

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]
Language of study (English / Welsh)	English
Teacher Reference Number (TRN)	[REDACTED]
Current position and employer	Current position: [REDACTED] [REDACTED] Employer: [REDACTED]
Sector (Primary / secondary / special etc.)	Primary
Date NQT induction completed	19 th December 2018

Part 1 (to be completed by all applicants)

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	✓
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	✓



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: 27th June 2021

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

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

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.

Applicant Reflection and Evidence

1. Critically demonstrate an understanding of the importance of supporting and enhancing the achievement of all learners in their care.

Throughout my teaching career, I have developed and demonstrated an understanding of the importance of supporting and enhancing the achievement of all learners in my care using a range of strategies. Teachers are responsible for supporting all learners in order to raise achievement as part of an inclusive education system. I demonstrate support for the achievement of learners daily through the planning and teaching of high quality, engaging lessons through the four core purposes and detailed coverage of the six areas of learning and experience (AOLE's). I have demonstrated an ability, whilst undertaking my role as Class Teacher, to effectively support ALL learners; the importance of inclusion and all learners achieving is an aspect of teaching that is very important to me. My planning and lessons are effectively differentiated to suit the abilities of a range of learners including those with special educational needs and with English as an additional language. Whilst undertaking my Primary Studies with QTS undergraduate degree, I observed a range of effective strategies to differentiate as part of classroom-based study. I was able, during my classroom-based study, to critically evaluate the effectiveness of strategies and adapted these to suit my own learners. I have supported and enhanced the achievement of all learners by ensuring I effectively assess learners daily through a range of assessment for learning strategies. These strategies include those observed and researched as part of my training. Notably, these include the use of key questions, white boards, mini-plenaries, cold-calling and thumbs up. I have also demonstrated an understanding of the importance of analysing and using learner's attainment and targets in order to support and move learning forward.

2. Critically evaluate the effectiveness of a range of learning and teaching strategies by drawing on classroom-based evidence and research evidence

Throughout my training and as a Class Teacher I have drawn on classroom-based evidence to inform and adapt my teaching strategies. Whilst teaching, I have completed a range of professional research which has informed my teaching. This research has been recorded in my professional learning log. My research has allowed me to identify and trial a range of teaching and learning strategies within my classroom and critically evaluate the affect strategies have had on pupils' learning and progress. For example, pupils within my class found self-assessing themselves quite difficult using methods such as two stars and a wish and needed a great deal of guidance when reflecting on learning. I trialled a self-assessment strategy called 'The Learning Pit' (Nottingham 2007, 2010, 2017). James Nottingham created the Learning Pit as an everyday version of Vygotsky's Zone of Proximal Development (1978). The Learning Pit is a strategy which not only supports learners when reflecting on their learning but it encourages learners to have a 'growth mindset' which encourages them to challenge themselves by reflecting on their learning. By going through the Learning Pit, learners can develop a Growth Mindset (Dweck, 2006) and boost their self-efficacy (Bandura, 1977). Through the use of the learning pit as a reflective and assessment tool within my lessons, learners demonstrated over time a 'I can't do it YET' attitude towards learning and the depth of learners' reflections upon learning improved. I shared my classroom-based practice with teaching staff in a staff meeting and with my support, all classrooms now use the learning pit as a self-assessment and growth-mindset tool for teaching and learning. As a practitioner, I can be critical with teaching and learning strategies. There have been occasions where I have trialled a teaching and learning strategy with my learners and it doesn't work so I have to adapt to suit my learners' needs.

3. Critically select and apply the most appropriate learning and teaching strategies in order to enhance the attainment of a group of learners.

Throughout my teaching career I have observed, developed and deployed a range of teaching strategies in order to enhance the attainment of a group learners. The importance of inclusion and all learners achieving is at the heart of education. I have selected and applied a range of strategies within my teaching to enhance the attainment of a group of learners. These include collaborative learning, high expectations, appropriate scaffolding, key questioning and the accurate use of data to monitor and track progress. I also believe that parental engagement is key for enhancing attainment for all learners. A strong and supportive link with home has been even more significant and vital for learner's progress due to the Coronavirus pandemic. The need for links with home in order to support learner's wellbeing and education is crucial. In my classroom, I believe in a culture of nurture, love and care in order to support learner's wellbeing, I have observed that raising attainment cannot occur unless firstly, learners feel cared about and their classroom is a place of positivity with a teacher who supports their mental health and wellbeing. I have observed this notably with disadvantaged and vulnerable learners who made significant progress whilst working in a small group in school with myself during the lockdown of early 2021.

4. Engage with critical dialogues about pedagogy and practice and evidence and share their professional practice.

I have worked closely with colleagues in my school and with others during cluster meetings to engage in critical dialogues about pedagogy and practice. In a range of staff meetings, we have discussed and critically evaluated our learning and teaching strategies as a school and I have listened to experienced colleague's findings in order to inform my own teaching. There has been a range of opportunities where I have had to share my professional practice with others. I have delivered staff-training events as part of staff meetings based on my practice. These included a staff training event on the use of yoga to aid learner's wellbeing, staff training on Jigsaw; our school's new Health and Wellbeing scheme, staff training on the effective use of the learning pit and a presentation to SLT and Governors on my teaching and learning strategies when planning and teaching through the four core purposes. When I returned from Sweden, I had gained an incredible insight into the Swedish education system and the effectiveness of outdoor learning. I shared my findings with staff in my school and we have worked as a team to improve our outdoor learning area and to ensure outdoor learning is now part of our weekly planning and teaching. I presented the outcome of my findings from my visit to Sweden and the positive effect my findings have had on learners to colleagues from Erasmus. This was a great opportunity as it also allowed me to listen the findings of other colleagues from a range of schools across South East Wales and implement these findings back in my school.

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.

Applicant Reflection and Evidence

1. Critically analyse and synthesise relevant empirical evidence, including education literature and policy documents.

Analysing and synthesising relevant empirical evidence is a feature of evidence-informed practice that is forefront of the new education system in Wales. Throughout my teaching career and time at University I have been able to use a range of research methods to scrutinise and analyse education literature, policy and relevant documents. I have received staff training on research techniques for professional research in order to carry out evidence informed practice. Some of the research techniques learnt have been deployed in order to effectively analyse a range of sources. Notably, I have found experimental research techniques useful, in which I research a teaching method and the theory behind it and then carry out classroom based action in order to gather results to analyse. For example, when researching teaching strategies to support my learners to be 'enterprising, creative contributors', I carried out research and found the 'Five Dispositions Model' (Lucas, Claxton and Spencer , 2013). This model can be used to assess and develop the five core dispositions of developing a creative mind. I assessed each group of ability learners using the five dispositions model and then analysed the results in order to plan and provide activities to develop the core dispositions my learner's needed to develop.

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.

As part of my role as Class Teacher I have had opportunities to critically analyse and synthesise data in order to gain an insight into pupils' achievement. This insight has helped me make decisions making in order to plan for and deliver the appropriate skills in order to allow learners to make progress based on prior data. I have had the opportunity to analyse data in order to target set, effectively differentiate and track progress. Data such as GL assessments, MaLT (Maths assessment for Learning and Teaching) and National Tests have been used to analyse progress and to make decisions regarding pupils who may need to access interventions. I have also had the opportunity to assess early phonics every 6 weeks as part of Read Write Inc. assessments, which has allowed me to gain an up to date insight on the progress of my targeted pupils who require early phonic interventions. As part of my role as Health and Wellbeing Lead I have analysed data on a local and national level when Key Stage two pupils carried out the HAPPEN survey, a health and wellbeing questionnaire focused on pupil's physical and mental health and compares data with schools in Wales. I used this data to effectively plan and deliver activities, which would improve our pupils' physical and mental health. The data I have collected and analysed at a local and national level have been used to inform the School's Development Plan (SDP) in order to set future targets.

3. Demonstrate knowledge of curriculum, pedagogy, assessment and inclusive practice appropriate to their specific Areas of Learning and Experience.

During my time as a student, I gained insight and experience into planning and teaching through the use of the 2008 Curriculum for Wales and had experience planning and teaching through the New (2022) Curriculum for Wales. However, it has been during my time as a Class Teacher that I have gained a great amount of knowledge delivering and planning through the New curriculum for Wales. I have demonstrated an ability to plan and deliver rich and authentic learning experiences through the four core purposes and across all six AoLEs. I have also attended updated training on the New Curriculum for Wales, which has given me an opportunity to analyse my current planning and the school's provision to assess whether we were meeting the New Curriculum for Wales' objectives. I then adapted my planning and teaching to ensure I was planning rich and authentic learning experiences for pupils in line with the new curriculum. During my time at University, I

demonstrated a knowledge of pedagogy through research of a range of pedagogies. This gained knowledge of a range of pedagogies is used in my teaching. For example, I use Maslow's Hierarchy of Needs daily within my teaching to ensure pupils are ready to learn.

4. Reflect critically upon the manner in which the learning environment and resources can be structured to support effective learning.

I have had a range of opportunities to reflect critically upon the manner in which the learning environment can be structured to support effective learning. I use a range of interactive working walls within my classroom to engage learner's within the environment. For example, I have a Literacy working wall and a Mathematics and Numeracy working wall with a range of Literacy/Numeracy resources and challenges to aid learners to interact and engage with their learning environment. I believe the learning environment can be a key tool for scaffolding by having a range of resources readily available for pupils to help support with their learning. On my Literacy Working Wall, there a range of word maps and examples which pupils are able to independently use to support themselves. As part of my Mathematics and Numeracy working wall, pupils are able to access a range of concrete resources to support their learning and can view a range of pictorial and abstract representations. I have also reflected on the importance of celebrating learner's achievement through key use of the learning environment and have learner's work and achievements displayed within the classroom to celebrate achievement and boost self-esteem. As a Year 3/4 Teacher, the importance of the transition from Foundation Phase to Key Stage Two is at the forefront of my practice especially during the Autumn Term. I have incorporated a range of continuous provision stations into my classroom to support the transition from Foundation Phase to Key Stage Two.

5. Critically analyse and evaluate their own values and beliefs concerning teaching and learning in order to develop as a reflective practitioner.

I have had the opportunity to reflect and analyse my own values and beliefs concerning teaching and learning in order to develop as a reflective practitioner. Through staff training events, analysing my teaching and my planning through the new curriculum, I have considered the positive aspects of my teaching but also the areas for development. During my time as a student, I was able to reflect on my teaching through detailed lesson assessments and do this now, as a Class Teacher, in order to inform my future teaching and planning. I have reflected on my own values and beliefs through a process of self-evaluation and self-observation. Recently, I have completed a whole-school training event in the process of 'Walk Thrus' which are five step guides to professional development, I filmed myself teach and then analysed the footage, identifying the achievements of my lessons but also the areas of development within my practice. I believe critical reflection into my teaching, values and beliefs is critical in order to continually improve and develop as a teacher.

3. Collaborative and Professional Practice

Module Intended Learning Outcomes

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

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.

Applicant Reflection and Evidence

1. Critically analyse and reflect on schools as learning organisations.

The majority of scholars view learning organisations as a multi-level concept involving individual behaviour, organisational-wide practices, teamwork, and culture. A school is primarily a learning organisation in which the beliefs, values and norms are those which support sustained learning for all. In Wales, the development of schools as learning organisations has grown in significance with the introduction of the 2022 New Curriculum. A School as a learning organisation (SLO) is a place where everyone, Senior lead team, all staff, Governors, pupils and other stakeholders including the local community work together in order to explore ideas, views and ideas to create a plan for the vision of the school. I have been able to reflect on the importance of this throughout my teaching career thus far and have been able to analyse the effect of considering all stakeholder's views in order to create a learning organisation, which has its community's interests at heart. I have been able to reflect upon our school's provision and curriculum design to edit to provide experiences which are suitable for our learners and the community they live in. Every term I have reflected on the importance of parent/carer input into their child's learning and have involved parents/carers in the planning process of new topics in order to gather ideas and consider what is important for everyone. I also have had the opportunity to reflect on the importance of SLOs due the Coronavirus pandemic. A school is not just a place for teachers and pupils, it is a significant part of the community and in my experience, it is the heart of the community, providing support and care not only for pupils but also for the community.

2. Critically evaluate a learning culture that promotes continuous Improvement to support the curriculum.

Continuous improvement to support the curriculum is of significance importance in order to improve learning, support learners to achieve, ensure continuous professional development and to promote effective curriculum design. An example of a learning culture which promotes improvement to support the curriculum is a culture of knowledge enquiry and sharing. This is key to improving the curriculum. I have observed that staff have a range of expertise and talents which can be harnessed and used to support the curriculum. As a Primary School practitioner, you are expected to have a wide depth of curriculum knowledge in order to teach a range of AoLEs. I believe to improve the curriculum, staff interests and expertise should be considered in order to support each other and share good practice. I have been involved in tracking the progress of the Health and Wellbeing AoLE as part of the School Development Plan targets. As part of this target setting, I have considered and asked for feedback on the expertise of all staff in order to design a suitable AoLE which aims to improve pupil and staff wellbeing through achievable targets.

3. Apply theoretical models relating to collect and critically analyse data in relation to school improvement.

As part of my role as Health and Wellbeing lead, I have had experience applying theoretical models to collect and analyse data in relation to school improvement. For example, I have collected data in regards to the HAPPEN survey, a health and wellbeing questionnaire focused on pupil's physical and mental health. The data collected from the survey has allowed me to work with SLT to set targets as part of our SDP which support and improve our pupil's physical and mental health. I have been involved with regular evaluation of the SDP and other school improvement documentation, which I believe, is a critical part of raising standards. As a school the RAG (red-amber-green) rating model is used to map out progress towards each target and is a visual way of establishing realistic timeframes. I have had some experience using this model when measuring the progress towards the Healthy Schools Quality Award and our Eco-School's platinum flag. I believe the RAG rating model has been an effective tool used to critically analyse and track progress. I am also working alongside SLT on achieving Level 1 of Gwent's Whole School Approach for Mental Health and Well-being. During this virtual course, I have engaged with many professional dialogues.

4. Collaborative and professional practice is an important aspect of the school community.

Professional learning is continuous and teachers and SLT are responsible for the impact of professional learning on student progress and achievement. Effective collaborative practice can support and improve planning, teaching and learning. It strengthens teaching practice and learning across all areas. There are a

range of characteristics to collaborative practice, these can include collaborative learning with pupils and working with practitioners to improve planning and curriculum design. I believe working with other practitioners is of key importance within a school. I have observed and demonstrated a range of collaborative practices with other staff members. Notably these include, celebrating each other and sharing successes, working with SLT to set goals and track the progress of these goals and effectively problem solving with each other. We have recently developed a peer mentoring system in which teaching staff coach each other by observing teaching and then advancing through five steps to improve an area of development. These supportive, non-critical and professional conversations which focus on the positives of teaching practice, allow each peer to reflect on practice in a have been very useful in improving teaching and learning in a non-scrutinising, critical manner.

5. Evaluate critically methods for raising standards and improving pedagogy that will enhance the quality of learning and teaching across an organisation.

There are a range of methods which I have observed that can be used to improve pedagogy in order to enhance the quality of learning and teaching across an organisation. An example of a method to raise standards is continuous professional development for all staff. The importance of professional development throughout one's career is important for the learning and development of new skills to enhance current practice and the quality of learning for pupils. This can be achieved through staff training events, professional research and enhancement days. In my opinion, staff should be able to choose how they professional develop, guided by the SDP but also develop in areas that they feel are a personal area of development. As a teacher I think an important method for raising standards and improving pedagogy is, assessing one's own practice against the teaching standards to continually ensure the quality of learning and teaching is improving. I have found this is a useful tool for personal development. As mentioned previously, another method that I have experienced to raise standards is collaborative practice. The method of peer-mentoring through coaching has been particularly useful in improving my pedagogy for myself as I have had professional conversations which are supportive and set achievable goals.