

Supporting Year 1 PGCE1 Practice Learning

The purpose of this mat is to aid School Coordinators with the design of the practice learning experience for OU student teachers during PGCE1 (mid-September to January of Yr1). The focus is on *familiarisation*, observing others' practice, team teaching, planning and teaching parts of lessons moving to whole lessons.



Getting Started

Identify and prepare Mentors to support student teachers. Ensure they can access training. Use the Welcome Pack resources.

Design your students' learning experience through creating their timetable. Consider how you can facilitate Practice Learning Activities 1 & 2 as part of the induction phase.

Encourage student teachers and Mentors to access their Getting Started resources.

Arrange a safeguarding induction session with your designated Safeguarding Officer.

Make relevant access and permission arrangements, including for the use of IRIS Connect.

Confirm timetable arrangements with students and tutors.

Confirm any reasonable adjustments for students with ALN.

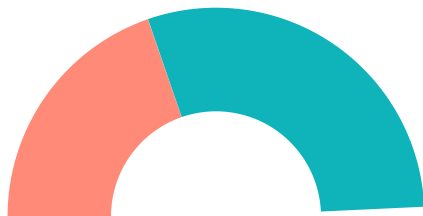
Welsh Development

Review the Welsh language skills of students teachers. Refer to the Welsh language assessment framework.

Identify a Welsh language Mentor to support students.

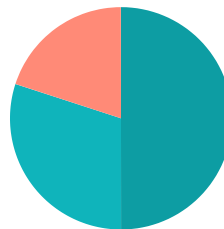
Arrange for students to observe good practice in bilingual teaching approaches.

Part Time Learning



- Sept - Oct: 2-3 days Online Study
- Nov - Jan: 2-3 days Practice Learning

Salaried Learning



- Employment duties (50%)
- Practice learning (30%)
- Protected study time (20%)

What is Practice Learning?



Practice Learning Activities



Team Teaching



Seminar Tasks



Mentoring



Teaching 30-50%



Practice Tutor Review



Observing Others



PPA

Key dates:

Lesson Observation 1 (Mentor) between 02/12/24 and 20/12/24

Practice Review Form by 17/01/25

Lesson Observation 2 (School Coordinator) between 20/01/25 and 31/01/25

Practice Learning Review

Have you scheduled to observe each student as part of the Practice Tutor review?

Does the student and Mentor use the PLP effectively to track progress, including lesson observations and practice review?

Is each student on track? Raise any concerns with the Curriculum Tutor.

Weekly practice learning support drop-ins are scheduled every Monday at 3.30-4.00pm and can be accessed via the Partnership Website.

My Leadership

How well are student teachers' progressing? What is the impact of our in-school support?

What is the quality of mentoring provision in my school? How do I know?

How can I support the development of Mentors' skills?

Have Mentors completed mandatory training and started the 'A Mentoring Mindsets' course?

What are the strengths and areas for development for ITE provision in my school?

Supporting Year 1 PGCE2 Practice Learning

School Coordinators support with the design of the practice learning experience for OU student teachers during PGCE2 (February – May in Year 1). The focus is on *consolidation*, moving towards planning and teaching sequences of lessons with a focus on the four purposes as a driver for learning.



Supporting Practice Learning Activities (PLAs)

Facilitate opportunities to support students to complete:

- **PLA6:** Understanding Additional Learning Needs
- **PLA7:** Liaising with Parents and Carers

Developing a Whole-School Approach to ITE

How can you ensure lesson study is organised to enable the Mentor and student to work together? How could it support school improvement goals and professional learning?

How does your role as a Partner School for ITE enable your school's development as a Learning Organisation?

In your school, to what extent is the support of beginner teachers seen as a whole-school responsibility? How could you develop this?



Linking Theory, Policy and Practice

As student teachers move between different Partner Schools, how can you support them to reflect on and apply different approaches within new contexts?

What opportunities do you provide students in school to apply their unit learning and to critically reflect on practice?

How are students supported to draw on wider research to plan, prepare, assess and evaluate their teaching?



Leading the Assessment of Student Teachers in School



Have you scheduled observations for each student?

How effective is the quality of feedback provided to student teachers?

How do you support Mentors to identify meaningful targets and monitor students' progress in these areas?

What is your role in the accurate assessment of student teachers' progress in relation to QTS?

Make arrangements with Mentors for the completion of the Practice Learning Report in a timely manner.

Salaried Learning



- Employment duties (50%)
- Practice learning (40%)
- Protected study time (10%)

Part Time Learning



- Feb-March: 2-3 days Online Study
- March - May: 3 days Practice Learning

Key Dates:

Lesson Observation 3 (Mentor) between 10/03/25 and 28/03/25
Lesson Observation 4 (School Coordinator) between 28/04/25 and 16/05/25
Practice Learning Report: Part A (Mentor) 16/05/25; Part B (S.Coordinator) 23/05/25

Timetabling Checklist

- Has each student had opportunity to teach across consecutive progression steps in both the lower and upper age ranges (e.g. 3-7 and 7-11 in primary or 11-14 and 14 - 16 in secondary)?
- Are they timetabled with their Mentor in order to undertake the PLAs involving lesson study?
- Are they timetabled in a range of mainstream classes to observe and experience a wide range of teaching in their primary phase or secondary subject?
- What do you need to consider about students' progress, workload and wellbeing when increasing the practice learning teaching intensity to 40 - 60%? What are students' development needs individually and as an OU cohort?
- Have you made cover arrangements for salaried students' **Second School Experience** (25 day block in June)?

Second School Experience (SSE) – For Salaried Students Only

It is a **statutory requirement** for all student teachers in Wales to teach in two different schools. Salaried students will leave their usual employing school and attend another Partner school for 25 days from the beginning of June in Year 1 of the PGCE. Please note these days are completed in a **continuous block**. During this time student teachers will need to be supported by a School Coordinator and a Mentor in their SSE. This mat outlines practice learning for Partner schools supporting students during SSE.

Preparing the SSE

Identify and prepare Mentors to support student teachers. Ensure they can access training before the students arrive.

Review student teachers' Practice Learning Reports and their most recent targets available via the PLP. Share targets with Mentors.

Design your students' learning experience through creating their timetable. Consider how you can facilitate PLA 1 & 2 as part of the week 1 induction.

Arrange a safeguarding induction session for OU student teachers with your designated Safeguarding Officer.

Confirm the timetable with each student teacher.

Plan any reasonable adjustments needed for students with ALN.



- 50% timetable – observing, team teaching
- PLA 1 and PLA 2
- Initial Mentor meeting to review each student teacher's targets and development needs.

01



- 50% teaching timetable (supervised)
- Mentor meeting
- Welsh development
- Online study – focus on 2F
- PPA

02 -
03

Week

05

- 50% - 60% teaching timetable (supervised)
- Mentor meeting
- Welsh development/Enrichment (cont.)
- Online study – focus on 2F
- PPA



Complete the Practice Review Form via the PLP

04



- 50% - 60% teaching timetable (supervised) including an observation of a lesson
- Mentor meeting
- Continued Welsh development
- Enrichment opportunity
- Online study – focus on 2F
- PPA

Welsh Development

Review the Welsh language skills of students teachers. Refer to the Welsh language assessment framework.

Identify a Welsh language Mentor to support students.

Arrange for students to observe good practice in bilingual teaching approaches.

Enrichment

Review student teachers' development needs.

- What additional experiences could you offer to support each student's development?
- Consider the differences between your school and the student's employer school. What opportunities can you offer that they may not have experienced previously?

Online Study

Students should complete unit 2F during allocated online study time.

The focus of study is **Professional Practice** and there are four key themes:

- Being a professional
- Learning as a teacher
- Working in schools
- Supporting pupils



Questions?

- Guides: [OU ITE Partnership](#) | [Open University in Wales](#)
- Weekly drop-in on Monday 3.30 - 4.00pm via Teams (link on website)
- Wales-PGCE@open.ac.uk

Supporting Year 2 PGCE3 Practice Learning

The purpose of this mat is to aid School Coordinators with the design of the practice learning experience for OU student teachers during PGCE3 (September to June of Year 2). The focus is on *autonomy* by enabling student teachers to grow their independent practice within a nurturing space.

Getting Started

Identify and prepare Mentors to support student teachers. Ensure they can access training. Use the welcome pack resources.

Design your students' learning experience through creating their timetable.

Encourage student teachers and Mentors to access their Getting Started resources.

Arrange a safeguarding induction session with your designated Safeguarding Officer.

Make relevant access and permission arrangements, including for the use of IRIS Connect.

Confirm timetable arrangements with students and tutors.

Confirm any reasonable adjustments for students with ALN.

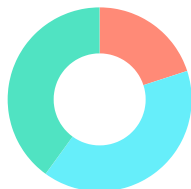
Welsh Development

Review the progress made by students in their personal skills since the start of the programme.

Review how students have developed their pedagogical practice to support pupils' skills.

Support the assessment of students' progress in relation to the Welsh Competence Framework.

Part Time Learning



- Sept-Oct: Online Study
- Nov-Jan: 30 Day Practice Learning Block
- February - April: 2-3 Days Practice Learning

Salaried Learning



- Unqualified Teacher Duties (70%)
- Online Study, PLAs and PPA (30%)

Support the completion of Practice Learning Activities (PLAs):

PLA2

PLA3

PLA4



Student teachers require a 70% teaching timetable. They need to experience all curriculum areas in primary and a broad range of teaching opportunities within their specific subject in secondary. All students must have taught across two consecutive progression steps in both lower and upper school age phases by the end of the programme. Salaried students may teach unsupervised, but must still be provided with close support and mentoring.

Professional Enquiry

Review students' plans for their Masters' level professional enquiry.

Support students' ethical considerations and provide gatekeeper approval for data collection.

Enable students to share their findings with your school staff and make arrangements for students and Mentors to attend the annual partnership Research Conference.

Supporting your Mentor Team

Have all Mentors completed the 'A Mentoring Mindset' course? How do you ensure Mentors fulfil their role successfully?

What opportunities do you and your Mentors have to enhance mentoring and coaching skills and to develop your practice as teacher-educators?

How is the expertise of staff who support ITE recognised and celebrated in your school?

Practice Learning Review

Have you scheduled to observe each student as part of the Practice Tutor review?

Does the student and Mentor use the PLP effectively to track progress, including timely completion of observations, reviews and the formal report?

Is each student on track? Raise any concerns about students' progress towards final assessment of QTS at the **earliest** opportunity with the Curriculum Tutor.

How do you ensure the consistent and accurate assessment of QTS progress across your school as well as within and between other ITE partnerships?

Key Dates:

Lesson Observation 1 (Mentor) and Lesson Observation 2 (School coordinator) between 07/10 & 02/12/24

Practice Review Form by 06/12/24

Lesson Observation 3 (Mentor) between 03/02 & 21/02/25 Lesson Observation 4 (School Coordinator) between 03/03 & 21/03

Practice Learning Report: Part A (Mentor) 28/03/25 Part B (School Coordinator) 04/04/25

Weekly drop-ins are scheduled every Monday at 3.30-4.00pm and can be accessed via the Partnership Website.