

## 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	[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	[REDACTED]
Sector (Primary / secondary / special etc.)	Secondary
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 [here](#)

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

Please indicate from this list which **TWO** 20 credit modules you would most likely wish to study. You will need to select one module in Term 1 and one module in Term 2.

*Please note that Advanced Research and Enquiry Skills is compulsory for all students.*

Module Code	Semester	Module Name	Please indicate your preferred module.
<b>Term 1</b>			
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	x
ED-M11	Period September- January	Leading and Managing Education Professionals	
<b>Term 2</b>			
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	x
ED-M12	Period January- June	Leading Organisational Change	
<b>Terms 2 and 3</b>			
ED-M01	Period January- June	Advanced Research and Enquiry Skills	<b>Compulsory for all students</b>

**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 will 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. If you are unwilling to consent to sharing your information with the EWC, we will unfortunately not be able to take your application further.

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](#)

If you have a PGCE worth 60 Level 7 credits (achieved normally in the last 5 years), you do not need to map your professional learning to the Learning Outcomes below.

If you have QTS without a PGCE, or your PGCE consists of fewer than 60 Level 7 credits (i.e. obtained prior to 2019), please map your professional and/or experiential learning to the Learning Outcomes below to the value of the credits missing (e.g. if your PGCE gives you 40 Level 7 credits, you will only need to demonstrate experiential learning worth 20 credits). You should map to the module with the Learning Outcomes you feel best demonstrate your professional and/or experiential learning.

## **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. As Head of Year at [REDACTED] for four years, I have led a cohort of over 240 pupils and overseen their education holistically, ensuring that each student could achieve their potential. As an instrumental professional in the Ambition and Inclusion programme in school, I have experience of introducing appropriate interventions and liaising with parents and outside agencies to lead pupils to optimum outcomes. In my current role as Second in English, I now lead on Ambition and Inclusion within the department to ensure all learners of English progress appropriately.

2. As a highly reflective practitioner, I am always looking for ways in which my practice can be improved. Through regular observations and discussions of my lessons, my practice has grown over the six years that I have been teaching. As well as contributing valuable insights in department meetings since qualifying, I have also led these meetings as Head of Year or Second in English to develop the practice of other staff. I have observed other teachers in class and had coaching conversations about how things could be improved. Recently, I have completed a new Action Research Enquiry each academic year as part of [REDACTED] performance management process. This has given me the time and ability to draw inspiration from new pedagogical developments and implement these into my own teaching.

3. As a leader within the English department, it is my responsibility not only to critically select and apply the most appropriate learning and teaching strategies in order to enhance the attainment of my own learners, but to ensure that this is happening across the subject in all English classrooms. Through my development of our schemes of learning and my prior role as a pastoral leader, I have been able to support other staff in their own critical reflection and evaluation, and consistently achieved highly successful results and outcomes.

4. As part of [REDACTED] Action Research, I have engaged with a range of pedagogical ideas and perspectives. Each year, we have shared our findings in Teach Meets with colleagues. We have also recently engaged in inter-school work, collaborating on an INSET day with Fitzalan High School. Additionally, I have received and contributed to all INSETs, Twilights and staff training that has taken place since starting at the school five years ago, including from guest speakers.

## **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. Through engagement with [REDACTED] NQT, OTP and Middle Leaders programmes, I have had the opportunity to analyse and evaluate pedagogical strategies and ideas. In addition, the Action Research Enquiry has allowed me to develop pedagogical understanding. With this culminating in a Teach Meet, I have also heard and discussed the findings of other member of staff's enquiries. As a highly reflective practitioner and middle leader, I am regularly engaged with pedagogical reading and discussion of best practice in my subject area.
2. Data tracking and analysis was an integral part of both my previous role as Head of Year and my current role as Second in English. As a pastoral leader, I had to look at data from across curriculum areas in the school. We also regularly discussed and explored data in similar schools in our area. Every year, our results were compared to the national data in Wales. In my current role, planning of lessons and SOL is informed by data from current and previous cohorts.
3. An inclusive approach has been the focus of both of my middle leader roles at [REDACTED]. The year group I led was a very diverse cohort, with a range of additional learning needs, including but not limited to ASC, Down's Syndrome and an early onset Parkinson's-like illness. Having to modify and influence the curriculum we already offered to suit the needs of all our learners has given me a valuable insight into effective inclusive practice. Within my current role as Second in English, I take the lead for the Entry Level English qualification which some of our weakest students enter for and access to ensure a useful, transferrable qualification at the end of the course.
4. Having used a range of resources across my six years as an English teacher, I am well able to critically reflect on their effectiveness. Likewise, through my experience of observing and coaching others, I have been able to pick up cross curricular ideas while helping develop their use in practice. I am also been an ITT mentor at [REDACTED], which allows me to engage with ideas of new teachers and help shape them into functional classroom activities.
5. As a highly reflective practitioner, I am always questioning the impact of what I am teaching. When reviewing the practice of the department as a whole, impact is at the heart of what we explore. If the task is not impactful, then it should not take place. The most impactful tasks should be given the most value and time. My educational philosophy is that teaching is a privilege and that all learners should be given the tools and support to achieve their full potential, something that I truly believe happens in my own classroom.

### **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. Through my various roles within the school, I have been able to observe the learning organisation from a variety of perspectives. In department and middle leader meetings, I am not a bystander and ask critical – and sometimes difficult – questions in order to move our organisation forward. I feel this has earned me the respect of my peers and the leadership team.

2. Wellbeing and achievement go hand in hand. If students are well supported in school and their wellbeing is taken care of, then their achievement will reflect this. In my previous role as Head of Year, this was central to my philosophy and strategy. Cultivating a learning culture that was respectful, through restorative practice and [REDACTED] Discipline with Dignity policy, was key. By embedding this across the curriculum, students are able to engage with their learning and achieve the goals of the curriculum.

3. Data tracking and analysis was an integral part of both my previous role as Head of Year and my current role as Second in English. As a pastoral leader, I had to look at data from across curriculum areas in the school. We also regularly discussed and explored data in similar schools in our area. Every year, our results were compared to the national data in Wales. In my current role, planning of lessons and SOL is informed by data from current and previous cohorts.

4. As part of our Action Enquiry, we are encouraged to collaborate with other professionals who are exploring a similar area of pedagogy. I found this incredibly illuminating and hearing the perspectives of other practitioners has improved my own tremendously. Additionally, I have been involved in the coaching of other staff, mentoring ITT candidates and leading developments within the English department as a whole.

5. As Head of Year, raising standards within the cohort was a key responsibility. Evaluating how best to approach this was important, as well as close reading around areas of concern. Additionally, in my role as an English teacher and Second in English, I have taken part in and contributed to INSET, Twilight and departmental meetings, training and development in order to enhance my own and others' pedagogy.