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| **PAL Leader Plan week 1** | | | | | |
| **Name:** **Date:** 16/09  **Course covered in this session:**ITE PRIMARY EDUCATION **Number of students expected: 28-30** | | | | | |
| **OPENING**  **How will you open your session?** | **Aims for this session:** Introduce PAL, ourselves, our role \*facilitate learning, set expectations (to turn up, promote attendance 6-12% increase grade for those who attend consistently) PASS OUT NAMETAGS. Informal chat: get to know students, how their first week has been, who they’ve met, and what events they have been to, INFORM FRESHERS ABOUT FAIR. Find out class age group preferences, predominantly upper or lower primary? Who lives on campus and who travels in.. if only one session not worth it, MAKE US AWARE | | | | |
| **MAIN PART** |  | **Time**  **Required** | **Aims for this activity** | **Resources to be used/**  **Room layout** | **Techniques**  **(i.e. group discussion, think-pair-share, etc.)** |
| **Activity 1**  ***BALL GAME*** | **10/15 mins** | - Learn names of students  - Demonstrate good pedagogies they can use in school settings, especially EYFS and PSED in raising self esteem, movement (kinaesthetic learners style) | Ball to pass/role  Sit in circle/open space floor, tables to the side. | **Circle time technique, all sat on floor, casual informal.** |
| **Activity 2**  ***TOUR*** | **20 mins** | - Familiarise themselves with some key places, explain where useful resources can be! | - ERC/LIBRARY WITH CHILDRENS BOOKS, COMPUTER AREAS, CAFE, info hubs🡪 signposting.  - Maps for other areas | - Small groups, get talking to some students |
| **Activity 3**  ***Worries/Fears/Excited for...*** | **15 mins** | To understand classes initial concerns and identify future potential sessions we can do to overcome these e.g. presentations, essay skills  ANONYMOUS, people more likely to engage | Post it Notes | Think – pair- group share  \*anecdotes from ourselves |
| **Activity 4**  ***INFORMATIVE DISCUSSION*** | **30 mins** | - 4 modules, FACEBOOK, Blackboard, show, navigate, get students to do.Folder organisation, KAREN MENTIONED\*  Timetables, Layout of S Block, Travel expenses on placement, Car parking  - GENERAL QUESTION AND ANSWERS | \* PHONES – DOWNLOAD UWE APPS, ADD TO FB GROUP | PAL led discussion, whole group talk, geared towards student needs. |
|  | **Activity 5**  **PLACEMENT** | **10 mins** | To understand expectations, behaviour dress code. KAREN MENTIONED | Flipchart paper  Sweets for winners. | Group work, drawing/brainstorm |
| **CLOSING**  **How will you end your session?** | **Summary of points covered:**get class to respond, what have you learnt/discovered, who are PAL? Where can they contact us, we’re going to help  **How will it link to next session:** worries arise direct next session, FB polls/talk in group will determine what students want to do next so need to join, any questions can’t answer will find out for next week. **END: WE’LL SEE YOU NEXT WEEK!** | | | | |

**PAL Leader Reflection/Action Plan**

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| **Name: Number of attendees: 26**  **Date: 20/09/2015** | | | | | | | |
| **What worked well?** | | | The game was a good starter to introduce people and the class responded positively to it.  - Highlight was group discussion on the class worries, students were all participating in talk and expressing concerns which we can draw upon later in the year.  - Planning was sufficient (including back up activities) and time management of the session was good, students left on time and the whole 2 hours were filled | | | | |
| **What didn’t work well?** | | | - It went okay but greater emphasis maybe could have been put on the purpose of PAL and what PAL is, maybe if repeated id write some rehearsed/written lines just for greater clarification, especially as this was in our introduction and i was slightly nervous on speaking so wasnt especially concentrating on what was said, at times i therefore got a bit repetitive!  - The tour was fine but maybe the groups were too large in regards to all individuals speaking and listening sufficiently, in future any group work is more effective when the class split into 4 not 2 as we carried out later in the sessions. | | | | |
| **Would you do anything differently next time?** | | | Have greater feedback from the students on the closing, would help direct future sessions on needs and preferences of the students.  I would put a time limit on group discussion, we were finished at different times and i feel it would have been more beneficial bringing the group back together as a summary and whole group discussion to find similarities/differences etc.  - More physical movement and group working activities student led rather than by the PAL leaders, not really appropriate for the first session as their was no academic content to go over | | | | |
| **What skills have you used/developed in this session?**  **Are there any skills you feel you need to develop further?** | | | I have developed my skills in public speaking and presenting, and by the end of the session i felt significantly more confident. This is something i need to continue further with though, becoming competent infront of a whole class is something i’d like to progress with in terms of teaching and becoming a more efficient PAL leader.  Questioning, i need to practice using different forms of questions, as i found sometimes my style was quite repetitive. Include more hypothetical etc. | | | | |
| **ACTIONS for yourself** | | | * Relevant information to share with your peer Leaders or PAL Office through FB or email?   Class register not working online in module, informed Paolo after session   * How will you encourage more students to attend your sessions?   Interact with on FB groups, plan to their needs and requests during the week | | | | |
| **What will you be covering in the next session?**  *Blackboard, Expectation for Placement as a key concerns raised in group discussions* | | | | | | | |
| **PAL Leader Plan week 2** | | | | | | | |
| **Name: Date: Thursday 24th September**  **Course covered in this session:**  Primary Education ITE **Number of students expected:** ……… | | | | | | | |
| **OPENING** | | **Aims for this session:** Ask how their week has been.Discuss expectations of placement, Clarify issues e.g. how to use blackboard (feedback from FB many struggling with it!) | | | | | |
| **MAIN PART** |  | | | **Time**  **Required** | **Aims for this activity** | **Resources to be used/**  **Room layout** | **Techniques** |
| **Activity 1**  **PEDAGOGY SPLAT** | | | **15 MINS** | Learning PAL leader’s and PAL students names.  Relax the students in an informal environment.  Learning key terms for this module.  Think about what teaching involves | Tables on outside of room, set out in groups. Allowing a circle to be formed in the middle. | **Whole class activity/game** |
| **Activity 2**  **ISSUES ARISING FROM LAST WEEK** | | | 15 MINS | * To clarify any concerns regarding; money, placement (support/distance), presentations, organisation.   To support the students to feel less worried about these concerns and encourage the group to support each other by sharing tips, advice.  JO’S EMAILS ABOUT QUESTIONS, GO THROUGH | * Finance booklet * Signposting finance info hub (by the main library) * Travel expenses form | * **Group discussion** * **Think- pair - share** |
| **Activity 3**  **BLACKBOARD** | | | **10 MINS** | * Go through each course, what module * Set task to find certain things e.g. action plans * Get students more competent in navigating to come up and show others   Show how to search e-books through the library/referencing tool online also | * Flipchart paper * Pens * Sticky Labels | * **Small group work** |
| **Activity 4**  **PLACEMENT EXPECTATIONS** | | | **15-20 MINS** | * To discuss placement expectations and behaviours. * To identify the ‘perfect’ and ‘bad’ placement student. (Students to choose how they illustrate this, either on paper or acting it out!)   Present back to the group | Computers | **Potential show whole class**  **Then split onto separate computers if room allows it and have students do it individually so can give one to one support** |
|  | **Activity 5**  **Folders/Reflective log**  **\*Back up activity** | | | **\*\*** | * To inform the students of what folders they may require and what data needs to go in each one. E.g. Core, placement folder, PDP, K & U sheets. * Examples of how we each arranged folders   To encourage the students to think of ideas of how to organise their folders effectively. | * PAL leader’s folders   Email Karan (Module leader) to gain information on the exact modules the students will be doing. | **Group discussion** |
| **CLOSING** | | **Summary of points covered: :** briefly repeat Placement, folders, key terms. ***ASK FOR FEEDBACK, WHAT STUDENTS PARTICULARLY LIKE ABOUT THE SESSIONS, ANYTHING THEY WANT MORE OF E.G. GAMES***  **How will it link to next session:** Act upon feedback, adapt next session to students needs | | | | | |

**PAL Leader Reflection/Action Plan**

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| **Name: Number of attendees: 26**  **Date: 25/09** | |
| **What worked well?** | - Game as a whole was popular, relaxed the mood and helped us continue to learn first year students names, was teaching orientated to correlate still to the course.  - Generally we answered all the students questions on the whole successfully.  - The placement activity done in groups was a good opportunity to interact with the students and get them thinking, encouraging the session to be more interactive. It also provided an opportunity for questions in a more private forum for those who maybe did not want to speak infront of the whole group |
| **What didn’t work well?** | - Going through blackboard was difficult as we hadnt done it prior to before and some things were different to last year, was not succinct and organised, could have been explained more efficiently  - Some PAL leaders repeated each other unintentionally  - The game although generally went well could have been explained better to begin with as some confusion to the rules |
| **Would you do anything differently next time?** | - More group working than PAL leaders taking the session from the front the majority of the time. I think it operates better as a more interactive session and smaller more interactivee groups.  - Rules of games preplanned and maybe displayed on the board for all to refer to. |
| **What skills have you used/developed in this session?**  **Are there any skills you feel you need to develop further?** | - Whole group speaking, answered a fair number of the questions stood at the front, gaining in confidence  - Practiced group faciliation, asking prompt questions.  - Need to improve on general questioning, especially in whole class contexts to encourage more dialogue within the group. |
| **ACTIONS for yourself** | * How will you encourage more students to attend your sessions?   Currently having full attendance |
| **What will you be covering in the next session?**  *Going over expectations for placement, reflecting on what they wrote... maybe giving dilemma situations.*  *Reflections*  *Book Club* | |

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| **PAL Leader Plan week 3** | | | | | |
| **Name:** **Date:** 28/09/2015  **Course covered in this session:**  Primary Education ITE **Number of students expected:**27/28 | | | | | |
| **OPENING**  **How will you open your session?** | **Open: PEEK-A-WOO**  **Aims for this session:**  Go over expectations for Placement, develop skills of reflection, to explore the logs involved in book club and generate ideas through group talk. | | | | |
| **MAIN PART** |  | **Time**  **Required** | **Aims for this activity** | **Resources to be used/**  **Room layout** | **Techniques**  **(i.e. group discussion, think-pair-share, etc.)** |
| **Activity 1**  **PEEK-A-BOO** | 5-10 mins | - PALs to continue learning names of group  - Useful pedagogy, could adapt for class use  - pedagogies, adapted e.g. english words | Flipchart Paper/Sheet  All students lined up, all but front two faced the opposite direction (PALS DIRECT GAME) | PALS MODEL ACTIVITY, make game clear \*Improvement from last time  Whole class game split into 2 - COMPETITION |
| **Activity 2**  **Placement** | 5 mins | - Clarify some things brought up last week, expand e.g. respect adult -> children too  Other characteristics, situation dilemmas? What would you do if...? \*IMPARTIAL AS INFLUENTIAL, FLEXIBLE. GET YOURSELF INFORMED, OBSERVE PROPER BOUNDARIES. | Flip chart sheets from last time  Powerpoint slide | Whole class talk, no response > think – pair – share |
| **Activity 3**  **Challenge and Reflection** | 25 – 30 mins | **-** To develop reflection skills  **Challenge: in groups to build the tallest tower. Be intentionally vague to demonstrate point for reflection. Self reflections on the activity, go through what you should be thinking about on the board.** | Square cardboard pieces, cellotape, flipchart sheets  Group tables – layout - prize  PowerPoint slide - reflection questions | Competitive Game/Challenge, involves group discussion  Self-reflection > Think-Pair-Share |
| **Activity 4**  **Book Club Run Through** | 15 mins | - Demonstrate how book club works, introduce the pro-forma used and their purpose  - Encourage students to think how book could be used for cross-curriculum working | Book Club pro-forma’s  Popular Children’s Books: 1 or 2 per table | Group working and presenting brainstormed ideas to rest of the class |
| **CLOSING** | **Summary of points covered:** placement expectations, reflections, book clubs – core portfolio  **How will it link to next session:** teacher standards on placement, guidance and expectations, another book club activity expanding on reading skills and how you can use props etc... | | | | |

**PAL Leader Reflection/Action Plan**

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| **Name: Number of attendees: 26**  **Date: 30/09** | |
| **What worked well?** | - General participation and engagement, session was more interactive and group orientated, more aligned with the 70-20-10 principle  - Powerpoint slide,succinct, helped direct session and ensured it ran smoothly, worked as a reference point to ensure not repetitive  - Book club brainstorming, opportunity for PAL leaders to integrate with smaller groups and facilitate rather than lead from the front. Really good ideas fed back to group, proactive as contributes to their core presentation at end of year and feedback obtained was want more activities orientated this way. Also giving and showing them key materials like the pro-forma proved beneficial. |
| **What didn’t work well?** | - Game, mainly due to overpredicting the amount of available space in the room, modelled but still some confusion as to the rules, BUT FLEXIBLE, adapted quick – skill necessary for teaching (relevant to own professional development)  - Time management, unfortunately ran slightly short at the end, simply needed to bring the group back in 2/3 minutes earlier than we had done, misjudgement of time.  - Group planning, lack of input and time led to myself planning whole session and only others giving feedback if liked or wanted to change the content, need to delegate activities better in future if unable to meet up.  -Occassions interupting/talking over others, need to allow each other more opportunity to speak as a group. |
| **Would you do anything differently next time?** | - Resources  - Earlier planning, and more effort put into them, whole group needs to make time available.  - Randomisation, same people sit together, need to encourage more whole class talk by having people familarise themselves with others in the class |
| **What skills have you used/developed in this session?**  **Are there any skills you feel you need to develop further?** | Public speaking, as most informed i essentially led the session, helped my confidence in whole group speaking further.  Questioning to encourage and promote greater talk, often find they are in the same style, need to become more varied, keep relaying questions back to the group... general skill all PALs could work on to ensure 70-20-10 talking ratios! |

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| **PAL Leader Plan week 4** | | | | | | |
| **Name: Date:** 08/10/2015 SESSION 4  **Course covered in this session:** ITE Primary Education **Number of students expected:** ……… | | | | | | |
| **OPENING**  **How will you open your session?** | | **Aims for this session:**  \* Mix students up and organise them by colours and numbers so that they interact with different people and numbering them will allow them each to have a role in the session.  \* To be more informed about referencing and how to paraphrase.  \* To gain confidence when reading a story aloud. | | | | |
| **MAIN PART** |  | | **Time**  **Required** | **Aims for this activity** | **Resources to be used/**  **Room layout** | **Techniques**  **(i.e. group discussion, think-pair-share, etc.)** |
| **Activity 1**  **Blackboard Task Submission** | | **5 mins** | \* Mix students up and organise them by colours and numbers so that they interact with different people and numbering them will allow them each to have a role in the session.  \* To be more informed about referencing and how to paraphrase.  \* To gain confidence when reading a story aloud. | \* Blackboard  \* Room layout- they will be sat in groups on their tables to ensure whole-class discussion can be enabled | \* To stimulate group discussion with alternative peers, we will organise the students so that they work with different people this week. As PAL Leaders we will ensure that we work with different students compared to last week.  \* Partner work when consolidating steps of submission (from memory). |
| **Activity 2**  **Referencing Mix and Match** | | 10 mins | \* To signpost students to library website in order to develop their study/referencing skills.  \* To ensure students are aware of the difference between key referencing terms. | \* A pack of labels for each table with key terms and their definitions.  \* UWE library website – referencing | \* They will work as a table to match up the key terms with the correct definitions. This will promote group discussion as we will encourage the students to think about their role in the group and therefore everyone will have an equal opportunity to participate (collaborative learning).  \* 6.feedback |
| **Activity 3**  **Reading Proforma Tasks** | | **20 mins** | \* To provide students with the opportunity to grasp the skill of paraphrasing an extract.  \* To support the students in using the reading proforma form in order to be concise with their main points. | \* Handout of an extract from their reading for week 11 (1 between 2) \* Reading proforma form  \*BOARD POWERPOINT RECORD MAIN IDEAS | \* In pairs, students will converse with each other and finalise their main points from the extract. This will allow them both to share what they think are the key points to the text, which will put them in good stead for their future reading practice. \* 7.feedback  \*GROUP FEEDBACK ON THE BOARD |
| **Activity 4**  **Reading Activity** | | **25 mins** | \* To provide students with the opportunity to read aloud to their fellow peers, and therefore gain confidence in reading children’s literature, prior to their first placement.  \* To familiarise themselves with children’s literature. | \* Children’s books: \* 1.) Goldilocks and 3 bears \* 2.) Handa’s surprise \* 3.) Hungry Caterpillar \* 4.)The three little pigs \* Props for the books | \* 7 in a group – 1.picks book, 2. Reads, 3. Feedback, 4.re-read with props, 5.feedback. \* This task will involve peer critique, where they provide each other with a positive comment and one improvement for their future practice. |
| **CLOSING** | | **Summary of points covered:**  \* Techniques for academic reading. ; Presenting children’s literature to a group.  H**ow will it link to next session:**  \* Debate based on the student’s week 11 reading. ; Ideas for maths activities (placement prep). ***END: WE’LL SEE YOU NEXT WEEK!*** | | | | |

**PAL Leader Reflection/Action Plan**

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| **Name: Number of attendees:**  **Date: 08/10/2015** | |
| **What worked well?** | Reading Activity, despite initially unkeen, once groups began the activity there was full participation, introduction of props created another level, provided the opportunity also for discussion on cross curricular working using the books and props as a stimulus.  Extract – group brainstorm produced useful ideas in relation to the extract  Randomisation – individuals normally reserved/quiet more involved as not sat by friends so needed to collaborate more and random selection encouraged them to engage in activities more fully  Group activities on whole involved good conversation, adhering to the 70:20:10 goal |
| **What didn’t work well?** | - Blackboard, when demonstrating not showing step by step linear process, jumping to points isnt clear (promotes confusion)  - Managing the referencing activity; not all PAL leaders were clear to the definitions themselves.  - Extract, class didnt actually bring in their reading reviews as requested so less effective |
| **Would you do anything differently next time?** | - Have the group write down the brainstormed ideas, could reference to later when writing up reading reviews  Shortened the last activity slightly and have a summary. |
| **What skills have you used/developed in this session?**  **Are there any skills you feel you need to develop further?** | Questioning style, i feel ive developed my skills and forming different questions to encourage new ways of thinking. Intern commented good at relaying them back to the group.  Loud whole class speaking.  Body Language – too informal at times, when appropriate? |
| **ACTIONS for yourself** | How will you encourage more students to attend your sessions?  Respond to requests of being sometimes less structured, introduce study groups? |
| **What will you be covering in the next session?** | |

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| **PAL Leader Plan week 5** | | | | | | |
| **Name:**  **Date:** 14/10/2015  **Course covered in this session:** PRIMARY EDUCATION ITE **Number of students expected:** 28 | | | | | | |
| **OPENING** | **Aims for this session:**  Discuss feedback received from last session, Outline session, INTRODUCE PAOLO  Keep reinforcing the benefits and purpose of each activity in relation to meet the assessment criteria of the course. | | | | | |
| **MAIN PART** |  | **Time**  **Required** | | **Aims for this activity** | **Resources to be used/**  **Room layout** | **Techniques** |
| **Activity 1**  **Debate** | **20 MINS** | - In small groups, students given controversial statements to discuss.  - Aims include establishing to and against arguments, no distinct right or wrong answer  - Provide opportunity to reflect on their own values and opinions – forming teacher identities. | | - Resources: PowerPoint.  - Room layout: students will be sat on different tables to enable group collaborative learning. | - Think, pair, share.  - Group discussion (it was noted in last week’s feedback that P1 generally felt more comfortable working and discussing in smaller groups rather than whole class).  - Debate. |
| **Activity 2**  **Exploring Teaching Standards** | **15 MINS** | - In pairs, students will rank importance of the teaching standards most-least PAL Leaders will not immediately make it explicit that these are the statutory requirements in terms of teacher’s code of practice  - The aim by the end of this activity is to familiarise them with the teaching standards prior to beginning their first placements, understand their duty as teachers and what they will be assessed against and need to demonstrate on placemen | | - Resources: photocopies of the Teaching Standards.  - PowerPoint, picture of official document  - Room layout: group tables | - Selecting and ordering the Teaching Standards in what they feel are more/less important  - Group discussion  - Think, pair, share. |
| **Activity 3**  **Maths Stimulus Activity (for logs)** | **20 MINS** | - Students choose from a selection of props/objects and use it as a stimulus for a maths classroom activity, share ideas on how their resources could be used  - PAL Leaders will then allow the students to come up to the front to share their idea(s). Placement prep, practicing presentation skills and projecting their voices  Aim, to develop ideas relevant to maths logs in their portfolios. | | Resources: Bean bags, miniature plastic dinosaurs/animals (EY focus), dice, clock, number cards.  Room layout: students will be sat on group tables | GROUP PRESENTATION – new to our PAL  As well as exercising and projecting their teacher voice – something else to consider for placement in the near future. |
| **Activity 4**  **Q+A** | **5 MINS** | Allow students to ask questions at the end of the session whether they are course related or placement. (As part of the feedback from last week’s session, P1 wanted a window during the session to ask questions separate to any planned activities). | |  | P1 will share positive comments as well as comments to improve – we will consider these comments and feedback to influence our future PAL sessions. |
| **CLOSING** | **Summary of points covered:**   * Begin looking at Teaching Standards in preparation for placement.; Start using resources to provoke thoughts in order to plan mathematics activities in preparation for placement.   **How will it link to next session:**   * Presentation skills.; Academic writing/ Study support. | | | | | |

**PAL Leader Reflection/Action Plan**

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| **Name: Number of attendees:**  **Date: 14/10/15** | |
| **What worked well?** | - Debates, groups got reflective and considered different angles and perspectives relevant to teaching.  - Teaching standards, group seemed to enjoy going through those, and thinking about them. Hadnt explored yet and very relevant to upcoming placement  - Q+A although not that much feedback we gained further input of what the students would like and were able to assist on issues. |
| **What didn’t work well?** | - Worked effectively today but i think it would be more successful if PAL leaders consistently rotated round the room, sometimes loosing focus with one group and momentum in pace, also allows greater input. |
| **Would you do anything differently next time?** | Ensure powerpoint accessible for editing prior to the session.  Flipchart paper for maths stimulus activity, encouraging people to write the ideas down and take pictures for later reference. |
| **What skills have you used/developed in this session?**  **Are there any skills you feel you need to develop further?** | - Questioning skills, expanding and approaching topics through different angles, extending the talk opportunities on tables, worked effectively today. Recognising new ways of questioning, relaying back to the group as well today. Happy with development!  - Professionalism, presented more ‘formally’ today as suggested by PAL intern previously.  - Introduction and whole group speaking, bring the session back in to whole class talk, find challenging, more confidence delivering talk when have something to speak about. |
| **ACTIONS for yourself** | * Relevant information to be passed on to Academic/Service contact?   N/A   * Relevant information to share with your peer Leaders or PAL Office through FB or email?   Pictures and group documentations.   * How will you encourage more students to attend your sessions?   Respond to their feedback.   * Any other actions for you and your students?   Message students on FB answers to their questions, DONE. |
| **What will you be covering in the next session?**  *Referencing, ESSAY Writing and Study skills, Potentially Presentation Skills.* | |