

In June and July 2024 survey responses were submitted by;

> Student teachers 54 (29 Year 1; 25 Year 2)

19 School-based staff (mentors; practice tutors; school coordinators: headteachers)

From The OU ITE Partnership



Year 1 Year 2

96%

66%

Student teachers satisfied or very satisfied with:

Information received 79% 92% 62% 92% Access to the VLE



The VLE (Virtual Learning Environment) can be a little confusing and almost contradictory at times, where we have to go back and forth and really search for information. (Year 1)

Support

Student teachers agreed or strongly agreed

that progress is helped by:

Year 1 Year 2

Curriculum tutor feedback	90%	100%
Mentor feedback	93%	68%
Practice Tutor feedback	79%	96%

In addition to providing academic support, my tutor serves as a mentor, providing resources, advice, and encouragement to help me overcome obstacles. (Year 1)

93% of Year 1 96% of Year 2 agreed or strongly agreed that

... support is delivered in a timely manner.



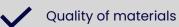
66% of Year 1

76% of Year 2

... there is sufficient opportunity to interact with peers.

My placement school were amazing and had a lot of time for me to help me develop as an educator. My ideas were listened to and I was able to make mistakes and reflect upon these. (Year 2)

Mentors, Practice Tutors and School Coordinators satisfied or very satisfied with:



Quality of resources

12 out of 16



Curriculum Tutor support

10 out of 16



Partnership office support

13 out of 16

I feel that there are a lot of people that I can turn to if I require support. (Practice Tutor)

The majority of school-based staff are confident there are sufficient opportunities for:

- Joint responsibility
- Professional learning
- Research activities



I think there could be a little more guidance re: linking to the standards, and giving **SMART targets**. Also, the forms change and so we need to be agile to adapt to these. (Practice Tutor)



Curriculum for Wales



Mentors, Practice Tutors and School Coordinators are confident students are well-prepared for the Curriculum for Wales (CfW) and in the development of Welsh language skills. I found the **CfW**seminar very useful
[it] explained a lot of
questions/
misconceptions I had
had about it. (Year I)

Cymraeg

There have been sufficient opportunities to develop my **Welsh language skills:**

68% Year 1 80% Year 2

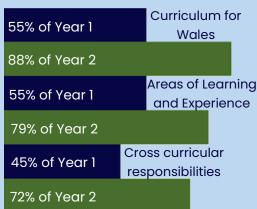
agreed or strongly agreed

"Having worked in my salaried school for many years, my **second school placement** was invaluable as it gave me an insight into another school and how things work elsewhere. It also helped me **build confidence** with my Welsh language development." (Year 2)

Employability



Student teachers confident in knowledge and understanding of....



The university planning and evaluation sheets

really help to prompt you to think about the AoLEs* and cross curricular responsibilities. (Year 1)

Student teachers



Critically reflecting

on teaching

84% of Year 2

Collaborating to support learning 84% of Year 2

12 out of 16

Mentors, Practice Tutors and School Coordinators

are confident in student teachers' ability to reflect and be innovative.

The partnership between the OU and schools is

strong and supports wider system improvement, and development, and helps

grow teachers of the future. "
(Headteacher)

reported OU student teachers' **attributes** of:

Headteachers

Positive attitude

Team working

Adaptability

Problem solving

Reflective learner

Leadership

Planning

are developed effectively

need strengthening The chance to work as **part of a team** and **planning my own lessons** has been the most rewarding part of the PGCE, working and **learning from other teachers** has been really enjoyable and has really helped me to develop my own pedagogical skill. (Year 1)