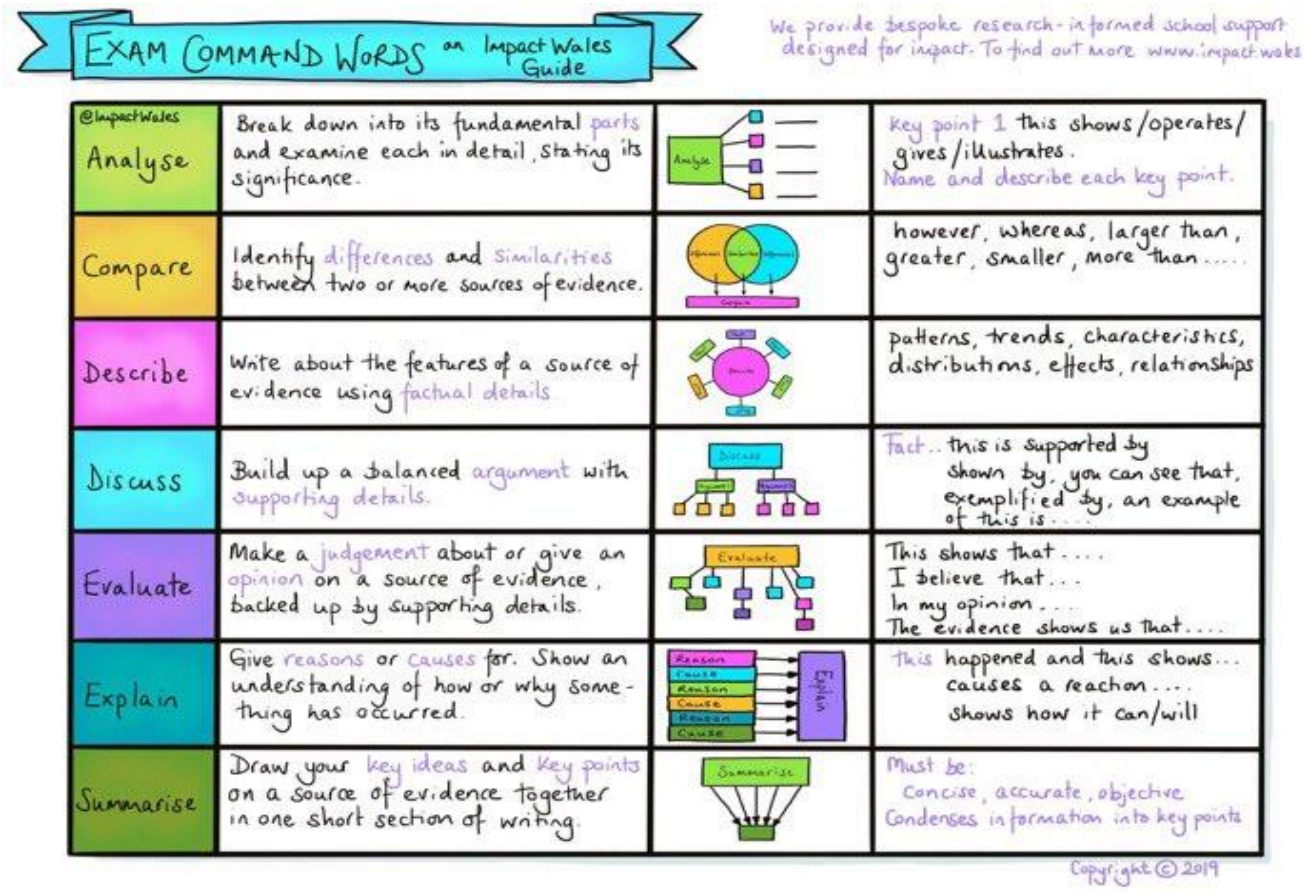
The requirements for Tab 6, your Professional Standards workbook, are as follows:

- Encounter an experience that is part of your programme
- Reflect using a Professional Experience Template (PET)
- Each PET must contain at least 2 pieces of relevant evidence (please see the end of this guide and the Evidence to Support QTS booklet for possible sources of evidence)
- All pieces of evidence must be explained in your reflection, and you are expected to make links between theory and practice, e.g., by making reference to literature
- 1 PET can be linked to a maximum of 3 strands

When populating your workbook, please remember the following points:

1. The PLP is unique to you - it is evidence of your development throughout the programme.
2. The aim of the PLP is for you to draw together evidence of how you have met individual QTS standards, and to explain the impact this has had on your teaching and learning, and your pupils' learning.
3. There is no 'right way' to complete the PLP, but the requirements regarding the number of pieces of evidence and the impact statement need to be met.
4. There is also a need to consider the extent to which the evidence you provide supports that a standard has been met, e.g. to what extent will the same piece of evidence satisfy multiple standards?
5. The PLP will be the focus of a discussion you have with key staff at the end of the programme and will contribute to the award of QTS.
6. A Professional Experience Template can be linked to no more than 3 QTS strands. If you are using an Experience Template for more than one strand, you must adapt the impact statement in each case to reflect the strand heading/s in question.
7. It is essential that the chosen asset/s directly link to each of the strands in question
8. In the section 'What did you do and why?', you need to ensure that you make reference to key readings or research which will then reflect your engagement with professional learning.

Importantly, please note the difference between an *explain* and a *describe* and use the below infographic to support your writing:



Thank you to Impact Wales for allowing us to use the above infographic. Further information relating to Impact Wales' work can be found here:

[We believe in having an impact - Impact Wales]

Please note that you can use the following success criteria to ensure that you include the features expected in a Professional Experience Template:

What you did and why?	
Feature	**Evident in template (Y/N)**
An explanation of what experience you encountered	
An explanation of why you did, what you did. *For example, was the motivation as 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, <u>each strand</u> must be clearly discussed in <u>each section</u> 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	

Please see the attached image for further information relating to what is required in a Professional Experience Template:

How to complete a Professional Experience Template (PET) for your Professional Learning Passport (PLP)

What did you do and why?
What experience have you encountered that has developed your teaching and learning? Why?

You should complete between 12 and 20 templates depending on how many professional standard strands you link to each.

What did you do and why?

Describe your professional experience. You may wish to refer to your role or involvement, why you had engaged in this experience and the intended outcomes. You can also mention any particular professional standards you had chosen to focus on (see below).

How could you research your ideas in theory? Are there any readings, lectures or literature you could link it to?

? An idea for a template might come from lesson observation notes, a discussion with your mentor, a thought from your learning journal or a weekly reflection target.

What did you learn?
Reflect on how you have used your researched ideas in the classroom?
What impact did it have?

What have you learned?

You might want to consider some of the following: why is this experience important or relevant? How does it relate to your overall learning, development and/or use of the standards (see below)? Did it meet the intended outcomes? Any lessons learned? What are the implications for colleagues and learners? How will you share what you've learned?

Use your evaluations from your lesson plans to help you reflect on a deeper level. Explain how the strategies you tried have impacted on the learning in your classroom. Does it reinforce your theoretical understanding?

'What next? (How will this experience impact on your practice?)'

Is there anything you intend to do as a result of this experience? You might want to consider some of the following questions: Are there any specific actions that you will take? What would you do in similar circumstances in the future? Is there anything you intend to change? Do you have plans for any further learning or development opportunities? If so, who or what can help - using the standards, people, written resources, online materials, workshops etc? you've learned?

Consider how you may use these strategies in future lessons. Is there anything you would change? Is there any more research you need? How will it improve your practice?

What next? How will you use or adapt these ideas in the future? How will you carry on your specific personal learning about the topic?

Each template can link to up to 3 Professional Standard strands.

Professional standards for teaching and leadership

Professional teaching standards

You will need a paragraph for EACH linked strand in EACH question.

Relevant materials or supporting evidence

Attach here any relevant materials such as documents, images, video clips, examples of learners' work etc.

Before uploading a file, you must remove or anonymise any personal data (that does not belong to you) contained in the file to ensure that no individual(s) can be identified from the information. Your organisation's (school/institution/employer) data protection policies and procedures must also be followed together with any other relevant policies.

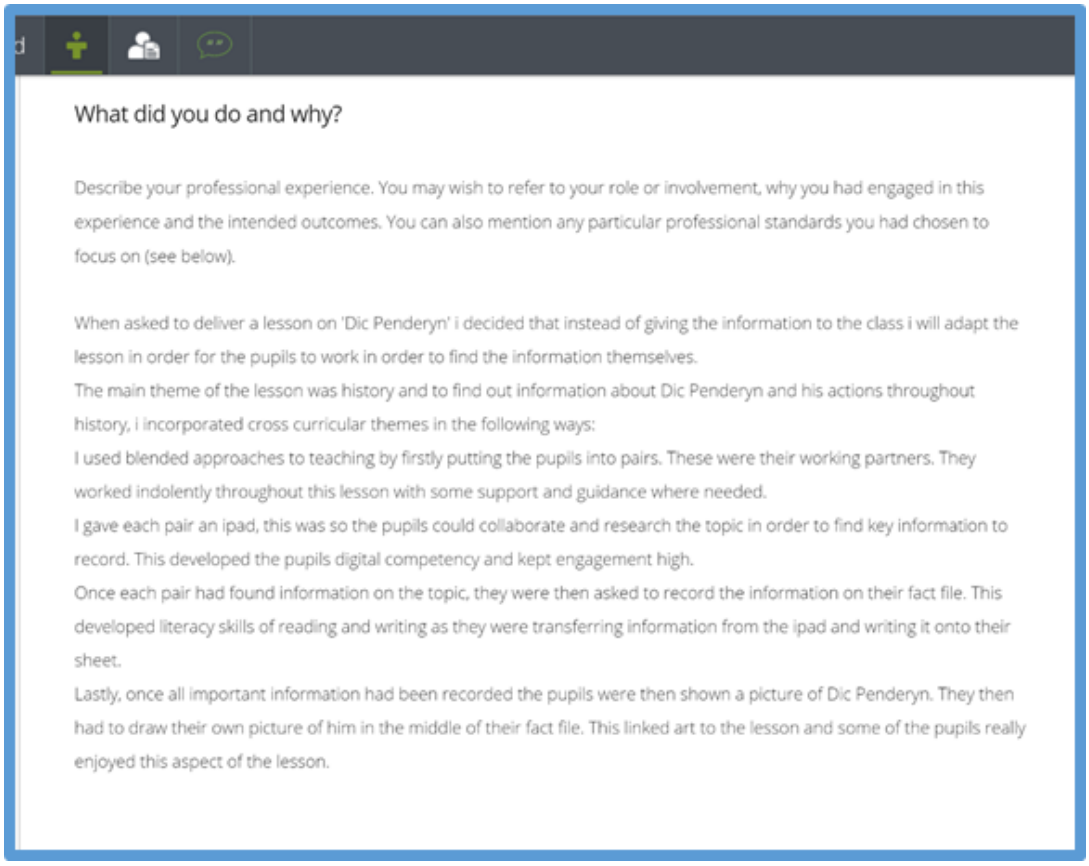
You should attach a minimum of 2 pieces of evidence.

You MUST refer to your evidence in your template answers.

Example 1 – A narrative of the experience

Please give a title to your experience....

Cross curricular themes within my lessons



What did you do and why?

Describe your professional experience. You may wish to refer to your role or involvement, why you had engaged in this experience and the intended outcomes. You can also mention any particular professional standards you had chosen to focus on (see below).

When asked to deliver a lesson on 'Dic Penderyn' i decided that instead of giving the information to the class i will adapt the lesson in order for the pupils to work in order to find the information themselves.
The main theme of the lesson was history and to find out information about Dic Penderyn and his actions throughout history, i incorporated cross curricular themes in the following ways:
I used blended approaches to teaching by firstly putting the pupils into pairs. These were their working partners. They worked indolently throughout this lesson with some support and guidance where needed.
I gave each pair an ipad, this was so the pupils could collaborate and research the topic in order to find key information to record. This developed the pupils digital competency and kept engagement high.
Once each pair had found information on the topic, they were then asked to record the information on their fact file. This developed literacy skills of reading and writing as they were transferring information from the ipad and writing it onto their sheet.
Lastly, once all important information had been recorded the pupils were then shown a picture of Dic Penderyn. They then had to draw their own picture of him in the middle of their fact file. This linked art to the lesson and some of the pupils really enjoyed this aspect of the lesson.

What have you learned?

You might want to consider some of the following: why is this experience important or relevant? How does it relate to your overall learning, development and/or use of the standards (see below)? Did it meet the intended outcomes? Any lessons learned? What are the implications for colleagues and learners? How will you share what you've learned?

I have learnt how cross curricular themes can be implemented in order to compliment the main topic or focus of the lesson. I have also seen how my promoting a blend of approaches this links to the 4 purposes and can develop valuable skills within the learners. This experience is important as it has displayed a successful planned and taught cross curricular lesson. It is important for the cross curricular themes to be genuine and not forced into a plan and when it is planned correctly the impact of cross curricular activity and blended teaching approaches are huge. By giving the class responsibility with the ipads they were engaged and wanted to find their own information and research. This lesson was a success and all pupils completed the task to a high standard. One lesson learned could be to ensure lower attaining pupils have some support in a independent task. I displayed this with examples of websites they could research and some check ins during the lesson.

This has been fully evidenced and contains **3 linked assets.**
Added: Friday, 13 March 2020 07:55:00

Cross curricular themes.docx

IMG_3627.JPG

IMG_3626.JPG

The images are of pupils completed work (IMG). Displaying the research found, the written research and the drawing. There is also a picture of my lesson plan to display the cross curricular links (cross curricular themes). Examples of the links to curriculum are also labelled to display the skills the pupils were working on.

What Next?

I will continue to try to plan and teach cross curricular themes throughout my lessons, this is to ensure the planned lesson can develop the pupils in many ways through one lesson and also help me plan a blend of approaches to help engage and challenge the pupils. I will also continue to use blended approaches such as direct teaching, group work, independent teaching and pair work. These points will be implemented through effective planning and I will also look to ensure that the 4 purposes are drivers of learning through discussions and the type of activities I plan and the approaches that I use. There is nothing I would change, but when planning a lesson such as this again I will ensure there is guidance for lower attaining pupils in order for them to enjoy, learn and understand the task presented to them. I will try to collaborate with other student teachers and professionals online using social media and CPD courses in order to continue to develop the fluidity of incorporating cross curricular themes within my lessons.

Example 2 – Emboldening the QTS Standards

Please give a title to your experience....

Mental and Written Methods Lesson

What did you do and why?

Describe your professional experience. You may wish to refer to your role or involvement, why you had engaged in this experience and the intended outcomes. You can also mention any particular professional standards you had chosen to focus on (see below).

The focus of this lesson was on mental and written mathematical methods. To develop my knowledge of methods for this lesson, and to be able to **offer expertise** in the area, I engaged with 'A Copendium of Mathematical Methods'. I did this because I wanted to be aware of the different methods and **develop new techniques** that can be used in calculations, and so I could offer alternative methods to any of the learners that may have been struggling with the one they were presently using.

What have you learned?

You might want to consider some of the following: why is this experience important or relevant? How does it relate to your overall learning, development and/or use of the standards (see below)? Did it meet the intended outcomes? Any lessons learned? What are the implications for colleagues and learners? How will you share what you've learned?

I have learned the importance of being prepared with a number of methods, not only to offer alternatives, but because learners may use different methods to you. Hence, there is a need to be able to understand the method they have used to help them in class or when it comes to marking books/homeworks. I also feel that as an 'expert' of a subject, you should be equipped with several methods, rather than sticking to the one that you use.

Professional standards for teaching and leadership

Innovation... moving pedagogy forward

- **Offering expertise**
- **Developing new techniques**

What next?

Moving forward, I am going to look for more books that are similar to 'A Copendium of Mathematical Methods', and make sure I engage frequently with them. I intend to do this because I want to continue to develop my knowledge of various methods in the different areas of mathematics. I believe this will help me when it comes to planning because I will be prepared with alternatives if the learners don't understand the method I initially present to them.

I also think that engaging with literature like this will highlight methods that I don't think are appropriate for learners, so I can ensure I avoid them when planning lessons.

This has been fully evidenced and contains **25 linked assets.**
Added: Tuesday, 21 April 2020 17:25:19

- A Copendium of Mathematical Methods
- Developing Numerical Methods 4
- Developing Numerical Methods 5
- Developing Numerical Methods 8
- Mental and Written Methods (8Y4).pptx
- Developing Numerical Methods 2
- Developing Numerical Methods 7

Example 3 – Using Sub-titles

Please give a title to your experience....

Welsh Language Development Foundation Phase

What did you do and why?

SUPPORTING AND DEVELOPING OTHERS

I taught several Welsh lessons throughout placement 1 in Year 1 and as I was the only Welsh speaker in the Reception/Year 1 unit I became a point of contact for other staff who wanted to increase their own vocabulary and/or develop lesson ideas in Welsh.

EXPLOITING SUBJECT DISCIPLINES

The individual lessons were mainly literacy activities such as writing a letter to Sion Corn (Santa) and learning and speaking and writing about clothes and colour. I wanted the children to think of literacy in both language mediums rather than thinking of literacy and Welsh as separate. I also undertook two group reading sessions with each class using Tric a Chlic books and the Fflic and Fflac puppets to encourage the children to read in Welsh and follow the words in their books to build their overall reader skills. These sessions were very interactive and allowed the children to practise rhyming vocabulary. I also made links to our daily routines by using some of the phrases from these books e.g "ble mae...." and the children remembered the response from our reading and were able to answer appropriately. I made sure I used the daily Welsh patterns in place with the children in carpet time sessions "sut wyt ti? sut mae'r tywydd and beth wyt ti'n eisiau am ginio" but I also introduced "beth wyt ti'n eisiau gwneud heddiw?" where I gave the children the enhanced provision options in Welsh with a brief explanation and then encouraged them to use "dwi'n eisiau gwneud....." to express their choice. I felt this enabled them to gain the vocabulary identifying the classroom activities even if they were not always able to recall the full sentence. I made Welsh links across the curriculum where appropriate including counting in Welsh daily when the children were checking the number of classmates "yma neu'n absennol" and I reinforced all numbers in Welsh during my numeracy lessons. I was also able to include Welsh in some of our creative activities including a "fireworks" display made by the children to celebrate "Noson Tan Gwyllt."

What have you learned?

You might want to consider some of the following: why is this experience important or relevant? How does it relate to your overall learning, development and/or use of the standards (see below)? Did it meet the intended outcomes? Any lessons learned? What are the implications for colleagues and learners? How will you share what you've learned?

I have learned how straightforward it can be to **include Welsh in daily routines** and that it is helpful to think of Welsh in general literacy terms rather than as an additional "subject" as this makes it more of a natural inclusion in both lessons and day to day routines. I feel approaching my teaching with this mindset will help me to develop the learners' Welsh in a more holistic and authentic manner and I will include this in my lesson planning and consider the other ways I can incorporate Welsh daily.

OFFERING EXPERTISE & WELSH LANGUAGE SKILLS

It was good to be able to share my knowledge of Welsh with the staff in the unit so that they were able to use this to develop the learners further. On some occasions this was simply through sharing my preparation for the sessions so that they were able to be confident in vocabulary, but I also provided "on the spot" support for vocabulary and word patterns. One of the teaching assistants observed my "Tric a Chlic" group reading session in order to understand the process and to build her confidence. She was going to continue with this after my placement. I realised from this placement that Welsh language skills can be limited in certain schools or units within them and that lack of confidence in use of Welsh can also a barrier. I now have greater confidence in my own skills and understand the value that being a Welsh speaker can add to future teams I am a part of.

Professional standards for teaching and leadership

Pedagogy... teaching and learning is paramount

Advancing learning

- Exploiting subject disciplines in areas of learning

Professional Learning... taking effective pedagogy deeper

- Welsh language skills

Innovation... moving pedagogy forward

- Offering expertise

Collaboration... enabling effective pedagogy to spread

- Supporting and developing others

What next?

Is there anything you intend to do as a result of this experience? You might want to consider some of the following questions: Are there any specific actions that you will take? What would you do in similar circumstances in the future? Is there anything you intend to change? Do you have plans for any further learning or development opportunities? If so, who or what can help - using the standards, people, written resources, online materials, workshops etc? How will you share what you've learned?

I now know that proficiency in Welsh is not widespread across all schools and it is subject that many staff lack confidence in. This may be an area in which I can add extra support to colleagues in future placements or in future employment. I will think more broadly across the AoLE of LLC in future and consider Welsh and English as interchangeable in a bid to develop the learners' skills in both languages side by side. My next placement is with the Welsh co-ordinator for the school and I am hoping to learn more from her about innovation and delivery of Welsh across the curriculum. I am also considering how I could perhaps prepare the same lesson in English and Welsh and teach both to see if I am able to teach the content in the same way through a different language medium. I will discuss this with the next class mentor. I was pleased that my commitment to Welsh was recognised in my summative report by the class teacher at the end of this placement and I will continue with the same level of commitment.

This has been fully evidenced and contains **11 linked assets.**
Added: Thursday, 26 March 2020 15:01:09

Welsh Language Development Tric a Chlic Lesson Plan.docx

Welsh Literacy letter to Sion Corn lesson plan.docx

Letter to Sion Corn 1.jpeg

Sion Corn learning goals.jpeg

Lovely work in the book.jpeg

Welsh Lesson Dillad.docx

Washing line up in the classroom.jpeg

I have included 3 lesson plans for lessons in Welsh (the plans are in English) for clothes/colours, letter writing to Sion Corn and Tric a Chlic reading session with reflections. I also have examples of the Welsh Clothes work and Sion Corn letters from the children's books indicating how well they engaged with the learning, along with the learning goals for the Sion Corn letter which also acted as a checklist. I have examples of some of my resources for Tric & Chlic reading and a clothes lines from the Clothes and colours lesson. I have also included the creative fireworks display which incorporated Welsh as a celebration of Noson Tan Gwyllt. It was pleasing to have positive feedback from the class mentor at the end of the placement about sharing my expertise with colleagues and my contribution to the Welsh development of the learners in the attached summative reports.

Suggested timeline for the completion of Professional Experience Templates

As you are able to link one Professional Experience Template to a maximum of three strands, the suggested timeline below *may* be followed as a guide to ensure that student-teachers have completed the sufficient number of templates by the end of the programme. Importantly, this is not to be viewed as our expectation and student-teachers are able to go over and above the number of templates listed here, depending on their experience on the course. Additionally, student-teachers are able to write retrospectively about certain experiences from earlier in the programmes (for example, bridging experiences).

PGCE

Suggested number of PET to be completed	Point in year	Date
1	Bridging *	26/09/2022 – 27/09/2022
1	Bridging	16/11/2022 -30/11/2022
4	As part of 6008 assignment	10/01/2023
1	ALN and wellbeing Conference	10/01/2023 – 11/01/2023
1	Bridging	01/02/2023
3	By end of PTE1	03/02/2023
1	Alternatives	16/02/2023
1	PhaseSwap	08/03/2023
1	Electives	15/03/2023
1	Bridging	22/03/2023 – 29/03/2023
1	Bridging	10/05/2023 – 24/05/2023
3	By Mid placement review PTE2	12/05/2023
3	By End of Placement review	25/05/2023
1	Aiming for excellence conference	26/05/2023

*Please note that the Bridging STEER booklet suggest which standards and strands may be relevant to each experience.

BA2:

Suggested number of PET to be completed	Point in year	Date
1	Observation week	WB 24/10/22
1	Bridging	16/11/22 – 07/12/2022
3	By end of PTE2	16/12/2022
1	Bridging	25/01/2023
1	Alternatives	20/03/2023 – 21/03/2023
1	Research visit	03/05/2023
1	Aiming for Excellence	26/05/2023

BA3:

Suggested number of PET to be completed	Point in year	Date
1	Research visit	09/11/2022
1	ALN and Wellbeing conference	10/01/2023 – 11/01/2023
1	Bridging	01/02/2023
2	Mid-placement Review	10/02/2023
1	Bridging	22/03/2023 - 29/3/23
1	PhaseSwap	23/03/2023 – 24/03/2023
4	As part of 6008 assignment	10/01/2023
1	Electives	19/04/2023 – 21/04/2023
1	Aiming for Excellence	26/05/2023

ECAD6008 – PGCE and BA student-teachers

PGCE Student-teachers will be introduced to the PLP on the 31st October 2022 as part of their 6008 Microteach session. During this lecture, student-teachers will receive their activation link from the EWC which will provide access to their workbook. The Professional Tutor team will assist student-teachers with logging in to their workbooks and will introduce the Weekly Reflection 'tab' and a Professional Experience Template.

Please note that as part of the ECAD6008 assignment, **BA and PGCE** student-teachers are expected to complete four Professional Experience Templates focussing on the following strands:

1. Assessment for Learning
2. Blended Learning Experiences
3. Real life authentic contexts
4. Cross-curricular themes

Student-teachers are encouraged to use the success criteria and resources contained in this handbook to support their writing of these templates. Feedback will be given on these templates are part the marking of the assignment.

PLP Pit Stops

Please note that Student-teachers have the following dates on their calendars for 'PLP Pit Stops' – which are support sessions offered to all at the following points in the year. These sessions will be conducted on Teams and the session outlines can be found below:

19 January 2023 – A reflection and self / peer assessment on Professional Experience Templates from 6008 assignment and any templates completed to date. There will be a reminder of the key features that need to be included in a Professional Experience Template.

9 February 2023 – A session focussing on the weekly reflection template and appropriate target setting to facilitate progress.

27 March 2023 – A focus on Professional Experience Templates. A Microsoft Form will be sent out in advance of this session to capture student-teachers' voice regarding issues they would like discussed in this session.

5 June 2023 – A review of what has gone well / even better if, with the PLP and any suggested changes for next year's workbook.

Suitable Evidence to Include in the PLP - PGCE

Please see below for *possible* sources of evidence which can be used in relation to each strand. Importantly, student-teachers are not expected to limit themselves to these experiences and should be encouraged to write Professional Experience Templates in relation to their own personal experiences of the programme.

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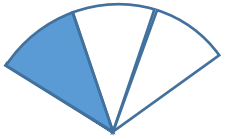
1822 - 2022

Suitable Evidence to include in the PLP - PGCE



PEDAGOGY:

ADVANCING LEARNING THROUGH EFFECTIVE APPLICATION OF SUBJECT KNOWLEDGE AND DISCIPLINE

Pedagogy: **Advancing learning through effective application of subject knowledge and discipline**		
Professional Standards for Teaching and Leadership	**Evidence for award of QTS**	**Evidence for award of QTS**
Exploiting subject disciplines in areas of learning	*The teacher demonstrates a knowledge and understanding of relevant pedagogies and disciplines within and across subject content, areas of learning and cross-curricular themes, and plans appropriately.*	• Lesson observation and planning to demonstrate ongoing effectiveness • Student work • Professional dialogue • Resources produced • Review of cross-curricular • Cross curricular project work • ECAD6008 looks at all areas of learning
Four purposes for learners	*The teacher demonstrates a knowledge and understanding of the needs of all learners in planning, preparation and teaching, ensuring that the four purposes are the drivers for learners' experiences.*	• Knowledge of data – used to inform planning • Planning has to start with the four purposes • Planning is examined and discussed in ECAD6008

		• Analysis of the impact of specific changes to practice
Blended learning experiences	*The teacher understands the selection, use and justification of a range of imaginative approaches to meet pedagogic challenges to the benefit of all learners.*	• Level of student engagement (Lesson observations) • Student progress – visible progress in lesson and tracked over time (records) • Development of appropriate strategies and resources for specific classes • Diverse or alternative methods of delivery • ECAD6008 explores a range of imaginative approaches

Real life, authentic Contexts	*The teacher demonstrates an understanding of the use of real life, authentic contexts for learning being provided as a natural part of the learning experience. This extends the learner's cultural, linguistic, religious and socio-economic experience and illustrates applications of concepts and abstracts in practice.*	• Planning demonstrates awareness of context • Analysis of the impact of specific changes to practice • Development of appropriate strategies and resources for specific classes
Progression in Learning	*The teacher demonstrates an understanding of how learning develops incrementally and tangentially, building on prior experience and learning, and plans for progress in learning based on this.*	• Lesson planning – linked to prior learning • Observation – visible progress in lessons • Student outcomes • Professional dialogue – réfection on Progress • ECAD6008 looks closely at progression within areas of leaning • Assessment data • Informal discussion of individual needs and provision with LSAs

		• Attendance at year group/key stage meetings to share information about groups and individual learners. •
Cross Curricular themes	*The teacher knows, understands and engages with the principles of curriculum design and innovation, with development of cross-curricular themes relevant to areas of learning and justifies decisions.*	• Planning shows AOLE/links to SIP • Rich tasks • Pupil & Lead learning and planning • Showing enthusiasm & creativity • Action Research Project • Developing and Sharing of Resources

PEDAGOGY:

REFINING TEACHING TOWARDS SUSTAINED HIGHLY EFFECTIVE PRACTICE

Pedagogy: ***Refining Teaching towards sustained highly effective practice***		
Professional Standards for Teaching and Leadership	**Evidence for award of QTS**	**Indicative Evidence**

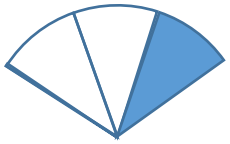
Managing the learning environment	*The teacher understands the importance and demonstrates the effective establishment and on-going management of the learning environment, in promoting positive learning habits and behaviours that meet the four purposes and are understood by learners in that context.*	• Developing independent, resilient workers • Working in pairs/groups – displays H+S • Showing learning opportunities • Developing an environment of respect: resilience, from lesson plans, observation, work scrutiny, video evidence • Listening to each other • Challenging activities • Effective questioning • Analysis of the impact of specific changes to practice – for example, behaviour management strategies • Systematic observation of other teachers in response to targets set. • Academic assignments – e.g. referring to equity

		•
Assessment	*The range of purposes and practices for assessment is understood and articulated.*	• Show evidence of self-quality of assessment, peer assessment, formative written tasks, test. • Oral feedback, formative feedback, track progress, setting targets & following up on targets • Summative assessment • Analysis of data • WJFL examinations • Setting Personal Targets – Action Plan

Differentiation	*The teacher demonstrates knowledge, understanding and experience of high expectations and effective practice in meeting the needs of all learners, whatever their different needs.*	• Discussion with ALEWCO • Resources differentiation, evidence on lesson plan, activities, questioning, differentiated learning objectives, success criteria. Evidence of possible visits to PRU Special units whilst on programmes. • Systematic observation of other teachers in response to targets set. • Informal discussion of individual needs and provision with LSAs • Formal discussions with ALNco regarding learners on ALN register. • Theoretical understanding referenced accurately in assignments • Working with support staff to develop appropriate strategies to ensure all learners can access the work. • Development of appropriate strategies and resources for specific classes.

		• Assessment for Learning Strategies in Lessons • Making use of Pupil Data to plan appropriately
Recording and reporting	*The teacher produces appropriate, timely and accurate records and reports and gives feedback to facilitate a deeper understanding of learning and enhance the learning experience.*	• Timely, quality feedback, feedforward, teacher/pupil dialogue. Quality oral feedback as a matter of routine. Setting targets in reports, oral feedback recorded on Ipad e.g. Inote. • Reflecting on impact of additional adults on pupils' learning

Involving partners in learning	*The importance of positive parent/carer involvement is understood and opportunities are taken to observe and evaluate processes.*	• Partnering teachers in parents evenings. Parents into lessons: parents week. Also develop to include Governors, teachers, staff, SMT, Visitors. • Working with support staff to develop appropriate strategies to ensure all learners can access the work. • Working with External Agencies • Pupil voice evident in lesson plans • ECAD609/7003 – Part A looks at a community based project for student-teachers' placement school.



PEDAGOGY:

INFLUENCING LEARNERS… BUILDING POSITIVE PUPIL DISPOSITION

PEDAGOGY: ***Influencing learners… building positive pupil disposition***		
Professional Standards for Teaching and Leadership	**Evidence for award of QTS**	**Indicative Evidence**

Challenge and expectations	*The teacher provides appropriate levels of challenge and expectations for the range of student abilities and characteristics, motivating learners to achieve.*	• Professional conversation • Engagement • Relationships • Pupil voice • *Understanding of child development.* • *Frame of reference* • Identifying Progress in Pupil Performance – Feedback to Learners. • Making use of Pupil Data to plan appropriately • Identifying Progress in Pupil Performance – Feedback to Learners.
Listening to learners	*The teacher demonstrates a willingness to seek, listen to and take account of the views of learners in order to engage and encourage them as active participants in their own learning.*	• Pupil voice / Feedback • Topic based learning • Project based learning • Pupil led themes / projects • Development of appropriate strategies and resources for specific classes.

Learners leading learning	*In planning and delivery, the teacher demonstrates an awareness of the importance of encouraging learners to reflect upon their own learning.*	• Self-assessment • Peer assessment • Response to feedback • Metacognition • Independent learning
Sustained effort and resilience in learners	*The teacher promotes and secures learners' self-motivation and self-direction in their learning*	• Opportunities for independent learning • Differentiated tasks • Challenge by choice tasks
Reflection on Learning	*In planning, the teacher demonstrates awareness of the importance of encouraging learners' reflection around behaviours and outlooks for learning*	• Awareness of growth mindsets • Self and Peer assessment • Child lead success criteria
Learning outcomes and well-being	*The teacher raises awareness of how high-quality learning experiences and performance outcomes lead to improved learning and a heightened sense of well-being.*	• Positive and constructive feedback • Ethos of striving for better but is safe environment – it's ok to make mistakes. E.g. Austin's butterfly

		• Challenge for right reasons • Reflection with development

COLLABORATION

COLLABORATION		
Professional Standards for Teaching and Leadership	**Evidence for award of QTS**	**Indicative Evidence**
Seeking advice and support	*The teacher actively seeks and engages with support from a range of formal and informal sources. This includes observation and team teaching, whilst demonstrating increasing levels of independence.*	• Liaising with external agencies to further develop knowledge and understanding of pedagogy • Reflection on the impact of collaboration with colleagues on developing practice • Professional Learning Communities • Systematic observation of other teachers in response to targets set. • Attendance at School INSET days • Ability to seek and act on advice from more experienced colleagues

Working with in-school colleagues	*Organised and constructive work with a range of colleagues to enhance learners' experience is a consistent feature of the teacher's practice. Reflection on developing expertise is structured as a personal or a collaborative process, as appropriate.*	• *ECAD6009/7003 – Part B explores one area of a school development plan. Depending on the area explored, it may be linked to this standard.* • Department / team meetings • Attendance at School INSET days
Supporting and developing others	*The teacher develops high quality relationships with colleagues in order to have a positive impact upon learners' experiences within the school.*	• Professional Learning Communities • Sharing expertise with school colleagues e.g. insights from own research projects/ dissertations or from practical experience from working in other sectors / schools.

		• Developing and Sharing of Resources • Lesson study – leading peers • Feedback to governing body on small scale action research / bridging / electives
Enabling improvement	*There are examples of improvement in outcomes for learners following the teacher's seeking and adoption of advice.*	• Shadowing various leaders within a school setting (e.g. ALNco, a year lead) • Reflecting on impact of additional adults on pupils' learning • Development of appropriate strategies and resources for specific classes. • Working with support staff to develop appropriate strategies to ensure all learners can access the work.

PROFESSIONAL LEARNING

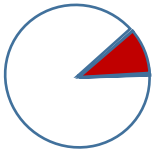
PROFESSIONAL LEARNING		
Professional Standards for Teaching and Leadership	**Evidence for award of QTS**	**Indicative Evidence**
Wider reading and research findings	*The teacher demonstrates an increasingly confident understanding of the theories and research about assessment, pedagogy, human development and learning relevant to planning and day-to-day practice.*	• Justify + defend • Reading - book references and evidence of this in the classroom e.g. Children's books/work. AFL etc • Bridging activities • Assessment for Learning Strategies in Lessons
Professional networks and communities	*The teacher engages in small scale action research, alone or in collaboration with peers, to examine learning in depth and tease out implications for practice.*	• Evidence from action research eg. Books, focus group, questionnaires, pupil trails, learning groups within school, learning triads, recording of discussions, feedback.

Continuing professional learning	*The Professional Learning Passport influences the ongoing learning of the teacher and is developmental in prompting further professional growth.*	• Hyperlink to PLP evidence (documents) • Upload photos, videos, screenshots • Attending staff meetings – CPD • Evidence from professional studies seminars • Bridging activity • Leadership/contribution at a departmental level.
Welsh Language Skills	*There is a commitment to incremental development of personal skills in the use of the Welsh language.*	• Training • Professional studies e.g weekly language session. • Electives • Visits to observe good practice • Welsh medium – activities with pupils • Attend Welsh lessons (observation)

INNOVATION

INNOVATION		
Professional Standards for Teaching and Leadership	**Evidence for award of QTS**	**Indicative Evidence**
Offering expertise	*The teacher models an increasing repertoire of teaching techniques, as expertise emerges and flourishes, in order to inform and enhance the development of others.*	Sharing good practice (ADDS) Showing initiative – class teacher Team teaching Extra-curricular activities 12 Pedagogical Principles (Donaldson – Successful futures) All evidence for above • Observations • Evaluation (self) • Photo • Diary • Pupil Voice • Staff Feedback • Meeting minutes • Contribution to departments

Developing new techniques	*Research on cognitive, social, emotional and physical development has a positive impact upon pedagogy. The teacher can demonstrate how professional discernment and critical analysis are brought to bear in shaping developing practice.*	• Putting theory into pract and evaluating it in the context of the School • University based / assignments • Personal research • Professional dialogue • Photo and videos of work
Evaluating the impact of changes in practice	*The teacher actively seeks support and advice from colleagues in developing innovative approaches within the classroom so that their impact can be evaluated, analysed and shared.*	• Mentor report • Evaluations/ARGS • Triads • Self-evaluation/reflection • Peer evaluation • Initiative trail



LEADERSHIP

LEADERSHIP		
Professional Standards for Teaching and Leadership	**Evidence for award of QTS**	**Indicative Evidence**
Taking responsibility for self	*The teacher demonstrates professional attitudes and behaviours, developing positive relationships with learners and colleagues, which illustrate a personal commitment to the fundamental principles of equity and of maximising the potential of all learners* *Professional needs identified and proactively engaged with i.e. inset, personal research, observing others.* *Data interpretation*	• Honesty, punctuality, revision clubs, interventions, team work ethos, reputation, extra-curricular • Understanding / awareness of School context • Shadowing good practice • Observing behaviour management • Setting Personal Targets – Action Plan
Exercising corporate responsibility	*Contractual, pastoral, legal and professional responsibilities are known and understood by the teacher.*	• Annotated school policies • Parents evenings • Educational visits • Safeguarding training • Staff mandatory training • Knowledge/detail of the school • SDP, Band, Vision, values of School

		• An understanding of the needs of community • Reporting to different audiences, including Governors • SMT, Team meeting, departmental meetings
Leading colleagues, projects and programmes	*The teacher's understanding of, and commitment to, leading learning is demonstrated through collaborative placement experiences.*	• Targets or targeted groups • Personal ideas for improvement • Leading sessions (training) • SDP – Identify priorites identified in setting • Student led seminar back to school • Student led seminar back to staff – with values • Identifying something that is in the SDP to develop whilst on placement. • Sharing of assingmnets / bridging experiences with school staff

Supporting formal leadership roles	*The teacher demonstrates an understanding of the nature of responsibilities within and across teams and of the contributions individuals make towards the successful fulfilment of the school's vision.*	• ECAD6009/7003 – Part B explores one area of a school development plan. Depending on the area explored, it may be linked to this standard. • Awareness of prorities of class, school feedback and contribution to SDP – how this is reported, to whom, etc.

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Suitable Evidence to include in the PLP - BA

PEDAGOGY:

ADVANCING LEARNING THROUGH EFFECTIVE APPLICATION OF SUBJECT KNOWLEDGE AND DISCIPLINE

Pedagogy: **Advancing learning through effective application of subject knowledge and discipline**		
Professional Standards for Teaching and Leadership	**Evidence for award of QTS**	**Evidence for award of QTS**
Exploiting subject disciplines in areas of learning	*The teacher demonstrates a knowledge and understanding of relevant pedagogies and disciplines within and across subject content, areas of learning and cross-curricular themes, and plans appropriately.*	• Lesson observation and planning to demonstrate ongoing effectiveness • Student work • Professional dialogue • Resources produced • Review of cross-curricular • Cross curricular project work • ECAD6008 looks at all areas of learning • Notes taken during D1 of ECAD4013 (BA) about the pedagogical principles • Cross-curricular planning carried out during D5 of ECAD4013 (BA)

Four purposes for learners	*The teacher demonstrates a knowledge and understanding of the needs of all learners in planning, preparation and teaching, ensuring that the four purposes are the drivers for learners' experiences.*	• Knowledge of data – used to inform planning • Planning has to start with the four purposes • Planning is examined and discussed in ECAD6008 • Analysis of the impact of specific changes to practice • Notes taken on D1 of ECAD4013 (BA) about the structure and purpose of the curriculum.
Blended learning experiences	*The teacher understands the selection, use and justification of a range of imaginative approaches to meet pedagogic challenges to the benefit of all learners.*	• Level of student engagement (Lesson observations) • Student progress – visible progress in lesson and tracked over time (records) • Development of appropriate strategies and resources for specific classes

		• Diverse or alternative methods of delivery • ECAD6008 explores a range of imaginative approaches • Planning written based around the use of a story done on D5 of ECAD4013 (BA)
Real life, authentic Contexts	*The teacher demonstrates an understanding of the use of real life, authentic contexts for learning being provided as a natural part of the learning experience. This extends the learner's cultural, linguistic, religious and socio-economic experience and illustrates applications of concepts and abstracts in practice.*	• Planning demonstrates awareness of context • Analysis of the impact of specific changes to practice • D5 ECAD4013 (BA) – notes taken about pupils' diverse religious backgrounds • Development of appropriate strategies and resources for specific classes
Progression in Learning	*The teacher demonstrates an understanding of how learning develops incrementally and tangentially, building on prior experience and learning, and plans for progress in learning based on this.*	• Lesson planning – linked to prior learning • Observation – visible progress in lessons

		• Student outcomes • Professional dialogue – réfection on Progress • ECAD6008 looks closely at progression within areas of leaning • Assessment data • Informal discussion of individual needs and provision with LSAs • Attendance at year group/key stage meetings to share information about groups and individual learners.
Cross Curricular themes	*The teacher knows, understands and engages with the principles of curriculum design and innovation, with development of cross-curricular themes relevant to areas of learning and justifies decisions.*	• Planning shows AOLE/links to SIP • Rich tasks • Pupil & Lead learning and planning • Showing enthusiasm & creativity • Action Research

		• Work completed on D3 of ECAD4013 (BA) on creating outdoor learning environments Project • Developing and Sharing of Resources • Cross-curricular planning carried out during D5 of ECAD4013 (BA)

PEDAGOGY:

REFINING TEACHING TOWARDS SUSTAINED HIGHLY EFFECTIVE PRACTICE

Pedagogy: ***Refining Teaching towards sustained highly effective practice***		
Professional Standards for Teaching and Leadership	**Evidence for award of QTS**	**Indicative Evidence**

Managing the learning environment	*The teacher understands the importance and demonstrates the effective establishment and on-going management of the learning environment, in promoting positive learning habits and behaviours that meet the four purposes and are understood by learners in that context.*	• Developing independent, resilient workers • Working in pairs/groups – displays H+S • Showing learning opportunities • Developing an environment of respect: resilience, from lesson plans, observation, work scrutiny, video evidence • Listening to each other • Challenging activities • Effective questioning • Analysis of the impact of specific changes to practice – for example, behaviour management strategies • Systematic observation of other teachers in response to targets set. • Academic assignments – e.g. referring to equity

		• Work completed on D3 of ECAD4013 (BA) on creating outdoor learning environments
Assessment	*The range of purposes and practices for assessment is understood and articulated.*	• Show evidence of self-quality of assessment, peer assessment, formative written tasks, test. • Oral feedback, formative feedback, track progress, setting targets & following up on targets • Summative assessment • Analysis of data • WJFL examinations • Setting Personal Targets – Action Plan

Differentiation	*The teacher demonstrates knowledge, understanding and experience of high expectations and effective practice in meeting the needs of all learners, whatever their different needs.*	• Discussion with ALEWCO • Resources differentiation, evidence on lesson plan, activities, questioning, differentiated learning objectives, success criteria. Evidence of possible visits to PRU Special units whilst on programmes. • Systematic observation of other teachers in response to targets set. • Informal discussion of individual needs and provision with LSAs • Formal discussions with ALNco regarding learners on ALN register. • Theoretical understanding referenced accurately in assignments • Working with support staff to develop appropriate strategies to ensure all learners can access the work. • Development of appropriate strategies and resources for specific classes.

		• Notes taken on D3 of ECAD4013 on the diverse nature of school populations. • Assessment for Learning Strategies in Lessons • Making use of Pupil Data to plan appropriately
Recording and reporting	*The teacher produces appropriate, timely and accurate records and reports and gives feedback to facilitate a deeper understanding of learning and enhance the learning experience.*	• Timely, quality feedback, feedforward, teacher/pupil dialogue. Quality oral feedback as a matter of routine. Setting targets in reports, oral feedback recorded on Ipad e.g. Inote. • Reflecting on impact of additional adults on pupils' learning

Involving partners in learning	*The importance of positive parent/carer involvement is understood and opportunities are taken to observe and evaluate processes.*	• Partnering teachers in parents evenings. Parents into lessons: parents week. Also develop to include Governors, teachers, staff, SMT, Visitors. • Working with support staff to develop appropriate strategies to ensure all learners can access the work. • Working with External Agencies • Pupil voice evident in lesson plans • ECAD6009/7003 – Part A looks at a community based project for student-teachers' placement school. • Notes taken on D4 of ECAD4013 (BA) about working with parents and the wider community

PEDAGOGY:

INFLUENCING LEARNERS… BUILDING POSITIVE PUPIL DISPOSITION

PEDAGOGY: ***Influencing learners… building positive pupil disposition***		
Professional Standards for Teaching and Leadership	**Evidence for award of QTS**	**Indicative Evidence**
Challenge and expectations	*The teacher provides appropriate levels of challenge and expectations for the range of student abilities and characteristics, motivating learners to achieve.*	• Professional conversation • Engagement • Relationships • Pupil voice • *Understanding of child development.* • *Frame of reference* • Identifying Progress in Pupil Performance – Feedback to Learners. • Making use of Pupil Data to plan appropriately • Identifying Progress in Pupil Performance – Feedback to Learners.

Listening to learners	*The teacher demonstrates a willingness to seek, listen to and take account of the views of learners in order to engage and encourage them as active participants in their own learning.*	• Pupil voice / Feedback • Topic based learning • Project based learning • Pupil led themes / projects • Development of appropriate strategies and resources for specific classes.
Learners leading learning	*In planning and delivery, the teacher demonstrates an awareness of the importance of encouraging learners to reflect upon their own learning.*	• Self-assessment • Peer assessment • Response to feedback • Metacognition • Independent learning
Sustained effort and resilience in learners	*The teacher promotes and secures learners' self-motivation and self-direction in their learning*	• Opportunities for independent learning • Differentiated tasks • Challenge by choice tasks
Reflection on Learning	*In planning, the teacher demonstrates awareness of the importance of encouraging learners' reflection around behaviours and outlooks for learning*	• Awareness of growth mindsets • Self and Peer assessment • Child lead success criteria

Learning outcomes and well-being	*The teacher raises awareness of how high-quality learning experiences and performance outcomes lead to improved learning and a heightened sense of well-being.*	• Positive and constructive feedback • Ethos of striving for better but is safe environment – it's ok to make mistakes. E.g. Austin's butterfly • Challenge for right reasons • Reflection with development • Notes taken during D3 of ECAD4013 (BA) when we look at initiatives like Flying Start and the impact they have on learning and WB.

COLLABORATION

COLLABORATION		
Professional Standards for Teaching and Leadership	**Evidence for award of QTS**	**Indicative Evidence**
Seeking advice and support	*The teacher actively seeks and engages with support from a range of formal and informal sources. This includes observation and team teaching, whilst demonstrating increasing levels of independence.*	• Liaising with external agencies to further develop knowledge and understanding of pedagogy • Reflection on the impact of collaboration with colleagues on developing practice • Professional Learning Communities • Systematic observation of other teachers in response to targets set. • Attendance at School INSET days • Ability to seek and act on advice from more experienced colleagues

Working with in-school colleagues	*Organised and constructive work with a range of colleagues to enhance learners' experience is a consistent feature of the teacher's practice. Reflection on developing expertise is structured as a personal or a collaborative process, as appropriate.*	• *ECAD6009/7003 – Part B explores one area of a school development plan. Depending on the area explored, it may be linked to this standard.* • Department / team meetings • Attendance at School INSET days
Supporting and developing others	*The teacher develops high quality relationships with colleagues in order to have a positive impact upon learners' experiences within the school.*	• Professional Learning Communities • Sharing expertise with school colleagues e.g. insights from own research projects/ dissertations or from practical experience from working in other sectors / schools.

		• Developing and Sharing of Resources • Lesson study – leading peers • Feedback to governing body on small scale action research / bridging / electives
Enabling improvement	*There are examples of improvement in outcomes for learners following the teacher's seeking and adoption of advice.*	• Shadowing various leaders within a school setting (e.g. ALNco, a year lead) • Reflecting on impact of additional adults on pupils' learning • Development of appropriate strategies and resources for specific classes. • Working with support staff to develop appropriate strategies to ensure all learners can access the work.

PROFESSIONAL LEARNING

PROFESSIONAL LEARNING		
Professional Standards for Teaching and Leadership	**Evidence for award of QTS**	**Indicative Evidence**
Wider reading and research findings	*The teacher demonstrates an increasingly confident understanding of the theories and research about assessment, pedagogy, human development and learning relevant to planning and day-to-day practice.*	• Justify + defend • Reading - book references and evidence of this in the classroom e.g. Children's books/work. AFL etc • Bridging activities • Assessment for Learning Strategies in Lessons • ECAD4013 D1 (BA) – students meet and read about the concept of Social Justice • ECAD4013 D2 (BA) – students are introduced to research on effective learning environments and encouraged to read on.

		• ECAD4013 D4 (BA) – students look at Estyn case studies and WG policy documents and make links between the literature and what they learn about schools during Bridging
Professional networks and communities	*The teacher engages in small scale action research, alone or in collaboration with peers, to examine learning in depth and tease out implications for practice.*	• Evidence from action research eg. Books, focus group, questionnaires, pupil trails, learning groups within school, learning triads, recording of discussions, feedback. • ECAD4013 D6 (BA) – student-teachers work in groups to find out about a particular school and its community. They then think about the implications of what they have learnt may have on their practice if they were in that school.
Continuing professional learning	*The Professional Learning Passport influences the ongoing learning of the teacher and is developmental in prompting further professional growth.*	• Hyperlink to PLP evidence (documents) • Upload photos, videos, screenshots

		• Attending staff meetings – CPD • Evidence from professional studies seminars • Bridging activity • Leadership/contribution at a departmental level.
Welsh Language Skills	*There is a commitment to incremental development of personal skills in the use of the Welsh language.*	• Training • Professional studies e.g weekly language session. • Electives • Visits to observe good practice • Welsh medium – activities with pupils • Attend Welsh lessons (observation)

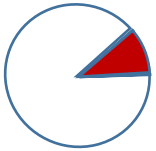
INNOVATION

INNOVATION

Professional Standards for Teaching and Leadership	Evidence for award of QTS	Indicative Evidence
Offering expertise	*The teacher models an increasing repertoire of teaching techniques, as expertise emerges and flourishes, in order to inform and enhance the development of others.*	Sharing good practice (ADDS) Showing initiative – class teacher Team teaching Extra-curricular activities 12 Pedagogical Principles (Donaldson – Successful futures) All evidence for above • Observations • Evaluation (self) • Photo • Diary • Pupil Voice • Staff Feedback • Meeting minutes • Contribution to departments

Developing new techniques	*Research on cognitive, social, emotional and physical development has a positive impact upon pedagogy. The teacher can demonstrate how professional discernment and critical analysis are brought to bear in shaping developing practice.*	• Putting theory into pract and evaluating it in the context of the School • University based / assignments • Personal research • Professional dialogue • Photo and videos of work
Evaluating the impact of changes in practice	*The teacher actively seeks support and advice from colleagues in developing innovative approaches within the classroom so that their impact can be evaluated, analysed and shared.*	• Mentor report • Evaluations/ARGS • Triads • Self-evaluation/reflection • Peer evaluation • Initiative trail • ECAD4013 D1(BA) – student-teachers learn about their professional responsibility to promote social justice, and act fairly without prejudice or bias. • ECAD4013 D3 (BA) – student-teachers learn about their professional responsibility in relation

		to working ina bilingual education system.



LEADERSHIP

LEADERSHIP		
Professional Standards for Teaching and Leadership	**Evidence for award of QTS**	**Indicative Evidence**
Taking responsibility for self	*The teacher demonstrates professional attitudes and behaviours, developing positive relationships with learners and colleagues, which illustrate a personal commitment to the fundamental principles of equity and of maximising the potential of all learners* *Professional needs identified and proactively engaged with i.e. inset, personal research, observing others.* *Data interpretation*	• Honesty, punctuality, revision clubs, interventions, team work ethos, reputation, extra-curricular • Understanding / awareness of School context • Shadowing good practice • Observing behaviour management • Setting Personal Targets – Action Plan
Exercising corporate responsibility	*Contractual, pastoral, legal and professional responsibilities are known and understood by the teacher.*	• Annotated school policies • Parents evenings • Educational visits • Safeguarding training • Staff mandatory training • Knowledge/detail of the school • SDP, Band, Vision, values of School

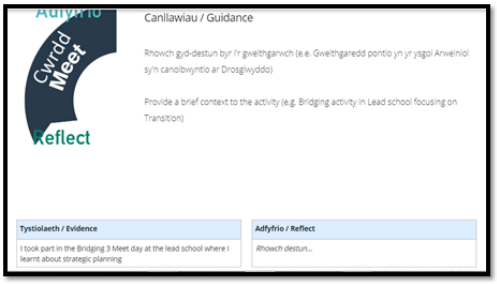
		• An understanding of the needs of community • Reporting to different audiences, including Governors • SMT, Team meeting, departmental meetings
Leading colleagues, projects and programmes	*The teacher's understanding of, and commitment to, leading learning is demonstrated through collaborative placement experiences.*	• Targets or targeted groups • Personal ideas for improvement • Leading sessions (training) • SDP – Identify priorites identified in setting • Student led seminar back to school • Student led seminar back to staff – with values • Identifying something that is in the SDP to develop whilst on placement. • Sharing of assingmnets / bridging experiences with school staff

Supporting formal leadership roles	*The teacher demonstrates an understanding of the nature of responsibilities within and across teams and of the contributions individuals make towards the successful fulfilment of the school's vision.*	• ECAD6009/7003 – Part B explores one area of a school development plan. Depending on the area explored, it may be linked to this standard. • Awareness of prorities of class, school feedback and contribution to SDP – how this is reported, to whom, etc.

Creating Hyperlinks to assets or evidence to your PLP

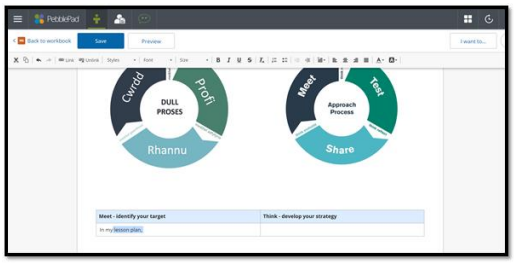
This process could be beneficial for linking assets to all aspects of your PLP – Weekly Reviews, Professional Progress, SKD, Above & Beyond and the Standards.

Step 1 – Start typing in the relevant box

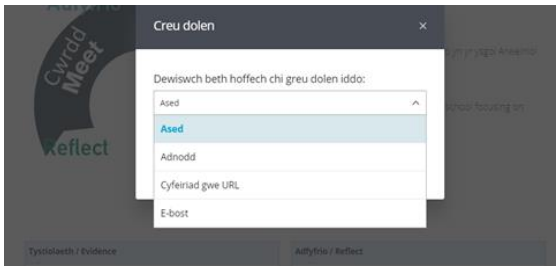


Step 2 – highlight the required evidence

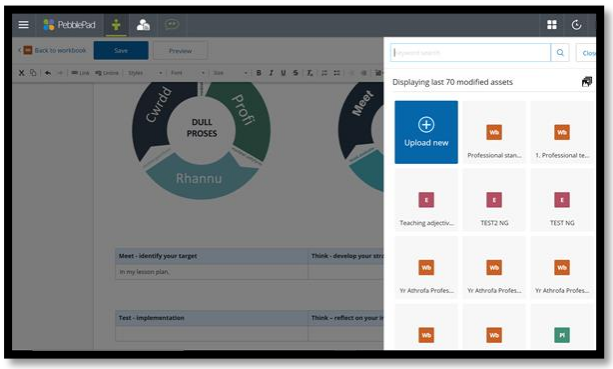
Step 3 – Select 'link' from the tool bar



Step 4 – Select the relevant option



Step 5 – Select the relevant option – you can link to a file or something that you already have in your asset store



Frequently asked questions

Can I use experiences from before my PGCE/BAEd as evidence against the QTS?	You will usually only reference experiences that you have completed as part of your current studies towards achieving QTS. However, you might have experiences, certificates and interests that you feel would benefit you as a teacher. You can include these in the Above & Beyond (Tab 4) of the PLP.
I feel that I am writing the same thing in my lesson reflections, Learning Journal and Weekly Reflections. Why is it so repetitive?	The three reflection tools are not designed to be repetitive and each one has its own particular purpose. Some students have referred to it as a 'funnel' or 'filter' where one may lead into another. Here's an outline: **Learning Journal** – this is to assist your professional learning and should be used on a daily basis. Learning journal captures notes, thoughts and feedback but is more immediate. You should include conversations with your mentor/s and 'ongoing' aspects that you are working on e.g. getting the children to listen to you, giving clear instructions. Use the journal to note suggestions from your mentors or suggestions that you may have- informal (nut professional) notes / bullet points **Lesson Evaluations / Reflections at the end of the lesson plans** – these need to be completed following every lesson you teach. Lesson evaluations start the reflective process by picking out key points that may also be in the journal and whittling down. They aim to assist you in identifying specific areas of a specific lesson that went well and specific areas that might need adapting. Use the prompt questions to evaluate the children's learning and consider the impact of your teaching on their outcomes. You can also form targets for subsequent lessons. **Weekly Reflections (PLP)** - this is to identify a focussed, measurable target for the week ahead. You should draw upon your lesson evaluations/ reflections, notes in your Learning Journal and professional dialogue with your mentors to identify your target. The target must be related to the QTS standards and this needs to be noted on the Weekly Reflection. Remember that the set target is for the week ahead and therefore you'll need to revisit the Weekly Reflection throughout the week to complete the different parts of the template. It's a cyclical approach to reflection which means that you need to revisit your target, monitor and evaluate your progress towards meeting it and then decide with your mentor whether you need to continue with the same target or change your focus to a different target.

	There will inevitably be cross-overs, but on the whole you should feel that one reflection point feeds into the next.
I keep getting mixed-up with the PLP and PTE file. What needs to go where?	The **PLP** is your Professional Learning Passport. This is the online EWC facility where you keep the following: 1. A link to your PTE file 2. Weekly Reflection 3. Professional Progress 4. Research 5. Subject Knowledge Development 6. Above and Beyond 7. Professional Experience Template (with links to the QTS standards) Your **PTE file** is your OneDrive file where you keep your day-to-day information under the following sections: 1. General information 2. School context 3. Planning
There's a no phones policy in my PTE school. How am I meant to collect evidence for my PLP?	You must follow the school's policy. Think of an alternative approach to collecting your evidence, e.g. tablet or possibly taking photographs when children aren't present. Other evidence types that are also acceptable would be things like lesson plans, relevant comments from your learning journal written by you or your mentor (see comment below on PebblePocket App), examples of worksheets/resources you have made, extracts from your lesson/weekly reflections, relevant comments taken from your mid placement review etc.
How is the Learning Journal used and assessed? Can I use the content as PLP evidence?	The learning journal's main purpose is for reflection on what you have learned and the feedback from your class/subject mentor. The class teacher should make comments in it on your teaching, and you should add your own reflections. The content should be used as a core part of your discussions in weekly reviews with class/subject mentors which are completed on your PLP. The journal is assessed as part of the evidence you will present via the PLP to show that you are meeting QTS. You may wish to make references to your Learning Journal or include photographs of specific pages in your PLP.

Where can I find my EWC login details?	You should have received these by email. If you haven't, you may wish to contact EWC directly. Their contact details can be found here: https://www.ewc.wales/site/index.php/en/contact-us.html Information about setting up your PLP will be shared with you by EWC towards the start of the autumn term. There's no need to do anything until after that point.
Can I use the same evidence for several standards?	Using the same evidence for several standards is acceptable. However, the impact statement each time should have slight differences in accordance with the standard's requirements. Each standard is different so your explanation of how the evidence applies to each standard and the effect it's had on your practice and pupil's learning/ progress/ development/ experience (i.e. the impact statement) should be different. Using sub-headings will help to focus your writing
How many standards can be linked to a Professional Experience Template?	You are able to link your template to a maximum of 3 QTS standards.
How many assets do I need for each template?	You will need to link at least 2 assets to each template. A range of different types of assets (see list above) allows you to give a broader piture of your achievements. It's a good idea to give each asset a relevant name e.g photo of behaviour chart rather than a jpeg number. You will also need to give a brief explanation below the assets section – see examples above.
Who should I share my PLP with?	You must share your PLP with the following people: Class/Subject Mentor Network Lead University Tutor (Professional) University Tutor (curriculum) University Tutor (Subject – Secondary only) Personal Tutor

Does the school's context in the electronic PTE file need to be anonymous?	No. However all entries should remain professional and confidential information should not be shared in the file.
How can I quickly save evidence to later use as assets?	You could download the PebblePocket to your phone or device to take and save photos. These photos would then appear on your workbook in the asset store for you to transfer to different aspects or Tabs on your PLP.
Who provides the journal – the school, university or do I have to get it myself?	We suggest that an A5 notebook is the best option rather than a pre-printed diary-style book. These are available in all stationery stores.

Glossary of key terms for Qualified Teacher Status Pathway (QTS)

Network	
Professional Network	A group of schools that form one of the 18 school networks of the Athrofa Professional Learning Partnership [APLP] You will be placed in one of these networks depending on a variety of factors.
EWC Code of Professional Conduct	The Code sets out the key principles of good conduct and professional practice EWC registrants uphold, and is intended to inform, support and guide all in their day-to-day conduct and practice. (www.ewc.wales)
Network Lead	The identified person in the Lead Network school who oversees the running of the network.
Senior Mentor	The identified person in your placement school who is responsible for the monitoring of all students.
Class/Subject Mentor	The teacher of the class that you are placed in.
University Tutor Curriculum	The individual tutor linked to your network of schools responsible for bridging activities. They will assist in curriculum areas and links to academic modules.
University Tutor Professional	The individual tutor linked to your network of schools responsible for the day-to-day communications and running of the network. They will assist with questions, lesson observations and professional standards for QTS.
Professional Teaching Experience [PTE]	The blocks of school-based learning that occur during your course. Each placement will be within your allocated network.
Professional Seminars	A series of professional sessions that will take place during your PTE. They will be organised by either your Senior Mentor or Network Lead and will cover topics that are relevant to your module assignments.
Pedagogy	Defined as the method and practice of teaching.
Curriculum	The lessons and academic content taught in a school or a specific course.
Professional Conversation	*"Formal and informal dialogue that occurs between education professionals including teachers, mentors, coaches and school leaders and is focused on educational matters."* (Timperley, H. 2015). Professional conversations and improvement-focused feedback: A review of the research literature and the impact on practice and student outcomes. Prepared for the Australian Institute of Teaching and School Leadership, AITSL, Melbourne.)

Professional Learning Community [PLC]	An approach to school improvement where groups of teachers work collaboratively at the school level to improve student outcomes.
Weekly Review	A weekly scheduled meeting with your class/subject mentor, when on PTE, where a professional conversation allows for reflection and the setting of measurable targets for the coming week.
Learning Journal	A record of your own observations, notes and comments about each lesson where you can reflect on strengths, improvements, planning etc. Your Class/Subject Mentor will also add their comments about each lesson, forming a starting point for reflections in the Weekly Review.
Joint assessed visit [JAV]	Involving a Class/Subject Mentor /Senior Mentor and University Tutor (Professional or Curriculum) It forms part of the Final QTS Review Meeting where the student- teacher presents the PLP and engages in reflective dialogue with mentor and tutor.

Professional Learning Passport	
Education Workforce Council [EWC]	A statutory, self-regulating professional body for education practitioners in Wales which accredits and awards Qualified Teacher Status and provides access to your Professional Learning Passport.
PebblePad	Electronic platform which allows you access to the Professional Learning Passport. You will share your personal link with your Network Lead, Mentors and University Tutors.
Professional Learning Passport [PLP]	An electronic portfolio provided by the EWC where you record your evidence towards Qualified Teacher Status. This portfolio will be used during your final QTS Review meeting.
Onedrive PTE File	An electronic file where you are required to store documents pertinent to your PTE. Section 1 will contain school policies documents, permission templates, Placement Reports and Section 2 will contain your Teaching timetable, Learning timetable, Weekly Reviews and Lesson Plans.
Professional Standards Workbook	Tab 5 on the Professional Learning Passport where evidence towards QTS is collated and mapped against the Standards. This will be used in the QTS Review meeting.
Professional Experience Template [PET]	A template used to provide evidence for a specific Standard or strand within a Standard in the Professional Standards Workbook.
Evidence/asset	When completing a Professional Experience Template, evidence will be uploaded as an asset into the Professional Standards Workbook. eg images, policies, lesson plans etc
Tab	Different sections of the Professional Learning Passport eg Above and Beyond, Progress and Professional Standards Workbook.

Professional Standards

Standards	Five professional standards for teaching and leadership with an overarching set of values and dispositions which should drive everyone who works with learners. The standards are pedagogy, collaboration, leadership, innovation and professional learning. (Welsh Government, 2017)
Part	The pedagogical standard is divided into three parts namely promoting, refining and influencing
Strands	Title of each descriptor within each standard
Descriptors	Descriptors that exemplify how the standards could apply to a teacher's work depending on where that teacher is in terms of their role and career.
Overarching values and dispositions	These are: Welsh Language and Culture, Rights of Learners, Literacy, Numeracy and Digital Competency, The Professional Learner, The System role, Professional Entitlement (Welsh Government, 2017)
Mid Placement Report	PGCE/BA3 only. This report is completed by the Class/Subject Mentor and Senior Mentor, shared with the student-teacher and uploaded to the APLP website to recognise and record the progress made by the student-teacher during PTE placement.
End of Placement Report	At the end of a completed placement, the Class/Subject Mentor and/or Senior Mentor is required to complete the Interim Report to evidence the student-teacher's progress to date.
Exceeding Expectations [EE]	The student-teacher is achieving more than is expected for a specific standard on ITE.
On Track [OT]	The student-teacher is achieving what is expected for a specific standard on ITE.
Not Yet on Track [NYOT]	The student-teacher is not yet achieving what is expected for a specific standard on ITE however has clear targets in order to make progress.
Cause for Concern [CfC]	A model of support known as the 'team around the student-teacher' where a cause for concern can be raised if the individual requires support/action which is beyond the normal systems of the Athrofa. The Cause for Concern could be related to student wellbeing or lack of progress towards the standards.