

TAR (Llwybr Cynradd
ac Uwchradd)

PGCE (Primary and
Secondary pathway)

Elaine Sharpling

Cyfarwyddwr Addysg Athrawon

Director of Teacher Education



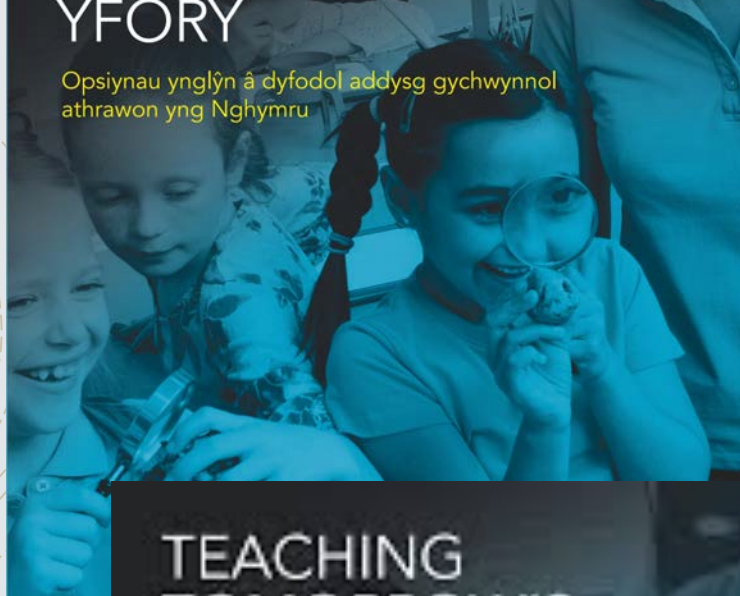
Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales



Partneriaeth Dysgu Proffesiynol **Yr Athrofa**
Yr Athrofa Professional Learning Partnership

Trawsnewid Addysg Gyda'n Gilydd Transforming Teaching Together



TEACHING TOMORROW'S TEACHERS

Options for the future of initial teacher education in Wales



'...does dim cysyniad o athrawon newydd gymhwyso fel gweithwyr proffesiynol gweithredol, a does dim disgwyl iddyn nhw fod yn weithwyr proffesiynol gweithredol o'r fath, yn arddel eu barn eu hunain ac yn ysgwyddo'r cyfrifoldebau eu hunain fel arweinwyr gwaith dysgu'r plant. ' (Furlong 2015 t.12).

Newly qualified teachers are not conceptualised nor is there a requirement that they are prepared to be active professionals, with their own judgements to make and with their own responsibilities as leaders of children's learning' (Furlong 2015 p.12).

Mae'r weledigaeth newydd ar gyfer AGA yn gofyn bod athrawon newydd gymhwyso:

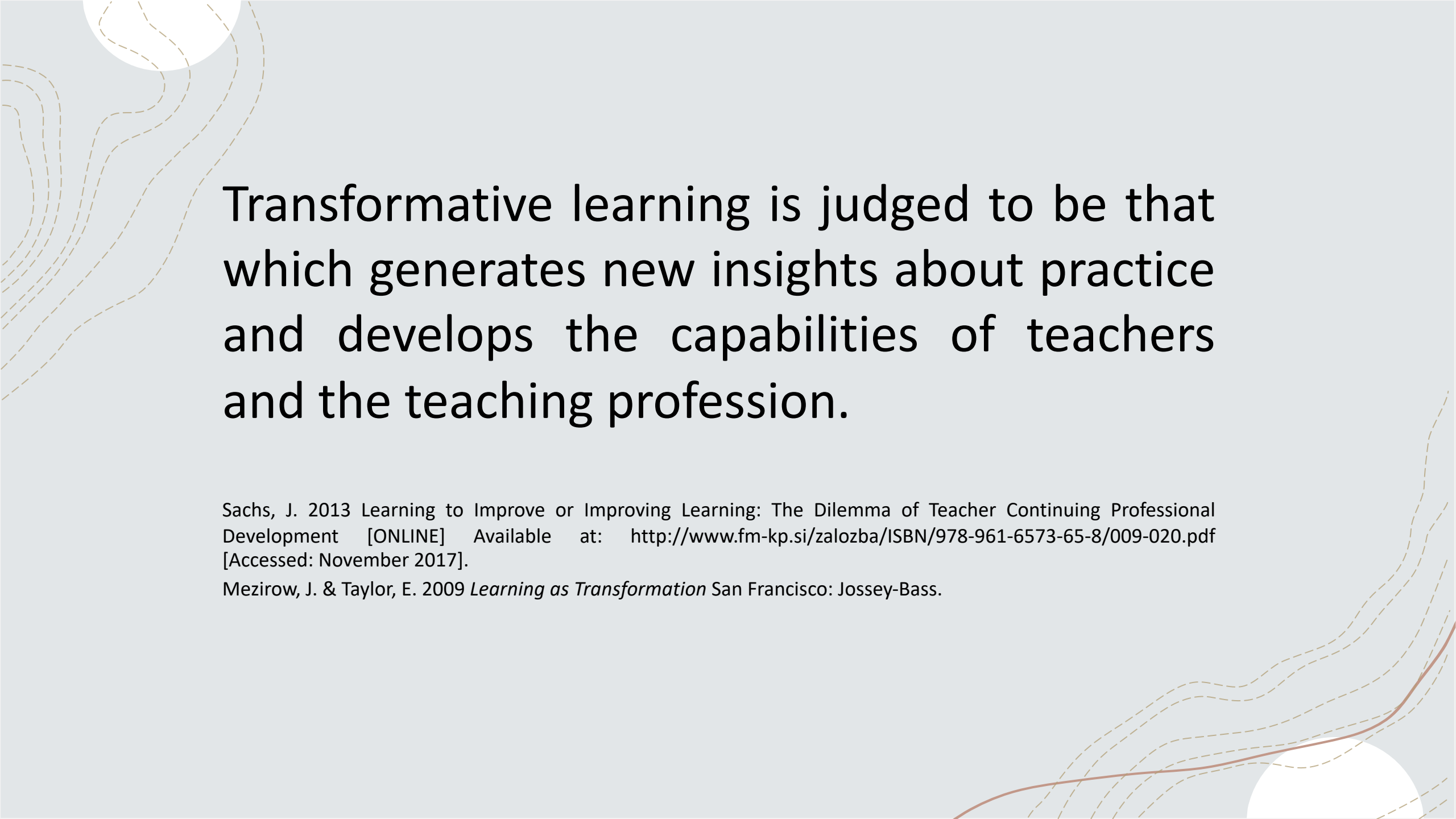
The vision for ITE in Wales requires that newly qualified teachers:

yn gallu ymchwilio i ymarfer

are able to conduct 'close to practice' research

yn gallu rhoi mynegiant i addysgeg wedi ei wreiddio mewn tystiolaeth

are able to articulate evidence-informed pedagogy



Transformative learning is judged to be that which generates new insights about practice and develops the capabilities of teachers and the teaching profession.

Sachs, J. 2013 Learning to Improve or Improving Learning: The Dilemma of Teacher Continuing Professional Development [ONLINE] Available at: <http://www.fm-kp.si/zalozba/ISBN/978-961-6573-65-8/009-020.pdf> [Accessed: November 2017].

Mezirow, J. & Taylor, E. 2009 *Learning as Transformation* San Francisco: Jossey-Bass.



Donaldson (2015)

- + Cydlyniant / *Coherence*
- + Golwg glir ar draws y cwricwlwm / *Clear lines of sight across the curriculum*
- + Lleihau trosgwlyddiadau / *Minimise transitions*

Today:

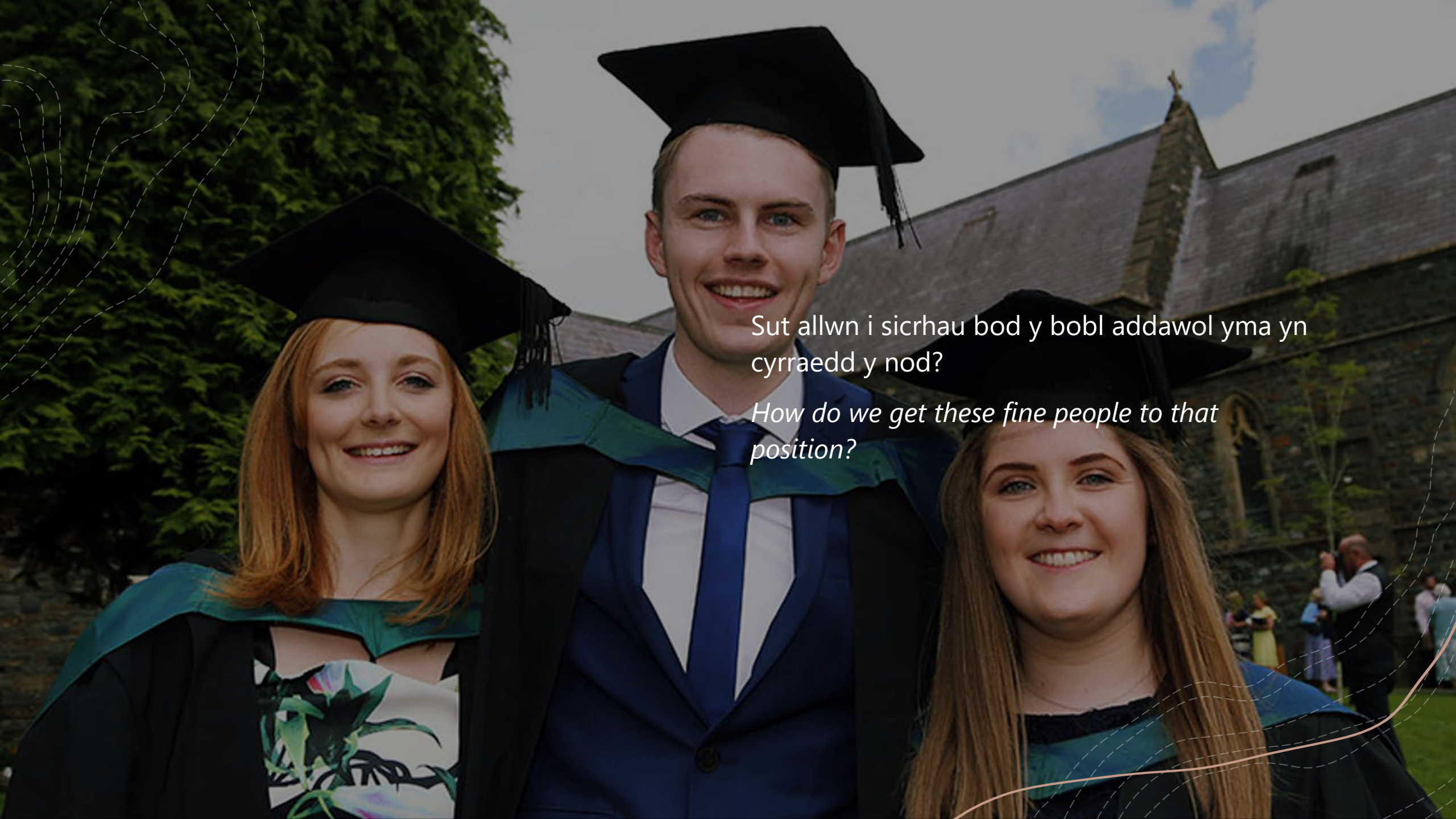


From 2022:



Y Continwwm Dysgu

Previous learning	Current learning				Next learning
Where has the learner 'been' (previous learning)		Where the learner is going	Where the learner is	How to get there	Where is the learner going? What does the next step look like on this progression pathway and where/who picks it up in the curriculum.
	Teacher	Clarifying, sharing and understanding learning intentions	Engineering effective discussions, tasks, and activities that elicit evidence of learning	Providing feedback that moves learners forward	
	Peer		Activating students as learning resources for one another		
	Learner		Activating students as owners of their own learning		
Adapted from Wiliam, Thompson 2007					



Sut allwn i sicrhau bod y bobl addawol yma yn cyrraedd y nod?

How do we get these fine people to that position?

**Profiadau
Dewisol**

**Profiadau
amgen**

**Llwybr
Datblygu'r Iaith
Gymraeg**

**Llwybr SAC
proffesiynol**

Datblygu sgiliau ymchwil

Pontio

Modylau gorfodol a Llwybrau pwnc/cyfnod

Electives

**Alternative
Settings**

**Welsh Language
Development
pathway**

**Professional
pathway QTS**

Research skill development

Bridging

Compulsory modules & Subject/phase pathways



Teitl y Modwl

Y dysgwr – pwy ydw i'n eu dysgu?

Dysgwyr, ysgolion, cymunedau – ble ydw i'n dysgu?

Arwain y dysgu – beth, sut a pham ydw i'n dysgu?

Ymchwilio'r dysgu – beth, sut a pham ydw i'n dysgu?

Datblygu arbenigedd pwnc a chyfnod

Module Title

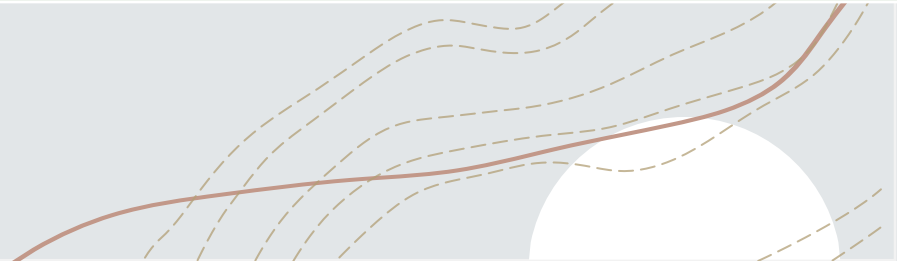
The learner – who am I teaching?

Learners, schools and communities – where am I teaching?

Leading the learning – what, how and why am I teaching?

Researching the learning – what, how and why am I teaching?

Developing subject and phase expertise





Pontio

Bridging

Pontio Bridging





Pontio Bridging



Pontio



Bridging



Gweithgareddau Meysydd Dewisol

Activities Electives

Ymchwil
Personol
Personal
Research

Profiad
Ysgol
School
Experience

Rhannu
Casgliadau
Share
Findings

Newid cyfnod

Phase swap



Lleoliad amgen Alternative placement





Addysgwyr PDPA *An APLP teacher*

Gwybodus am ymchwil, ac yn creu ymchwil newydd

Research informed and a research creator

Parod i gyfrannu at drafodaethau ynglyn ag
adeiladu'r cwricwlwm

*Prepared to contribute to conversations about
building a curriculum*

Yn deall cynnydd – lle mae'r dysgwyr nid ei oed

Tensiynau *Tensions*

Beth sy'n ofynnol o ran y Cwricwlwm i Gymru

Sut rydyn ni'n paratoi darpar-athrawon gydag arbenigedd pwnc a'r Meysydd Dysgu a Phrofiad

Cymwysterau - TGAu a'r Cwricwlwm I Gymru

The non-negotiables of Curriculum for Wales – how do we prepare student-teachers for subject expertise and AoLE

Qualifications – reconciling the GSCE brand with CfW



Performativity to professionalism

+ Ymreolaeth **Autonomy
& Agency**

+ Meddylfryd **Mindset**

+ Diwylliant **Culture**

+ Chydweithrediad
Collaboration

‘There is little doubt that the culture and mindset shift required of Wales’ education workforce to make good the nation’s reform agenda is significant, and from passive consumers teachers will need to become proactive producers of curriculum content.’

(Jones & Evans, 2019)

- + Ball, S. (2003) Teachers/souls and the terrors of performativity. *Journal of Education Policy*, 18:2, 215-228, DOI: 10.1080/0268093022000043065
- + Barnes, J., Tanner, H. & Waters, J. (2016) *Exploring Clinical Practice in Initial Teacher Education in Wales* Paper presented to British Education Research Association (BERA) annual conference: Leeds 13-15 September 2016.
- + Barnes, J., and Waters, J. (2016) Initial Teacher Education in Wales; Innovation Inspired Across Borders, in proceedings of *Teacher Education Policy in Europe Network, Malta*.
- + BERA-RSA (2014) *Research and the Teaching Profession: Building the capacity for a self-improving education system*. BERA.
- + Burn, K. & Mutton, T. (2013) Review of 'research-informed clinical practice' in Initial Teacher Education. *Paper 4: Research and Teacher Education: the BERA-RSA Inquiry*.
- + City, E.A., Elmore, R.F., Fiarman, S.E., & Teitel, L. (2009) *Instructional Rounds in Education; a network approach to improving teaching and learning*. Cambridge, Massachusetts: Harvard Education Press
- + Cochran-Smith, M. (2011) Does Learning to Teach Ever End? *Kappa Delta Pi* 48 (1) 22-24
- + Cordingley, P., Higgins, S., Greany, T., Buckler, N., Coles-Jordan, D., Crisp, B., Saunders, L., Coe, R. (2015) Developing Great Teaching: Lessons from the international reviews into effective professional development. Teacher Development Trust. 2015. Available online in full and summary format: <http://tdtrust.org/about/dgt> Accessed 27-04-17
- + Darling-Hammond, L. (2016) Research on Teaching and Teacher Education and its Influences on Policy and Practice. *Educational Researcher* 45 (2) 83-91. DOI: 10.3102/0013189X16639597
- + Donaldson, G. (2015) *Successful Futures* Cardiff: Welsh Government.
- + Dudley, P. (2015) *Lesson Study: Professional learning for our time*. Routledge: Oxon
- + Education Workforce Council (EWC) (2017) *Professional Standards for Teaching and Leadership* Cardiff: Welsh Government
- + Fielding, M. (2004) Transformative Approaches to Student Voice: Theoretical Underpinnings, Recalcitrant Realities. *British Educational Research Journal* 30 (2) 295-311
- + Furlong J. (2015) *Teaching Tomorrow's Teachers*. Oxford University
- + Furlong, J. (2016) Initial Teacher Education in Wales – a Rationale for Reform *Wales Journal of Education* 18 (1) 45-63
- + Gorski, Paul C. (2012) Perceiving the Problem of Poverty and Schooling: Deconstructing the Class Stereotypes that Mis-Shape Education Practice and Policy. *Equity & Excellence in Education* 45 2 302-319
- + Grundy, S. and Robison, J. (2004) Teacher Professional development: themes and trends in the recent Australian experience, in C. Day and J. Sachs, J. (Eds) *International Handbook on the Continuing Professional Development of Teachers*, Maidenhead, Berks, Open University Press
- + Hadfield, M., Connolly, M., Barnes, Y. & Snook, J. (2017) Developing the Capacity to Support Beginning Teachers in Wales: lessons learnt from the Masters in Educational Practice. *Wales Journal of Education*. 19.1 90-106.
- + Hagger, H. & McIntyre, D. (2000) What Can Research Tell us about Teacher Education? *Oxford Review of Education* 26 3&4 483-494

- + Orchard, J., & Winch, C. (2015a) What training do teachers need? *IMPACT* 22 1-43. London: Blackwell
- + Orchard, J. & Winch, C. (2015b) *Philosophical Perspectives on Education Policy: What Training Do Teachers Need? Why Theory is Necessary to Good Teaching*. Oxford: Blackwell.
- + Philpott, Carey and Oates, C. (2015) Learning Rounds: what the literature tells us (and what it doesn't), *Scottish Educational Review* 47(1), 49-65.
- + Schön, D. (1983). *The Reflective Practitioner: How professionals think in action*. London: Temple Smith
- + Scottish Government (2010) *Literature Review on Teacher Education in the 21st Century*. Available online <http://www.gov.scot/Publications/2010/09/24144019/4>. [Accessed 27-04-17]
- + Stopp, P. (2008). From feedback to dialogic review. Available online at: www.leeds.ac.uk/educol/documents/174590.doc. Accessed 14/5/16
- + Van den Bergh, L., Denessen, E., Hornstra, L., Voeten, M. & Holland, R.W. (2010) The Implicit Prejudiced Attitudes of Teachers. *American Educational Research Journal* 47 (2) 497 – 527
- + Welsh Government (2015) *Curriculum for Wales: Curriculum for Life*. Welsh Government: Cardiff
- + Welsh Government (2015a) *Rewriting the Future 2015: A Year On*. Welsh Government: Cardiff
- + Welsh Government (2017) *Education in Wales: Our National Mission*. Action Plan 2017-2021 Cardiff.
- + Welsh Government (2018) circular 001/2018 *Criteria for the Accreditation of Initial Programmes of Teacher Education in Wales*. Welsh Government: Cardiff
- + Winch, C., Oancea, A. & Orchard, J. (2013) The Contribution of Educational Research to Teachers' Professional Learning – Philosophical Understandings. *Research and Teacher Education: the BERA-RSA Inquiry*. BERA; available <https://www.bera.ac.uk/wp-content/uploads/2014/02/BERA-Paper-3-Philosophical-reflections.pdf> Accessed 15-05-17.