**Revised Interview Information:**

**BA (Hons) Primary Initial Teacher Education with Qualified Teacher Status**

**BA (Anrh) AGA Cynradd gyda SAC**

The online video interview will comprise the following:

1. **Discussion of a short journal article**

Your capacity to understand and learn from evidence-based knowledge and research will be assessed through discussion of a short journal article with the interviewer. The article is on our [website](https://www.southwales.ac.uk/documents/1373/Article_for_discussion_-_Primary_Teaching_with_QTS.docx) and is included in this pack. You will need to prepare in advance for this discussion by reading and engaging with the content. When preparing for the discussion, please consider:

* The points that the writer makes
* How the writer supports his arguments
* How effectively the writer expresses his views
* The stance that the writer makes and your responses to this

Success criteria for this discussion are:

* Evidence that you have engaged with the content, views and opinions expressed in the article and you are prepared to probe and challenge the content of the article and others’ views and opinions
* Clear communication of your ideas, views and opinions
* Use of appropriate standard English/Welsh
* Effective listening skills; listening to the views of others, reflecting and responding appropriately to develop ideas and move the discussion forward

**Please note: This discussion will take place in English. Applicants to BA (Anrh) AGA Cynradd gyda SAC may, of course, request to undertake this discussion in Welsh.**

1. **Individual discussion of relevant experience**

**This could include:**

**Either:** Explaining to the interviewer how you would teach a new skill to a group of children. You will not be required to actually teach the skill but you will be asked to explain clearly how you would teach it. You may bring notes and resources with you.

**Or:** Detailed discussion of experience of working with students to include examples.

Success criteria for this individual discussion are:

* Clear explanation of how you would teach the skill with clear learning objectives, structure, content and assessment
* Clear communication, including the use of appropriate standard English/Welsh
* Enthusiasm, passion and consideration of how you would engage your learners’ interest
* Effective time management and use of resources (if applicable)

**Please note: This individual discussion will be conducted in Welsh for applicants to BA (Anrh) AGA Cynradd gyda SAC.**

1. **Interview**

A member of the USW ITE Partnership will interview you. During the interview, the interviewer will be assessing evidence of your ability to develop the following competencies:

* appropriate inter-personal skills, including the ability to communicate with a professional and academic audience
* appropriate mind-set, values and professional disposition
* passion, drive and motivation for teaching
* understanding of some or all of the factors that can impact upon learning
* understanding of the role of the Welsh language and a commitment to continuing your improvement of your Welsh-language skills.

Examples of the questions that you may be asked can be found [here](https://www.southwales.ac.uk/study/subjects/teaching/information-applicants/primary-teaching-interview-day/) along with a helpful video with tips on preparing for your interview.

**Please note: This individual presentation will be conducted in Welsh for applicants to BA (Anrh) AGA Cynradd gyda SAC.**

**Please note: in-line with new guidance published by Welsh Government, you will not be required to take a literacy and numeracy test at interview. Further details of how we will assess your personal functional skills in literacy and numeracy applicable in a professional teaching and learning context will be published in due course. Please note these will only be required if you are not already in position of a B grade or equivalent in Math or Numeracy and English Language at GCSE.**

**Journal article for discussion**

**New Welsh curriculum may make education more holistic but students might miss out on subject knowledge**

Curriculum reforms are currently taking place in several more economically developed countries and regions across the world. Wales, New Zealand, British Columbia and more are overhauling their education systems to provide a radical response to changes brought about by globalisation and digital technologies.

In Wales, primary, secondary and special schools are playing an integral part in developing the country’s new curriculum, which will be published in January 2020 with roll-out beginning in 2022. The model for reform is based on the principle of subsidiarity, whereby policy is created from the bottom up. This means that approximately 180 “pioneer” schools are actively involved in shaping the new curriculum.

For our soon to be published study we listened to the hopes and fears of more than 600 teachers at these “pioneer” schools over the new curriculum. Overall, from the surveys, questionnaires and interviews conducted, we found that the teachers are excited and optimistic about the new changes. But serious concerns were highlighted, too, notably over the effects that the curriculum change could have on pupils’ levels of subject specific knowledge.

**Hopes**

One major hope the teachers identified was that pupils will be taught under a broader, more holistic curriculum. They think it will reject the current burdensome and prescriptive system which puts too much pressure on pupils and teachers. Instead, it is expected that teaching will focus on more aspects of the learners’ development than merely exam performance, including helping learners see the relevance of study to their daily lives. The teachers also feel that lessons will be more “exciting and inspiring” and foster more motivated learners.

The second most commonly mentioned hope was linked to life-long learning. The teachers we spoke to think the new curriculum should focus more on skills development, including more vocational skills, combining “technical learning” with “real life” content, and helping pupils develop personal competencies and qualities such as critical thinking, creativity and confidence.

These latter ideas are reflected in the already published four core purposes of the curriculum, which, among other things, aim to ensure pupils become ambitious, enterprising, ethical, healthy citizens and contributors to society. Many teachers said they hope these ideas remain central when the curriculum is implemented, and that they will have the flexibility to shape learning experiences around them.

Ultimately, the teachers see the new curriculum as a way of “lifting” Wales in terms of education and improving the lives and social mobility of pupils in the country. For example, at present, a third of 17-year olds think they will have to leave Wales to find the job they want. A new distinctively Welsh curriculum might renew young people’s optimism about their future in Wales.

**Fears**

But the teachers we heard from also have reservations about the new curriculum. The biggest fear identified was that they would not receive adequate levels of support or time to develop it. They worry that this would lead to an overall failure in its implementation, and ultimately it would be abandoned. A number of related issues came to light, too. The teachers have concerns about increased workloads, not enough funding, and some educators lacking commitment and “energy” for the challenge.

They recognise that their aspirations for the new curriculum will require changes to qualifications and accountability systems. Without these changes, the more holistic aspects of the new curriculum are unlikely to be fulfilled. But this has raised concerns over whether wider stakeholders, such as employers, colleges and universities, will accept these changes and how inconsistencies in provision between schools can be avoided. Final decisions about qualifications are still to be made and significant buy in from teachers is unlikely to occur until they have seen these.

Perhaps the most important concern was the suggestion that pupils may lose subject specific knowledge, and that this may affect their progression post-16. A significant number of teachers – 47% of 575 survey respondents – were unsure whether pupils would learn the same amount of knowledge under the new curriculum. They expressed worries that pupils could be disadvantaged by the reforms as a result, saying things like “It will not link in to GCSE, A-Level and degree study and pupils will have less knowledge.”

**Tensions to work through**

What our data shows is that teachers are on the whole very enthusiastic about the potential benefits of the new curriculum. But there is genuine uncertainty and at times unease about important issues that they do not yet see resolved. These are to be expected, particularly if we consider some of the tensions in teachers’ responses. For example, they want flexibility but worry about inconsistencies across schools.

There are no easy answers to these tensions but what they do suggest is that more clarity is needed about how school performance will be measured, pupils assessed and how their access to knowledge will be maintained. Only transparency will help schools navigate some of these concerns, increasing the chance that more of the hopes than the fears will be realised.

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<https://theconversation.com/new-welsh-curriculum-may-make-education-more-holistic-but-students-might-miss-out-on-subject-knowledge-111853>