

National MA Education (Wales) Supplementary Application Form

Please ensure you complete all relevant parts of the Supplementary Application form and that your completed form is submitted with your application (your chosen University will provide guidance on how to do this). We are unable to consider applications without the Supplementary Application form.

Full Name	[REDACTED]
Application/student number	[REDACTED]
Date of Birth	[REDACTED]
Email address (this should be your primary email address and will be recorded on your EWC record)	[REDACTED] [REDACTED] [REDACTED] [REDACTED]
Language of study (English / Welsh)	English
Teacher Reference Number (TRN)	[REDACTED]
Current position and employer	Teacher, [REDACTED] [REDACTED] [REDACTED]
Sector (Primary / secondary / special etc.)	Primary
Date NQT induction completed	[REDACTED]

Part 2. Statement of Support (all applicants)

This should normally be from your Headteacher or other relevant senior colleague/manager, but may also be from another appropriate person. Wherever possible, this should be on School headed paper and uploaded along with your application for funding.

If you are asked to submit a statement of support as part of the main application process for your chosen University, you do not need to upload this again. If you are not required to upload a statement of support at another point in the admissions process, you should upload this to your application as an additional document.

Part 3. Applicants from ITE partner schools

If you are an applicant from an ITE partner school, please indicate here

Part 4. Recognition of Prior Learning (RPL)

I am applying for Recognition of Prior Learning (please indicate below)

Yes

No

If your answer is yes, please see **Appendix A** at the end of this document.

Part 5. Indication of module preference (all applicants)

For planning purposes, please indicate your optional specialist module preferences. Please check module preference and availability below

Indicating your preference does not commit you to undertaking these modules.

Please indicate from this list which **TWO** 40 credit modules you would most likely wish to study.

Module Code	Semester	Module Name	Please indicate your preferred module.
ED-M02	Period September-January	Additional Learning needs, Excellence in Practice	
EDM05	Period September-January	Emotional Health, Mental Health and Wellbeing	
ED-M08	Period September-January	Exploring Pedagogies	
ED-M09	Period September-January	Inclusive Classroom Practice	
ED-M11	Period September-January	Leading and Managing Education Professionals	x
ED-M04	Period January-June	Curriculum Design and Realisation	
ED-M06	Period January-June	Equity and Diversity	
ED-M10	Period January-June	Leadership and Management of ALN	
ED-M12	Period January-June	Leading Organisational Change	x

Application Form Data sharing statement (all applicants)

Where sponsored places on the National MA Education (Wales) programme at your first choice institution have been fully allocated, in order to enable you to engage in the National



MA Education (Wales) programme and have access to the Welsh Government funding, we are able to transfer/share the full details provided on your application form with other members of the partnership with funded places available.

Please indicate below whether you are happy for us to share your application with the following universities:

- Aberystwyth University
- Bangor University
- Cardiff Metropolitan University
- Swansea University
- University of South Wales
- University of Wales Trinity St David
- Wrexham Glyndwr University

Information may also be shared with the Education Workforce Council (EWC) for verification of applications (e.g. Teacher number and completion of induction). This is to confirm your Teacher and induction status and to confirm your eligibility for the programme and for any funding application.

Further information on how the University may use your data can be found at [Data Sharing Agreements | University of South Wales](#)

I have read and agree to the terms as set out in the data sharing statement.

Name: [REDACTED]

Date: 30/06/21

Applicants may choose to opt out of the data sharing process at any time by contacting [Data Sharing Agreements | University of South Wales](#)

Appendix A

Recognition of Prior Learning (RPL)

Applicants who hold recognised qualifications (e.g. PGCE) and/or significant professional experience may apply for that to be taken into account against the 60 credits of modules which comprise year 1 of the programme. To be eligible for consideration, applicants must provide appropriate evidence that they meet the Learning Outcomes for the modules, listed below. Please see the guidance on how to apply and what to include here

1. Pedagogy and Practice

Module Intended Learning Outcomes
<p>By the end of the module the student should be able to:</p> <ol style="list-style-type: none"> 1. Critically demonstrate an understanding of the importance of supporting and enhancing the achievement of all learners in their care. 2. Critically evaluate the effectiveness of a range of learning and teaching strategies by drawing on classroom-based evidence and research evidence 3. Critically select and apply the most appropriate learning and teaching strategies in order to enhance the attainment of a group of learners. 4. Engage with critical dialogues about pedagogy and practice and evidence and share their professional practice.

In order for learners to achieve their full potential, teachers are required to facilitate a stimulating and engaging environment that promotes a love of learning. This does not derive from one teaching strategy, but from a repertoire of strategies that have the learners' needs at heart. I currently support and enhance the achievement of my learners by providing them with; instant oral and written feedback. I communicate with kindness, ensure collaborative learning and scaffolding takes place, and focus on effective questioning. It is important for us as practitioners to know our learners; so we can excite and intrigue them and deliver exactly what they need, through a range of teaching styles.

After getting to know my SEN/LA children for example, I know that they require peer coaching and time to magpie ideas. To boost their confidence, especially in Numeracy lessons I use the strategy 'partner talk'. I make sure our more vulnerable learners are partnered with someone who will not dominate the partnership, but be supportive and willing to help. I clearly set the question and establish a time frame; this ensures that the discussions are purposeful and energetic. I then circulate the carpet area and encourage my support staff to do the same. This helps us address misconceptions and pick up interesting ideas. I then use cold calling to sample pairs' responses. I know my learners respond well to praise, so I ensure that I create a kind and safe space so they all feel comfortable to share their thoughts. By combining the strategies think, pair, share and cold calling with process

questions in Numeracy lessons, I am securing deeper learning with all students in my class. My MAT children are challenged further by being given more complex process questions which encourage them to explain their methods. They are challenged by being given a concept cartoon and encouraged to explain why the answer may be correct/incorrect using Mathematical terminology. The LA/SEN children are challenged by receiving peer support and being involved in the thinking, and are given the opportunity to share their knowledge in a structured discussion. Given that my LA children are shy individuals, the think pair share strategy works very well for them. It gives me an opportunity to check their understanding without putting them on the spot. Process questions are particularly effective in our Numeracy lessons because they are in line with the Mastery approach our school follows.

The Education Endowment Foundation's guidance reports on metacognition suggests teachers should encourage metacognitive talk during lessons. This means that discussions focus on questions such as "how do we know?" or "how do we work it out?" Modelling and rehearsing dialogue around these questions and encouraging children to share their responses with each other in a more child friendly way develops all learners capacity to think in this way within the same subject area. By using this combination of strategies in my classroom I am modelling and scaffolding the learning appropriately, drawing on my MAT pupils to coach my LA children into reaching an answer using child friendly language and encouraging my MA children to develop their independent thinking. I am continuously evaluating the effectiveness of this combination of strategies as I observe the children during lesson inputs. These strategies ensure that my lessons are inclusive, all learners are given an opportunity to share and achieve and I am able to check understanding before moving the lesson along. We regularly evaluate talking partners to ensure that peer relationships are strong and to ensure my LA children don't become too reliant on the support of certain individuals. In addition to these questioning and feedback strategies, to further support the achievement of my LA children in particular I also communicate kindness. Kindness influences all of your interactions with learners who lack the confidence to participate in lessons. This strategy is particularly effective as it softens the thinking and learning space. A positive relationship alongside the appropriate scaffolds for learning are key in creating conditions where students and teachers can focus on learning.

I ensure that I continuously enhance the achievement of all my learners by creating a sense of belonging in my classroom. Children learn best when they feel valued, supported and welcomed. My role as Health and Well-being lead underpins my teaching pedagogy. I realise the importance of knowing my learners, building positive and trusting relationships and also equipping them with the tools they need to achieve their best. To build on my repertoire of classroom strategies, I also include mindfulness in my daily classroom timetable. Mindfulness has been an effective tool to promote a positive learning environment in my classroom. We conduct practices regularly throughout the day to ensure learners are in the right frame of mind to learn. I continue to enhance my knowledge of the subject by regularly attending Professional Development courses and engage in critical dialogue with other professionals. I have recently completed a Middle Leadership project which addressed a strand of our School Development Plan. As a school, we developed a shared vision to develop mindfulness within the school to support pupils' health and mental well-being. As a mindfulness practitioner, I was able to share my subject knowledge with other staff members and help them create a sense of belonging in their classroom. After conducting extensive PD around how schools supported the well-being of our children, I came across many mindfulness schemes of learning. I delivered a staff meeting and disseminated information about one scheme in particular. 'Jigsaw' incorporated mindfulness, resilience, belonging and aiming high into their scheme. The scheme holistically compliments our school vision and

drives home that sense of belonging. Now, more than ever, students need close relationships with trusted adults in their community. Those who report higher levels of school belonging rate school as being more enjoyable and more useful, above and beyond their actual level of achievement (Neel & Fuligni, 2013 - in Prada, 2019). Considering this, I developed an action plan that would help our school staff foster a sense of belonging in our classroom. I led the 'Jigsaw' pilot scheme and shared my professional knowledge on the Health and Well-being area of learning. I am also working alongside SLT on achieving Level 1 of Gwent's Whole School Approach for Mental Health and Well-being. During this course, I engaged with many professional dialogues, these conversations have informed my next topic of Professional and enquiry based learning around how relationships foster a sense of belonging.

2. Evidence-Informed Practice

Module Intended Learning Outcomes

By the end of the module the student should be able to:

1. Critically analyse and synthesise relevant empirical evidence, including education literature and policy documents.
2. Critically analyse and synthesise local, national and school experience data in order to gain insights into children's achievement, progress and motivation in the process of learning, in order to inform decision-making.
3. Demonstrate knowledge of curriculum, pedagogy, assessment and inclusive practice appropriate to their specific Areas of Learning and Experience.
4. Reflect critically upon the manner in which the learning environment and resources can be structured to support effective learning.
5. Critically analyse and evaluate their own values and beliefs concerning teaching and learning in order to develop as a reflective practitioner.

Throughout my teaching career data has played a big part in informing the decisions I make. Having specialised in the Foundation Phase I consider myself very familiar with observing the development of my learners. I have used this knowledge to create baselines for the Foundation Phase Profile; in line with the Welsh Assembly requirements, I use the Compact Profile form to track the progress of individual learners. These documents are effective in tracking how a child has developed throughout their time in Foundation Phase. I also use data to inform future planning, to effectively assess my learners on a termly basis and to put together detailed pupil passports in line with the new ALN Bill. Gathering empirical evidence is a vital part of

teaching because each child has a unique set of abilities. Observations help highlight these first hand and can help practitioners plan accurate next steps to address any areas that require further development. I then synthesise this information to identify my targeted children for each subject area. Alongside tracking progress, my school tracks behaviour, attitude to learning and the 5 ways of well-being. I have found these additions add value to the snapshot as it enables me to pinpoint vulnerable children, and learners who may need additional scaffolding and targeted intervention. By identifying these children early on, I am able to adjust my teaching methods to suit their needs at the time. For example, if a child has shown an inconsistent attitude towards their learning I will clearly set out my expectations, make these expectations visual and give them gentle reminders throughout the lesson to refer back to them if needed. If a child has been struggling with their well-being or taking a long time to settle into their school day I will communicate kindness and put a positive frame on any of my demands.

Being a staff governor, I have synthesised data on a national, local and school level during meetings. I have been present on data presentations and delivered presentations on data related to well-being. I believe that sharing data to the wider school community is beneficial as it ensures all parties have a holistic view of the school. As part of my role as Health and Well-being co-ordinator, I have presented data to governors on a school level, after KS2 pupils had completed the Happen survey. This survey is a tool we use to track the well-being of our learners in Year 3 onwards. We found the results to be very informative and it highlighted areas for improvement. Some of the actions were easy to address, others required a more detailed plan of action. My presentation of the findings was used to inform the decision to develop our outdoor play facilities on the KS2 yard. On a larger scale, the survey highlighted our need to address the way we teach elements of Health and Wellbeing as a whole school. The findings of the Happen survey are what informed my decision to roll out a whole school scheme to help support the well-being of our learners.

As we embark on a curriculum reform in Wales, it's only fitting that teachers adapt their practice to embrace these changes. I believe that a curriculum reform is necessary and will equip children with the skills and knowledge they need to succeed in the 21st century. In preparation for the Curriculum for Wales, I have taken part in INSET training based on the importance of authentic learning contexts. As a school, we plan out termly topics with the 4 core purposes in mind. Authenticity is key to engaging learners in my opinion; if children are able to relate to the lesson content then they are more likely to engage positively and reach their potential during the lesson. For example, as an authentic hook to teaching recounts in my class I have used live caterpillars. We documented their growth and observed the different stages of a lifecycle. We then released the fully-grown butterflies to the wild. The children found this experience to be memorable and as a result; the writing produced was of a high standard. From previous lessons, I know that my LA learners are visual, so before putting pencil to paper we created a whole class story map that sequenced the development of the caterpillars from us receiving them in class to

releasing them in the wild. We rehearsed the sequence and the story map was on hand to scaffold the writing of all learners. I used previous observations and written feedback to identify which learners would benefit from adult support. I prompted independent writing in my MAT group by providing the story map to follow, and made sure our non-negotiables for writing were clearly visible and sound mats were available for their use. All learners contributed to the creation of the story map which made it easy for them to follow and rehearse.

Supporting effective learning can also be highlighted through the learning environment. EYFS especially encourages learning through play. Vygotsky's theory suggests that play is an important part of early childhood. Play promotes cognitive, social and emotional development. By facilitating opportunities for children to make-believe and role play in class, we are supporting the development of their cognitive abilities. While my MAT children will be more interested in the learning activities I offer on enhanced provision, my LA children and less confident MA children will be drawn towards the role play activities. Striking the right balance is key to keep the children learning. Continuous provision offers more opportunity for us to observe and gather empirical evidence. Upon reflection, I would like to dedicate more time to observing the children during enhanced provision activities. My LA children in particular would benefit from adult modelling of language and resources. When they are met with new tasks they often appear uncertain of their expectations. To better my practice as an Early Years Teacher in future, I would like to dedicate more time at the beginning of each week to properly model each task and ensure that all my learners are aware of the rules, boundaries and behaviour expectations in each area. In addition to this, I would like to use this opportunity to build stronger relationships with my pupils and challenge/stretch their learning by offering suggestions and asking questions.

My main belief as a teacher is you never stop learning, sometimes we even learn from the children. Being reflective is a skill that has developed more and more as my career has progressed. But, the profession doesn't lend itself to just one form of reflection. I believe Schon's theory of reflection in action and reflection on action is very fitting to the profession. Teachers are required to reflect as something is happening. For example, if they notice that a child is struggling to understand the instructions of a task, we must then change the delivery of our instructions to help them understand their expectations. This could be by making a list, drawing pictures or using more child friendly language. In addition, teachers are required to reflect on action. For example, we observed in a Numeracy lesson that our children seemed less confident counting in 2's than in 10's. So, we have added regular counting in 2's warm ups into our lessons for the foreseeable to boost confidence levels. In order for us to continue learning we must have a positive attitude towards professional development. Engaging with professional development can lead to increased confidence, consistency and better performance. Our biggest barrier to this is time; teaching is a demanding profession as it is. My belief is, if we put a ceiling on our learning, it's inevitable that we will put a ceiling on our learners' learning as time goes on. Professional development is necessary for teachers to improve our

practice, be inspired by new ideas and to learn new tricks of the trade. If we do not take steps towards development, it is difficult to maintain the initial enthusiasm (Harmer, 2007).

3. Collaborative and Professional Practice

Module Intended Learning Outcomes
<p>By the end of the module the student should be able to:</p> <ol style="list-style-type: none">1. Critically analyse and reflect on schools as learning organisations.2. Critically evaluate a learning culture that promotes continuous Improvement to support the curriculum.3. Apply theoretical models relating to collect and critically analyse data in relation to school improvement.4. Critically reflect on characteristics of collaborative and professional practice.5. Evaluate critically methods for raising standards and improving pedagogy that will enhance the quality of learning and teaching across an organisation.

In my professional opinion, making the move towards schools becoming learning organisations is a step in the right direction. This move goes hand in hand with the ethos of the New Curriculum; it gives schools the opportunity to share good practice and provides enriched experiences for both staff and pupils. Conducting the SLO survey annually is a good way of highlighting areas of strength and improvement. Given the importance of professional development in the profession, I believe the SLO should be used to shape and map out a school's professional learning journey on a yearly basis. A school that is a learning organisation (SLO) has a shared and inclusive vision that gives it a sense of direction and serves as a motivating force for sustained action to achieve student and school goals (Schlechty, 2009; Senge et al., 2012). Developing a shared vision across a cluster of schools transforms school sites into Hubs. Schools are moving towards becoming more than just places of learning. Schools are working towards playing an essential part in our wider community; they are a place that pupils, parents and guardians can turn to for support and guidance.

As part of my role as Health and Well-being lead, I have played an active role in the continuous improvement of the school to support the curriculum. I have led curriculum team meetings around the subject area which have informed the school development plan. I have then worked alongside SLT to implement the targets for the year. These meetings, alongside advice from outside agencies such as our

Challenge Advisor, inform our School Development Plan. Regular evaluation of the SDP and other school improvement documentation is a critical part of raising standards. Using models such as a RAG rating to map out progress towards each target is a visual way of establishing realistic timeframes. In my personal experience, I have used the RAG rating model in my own action plans. More recently, I included this model in my Middle Leadership Project action plan and to measure the progress we have made as a school in achieving our Cymraeg Campus Silver Award. I believe this method is an effective way to critically analyse data as it generates an immediate insight as to whether targets are on track to being achieved.

As a staff body, we are very committed to the continuous improvement and development of the school. Throughout my teaching career I have taken part in Triads, I have found these to be a supportive way of developing my teaching practice. I believe that observing other teachers in a non-judgemental manner is an effective way gaining insights into new teaching strategies. More recently, I have attended Twilight sessions and staff meetings based on Walkthrus. This is a coaching scheme that provides a central set of connected resources to build our school's professional development programme. Walkthrus are still new to me, but I have found them to be a good way of highlighting my areas of development. What I have found to be very useful is the fact that Walkthrus are based on evidence informed teaching practice. The programme acts as a bridge that pulls together the evidence based around pupil's learning and precise guidance on how this may look in your classroom. I have used the Walkthru approach to develop my role as a Mentor for PGCE students. As a team, we watched a recording of my practice and spoke about how the learners responded to my lesson. We then watched a video of my student leading a lesson and focused on the children's responses. After a period of personal reflection, we discussed Walkthrus that would benefit both our practices. I believe that the coaching approach makes collaboration between professionals less daunting. Alongside statutory guidance such as the teaching standards, coaching that is based on evidence informed practice can lead to real differences in outcomes. What I have found very beneficial was collaborating with my student in adapting our Walkthrus to suit the needs of our learners.

All teachers have the skills, abilities and aptitude to lead and should be trusted to do so (Harris and Muijjs, 2016). I believe that as professionals we can all learn from one another. Sharing good practice builds a teacher's reputation as a leader and increases our professional value. Collaboration drives practice evidence, professional learning, student-centred enquiry and deep learning. Creating a culture of collaboration can be created by focusing on a clear outcome, by co-ordinating efforts, by ensuring time is dedicated to the matter, and creating meaningful contexts so staff are more willing to collaborate and celebrate successes. Cultures of collaboration will, of course look very different in each school. Striking the right balance between formal and informal collaboration is paramount. Adding regular opportunities to collaborate informally with team members provides an environment in which teachers and leaders are committed to their own learning and that of their peers. This is where coaching fits nicely into a school's professional development

journey. By sharing our vast knowledge of classroom environments we are building the professional expertise required to support the diverse learning needs of all our students.

As a federated school, collaboration across both sites is something we are good at. Sharing ideas and subject knowledge when it comes to planning helps with a consistent approach to teaching and learning across both schools. We conduct in-house moderation to share good practice and identify strengths and development points when it comes to our books. I have found this to be useful in the past to gain a deeper understanding of the Foundation Phase Outcomes and to ensure my methods of assessment are consistent with that of my partner teacher.

As Welsh co-ordinator for my school, I have conducted learning walks and book looks to ensure consistency when delivering Welsh lessons. I have provided constructive feedback to staff members and pointed them in the direction of resources that could help them develop their teaching. I appreciate that Welsh is a subject not all teachers enjoy delivering, so, as a fluent Welsh speaker it felt only natural that I open up my door for observations and professional discussions for those who felt they required additional information. Sometimes, an open door and a listening ear is all that is required to raise standards. I do believe that a problem shared is a problem halved; my affiliative style of leading lends itself nicely to our collaborative approach as a school.

Having documents and legislation in place such as the Teaching Standards, School Development Plan, and Estyn reports, will lead to improving pedagogy. Ultimately, knowing our learners is what will raise standards. Setting high expectations which inspire, challenge and motivate the learners to achieve will encourage a love of learning in any classroom. Raising standards is not all about curriculum knowledge, we will see added value when we adapt that knowledge to suit our learner's needs. Embedding those positive relationships with our learners will naturally improve the quality of teaching and learning across the organisation.