



BA Primary Education (3-11) with QTS Interview Day

As part of the BA Primary with QTS interview, applicants will be required to undertake an **individual interview**, deliver an **individual presentation** and participate in a **group discussion**, as well as complete individual on-line **Literacy, Numeracy and Digital Competence Tests** and a **written task**.

Individual Presentation – Teaching a New Skill

As part of the interview process, applicants will be required to undertake a presentation of no more than 5 minutes in which they teach a new skill to the rest of the applicant's group.

Applicants will need to provide all their own resources to teach the skill. The group size will be no more than six.

Please note that PowerPoint and IT facilities will not be available on the day.

The following criteria will be used to assess applicants.

Criteria for the individual presentation – teaching a new skill

Candidates will be expected to:

- articulate / express ideas and information clearly, precisely and accurately;
- communicate coherently, engaging the interest of listeners;
- use standard English appropriately in formal and professional situations;
- teach the skill with a clear aim, structure and content;
- prepare suitable resources that enhance teaching and learning;
- demonstrate effective time management skills.

Group Discussion Task (approximately 15 minutes)

Applicants will be placed in small groups of approximately six people in order to participate in a group discussion.

The discussion will focus on **one** of the following themes:

- Inclusion
- Developing Digital Competence Skills
- Behaviour for Learning

Please note that applicants will need to have an understanding and awareness of all three discussion themes in preparation for the interview day. However, only **one** theme will be explored as part of the group discussion.

Reference to notes will be permitted throughout the discussion

Continued overleaf...

Group Discussion Themes:

Inclusion

Evidence shows that certain factors which exist in children and young people's lives place them at greater risk of disengagement from school and in turn also increase their risk of social exclusion. Children and young people exposed to these factors are over-represented among those who are absent from school, exhibit poor behaviour, and who are excluded from school. Many are already among the most vulnerable in the community. Disengagement from school, therefore, serves to exacerbate what are already difficult circumstances for the child or young person and a diverse range of support mechanisms need to be provided within a whole-school approach.

Welsh Government (2016) *Inclusion and pupil support*. Cardiff, WG

Developing Digital Competence Skills

There is a range of competences and skills which are foundations for almost all learning and are essential to being able to participate successfully and confidently in the modern world. Priority has already been given to literacy and numeracy within the Welsh curriculum through the LNF, including Routes to literacy and Routes to numeracy. In addition, the recommendations in the ICT Steering Group's report to the Welsh Government and the findings of the Review point clearly to the conclusion that digital competence is increasingly fundamental to learning and life and that it should have similar status within the curriculum to that of literacy and numeracy.

Donaldson, G. (2015) *Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales*. Cardiff: Crown Copyright.

Behaviour for Learning

Key to achieving effective learning and teaching is ensuring that class teachers have the necessary skills to approach their teaching in ways that reduce the likelihood of children misbehaving. Teachers also need to be equipped with effective skills and responses for those instances where difficult behaviour does occur. Where teachers have good preventative and responsive skills the likelihood of difficulties emerging or developing into incidents will be markedly reduced.

Welsh Government (2012) *Practical approaches to behaviour management in the classroom: A handbook for classroom teachers in primary schools*. Cardiff. WG

The following criteria will be used to assess applicants.

Criteria for the group discussion

Candidates will be expected to:

- express ideas and information clearly, precisely and accurately;
- communicate coherently, engaging the interest of listeners;
- use standard English appropriately in formal and professional situations;
- listen perceptively to identify key messages and respond appropriately;
- respond effectively to the questions and views of others, developing ideas, as appropriate;
- demonstrate independent views and challenge what is heard or read on the grounds of reason, evidence or argument;
- demonstrate an ability to competently undertake research tasks with minimum guidance.

Please Note

- **Any applicant with additional needs should make this known to Admissions prior to the interview day, and provide evidence to Admissions, in order for reasonable adjustments to be arranged.**