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.

Part 1 (to be completed by all applicants)

Full Name	████████████
Application/student number	███████
Date of Birth	██████
Email address (this should be your primary email address and will be recorded on your EWC record)	████████████████
Language of study (English / Welsh)	Welsh
Teacher Reference Number (TRN)	████
Current position and employer	████████████
Sector (Primary / secondary / special etc.)	3-19 school (Primarily teach in Secondary phase)
Date NQT induction completed	██████

Part 2. Statement of Support (all applicants)

This should normally be from your Headteacher or other relevant senior colleague/manager, but may also been 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 here

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	x
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

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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 here

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

Name: ███████████

Date: ████████

Applicants may choose to opt out of the data sharing process at any time by contacting us.

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

I developed an interest in pedagogy during my PGCE in 2012 where I gained 40 Masters level credits (please see certificate and transcript attached to online application). I am submitting these 40 credits alongside the statement below to prove I have the relevant experience to meet the intended learning outcomes for the 20 credit module, *Pedagogy and Practice.* I believe that I have, therefore, met the 60 credit requirement as Recognition of Prior Learning in place of Year 1 of the programme. Should I be unable to use my 40 Masters level credits from my PGCE, I am able to provide evidence of how I meet the required learning outcomes through experience for the other named modules in the first year upon request.

I consider that I have met the four module intended learning outcomes for the *Pedagogy and Practice* module as a result of my practice and experience since my PGCE, as outlined below:

1. Since completing my PGCE, I have continued to keep up to date with pedagogical literature which has informed my practice, both within the classroom and as a Curriclum Leader (as Head of Department, a role I have held in two different schools in different contexts, one urban and one semi-rural school with vast and varied catchment areas; and now also as a member of the senior management team as Senior Teacher with responsibility for the new curriclum).

   I have, therefore, built up extensive experience using different pedagogical strategies within individual lessons and when planning the Geography / Humanities curriculum across Key Stages 3, 4 and 5. My practice is of a consistently high standard as evidenced by performance management reviews which I have passed every year and my successful application to move to the Upper Pay Scale, based on evidencing a high level of competency in the teaching standards.

   I have also been a part of and have taken the lead on several aspects of planning for and implementing the Curriculum for Wales, including planning the Humanities AoLE curriculum for year 7 and taking on a role shadowing the Headteacher as they developed the school's curriculum vision and shared this with staff. In my new role I have responsibility for implementing the new curriculum across the school with other responsibilities including developing pupil voice, developing professional enquiry for staff and 'challenge and broadening pupil horizons'.

   As part of these roles, I have a great deal of experience in supporting and enhancing the achievement of learners in my care. This has been demonstrated in my daily teaching practice, where I have ensured that all learners are appropriately challenged and supported by planning lessons carefully based on pupils' individual needs and appropriate pace, which is one of the key principles of Curriculum for Wales (2022).

   Key to supporting the acheivement of learners is the continous process of assessment for learning, where formative assessment is key to pupils recognising their acheivement and taking ownership of and managing the next steps in their learning, as Dylan Wiliam has extensively written about. In my classroom and in my curriculum planning, the principles of assessment for learning are embedded because I believe it is key to ehancing learners' achievement. Examples of this include creating success criteria with pupils, regular self-assessment across all Key Stages with pupils taking increasing responsibility for improving their own work. Another key part of formative assessment is regular teacher feedback, with pupils having an opportunity to respond to improve their work. I have trialled several marking and feedback strategies outlined in the Mark, Plan, Teach book by Ross Morrison McGill for this purpose.

2. Throughout my teaching and curriculum planning, I have constantly drawn upon a range of learning and teaching strategies to carefully consider which strategies best suit the intended learning outcomes. One strategy I draw upon regularly is learning through geographical enquiry by

using the framework set out in Margaret Roberts book, *'Geography through Enquiry'*, which incldues four main elements, which I will outline along with an example of how I have implemented this.

Firstly, Roberts emphasises the importance of creating a *"need to know"* and I enable this by using starter activities that spark wonder or cause pupils to question, for example, in the year 7 Plastic Pollution unit, my hook activity was asking questions about a picture of a pupil in year 2 in our on site primary school holding two black rubbish bags in the school field. This led to us creating an enquiry question focusing on the extent of rubbish on the school grounds and how this could have local and global consequences.

We then moved on to the second step of Roberts' enquiry approach, which is "*collecting data*", where pupils were able to choose and create data collection sheets, which we then used to gather data.

Next, we *"made sense of the data and made connections"* by presenting the data and analysing it to describe and explain patterns and explain the impact of the plastic on the school grounds. We were also able to link this to previous learning about ocean plastics.

Finally, we *"reflected on learning"* by analysing the strengths and weakenesses of our enquiry and discussed the way in which we had learned the information and how we had used and developed our skills. We also reflected on how we could transfer these skills to other contexts.

The above four principles of Roberts' enquiry model are important in engaging pupils and ensuring they are active participants taking responsibility for and shaping their own learning. This is also a key element of the Curriculum for Wales as outlined in the documentation, and so after using this method successfully for a number of years, it will be a key feature of future planning.

However, there are times when pupils benefit more from direct instruction as a teaching method, particularly at GCSE and A Level, when learning about complex processes which need to be carefully explained and modelled. In order to ensure pupils have learned the information, they must be given the opportunity to practice, which is regularly done by answering past paper questions. To ensure pupils retain this information and remember it, it is important that retrieval practice is built into schemes of work, ensuring that pupils are regularly retriving the information from their long term memory, increasing the likelihood of them remembering the information and being able to make links between prior learning and new learning. I have read and used many strategies outlined in books by Kate Jones about Retrieval Practice, and within my subject have found this approach particularly useful in helping pupils remember definitions for key words and facts, which they can then apply in various contexts, enriching their work and increasing the quality of written answers.

One of the school priorities is to develop pupils' oracy skills and I have researched different techniques and strategies used, for example, by Voice 21, e.g. explicitly teaching listening skills. I have implemented this by using strategies such as the listening ladder, which has been effective in ensuring pupils are listening to each other and able to respond appropriately, as evidenced in a GCSE debate lesson about Greenfield and Brownfield sites.

I consistently reflect upon and evaluate the impact of teaching strategies used by using evidence from within my classroom and the classrooms of other teachers in the department. I do this by my own observations, analysing attainment data and discussions with others (including fellow teachers and line managers) and through using pupil voice. This allows me to continually adapt and improve lessons and the Geography / Humanities curriculum. In addition to this, I prepare the

department's self-evaluation plan which then feeds into the school self-evaluation. After reflecting on our progress and pupils' and groups of pupils' attainment and writing the report, I create a departmental development plan which is used to drive improvement in pupils' learning and outcomes.

3. Integral to my role as Classroom Teacher and Curriculum Leader is ensuring that the attainment of all groups of learners are enhanced, and therefore that the most appropriate learning techniques are selected. This has been done by differentiating work for pupils and classes to ensure an appropriate level of support and challenge, e.g. ALN classes in Key Stage 3 who have required more scaffolding for extended tasks and more emphasis on developing tier 1 and 2 vocabulary in addition to tier 3 vocabulary. Other examples of differentiation include using pupil reading scores and ages to plan tasks effectively and select, adapt and create appropriate resources that will develop pupils' reading skills, e.g. when selecting articles for a year 9 task on deforestation, I selected information and articles from a number of sources and simplified the language in some articles for different groups. I also created glossaries down the side of some articles so pupils could understand the vocabulary in the piece. I also discuss the etymology of words and make links to other words pupils may have prior knowledge of. As discussed in Alex Quigley's book, *Closing the Vocabulary* Gap this is key to helping pupils remember key vocabulary. This is particularly crucial in our school context as a Welsh medium school, where a large percentage of pupils are from non-Welsh speaking backgrounds.

    I have also selected strategies to enhance the learning of More Able and Talented Pupils. In order to stretch and challenge these pupils, I have introduced more extended writing at GCSE with a higher focus on questions that develop synthesis and evaluative skills and more time spent in lessons in developing these skills. One example of how I have done this is by creating research tasks, followed by oracy focused debate tasks and then an extended exam-style question. This has led to pupils developing the information and vocabulary required to respond comprehensively to the question. This, along with other strategies, has led to an increase in the percentage of A*/A grades at GCSE level from 16% in 2016 to 21.7% in 2019 and 27.8% in 2020.

4. During the course of my career, I have had numerous opportunities to engage in dialogue with others about pedagogy and practice. One way in which I have done this is through curriculum planning within the department, where I have worked with members of staff with varying levels of experience to discuss units, themes, approaches and curriculum sequencing. I have also had the opportunity to work with teachers and Curriculum Leaders from other subject areas to co-plan the Humanities curriculum for Year 7. This has been an opportunity to share different pedagogical strategies from different subject areas and I have been able to adopt some of these within the Geography curriculum, e.g. different ways of analysing sources.

    I have also been involved in learning triads with Curriclum Leaders of Geography in other schools, where we completed lesson observations, book and documentation scrutinies and critically evaluated each others' work, sharing best practice and reflecting on our own practice leading to change and improvements within schemes of work, for example, I implemented a new system for A Level pupils to monitor their own progress and become more independent as a result of one of these sessions.

    Another way in which I have been part of critical dialogue about pedagogy and practice is through working on our school Progression Policy which is being adapted in line with the new curriculum. I have critiqued the existing policy and worked with members of the senior management team and Ross Morrison McGill to formulate the new policy. The policy is based on McGill's framework of Mark, Plan, Teach but I was part of the team who have adapted this to meet our school's individual needs. One of

my key contributions was in the *Planning for Progression* part of the policy, where I have drawn upon the ideas of Bruner's spiral curriculum in order to ensure that staff are planning to revisit key disciplinary skills within the What Matters Statements of the new curriculum and increasing the level of challenge at each stage of revisiting, but by studying different contexts. The idea behind this is that pupils will gain an increasing depth and breadth of knowledge and increasing sophistication of skills, which links to the Principles of Progression outlined in the proposed Progression Code for the new curriculum. A critique of this method is that pupils may not revisit content and skills for some time, and so may forget, but the solution I have outlined to aid pupils in remembering these, involves carefully planning opportunities for retrieval practice and spaced practice. My next steps are to gather feedback from other stakeholders including staff, governors, parents and the school council in order to further develop and adapt the policy before implementing it.

I have also shared my own practice on several occasions throughout my career. I have delivered several INSET sessions within my own school, concentrating on the following topics: creating engaging resources, assessment for learning, differentiation, introducing the new curriculum, and progression within the new curriculum. I have also delivered a session in an INSET session in another local school about effective feedback and marking. In addition to these sessions, I have delivered and engaged with student teachers and newly qualified teachers to present and discuss how to plan units using the principles of the new curriculum and on effective feedback and marking. In addition to the above, I have also mentored student teachers successfully, both sharing my own practice and giving advice and coaching them to develop their own practice successfully.

I have also attended CPD courses on Aspiring Leadership organised by Cadoxton Primary School and the National Academy for Educational Leadership. On this course, I developed a great understanding of enquiry and research models and of effective coaching models. This will be particularly useful in my new role, with organising professional enquiry for others and engaging them in professional dialogue in order to develop the vision of the School as a Learning Organisation.

I also represented the school in the online *Beyond Covid* national conversation where I was able to engage with others about the challenges faced by pupils, teachers and school leaders due to covid and the impact it had on effective teaching and learning.

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

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