



# Guide to Practice Learning

**PGCE-23J: Postgraduate Certificate to Education**

This document is also available in Welsh. Mae'r ddogfen hon hefyd ar gael yn y Gymraeg.

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# Key Contacts

## Practice Learning Support Overview

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## PGCE Partnership Key Staff Information

Name	Role	Contact Details
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\*Curriculum Tutor information will be confirmed with Mentors and student teachers in September induction events.

# Introduction

This guide outlines the Open University in Wales PGCE Partnership Programme's salaried and part-time routes into teaching and gives detailed guidance on the expectations for practice learning for key stakeholders.

It has three key purposes:

- to provide an **overview of the structure of the OU in Wales PGCE part-time and salaried provision** for teacher training
- to identify **key information required by school-based staff** in supporting student teachers who are undertaking both the part-time and the salaried PGCE routes into teaching
- to **signpost relevant resources** that may assist school-based colleagues in supporting student teachers through the PGCE course

This guide should be consulted in conjunction with supporting material available on the Open University ITE Partnership Website and to students via the Open University **Virtual Learning Environment (VLE)** and their **Professional Learning Passport (PLP)**.

# Course Overview

This qualification provides **Qualified Teacher Status (QTS)** alongside a **Post Graduate Certificate in Education (PGCE)** for primary or secondary teaching with 60 credits at undergraduate level and 60 credits at Masters level.

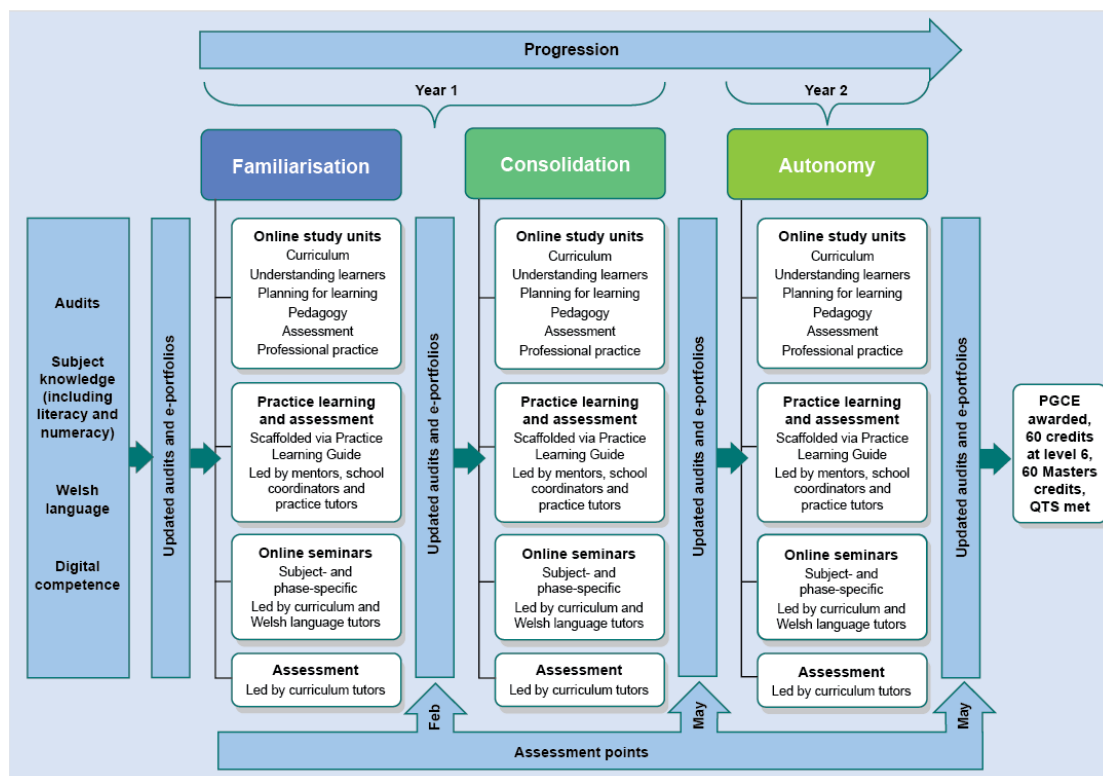


Figure 1: Programme Overview

It is important to note that this is a two-year course and advocates for a graduated approach to teacher training from: **familiarisation** to **consolidation** and finally **autonomy** of understanding and application of theory, adaptation of skills and development of pedagogical approaches. During this time student teachers will complete online study units, practice learning placements at partnership schools, attend online seminars and submit **Tutor Marked Assignments (TMA)** as well as **End of Module (EMA)** academic assessments.

## Key considerations:

- Year 1 is made up of two parts: PGCE 1 (which runs from October to February) and PGCE 2 (which runs from March- July).
- In Year 1, June and July are dedicated to completion of transition activities which build on student teachers' practice learning and professional development. For Salaried students this will be encompassed by their Second School Experience placement.
- This time (May-July) may also be used to extend a student teachers' practice learning placement where necessary in order to ensure that they are fully meeting the Standards to achieve QTS
- Year 2 is often referred to as PGCE3.



# Student Support – Key Stakeholders

Each student will be directly supported by:

- Mentor
- School Coordinator
- Practice Tutor
- Curriculum Tutor

Each of these roles will operate in a collaborative fashion to best facilitate student progress towards meeting the professional standards. An overview is given in

**Figure 2:**

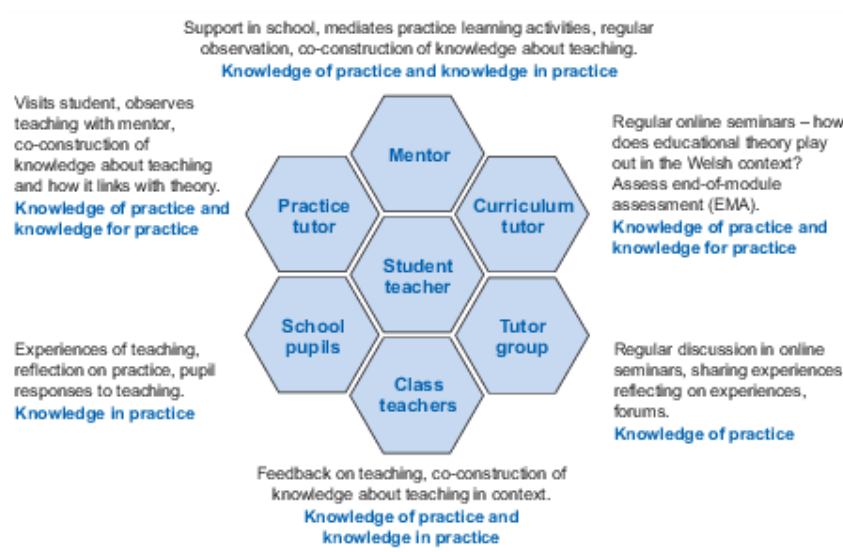


Figure 2: Supporting the student teacher

# Overview of Roles and Responsibilities

OU Role:	School role:	Responsible for:
<b>Mentor</b>	Teacher identified as applying excellent appreciation of pedagogical approaches, sound knowledge of theory and practice, research active. Based within student's phase or department.	<ul style="list-style-type: none"> <li>✓ Overseeing timetable application</li> <li>✓ Informal and formal lesson observation and feedback</li> <li>✓ Target setting</li> <li>✓ Assessing student progress against the Standards for QTS</li> <li>✓ Support completion of Practice Learning Activities</li> <li>✓ Completion of mid-year Practice Review Form</li> <li>✓ Completion of end of Practice Learning Report (Section A)</li> <li>✓ Well-being and day-to-day support of student teacher</li> <li>✓ Attending briefing and development events</li> <li>✓ Working with student teacher to support development of their own Welsh language skills and those of pupils. Assess the student teacher's progress against the <i>Welsh Language Framework for Education Practitioners</i></li> <li>✓ Completion of Second School Experience practice review (where applicable and supporting a Salaried student)</li> </ul>

		<ul style="list-style-type: none"> <li>✓ Developing own professional knowledge through completion of a Mentor skills audit and the OU Mentoring Mindset Open Learn course</li> </ul>
<b>School Coordinator</b>	Member of SLT/experienced teacher responsible for co-ordinating ITE provision	<ul style="list-style-type: none"> <li>✓ Placement confirmation &amp; agreement, including pattern of days for part-time students.</li> <li>✓ Select Mentor/s and share key PGCE programme information.</li> <li>✓ Overseeing timetable creation &amp; compliance</li> <li>✓ Supporting Mentor ensuring quality of the school's support</li> <li>✓ Informal and formal lesson observation and feedback</li> <li>✓ Involving student teacher in school professional development opportunities</li> <li>✓ Supporting completion of Practice Learning Activities</li> <li>✓ Liaising with Mentor, Practice Tutor and Curriculum Tutor at key review points in the year</li> <li>✓ Quality assurance of Mentor's completion of Practice Learning Report (Section A)</li> <li>✓ Completion of end of Practice Learning Report (Section B)</li> <li>✓ Attending briefing and development events</li> </ul> <p><b><i>Salaried students only. Second School Experience -</i></b></p>

		<ul style="list-style-type: none"> <li>✓ Liaising with employee's second school placement regarding timetabling</li> </ul>
<b>Practice Tutor</b>	<p>Highly experienced teacher from a different school independently appointed by the Open University.</p>	<ul style="list-style-type: none"> <li>✓ External verifier for the Open University</li> <li>✓ Completing practice learning review using IRIS Connect to formally observe student teacher (4 times over the 2-year course) and assess their progress against the Standards for QTS</li> <li>✓ Completion of mid-year Practice Review Form</li> <li>✓ Completion of end of Practice Learning Report (Section C)</li> <li>✓ Liaising with School Coordinator, Mentor, student teacher and Curriculum Tutor at key review points in the year</li> <li>✓ Attending and/or contributing to training, standardisation and moderation events where needed</li> </ul>
<b>Welsh Language Mentor</b>	<p>Fluent / highly proficient Welsh speaker who can support the development of student teacher's Welsh language skills.</p> <p><i>Note- this role is only required should a Mentor feel that their Welsh language skills are not of a sufficient standard to assess the student teacher's progress.</i></p>	<ul style="list-style-type: none"> <li>✓ Working with Mentor and student teacher where needed to support development of Welsh language skills</li> <li>✓ Supporting Mentor to assess student teacher's progress against the <i>Welsh Language Competency Framework for Education Practitioners</i></li> <li>✓ Liaising with Practice Tutor where needed regarding student teacher's progress</li> </ul>

		<ul style="list-style-type: none"> <li>✓ Attending development events where needed</li> </ul>
<p><b>Curriculum</b></p> <p><b>Tutor</b></p>	Employed by the Open University.	<ul style="list-style-type: none"> <li>✓ Liaising with schools and student teachers to ensure compliance with expectations of the programme</li> <li>✓ Consulting formal documentation to review student teacher progress at regular intervals</li> <li>✓ Supporting well-being and implementing Student Support Framework where needed</li> <li>✓ Conducting online seminars</li> <li>✓ Assessing student teachers' University Assessments and progress against the Standards for QTS</li> </ul>

# Course Elements

The diagram below illustrates the course components which our student teachers are engaged in:

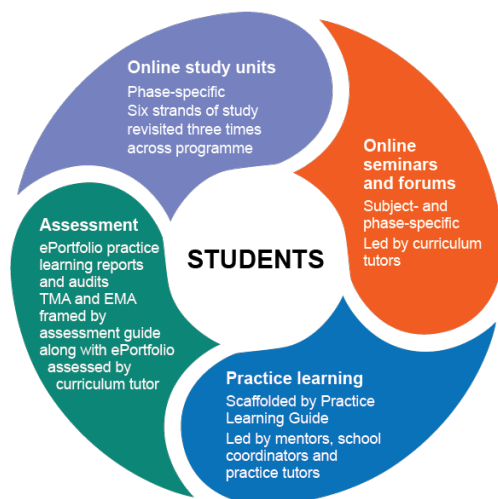


Figure 3: Course Components

Student teachers will be asked to set up a **Personal Teaching Folder** via their OU One Drive. This will be used to store their ongoing planning, evaluation and teaching materials. They will also be given access to the EWC's **Professional Learning Passport (PLP)** which they will use to document and evidence their progress against the *Professional Standards for Teaching and Leadership* for QTS across their time on the course.

They should share a link to their Teaching Folder with their Curriculum Tutor, Mentor and Practice Tutor to enable them to offer support where needed and access key documentation throughout the programme.

Guidance will be provided by Curriculum Tutors as to where documents should be uploaded and formal training for using the PLP to evidence progress will be provided early on in the academic year.

At present, school-based staff will not be expected to upload evidence to the PLP but should support student teachers to evidence their work accurately and use this as a key focus for discussion in their Mentor meetings. A **student study planner** is available to support student teachers in organising their time and provides an overview of the interconnecting aspects and requirements of the programme.

## The Online Materials: Virtual Learning Environment (VLE)

### **Six strands:**

**A: Curriculum**

**B: Understanding Learners**

**C: Planning for Learning**

**D: Pedagogy**

**E: Assessment**

**F: Professional Practice**

Students complete online study modules which include rigorous subject knowledge audits and combines core studies and professional and pedagogic knowledge into six strands of student teacher development cover 6 strands: Curriculum,

Understanding Learners, Planning for Learning, Pedagogy, Assessment and Professional Practice.

Students are expected to work through these at their own pace and consider the theoretical knowledge in conjunction with their practice learning experience. This material will also aid in the completion of

**Tutor Marked Assignments (TMA)** and **End of Module Assignments (EMA)**. There is no expectation that course modules are taught in schools, but we encourage Mentors to support student teachers in their understanding and exploration of theory in practice and would expect these pedagogical strands to form part of regular Mentor sessions and professional learning opportunities within the school placement. Student teachers will be expected to document their learning through the use of an **Academic Learning Journal** which they should store in their Personal Teaching Folder.

For part-time study, students typically complete their required online study for each module, prior to undertaking the practice learning. For Salaried students, time for online study must be included as part of their weekly timetable.

## Online seminars

Students attend online evening seminars with their Curriculum Tutor on a fortnightly basis. These give students the opportunity to discuss and explore their research, reading and study along with their practice learning experience with other students. It is a vital link in the Partnership which aims to unpick the theoretical aspects of their learning in relation to the classroom experience and in particular their subject or phase. It is important to note that seminars will not repeat the content covered in online study but seek to engage students in exploring how theory links to practice and impacts on their own progress towards targets. **Seminar attendance is compulsory** and



student teachers should inform their Curriculum Tutor in advance should they be unable to attend. Punctuality and engagement, with cameras switched on, is expected. Student engagement is reported on by tutors at regular progress review points in the year. Links to TEAMS meetings will be shared with student teachers in advance of the seminars as will any resources or prior reading needed.

## The Practice Learning Period

The Practice Learning Period encompasses set practice learning days (school placement days). There is a **statutory requirement** for all students to complete **120 practice learning** days across two years:

YEAR 1 (PGCE 1 & 2)	60 days
YEAR 2 (PGCE 3)	60 days (For part time student teachers -at least 30 days of which must be taken as a block)

For salaried students this will be accounted for within their timetables. It is **therefore important that timetables comply with the expectations of the programme** and accurately reflect the time given to students for their practice learning and teaching time, their OU study time and their employed role. We ask all student teachers to share their timetables with their Curriculum Tutor within the first 2 weeks of their placement in order for them to ensure that it complies with the expectations of the course. A copy of which should be stored in the student teacher's Personal Teaching Folder.

Detailed information relating to timetabling and teaching requirements can be found in the detailed **Practice Learning Placement Guides** sent to School Coordinators and Headteachers and available on the Partnership website.

## Skills Development

Subject knowledge, literacy, numeracy, Welsh language proficiency and Digital Competency skills are audited at the beginning of the course by the student teacher. This process will enable them to create an individual learning plan and consolidate their targets moving forward. These should be revisited throughout the course and areas for development identified. Progress will be monitored and assessed by school Mentors alongside the School Coordinator, Welsh programme lead, Practice Tutor and the Curriculum Tutor.

All audits should be stored on the PLP and revisited according to the guidance set out, particularly in preparation for TMA and EMA, submission to evidence progress in these key areas.

Welsh language skills and development will be assessed against six competency levels within the [Language Competency Framework for Education Practitioners](#) During the course, the expectation is that the student will develop their ability to communicate in Welsh, whatever their starting point. Resources and access to training materials for students can be found via the Resources tab on the VLE and students will be offered seminars dedicated to this early on in each module.

It is essential that students gather evidence against their ability to develop not only their own Welsh language skills but also those of their pupils'. This should cover all aspects for language acquisition: Oracy, listening, reading and writing, and also how they develop the Welsh literacy skills of their pupils. Guidance on how to evidence this will be shared with students and Mentors at key induction events and dedicated seminars.

## **Assessments (TMA and EMA)**

Student teachers will complete assessments at key intervals in the year to track their knowledge and understanding, develop their research capacity and enhance their critical reading and academic writing skills. They should access these tasks via the University VLE website. Guidance will be provided by Curriculum Tutors at key points in the year and support should be accessed via engaging Forum discussions. Mentors should support student teachers to access key school information needed to complete these tasks and should discuss progress towards these in their regular Mentor meetings. Specific support and attention will be needed on how to conduct a lesson study focused on a pedagogical approach in the first year as well as a small-scale research project in the second year of the course.

Assessment is made up of two parts:

## **Part 1: Academic assessment tasks**

The academic assessment tasks encompass a combination of tasks including academic writing which assess student teachers' ability to evaluate theory in practice and support their work with reference to online study and wider reading. In Year 1 the student completes tasks which will be assessed against Level 6 qualification learning outcomes. In Year 2, the student completes tasks assessed against Level 7 (Masters) qualification learning outcomes. Assessment tasks and the criteria they are marked against are clearly outlined via the Assessment Guide on the VLE. During Year 1 students will complete a TMA midway through the year and an EMA at the end of the year. In Year 2 students will complete one EMA at the end of the year.

## **Part 2: The ePortfolio – Teaching Folder and Professional Learning Passport (PLP)**

The Curriculum Tutor will assess the evidence gathered within the student teacher's PLP and (where applicable) their Personal Teaching Folder to assess a student teacher's progress towards meeting the Professional Standards for QTS. At key review points in the year Curriculum Tutors will reflect on the student teacher's progress against specified areas of the Standards and note areas for development. These review points are called **Student Progress Meetings** and the dates of these will be shared with student teachers and their Mentors. It is expected that Mentors will support student teachers in the gathering of key evidence and monitor this through their regular Mentor sessions.

## **Curriculum Tutors will be looking at:**

- Formal Lesson Observations, Practice Reviews and Practice Learning Reports completed according to set deadlines
- Evidence against the Professional Standards for Teaching and Leadership
- Evidence demonstrating development of literacy and numeracy including audits
- Evidence supporting the development of the student's subject knowledge including audits
- Evidence supporting the development of the student's Welsh Language competency
- Digital competency audit results and evidence of progress.
- Details of the student's practice learning experience

Evidence of progress will come from Practice Review forms, Practice Learning Reports, lesson observation forms, lesson plans and evaluations and examples of accompanying resources. It is vital that deadlines for formal paperwork are met in order to support student teachers to collate their evidence regularly and ensure that Progress Reviews are able to take place. Any formal missing paperwork will be noted by Curriculum Tutors at these review points and schools informed where needed.

## Practice Learning Expectations

Practice learning is progressive and links teaching experiences and student's professional development to their online studies and seminars.

**To support student teacher progress over the Programme, timetabling needs to enable students to:**

- Teach across at least two consecutive curriculum age ranges
- Be placed in mainstream classes for the majority of their time
- Be timetabled frequently in their Mentor's class(es)
- Have opportunity to observe and experience a wide range of teaching which enables them to develop knowledge of their primary phase or secondary subject
- Have a graduated introduction to teaching
- Be supported with their practice learning activity programme, lesson study and small-scale research at Master's level
- Develop their Welsh language skills
- Have opportunity to reflect on their own teaching
- Engage in a variety of non-teaching activities, including working with parents, carers, governors, and colleagues.
- Where possible, we also ask schools to facilitate an additional 5-day orientation and observation period before the placement commences to support with induction (applicable to part-time students or new members of staff for Salaried students)

Expectations for the practice learning for both routes are outlined below.

## Part-Time Route: Programme Requirements

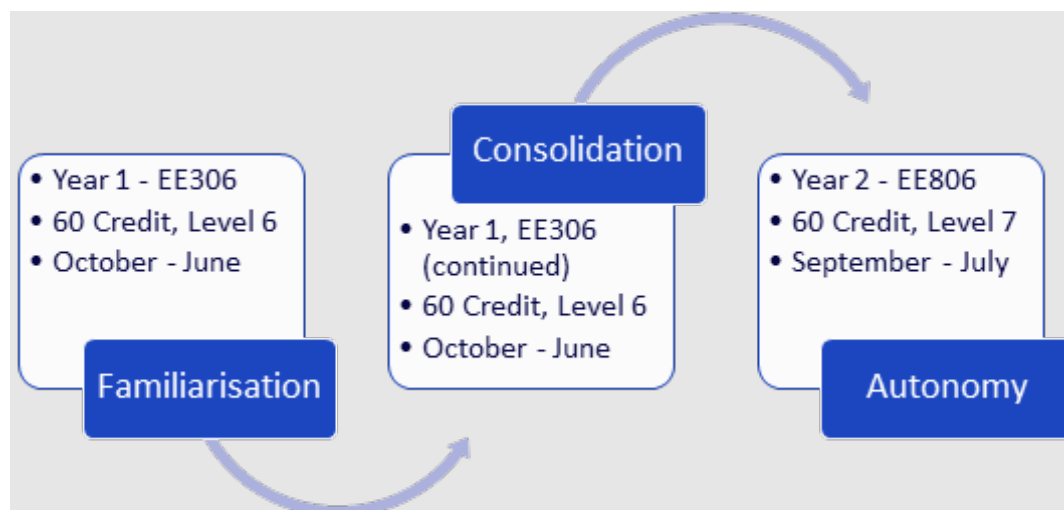


Figure 4: Structure of Part-time Route

The part-time programme has been designed to enable students to carry out their academic study and practice learning experiences over two years and up to three placement periods. The focus in Year 1 is building gradually from observation of others' practice, to planning and teaching parts of lessons, to whole lessons and then sequences of lessons. In Year 2, students move to teaching sequences of lessons over time. **PGCE practice learning time must be graduated and fully supervised.**

Students must experience teaching, and the associated different 'school knowledge', in two different schools. Placements will vary according to each student's pathway and will be influenced by their geographical location along with Partnership school's capacity to

support students. We aim to be as flexible and supportive to students' individual needs and circumstances, but it is worth noting that students can be asked to travel up to 1 hour for their placement school.

It is important to note that students undertaking a placement in a Special School will only be offered this in the first year. Where Special or ALN Units exist within a mainstream school, student teachers should be placed in the school's mainstream classes. No more than 20% of the student's practice learning timetable in each module should be spent in a Special Unit or ALN provision. This is in line with EWC regulations and the accreditation of the programme.

## **Timetable Requirements – Part-Time**

The student teacher's timetable varies over the course of the programme to support the student teacher to develop their practice in an **increasingly autonomous and independent way**, whilst also providing a nurturing space for them to develop their practice as a teacher. Timetables need to meet programme requirements and be agreed with an OU Curriculum Tutor. Practice learning timetables will need to include a variety of activity and be tailored to meet the student's individual training needs:



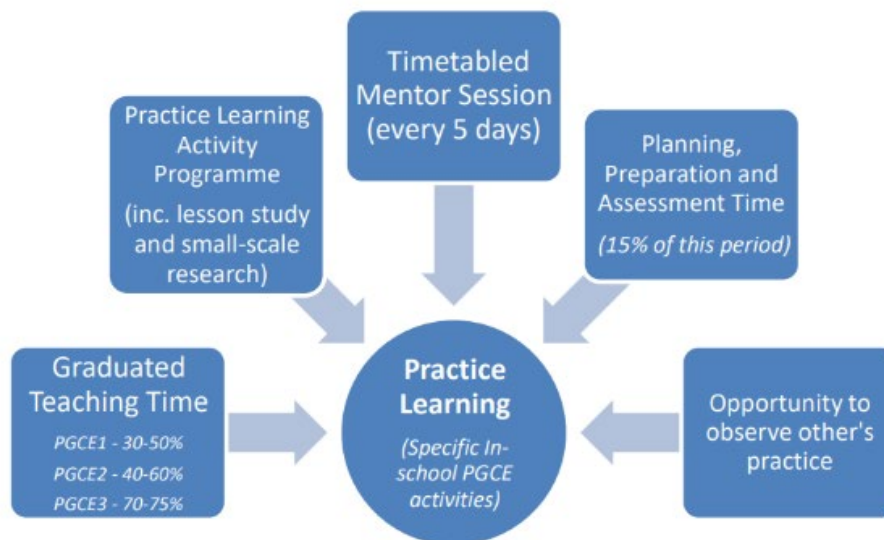


Figure 5: Elements of Practice Learning for part-time students

Please note the **graduated approach to teaching time**:

- **PGCE1 – 30-50%**
- **PGCE2 – 40-60%**
- **PGCE3 – 70-75%**

As an [accredited PGCE qualification](#) which also includes Masters level study, it's vital that programme requirements are met. Because of the graduated approach, the amount of time needed for key activities change throughout the programme, so thought must be given to how timetabling can allow for this. It's important to provide the correct time for each activity to support student teacher wellbeing and workload. Time allocations may also need to change if the student requires additional support (e.g. via the Student Support Framework). Where possible, we also ask schools to facilitate an additional 5-day orientation and observation period before the placement commences to support with induction.

Most part-time students will complete their practice learning days over 2-3 days per week within each practice learning period. Some may choose to complete it in a block. Year 2 students must complete a minimum of 30 of their 60 days in a block. A day is considered as the usual number of school hours + directed time in your school. Students who wish to commence their practice learning periods earlier than the agreed practice learning windows will need approval from their School Coordinator and the Module Chair. The student will need to consider how they will manage workload and meet assessment requirements. It is not possible to 'move' practice learning days between modules. Whilst many student teachers will be juggling other commitments, it remains to be the expectation that they are available for full days in line with expectations for teaching staff. The days of attendance agreed should be consistent and mutually convenient to the student and school and over time needs to ensure that students experience the full breadth and depth of experience in their phase or subject required to meet the QTS standards. Any absence or break-weeks should be agreed in advance and in accordance with the OU PGCE absence policy. **It is a statutory requirement for students to complete 120 days over two years and therefore any missed days must be made up.**

## **Salaried Route:** Programme Requirements

Supporting an OU Salaried student means that the employee will divide their time between employment duties and studying for a PGCE over two years.

In Year 1, the employee will spend around half of their time on specific PGCE activities and online study time which replaces face-to-face university days. During this time, they are not available for employment duties. PGCE practice learning time must be **graduated** and **fully supervised**. They will also attend a second school, for which the school will need to release them, for a period of 6 weeks in June and July at the end of the first year.

In the second year, the employee may teach up to **70%** of a timetable in their primary phase or secondary subject independently. Our Curriculum Tutors will work with schools to agree a timetable which aims to fit within the school structure as well as meet accredited requirements of the PGCE programme.

**This graduated approach may mean a shift in mindset is needed for salaried students who are used to working independently in other roles.** The requirements for QTS differ from Professional Standards for TAs and HLTAs so there is still a lot to learn, though they have a wealth of experience to draw on to support them on this journey.

As an accredited PGCE qualification which also includes Masters level study, it's vital that programme requirements are met. Because of the

graduated approach, the amount of time needed for key activities change throughout the programme, so schools will need to think carefully about how timetabling can allow for this. It's important to provide the correct time for each activity to support student teacher wellbeing and workload. Time allocations may also need to change if the student requires additional support (e.g. via the Student Support Framework). The student's time each week during school hours is divided into three main areas of activity (Figure 6) designed to support them to meet QTS and balance the demands of a rigorous employment-based route.



Figure 6: Main activities of a salaried students-please note that this this is for illustration purposes only and not an indication of time allocated to each activity.

**Protected Online Study Time** – the OU PGCE is a distance and blended learning programme. Instead of taught face-to-face sessions on a university campus, salaried students will need time to access the online study units instead. **This is not the same as PPA time which should be used for planning, preparation and assessment.** Protected time to engage in this work is a very important part of supporting students to integrate theory and practice. . They will also take part in

fortnightly live online seminars in the evening with their OU Curriculum Tutor.

**Employment Duties** – The work undertaken by the Salaried student as an employee of the school in Year 1. This may be the same as a previous role or involve a new role. All duties need to reflect that of an unqualified teacher and support teaching and learning within the school.

**Practice Learning** – Practice learning is the allocated time to in-school PGCE activities to help students fulfil the QTS descriptors of the Professional Standards for Teaching and Leadership.



Figure 7: Elements of Practice Learning for Salaried student teachers

## Timetable Requirements – Salaried

Over the two years, student teachers will need a slightly different timetable in order to comply with the graduated approach to teaching. We also offer some optional variations in PGCE2 so you can tailor the arrangements to meet the Salaried student's training needs.

Activities are allocated a specific number of days per week. A day is the usual number of school hours + directed time in your school. With the exception of study time, which should be taken in blocks of at least half a day, activities may be integrated throughout the week.

	Employment Duties	Practice Learning	Online Study
<b>PGCE1</b> Oct – Feb ½ term	2.5 days	1.5 days	1 day
<b>PGCE2</b> Feb ½ term - May	2.5 days Optional: 2 days	2 days Optional: 2.5 days	½ day
<b>Second School Experience</b> June - July	Lead/Associate: 1 Employer: 0	Lead/Associate – 3 Employer - 4	1 day
<b>PGCE3 (Year 2)</b> Sept - May	Unqualified teacher: 3.5 days	1 day	½ day

Please note the graduated approach to teaching time:

- **PGCE1 – 30-50%**
- **PGCE2 – 40-60%**
- **PGCE3 – 70%**

## Year 1 – PGCE1 Requirements – Salaried

This stage is designed to support students to become familiar with the school context. This phase is likely to focus on observation in the initial phases through to team teaching, leading small segments and building to whole lessons. In Year 1, **Salaried students must have their Mentor or class teacher with them during practice learning teaching time.**

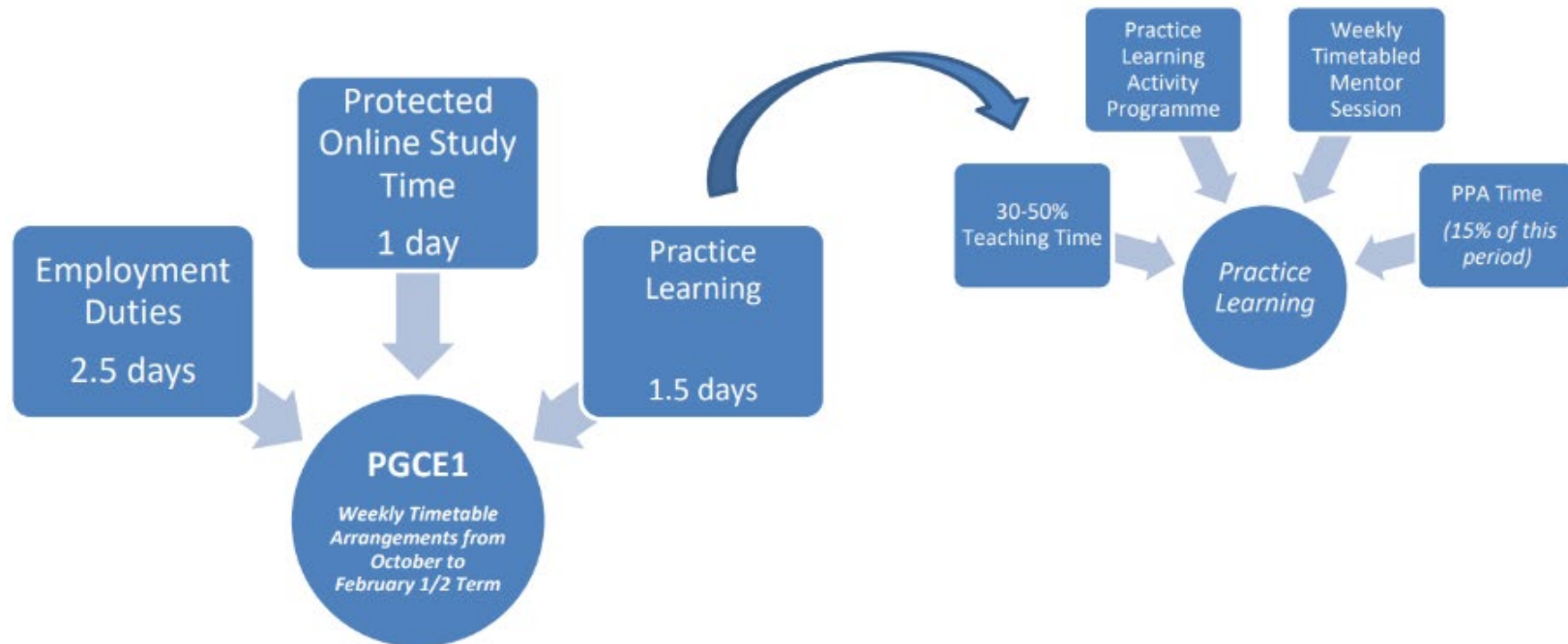


Figure 8: Timetable requirements for PGCE1 Salaried students

## Year 1 – PGCE2 Requirements – Salaried

This phase is a period of consolidation where the student teacher is scaffolded to begin supervised periods of extended teaching, moving from teaching single lessons to extended sequences of lessons. By the end of the term, **some** of these lessons may begin to be taught independently.

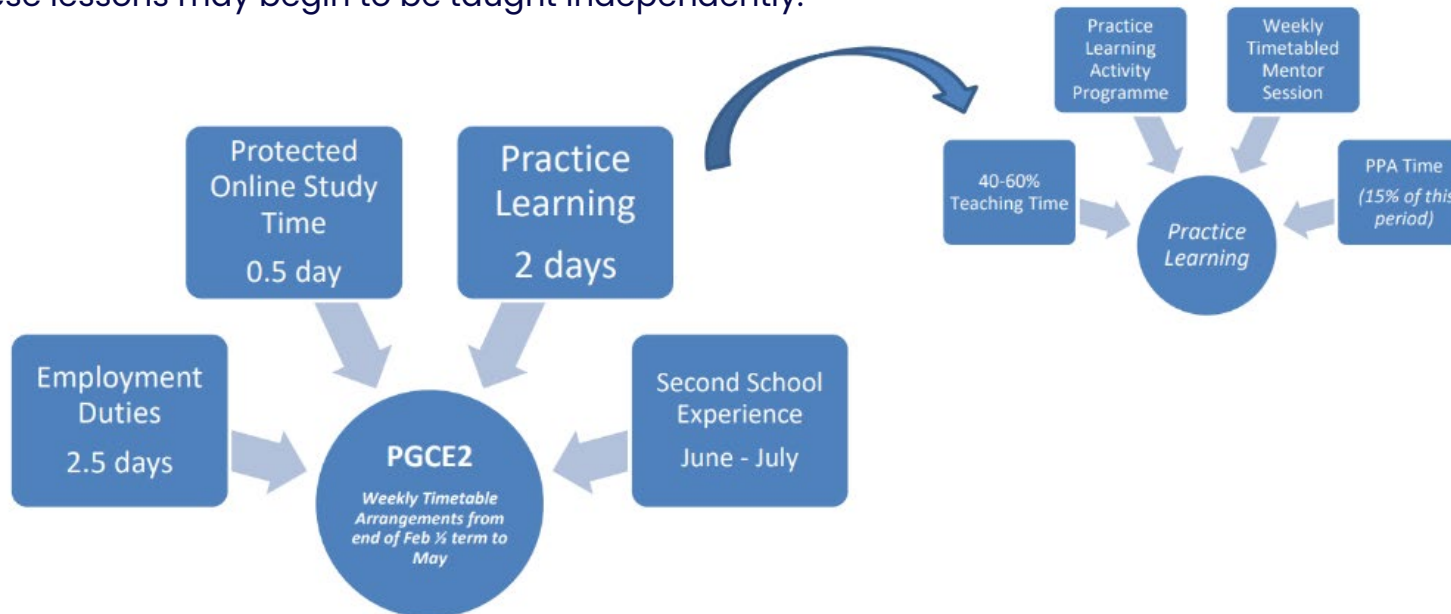


Figure 9: Timetable requirements for PGCE2 Salaried students



## Year 1- Optional Arrangements: (after Easter)- Salaried

After the Easter holiday to May, a Salaried student who is making strong progress (On Track with Strengths or Exceeding Expectations) may reduce their employment duties to have more PGCE teaching time during practice learning, including beginning to teach some of the time independently. They'll still need very frequent informal lesson observations every week including careful monitoring of lesson plans.

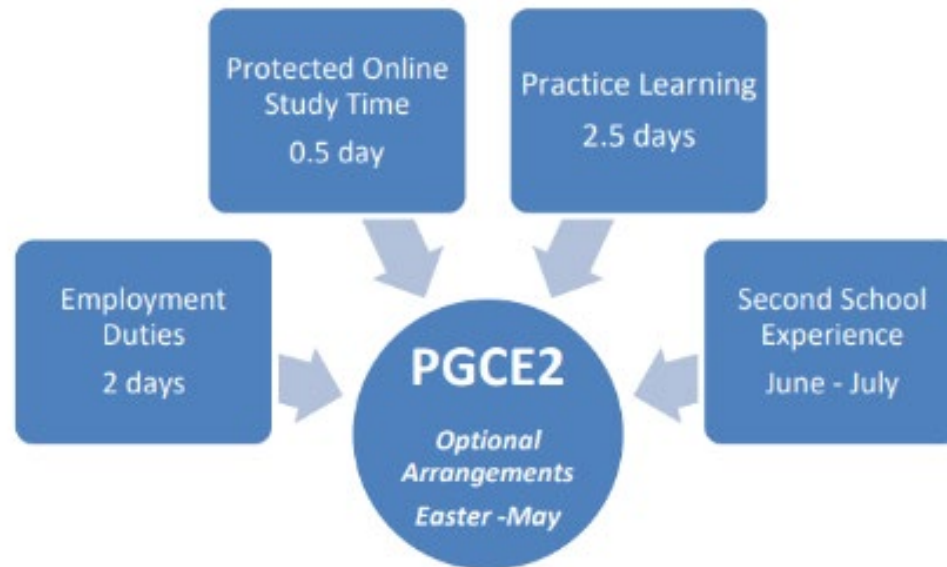


Figure 10: Optional extra timetable change for PGCE2 Salaried students

## **Second School Experience (SSE) – Salaried students only**

In Year 1, Salaried students will need to attend another Partner school as part of their practice learning requirements. This is called the Second School Experience and it falls **within the late summer term** (for 6 weeks in June – July). Students may be asked to travel up to an hour to this placement and must confirm their understanding of this requirement at the offer acceptance stage. It is a **statutory requirement** for students to experience teaching in two different school settings. Placements will be set up by the PGCE Partnership Office and schools will be informed around 4-6 weeks ahead of the placement. This experience will form part of their transition to the second year and is an opportunity for student teachers to develop their pedagogy within a new context. In the SSE placement school student teachers should be treated in the same way as any other PGCE student and will not undertake any employer role at the SSE.

**Please note we are not permitted to shorten or agree non-completion of the mandatory SSE.** The school must consider the implications of this for staffing arrangements. It is the school's responsibility to fund and make any necessary cover arrangements for the student teacher during this period. Please note we cannot offer student replacements.

Please note that the status which the employer school holds with the OU will influence the number of days the student teacher spends at

their SSE placement. This will need to be taken into account and the school will need to make cover arrangements for the Salaried student during this time.

Student teachers will be asked to contact their SSE school ahead of the placement to arrange to introduce themselves and arrange a time to meet and discuss timetable requirements. We would encourage SSE and Employer schools to liaise with one another where needed to discuss any particular timetabling needs in advance of the placement (before May half term).

**Expectations for the SSE placement are that:**

- Students continue to be supported by a Mentor and have a timetabled weekly Mentor session
- Student timetables allow for the completion of PLA and observation
- Student teachers are **supervised at all times**. While Salaried students may have extensive experience in their employer school and may be working towards autonomous teaching, they are essentially a student teacher in this placement and not an employee of the school and as such should be supported in the same way any student teacher on an ITE programme would be.
- Mentors complete regular informal lesson observations to support the student's progress and complete 1 Practice Learning Review midway through the placement.

- School Coordinators support the wider professional learning of the student and liaise with them to address any areas for development against the professional standards as identified by the student's PLP.
- School Coordinators support the Mentor in completing the Practice Learning Review where required.

**Please note: Should you need clarification regarding the status which your Employer school holds with the University please contact the Wales PGCE Office [Wales-PGCE@open.ac.uk](mailto:Wales-PGCE@open.ac.uk) directly.**

# SSE Requirements and Expectations for Practice Learning – Salaried

If the school holds **Employer** status:

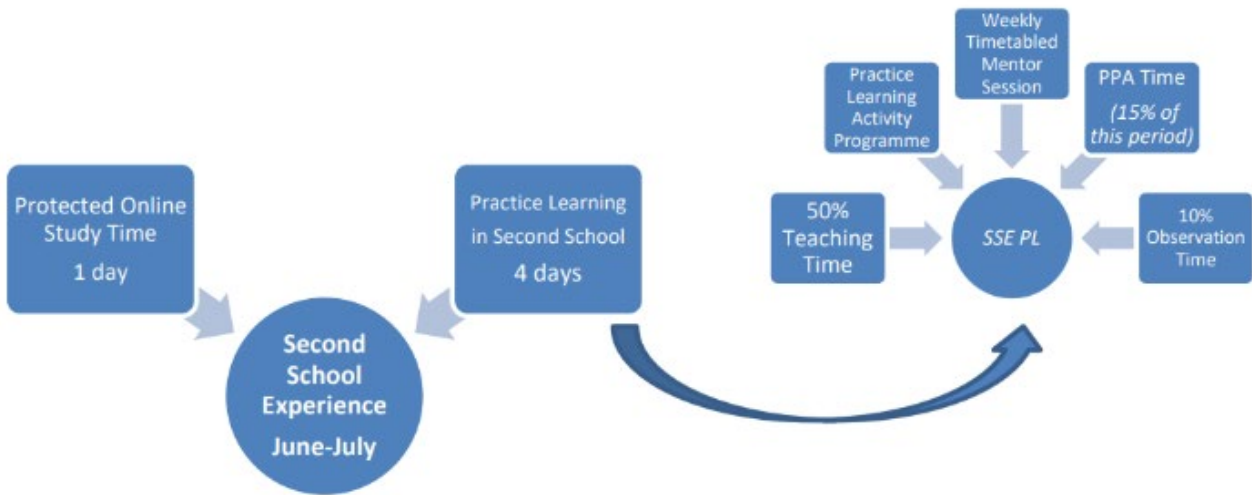


Figure 11: Employer status timetable expectations for SSE

If the school holds **Associate** or **Lead** status:



Figure 12: Associate or Lead School status timetable expectations for SSE

## Year 2 – PGCE 3 Requirements – Salaried

This Masters level module runs the whole of the second year of the programme. The focus is on **autonomy**. Providing the student is making the required progress, they may begin an independent practice learning period, taking responsibility for their own class(es).

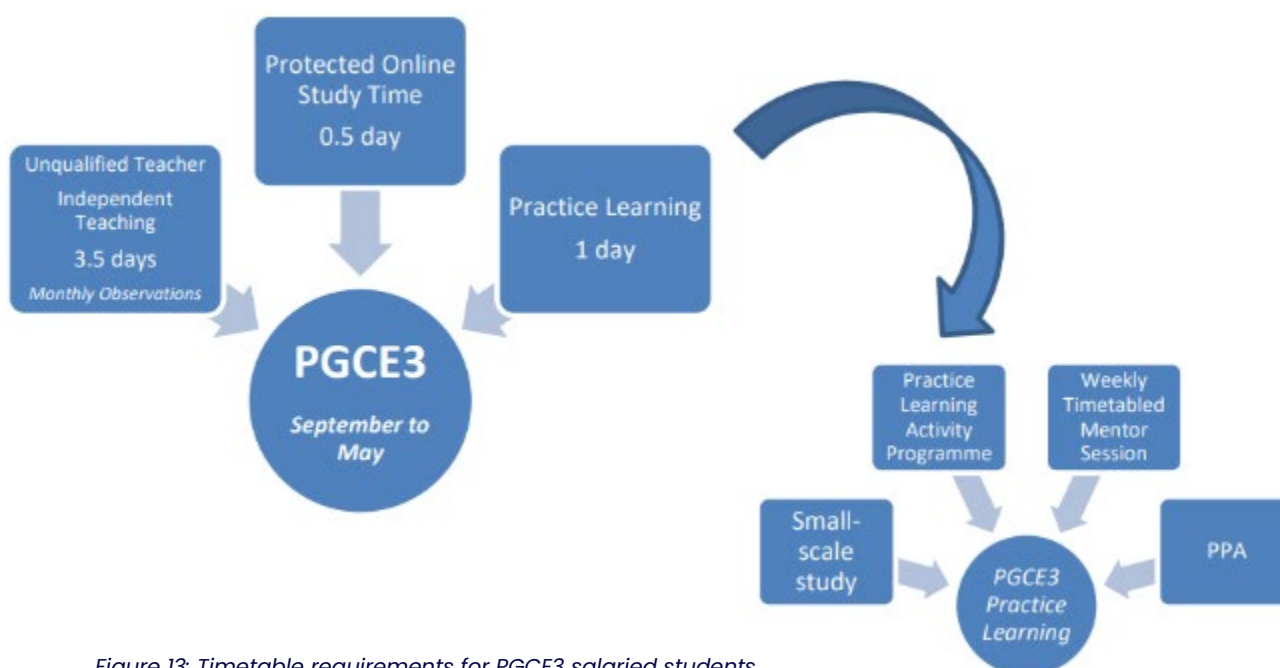


Figure 13: Timetable requirements for PGCE3 salaried students

School Coordinators and Mentors should liaise with student teachers directly to ascertain their level of confidence when increasing the teaching time as this **should be an individualised approach** in response to the student teacher's graduate approach to teaching.

All timetables should be checked by Curriculum Tutors to ensure they meet the requirements of the programme and support the individual student teacher's needs.

# Practice Learning Activities (PLA):

Overview of expectations – All Students

Student teachers should refer to the Practice Learning Activities available on the University VLE.

	Module	Ongoing PLAs	Expectation	Structured Tasks	
Year 1	PGCE1	Focused observation Focused teaching experience Planning & evaluation Reflection with Mentor	<b>Expected use of:</b> OU individual lesson plan & evaluation This is expected for every lesson	1 – Getting to know school(s) / class(es) 2 – Shadowing pupils 3 – Reverse planning 4 – Exploring the four purposes as drivers for learner experiences 5 – Lesson Study: A focus on questioning	
	PGCE2		<b>Combination of:</b> OU individual lesson plans & evaluation OU sequence of lessons plan & evaluation This is expected for every lesson / sequence	6 – Understanding Additional Learning Needs 7 – Liaising with parents and carers 8 – Lesson Study: The development of a pedagogical principle	
		<b>Pre / early PLAs – Year 2 only</b>	<b>Ongoing PLAs</b>	<b>Expectation</b>	<b>Structured tasks</b>
Year 2	PGCE3	Safeguarding Data protection Familiarisation with partner school Class profile	Focused observation Focused teaching experience Planning & evaluation Reflection with Mentor	<b>Choice of:</b> OU individual lesson plans & evaluation OU sequence of lessons plan OU weekly evaluation form School lesson planning & evaluation forms  OU lesson plans and evaluations are expected for formal observations Planning and evaluation is expected to reflect the week as a whole	Focused planning for two learners with differing needs Small Scale Study preparation and outline Knowledge in practice – using data Lesson Study/Small scale research: presenting findings Reviewing progress

By engaging with the activities, students are provided with the opportunity to draw together the concepts and theories they have studied to understand how they apply practically in school. They link back to the online study and forward to the assessment tasks. The TMA in Year 1 is directly related to one of these PLA tasks. The purpose of the activities are to help the student to link theory and practice and to make sure they maximise the opportunities for learning (**Figure 14**). The PLA tasks are considered compulsory and student teachers should use the **Professional Experiences Template** housed within the PLP to record their progress against them. These should be stored on the student teacher’s PLP. Ideally, they should be undertaken in the order in which they are presented to support the student teacher’s ongoing development and should be discussed with, and supported by, the Mentor.

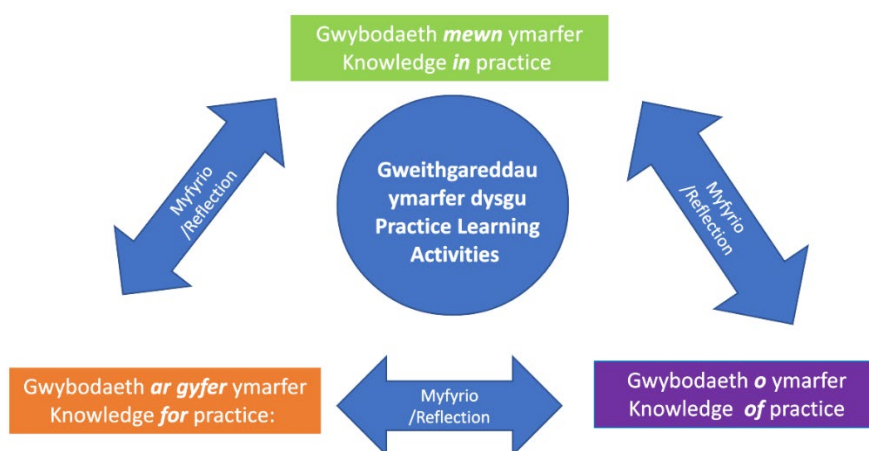


Figure 14: Practice Learning Activities aims and intentions

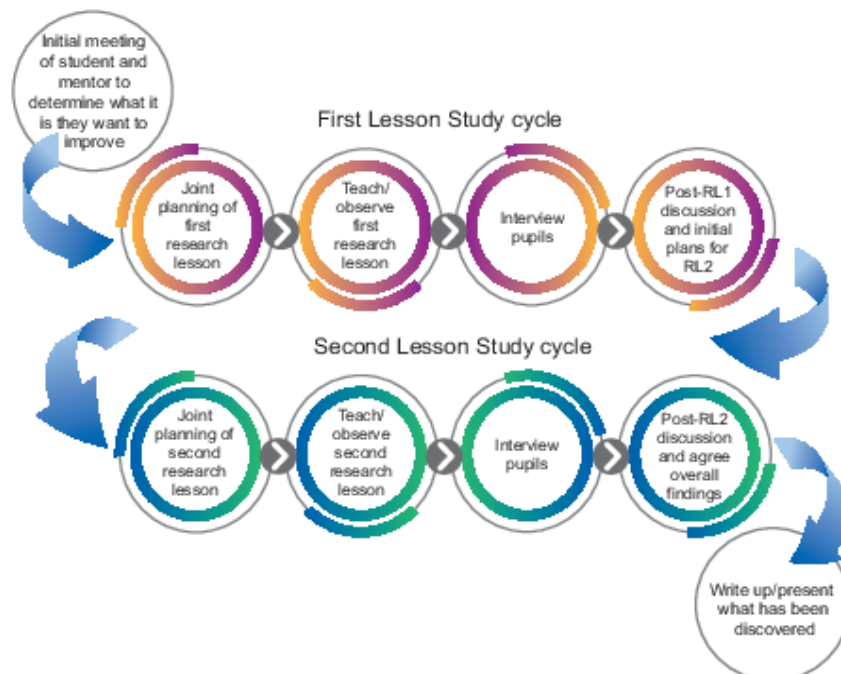
**Please note:** It is expected that student teachers should take a proactive approach to the completion of all PLAs however they may need support when completing specific tasks related to whole school policy or practice. Mentors and School Coordinators are asked to engage with the tasks and support student teachers as needed. It is hoped that any queries related to the completion of these tasks is covered in the Practice Learning



Activity document accessed via the University VLE. Students should utilise the Forum discussion thread as needed for further support in this area.

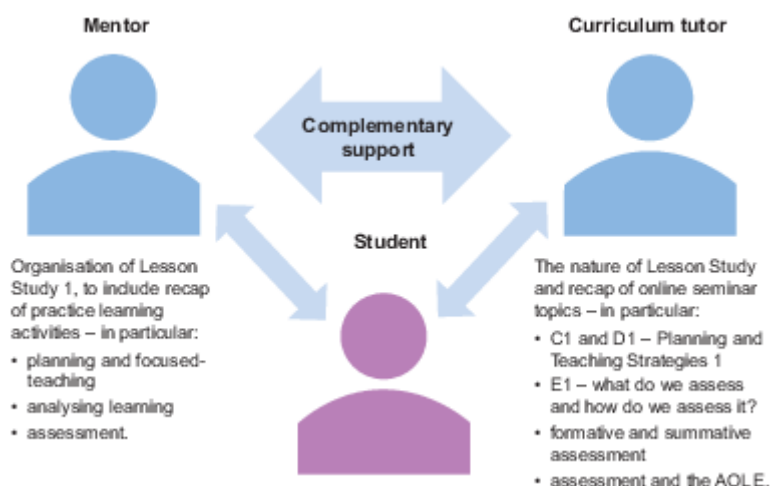
## Supporting the lesson study element of PLAs and the small scale study

Opportunity to undertake a lesson study with a key focus is outlined in the PLAs in Year 1 and a small-scale study in Year 2. Lesson study is a structured approach to collaborative planning and observation. Carried out by groups of professionals working together in the same environment, it supports school-based professional learning. It is hoped that student teachers will have the opportunity to take part in lesson study with their Mentor, or an equivalent such as 'triads' in which teachers undertake collaborative planning and observe each other teach. The lesson study is undertaken in a collaborative manner between the Mentor and the student. An overview of the process is shown in **Figure 15**.



**Figure 15:** An overview of the lesson study cycle

Alongside the support of the Mentor, the student teacher will also benefit from the involvement of the Curriculum Tutor via the online seminars as illustrated in **Figure 16**. Within Year 2, students will undertake a small-scale study and the Mentor will support the students to develop a topic area to research.



**Figure 16:** Support structure for the lesson study

## Supporting an ITE Student: Overview of Expectations

The Mentor's role is to support the student in planning and evaluation. From October to February of the first year, this will mean shared and co-planning for segments of lessons leading to full lessons and more independence by the end of PGCE1. From February onwards this will mean supporting students in planning for sequences of lessons as well as sharing school's mid and long-term planning approaches. For Year 2, this will mean supporting students to plan to teach

independently and take responsibility for support staff and their role in the lessons.

Throughout the year Mentors will meet student teachers regularly to offer support, feedback and set SMART targets to aid in assessing their progress towards meeting the Professional Standards for QTS. They will need to complete key OU documentation as set out in this Guide and by the deadlines indicated on the **Key Dates Checklist**.

School Coordinators should support Mentors in their role as well as provide student teachers with opportunities to develop their wider professional knowledge through engaging in whole school training, development and ITE sessions. They are responsible for undertaking formal lesson observations and will be involved in regular Practice Review meetings to offer input into the assessment of the student teacher's progress towards QTS. It is vital that School Coordinators take an active role in supporting the student teacher and monitor the quality and standard of mentoring being provided as well as the progress being made. More detailed information on this role can be located in the School Coordinator Guide on the Partnership website.

School based staff should access the Partnership website for all key documentation and materials.

# Mentor Development and Support

**Support for Mentors can be outlined as follows:**

- ❖ In school → School Coordinator
- ❖ External → Practice Tutor
- ❖ University → Curriculum Tutor

Formal training will be delivered by the University at Autumn term briefing events and attendance by all new and existing Mentors and School Coordinators is expected.

A detailed **Guide to Mentoring** practice is also available on the Partnership website. This focuses on developing mentoring skills and approaches and is informed by research linked to pedagogical approaches. We also require Mentors to undertake formal professional development through the completion of the OU's Mentoring Mindset online module. A weekly Professional Learning Support drop-in session will be available via a TEAMS link on the Partnership website every Monday at 3:45-4:15pm for any further support or guidance needed throughout the year.

Curriculum Tutors may invite Mentors to attend an initial 1:1 meeting with their student teacher early on in Year 1 and arrange for them to attend future meetings as needed throughout the programme.

## Where do I find? Who should I ask?

More detailed guidance on supporting documentation to refer to in the first instance and key contact information can be found in the table below:

Queries relating to:	Supporting documentation in the first instance	Contact
Student's practice learning, progress and assessment including concerns	Guide to Practice Learning	Curriculum Tutor (cc in Mentor / School Coordinator)
Student Support Framework	SSF Supplementary Guidance	Curriculum Tutor (cc in Mentor / School Coordinator)
Documentation & deadlines	Guide to Practice Learning Partnership website Key Dates Checklist	
Timetabling and compliance	Practice Learning Placement Guide	School Coordinator
School status, student placement information, finance, equivalency, absence from practice learning		Wales PGCE Office
Second School Experience (Salaried only)	Guide to Practice Learning	School Coordinator Nerys Defis (OU)
Induction, training and development events	Key Dates Checklist Partnership website	Megan Jones (OU)
Practice Tutor Review	Guide to Practice Learning	Practice Tutor Lead School PT linked to cluster Catharine Bleasdale (OU)
Use of IRIS Connect and recording for PT visit	IRIS Connect Helpdesk: 0333 136 2483 E-mail: support@irisconnect.co.uk	Mathew Jones (OU)

Evidence against the Welsh Language Framework	Partnership website University VLE Resources	Curriculum Tutor Nia Cole-Jones (OU)
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**New for 2023:** During this academic year the Partnership Committee will be undertaking a series of quality assurance and enhancement activities which will involve all or some of the following:

- Joint observation of student teacher's lesson
- Attendance at Mentor session or professional development session
- Meeting with School Coordinator

These will be face-to-face visits will only take place for a small number of schools to start with and will not replace any existing structures for formally observing student teachers. The intention is to support schools in developing their understanding of the unique aspects of the Programme and support them in making judgements against the Standards for QTS for their student teachers. Visits will be conducted by either an Open University Curriculum Tutor or a Lead Practice Tutor from one of our Lead Partner Schools. Dates for visits will be agreed in advance with schools and student teachers.

## **Mentor Sessions**

The Mentor session provides a space for the student teacher to come together with the Mentor to think, reflect, critique, analyse and explore. It is a key opportunity for students to develop and evaluate their professional learning through the course. **These should be protected, timetabled sessions and occur weekly for salaried students or every 5 days for part time students.**

### **To be effective in the Mentor sessions, the Mentor needs to:**

- ensure that the regular Mentor session is protected time
- arrange for the sessions to take place in a quiet and private place
- facilitate the use of a reflective approach
- Support students in setting SMART targets
- encourage and support the student to consider practice in line with online study
- utilise the **Practice Learning Assessment Framework** as outlined
- allow the student teacher to take the lead in the discussion, particularly towards the end of Year 1 and during Year 2 focus on considering evidence (including observation records and information from any other staff involved in working with the student teacher), reviewing progress, setting targets and making new action plans
- allow time to reflect upon those aspects of practice that are difficult to observe such as those relating to the planning and evaluation of lessons.

It is expected that Mentors and student teachers will keep a record of these discussions throughout for reflection purposes. This may take the form of a reflective journal or notebook of the student teacher's choosing. **Mentor Mats** are also available for Mentors which outline key areas for discussion as well as question prompts to support and guide the direction of these.

# PLA: Assessment of Progress

In making a measure of a student teacher's progress, it is important to consider the Professional Standards in a holistic way, linking the descriptors together and moving from standard to standard to make links in professional practice, rather than using the descriptors one by one. The descriptors can be used as a way to explore a standard and to support deep reflective dialogue with the student teacher.

There are five areas of standards (see Figure 17), and you can find out more about each area via Hwb: [Professional standards](#). The diagram below provides a useful overview of all the standards that student teachers need to address before the end of the programme.

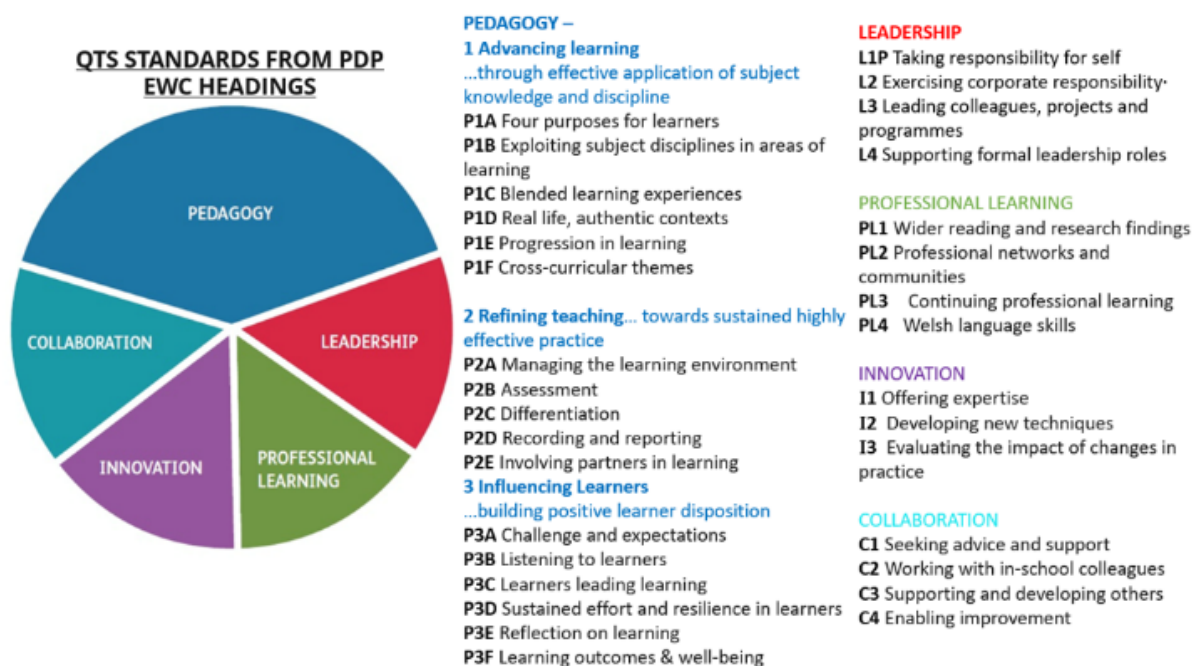


Figure 17: The five professional standards for teaching and leadership (Welsh Government, 2019b)



# Using the Assessment Framework

## Judgements of Progress

In order to support judgements, staff should refer to the **Practice Learning Assessment Framework** to make a 'best-fit' judgement at each stage of the student teacher's development. It is important to remember that is a two-year course which advocates for a graduated acquisition of skills over time and student teachers' progress will be individual to both their experience and the route they are undertaking on the Programme. Progress should be judged against the Standards using the following guidelines:

- ✓ **Exceeding Expectations (EE):** Indications are very strong and secure, with work already at a level higher than expected for QTS.
- ✓ **On Track with Many Areas of Strength (OTWS):** Indications are strong and secure, with work already showing strengths in many areas. Continued development is likely to result in achievement of a standard better than expected for QTS.
- ✓ **On Track (OT):** Indications are positive. Continued development is likely to result in achievement at a standard expected for QTS.
- ✓ **Not yet on track (NYOT):** Aspects give cause for concern where significant development and improvement will be needed to achieve a level expected for QTS.

**Please note** selecting NYOT will indicate that student teachers are not meeting the Standards for QTS as expected and will result in the Student Support Framework being implemented. Students who are deemed to be 'Not Yet on Track' should be identified at the earliest opportunity so that individualised support may be put in place. This can be done at any stage by contacting the

student teacher's Curriculum Tutor and / or by attendance at our weekly Practice Learning support drop in on a Monday from 3.45-4.15pm. Access to this is via the Teams link on the Partnership website.

## Reviewing student progress

Student teacher progress towards the Standards for QTS will be reviewed at 3 key points across the year. Formal lesson observations, mentor session discussions and Practice Review Forms will feed into these review points and will be enhanced by scheduled review meetings during the year. End of year progress against the Standards for QTS will be evidenced through the completion of a Practice Learning Report. **Deadlines related to the tracking of student teachers' progress are outlined on our Key Dates Checklists.** All forms are available on the Partnership website and once completed should be shared with student teachers to upload to their PLP as formal evidence. This process is highlighted by the diagram below:

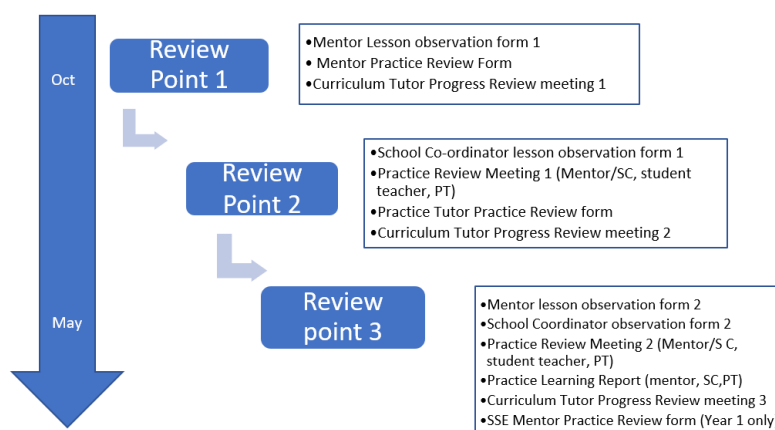


Figure 18: Student Progress Review points

An outline of roles and responsibilities **over the year** for formal paperwork expectations is outlined here:

<b>Mentor</b>	<ul style="list-style-type: none"> <li>• Formal Lesson Observation form (x2)</li> <li>• Completion of Practice Review form (x1) *</li> <li>• Attendance at Practice Review meeting with PT (x2)</li> <li>• Completion of Section A Practice Learning Report (x1)</li> </ul>
<b>School Coordinator</b>	<ul style="list-style-type: none"> <li>• Formal Lesson Observation form (also recorded for PT to review) (x2)</li> <li>• Attendance (where possible) at Practice Review meeting with PT (x2)</li> <li>• Completion of Section B Practice Learning Report (x1)</li> </ul>
<b>Practice Tutor</b>	<ul style="list-style-type: none"> <li>• Formal Lesson Observation feedback of recorded lesson (x2)</li> <li>• Completion of Practice Review form (x1)</li> <li>• Co-ordination of Practice Review meeting with Mentor/SC and student teacher (x2)</li> <li>• Completion of Section C Practice Learning Report (x1)</li> </ul>

*\*Please note that for Mentors supporting Salaried students in their Second School Experience, there will be the requirement to complete an additional Practice Review form as part of this bespoke placement. This will not apply to all Mentors.*

**Please note:** All completed forms should be shared with the student teacher so that they can be uploaded to the student’s PLP.

**An outline of the forms and meetings related to reviewing student progress are outlined below:**

<b>Lesson Observation Form</b>	<b>Practice Review Form</b>	<b>Practice Review Meeting</b>
<ul style="list-style-type: none"> <li>✓ Focus on Pedagogy Standard for QTS</li> <li>✓ Completed by Mentors and School Coordinators</li> <li>✓ Comment on the student teacher's development of the wider Standards of Collaboration, Innovation, Leadership and Professional Learning where appropriate.</li> <li>✓ The student's development of their own and pupils' Welsh Language skills, digital competency, literacy and numeracy skills should also be noted.</li> <li>✓ Practice tutors may choose to use this form to review their student teachers' recorded lesson however they may also choose to feedback to students using the functions available to them on IRIS Connect (our digital platform for sharing of lesson recordings).</li> <li>✓ The School Coordinator observation should also be recorded and shared with the student teacher's practice tutor who will review this and use it to inform their own reporting of progress.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Focus on tracking progress against Pedagogy Standard</li> <li>✓ Set SMART targets for development</li> <li>✓ Fall mid-way through the year.</li> <li>✓ Completed by Mentors and practice tutors only.</li> <li>✓ An additional review form will be required for Salaried student teachers as part of their Second School Experience.</li> <li>✓ Indicate whether a student teacher is deemed 'On Track' or 'Not Yet on Track'. This should be in relation to where a student teacher's progress is expected to be at any key point in the course.</li> <li>✓ Use the Practice Learning Assessment Framework to guide decisions.</li> <li>✓ Ongoing concerns regarding a student teacher's progress should be discussed with the student teacher initially before raising it with the student's curriculum tutor.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Follows on from the observed lessons and take place once the Practice Tutor has reviewed the recorded lesson shared with them.</li> <li>✓ Should facilitate a professional dialogue focused on the student teacher's progress towards QTS based on the evidence accumulated to date.</li> <li>✓ Should be attended by the Mentor, student teacher and practice tutor and when possible by the school co-ordinator.</li> </ul>

	<ul style="list-style-type: none"> <li>✓ Should a need for intervention be identified then the curriculum tutor may suggest implementing the <b>Student Support Framework (SSF)</b></li> </ul>	
<b>Practice Learning Report</b>	<b>Student Progress Meeting</b>	
<ul style="list-style-type: none"> <li>✓ Completed at the end of each year and summarises the student teacher's progress against all of the Standards for QTS.</li> <li>✓ Mentors complete Section A and set SMART targets</li> <li>✓ School co-ordinators complete Section B and sign off on the quality of Section A</li> <li>✓ Practice tutors complete Section C, set SMART targets and sign off on the quality of the report</li> <li>✓ It is important that deadlines for the completion of each section are met and forms passed on to the relevant person in order that they may have time to complete their part of the process.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Attended by Curriculum Tutors who will feedback to Module Chairs on their student teachers' progress towards QTS.</li> <li>✓ All expected paperwork will be reviewed and recommendations for student teachers deemed to be 'Not Yet on Track' to move to the Student Support Framework will be made following these sessions.</li> </ul> <p>Schools will be notified should missing paperwork impact on the Curriculum Tutor's ability to judge the student teachers' progress effectively.</p>	

# Using IRIS Connect

## The Practice Tutor Review

The programme uses IRIS Connect to facilitate lesson observations. This is an innovative approach in supporting student assessment. It also enables us, as a pan-Wales programme, to enable senior classroom practitioners to undertake core assessment duties without impacting on their usual role. Student teachers will need to record themselves teaching and upload this to the safe and secure IRIS Connect platform via a school device. It is strongly advised that the School Coordinator also formally observe the filmed lesson as this will support discussions with the Practice Tutor. This is a bespoke school lesson observation and professional development tool, specifically designed to meet schools' security and safeguarding needs. We provide each student and their practice tutor only with a licence. Only their named practice tutor will be able to view this recording. Pupils' faces may be obscured. You can find more information about this here: <https://www.irisconnect.com/uk/support/gdpr/>

**Please note:** On joining the programme schools will have been informed of the requirement to use IRIS Connect for the recording of the Practice Tutor's review. For more information on this please speak to your School Coordinator in the first instance.

# The Student Support Framework (SSF)

The **Student Support Framework (SSF)** is the mechanism by which a student teacher may receive additional support during the PGCE programme. It is designed to support student teachers:

- Who may benefit from a period of focussed work to remedy one or more areas of their practice with which they are having difficulties
- Whose well-being or resilience could be supported
- Who have the potential to exceed current progress levels and need support to do so

Student teachers themselves, Curriculum Tutors, School Coordinators, Mentors or Practice Tutors may request / recommend support for a student via the SSF. The SSF may also be initiated following student progress review or module result panel outcomes. The SSF is an informal support framework designed to support the student's teachers progress in relation to QTS and their PGCE qualification. It does not replace other formal support mechanisms such as the Fitness to Practice or Fitness to Study policy which may apply depending on the situation.

More detailed information on the SSF process can be found in the Student Support Framework Guidance document accessed via the Partnership Website. Students wishing to utilise this support should contact their Curriculum Tutor for guidance.

# How to complete the Practice Learning Report (PLR)

A copy of the Practice Learning Report can be found on the Partnership website.

This will need to be downloaded and saved for editing.

**Mentors should complete Section A only of the report.** Once complete they should notify the **School Coordinator who will complete Section B.** This should then be passed to the Practice Tutor who will complete Section C.

When completing the report staff should acknowledge the student teacher's progress against the Standards in a wholistic way and assess whether they feel that progress is being made relative to the student's pathway and in relation to where they are on the two-year course. It is important to remember that the course advocates for a graduated and progressive approach to teaching over two years and should not be compared to the progress of student teachers undertaking a more traditional route into teaching.

When completing the report staff should consider and refer to the student teacher's PLP and relevant evidence collated by the student teacher. Judgements of progress should be made against each of the Professional Standards as well as the cross curricular responsibilities. Mentors should use the space provided to add a commentary against the judgements as needed.

**The Practice Learning Assessment Framework** will support Mentors in making judgements as outlined above.

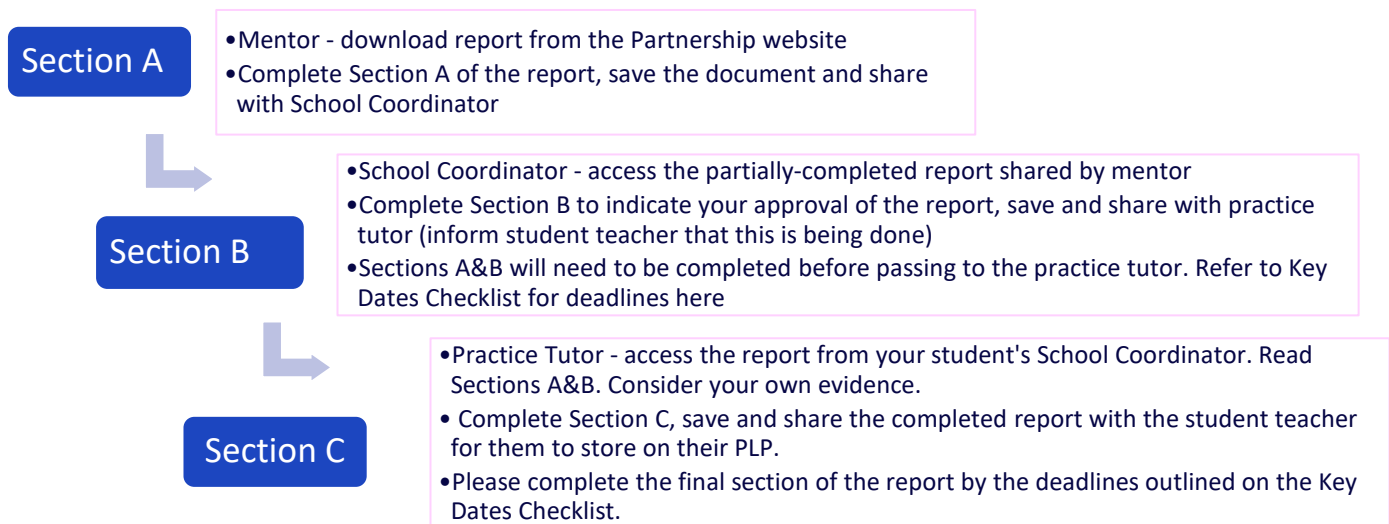


Mentors may wish to consider the following advice shared by Partner schools:

- Try to avoid using subjective terms such as good, excellent, adequate, etc., to describe practice. Link to the Assessment Framework, and use 'because' to explain why.
- Highlight positives demonstrated by the student teacher. Make comments based on their actions rather than personality and personal relationship, linking to the descriptors for added focus.
- Keep in mind the dual purpose of the form. It needs to provide effective feedback for the student teacher, but it is also an important record of the student teacher's progress towards the Professional Standards.
- Address the student directly by using 'you' instead of their name or 'the student teacher'.
- Aim for a succinct, concise style but also ensure that you include sufficient detail for a wider audience for assessment purposes (e.g. Curriculum Tutor).
- Ensure that your report is written in good time to be included in the student teacher's portfolio by the submission date.
- Link your comments holistically to the Standards focusing on the strengths and developmental needs of your student. Try to avoid offering very specific, narrow 'solutions', but consider signposting broader ways in which your student teacher can seek out a resolution.

**Please note:** The PLR is a compulsory component of the student teacher's End of Module Assessment (EMA) and will be referred to by their Curriculum Tutor in order to assess their ability to obtain Qualified Teacher Status (QTS). It is also

completed as part of a triad of assessment by staff supporting the student teacher (as shown in **Figure 20**). As such it is important that Mentors adhere to key deadlines for completing the PLR to aid both the School Coordinator and Practice Tutor to complete their section of the form.



**Figure 19: Practice Learning Report Process**

## How to assess a student teacher's Welsh language development?

Throughout the programme, the student teacher will need to develop their Welsh language skills, as well as their pedagogical approaches to supporting pupils to learn or improve their Welsh. The Open University Welsh language programme lead will monitor the student teacher's completion of the relevant Learn Welsh-module. The lead will provide support to Mentors and practice tutors in the form of online development sessions during each module. They will provide advice and guidance around how to support the student teacher in this area, and how to assess the student teacher's competence in Welsh language. Mentors will need to report on the student teacher's progress, using the Welsh Government's **Welsh**

**Language Competency Framework (WLCF)**, available in the Partnership Resources Area).

**This should be a 'best fit' judgement, based on:**

- regular observation of student teacher practice
- dialogue with the student teacher reflecting on their self-evaluation of skills in the Welsh language audit.

**Mentors will be asked to assess two aspects:**

- The student teacher's Welsh language competence
- The student teacher's pedagogical approaches to supporting pupils to learn or improve their Welsh skills.

The WLCF should be used as a prompt for critical reflection with the student teacher. It is aligned to the Welsh language audit which student teachers use to track their progress in this area. Mentors will need to assess student teachers across their listening, reading, writing and oracy skills according to the levels of skill shown:

**A1 Entry**

**A2 Foundation**

**B1 Intermediate**

**B2 Higher**

**C1 Proficiency**

# Appendix 1 Glossary

Associate Partner school	Schools supporting an initial teacher education (ITE) student on the part-time route.
Curriculum Tutor (CT)	Employed by The Open University in Wales. They are your key contact with The Open University. They facilitate online seminars, moderate forum and assess the students' TMA and EMA.
Digital competence audit	An audit completed at the start of the PGCE to identify areas for development.
ePortfolio	A combination of the student teacher's Personal Teaching Folder and their Professional Learning Passport (PLP). Student teachers submit an ePortfolio of evidence to show their progress towards the outcomes of the PGCE and the Standards for QTS.
Employer school	For the salaried route, the school in which an initial teacher education student is employed. Student teachers are employed at unqualified teacher rate for two years.
End of Module Assessment (EMA)	An academic assignment completed at the end of each academic year and marked by a Curriculum Tutor.
Individual learning plan (ILP)	At the beginning of the programme, student teachers will start to develop an individual learning plan (ILP). This brings together their targets for development in subject knowledge, digital competence, using Welsh (see 'Welsh language audit') and meeting the teaching standards.
Lead Partner schools	Schools that are members of the Partnership Committee. They provide strategic input into the programme and are key sites of learning for students on the salaried and part-time routes. Lead partner schools will also take a lead in key development and training events for Mentors and offer support through staff appointed as Lead Practice Tutors.
Mentor	An experienced member of staff in a subject/phase identified by the school. They will support and advise student teachers in their developing teaching practice and introduce them to the wider context and staff of the schools.
Mentor session	A timetabled hourly session between Mentors and student teachers. This takes place weekly for salaried students and every

5 days for part time students. It should be individual and personalised to the student teacher's needs.

Modules	There are two modules: The first year is called Module EE306 which is divided into two parts: PGCE 1 and PGCE 2 and the second year is called Module EE806 which is referred to as PGCE 3. Student teachers must pass both the academic assessments and the practice learning requirements to pass each module and therefore to pass the qualification.
Online forums	Online, asynchronous forums where students complete activities, share experiences, ask each other and the Curriculum Tutor for advice, and share resources.
Online seminars	Subject- and phase-specific seminars led by the Curriculum Tutor. These are 'live' interactive seminars linking students across Wales. They will be recorded if students wish to consider further the points that were made.
Online study units	The primary and secondary pathways each have online study units with study materials, activities, online seminars and Practice Learning Activities to be studied and completed. Students on the part-time PGCE route, should aim to complete the online study in each module prior to undertaking their practice learning placement. Students on the salaried PGCE route will have protected time in school to complete your online study and Practice Learning Activities.
(The) Partnership	Partners are The Open University, Regional Consortia and Lead Partner schools with the Welsh Government.
Practice learning (PL)	Time spent in school dedicated to completing PGCE activities and developing teaching.
Practice Learning Activities (PLA)	A resource of activities to carry out in school including pre and continuing tasks needed as part of successful practice learning. These compulsory tasks are designed to build on the ideas, concepts explored during online study and seminars and opportunity to complete lesson study or small-scale research.
Practice Learning Assessment Framework (PLAF)	Framework used to by school and University staff to assess how a student teacher is progressing against the teaching standards. Judgements are made as: Exceeding Expectations, On Track, Not Yet on Track and Cause for Concern.
Practice Learning Report (PLR)	End of year report completed by the mentor, School Coordinator and practice tutor to assess the student teacher's progress against the teaching standards.

Practice Review Form		These will be completed at key review points in the year by the Mentor and the Practice Tutor. They will assess the student teacher's progress against the Pedagogy strand of the teaching standards. Staff will indicate whether a student teacher is 'On Track' or 'Not Yet on Track'. These will feed into University based Progress Review meetings and be used to identify students as needing any further ongoing support or intervention.
Practice Review Meeting		A review meeting co-ordinated by the practice tutor to feedback on their formal lesson observation and discuss progress towards to the Standards with the student teacher, Mentor and/or School Coordinator. 2 meetings will take place each year.
Practice tutor (PT)		A senior teacher who will complete a practice review of student teachers twice each year to support them and their Mentor.
Professional Learning Passport (PLP)		Online platform (e-portfolio) used by student teacher to evidence their progress against the teaching standards. It should be shared with Mentors and Curriculum Tutors. It is housed on the Education Workforce Council's (EWC) PebblePad platform.
School Coordinator (SC)		A senior member of the school staff who oversees and supports the student teacher and their Mentor during the practice learning placement.
Second School Experience (SSE)		A statutory second school placement of 6 weeks undertaken by salaried students only in another Partnership school. This takes place in the last half term of the first year (June- July).
Student Support Framework (SSF)		Formalised support framework used to support a student teacher's progress at any key point in the course. It can be instigated by the student teacher themselves or a school or University member of staff concerned for the student's wellbeing or academic progress.
Subject knowledge audit		This is primary or secondary specific, to help students identify areas of their subject knowledge that are strong and those that need further development, so that they can teach the subject in schools. Progress and targets are reviewed with the Mentor throughout practice learning and are reported on at the end of each year.
Tutor Marked Assignment (TMA)		An academic assignment completed mid-way through the year and marked by a Curriculum Tutor.

Unit		A unified block of online study. There are six strands, or themes, and a unit related to each strand is included in each module: there are 18 units across the whole course, from Units 1A to 3F.
Welsh language audit		An audit completed at the start of the PGCE to identify targets for development.
Welsh Competency Framework (WLCF)	language	Document against which student teachers' level of Welsh proficiency is assessed. Student teachers should be supported to gather evidence showing how they have continued to develop their skills as well as those of their pupils'. Mentors should support student teachers to do this.
Welsh mentors	language	A member of school staff asked to support a student teacher in developing their Welsh languages skills and assessing the student's progress should a Mentor not have the necessary level of Welsh proficiency.
Welsh programme lead	language	An OU tutor who will support student teachers in developing their Welsh language skills and your capacity to support pupils in developing their Welsh language skills.

