



Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales

MODULE HANDBOOK

Module code: ECAD6015

Module name: Leading the Learning: what, how and why am I teaching?

**BA Primary Education
with Qualified Teacher Status**

LEVEL 6

Number of credits: 20

YR ATHROFA

2026 - 2027

Revalidated October 2023 for first intake September 2024

Points of contact

If you need to discuss anything relating to the module contact:

Laura Emanuel : laura.emanuel@uwtsd.ac.uk

Throughout this module, you will be supported by a wide range of staff who have expertise in the specific aspects of pedagogy or the curriculum.

Our expectations

We hope that you will enjoy the module and programme and are here to help. You should:

- Make good use of the University facilities and resources
- Attend and participate in sessions
- Act responsibly
- Meet assignment deadlines
- Engage and participate in all session

Please read the University [Regulations for Students](#) and the Athrofa Engagement Policy.



AIMS

- To engage students with a critical approach to securing effective subject knowledge and applying high quality pedagogy, including the pedagogic principles of making connections, blended learning and creating meaningful and authentic learning opportunities.
- To establish the role of the professional teacher in student's practice including being self-directed in sharing and evaluating experiences in a wider professional community.

LEARNING INTENTIONS

Upon the successful completion of this module, the student-teacher should be able to demonstrate the ability to:

- critically analyse and evaluate a range of literature and research on effective pedagogy and learning;
- apply this knowledge and understanding to their own practice and to reflect on the impact of the approaches in a professional community;
- conduct close- to- practice research on the effectiveness of specific learning and teaching strategies to support pupil progress;
- develop the role of a professional teacher by adopting a strategic approach to improving teaching at class level, age phase or departmental level, taking into account research and evidence of effective practice.

Assessment tasks and guidance

Study Time Allocation

The study time for the module is divided as follows:

Activity Type	Hours
Scheduled learning	30+
Placement learning	120 days of Professional Teaching Experience (PTE)
Total	30+ hours 120 days of PTE

ASSESSMENT

Assessment Component 1 PASS/FAIL

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Professional Dialogue - QTS Review	End of final PTE review	100%

ASSESSMENT SUMMARY

Activity type	Percentage
Written exam	
Coursework	
Practical	100%
TOTAL	100%

RELATIONSHIP TO THE PROFESSIONAL TEACHING AND LEADERSHIP STANDARDS QTS

Pedagogy - Refining Teaching		
Ped ago gy	Assessment	The range of purposes and practices for assessment is understood and articulated.
	Differentiation	The teacher demonstrates knowledge, understanding and experience of high expectations and effective practice in meeting the needs of all learners, whatever their different needs.
	Recording and reporting	The teacher produces appropriate, timely and accurate records and reports and gives feedback to facilitate a deeper understanding of learning and enhance the learning experience.
	Involving partners in learning	The importance of positive involvement of parents/carers and other partners is understood and opportunities are taken to observe and evaluate processes.
Pedagogy - Advancing Learnings		

Advancing Learning	Four purposes for learners	The teacher demonstrates a knowledge and understanding of the needs of all learners in planning, preparation and teaching, ensuring that the four purposes are the drivers for learners' experiences.
	Blended learning experiences	The teacher understands the selection, use and justification of a range of imaginative teaching approaches for the benefit of each learner.
	Progression in learning	The teacher demonstrates an understanding of how learning develops incrementally and tangentially, building on prior experience and learning, and plans for progress in learning based on this.
Pedagogy - Influencing Learners		
Influencing Learners	Challenge and expectations	The teacher provides appropriate levels of challenge and expectations for the range of student abilities and characteristics, motivating learners to achieve.
	Listening to learners	The teacher demonstrates a willingness to seek, listen to and take account of the views of learners in order to engage and encourage them as active participants in their own learning.
	Learners leading learning	In planning and delivery, the teacher demonstrates an awareness of the importance of encouraging learners to reflect upon their own learning.
	Sustained effort and resilience in learners	The teacher promotes and secures learners' self-motivation and self-direction in their learning.
	Learning outcomes and well-being	The teacher raises awareness of how high-quality learning experiences and performance outcomes lead to improved learning and a heightened sense of well-being.
Collaboration		

Collaboration	Working with in-school colleagues	Organised and constructive work with a range of colleagues to enhance learners' experience is a consistent feature of the teacher's practice. Reflection on developing expertise is structured as a personal or a collaborative process, as appropriate.
Professional Learning	Professional Learning	
	Wider reading and research findings	The teacher demonstrates increasingly confident understanding of the theories and research about assessment, pedagogy, child and adolescent development and learning relevant to planning and day-to-day practice.
	Professional networks and communities	The teacher has an informed understanding of the contribution of research, including small scale action research, to the development of practice.
Innovation	Innovation	
	Developing new techniques	Research on cognitive, social, emotional and physical development has a positive impact on pedagogy. The teacher can demonstrate how professional discernment and critical analysis are brought to bear in shaping developing practice.
Leadership	Leadership	
	Exercising corporate responsibility	Contractual, pastoral, health and safety, legal and professional responsibilities are known and understood by the teacher.

SESSION OUTLINE

N.B. The order of these sessions and delivery mode may change according to circumstances but you will be notified of any changes beforehand via Moodle.

1/10	SAFEGUARDING AND PREVENT TRAINING
1/10	MEET NETWORK LEADS
1/10	MODULE INTRODUCTION AND STUDENT VOICE
12/10 ALL DAY	OUT AND ABOUT DAY PLAN AND EXPERIENCE AN AUTHENTIC SCHOOL VISIT AND UPLOAD YOUR EVIDENCE TO MICROSOFT TEAMS
19/10 ALL DAY	LEADING PUPIL VOICE AN UNDERSTANDING OF SCHOOL COUNCIL AND PUPIL VOICE GROUPS INCLUDING A Q&A SESSION WITH A PRIMARY SCHOOL
2/11 ALL DAY	AREAS OF LEARNING EXPERIENCE ROTATIONS HUMANITIES / LLC ESCAPE ROOMS / SCIENCE
9/11 ALL DAY	AREAS OF LEARNING EXPERIENCE ROTATIONS EXPRESIVE ARTS / LLC / SCIENCE
16/11 ALL DAY	AREAS OF LEARNING EXPERIENCE ROTATIONS HUMANITIES / HEALTH AND WELLBEING / MATHEMATICS
23/11 ALL DAY	AREAS OF LEARNING EXPERIENCE ROTATIONS EXPRESSIVE ARTS / HEALTH AND WELLBEING / MATHEMATICS

30/11 AM	QTS PLANNING
30/11 PM	DIGITAL COMPETENCY FRAMEWORK
7/12 AM	QTS STANDARDS AND THE REVIEW
7/12 PM	LLC READING
11/1/27 ALL DAY	RHAGORIAITH TRIC-A-CHLIC TRAINING
25/1/27 ALL DAY	DIGI-DAY INTO FILM / ADOBE / DCF
1/2/2027 ALL DAY	QTS EMPLOYABILITY DAY
2/2/27 11AM – 3.10PM	QTS CV WRITING AND INTERVIEW SKILLS
5/2/27 ALL DAY	ALN & WELLBEING CONFERENCE - ONLINE
28/5 ALL DAY	AIMING FOR EXCELLENCE CONFERENCE

Reading list

READING LIST

Essential Reading	
Brown, J.S., Collins, A., and Duguid, P., (1989). Situated Cognition and the Culture of Learning. <i>Educational Researcher</i> ; v18 n1, pp. 32-42, Jan-Feb 1989	
<u>Donaldson, G (2015) <i>Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales: Welsh Government</i></u>	
<u>https://hwb.gov.wales/curriculum-for-wales</u>	
<u>Coe, R. Rouch, C.J., Kime, S., Singleton, D. (2020) <i>Great Teaching Toolkit: Evidence Review</i></u> <u>Evidence Based Education</u>	
<u>Hattie, J. (2012) <i>Visible learning for teachers : Maximizing impact on learning.</i> London ; New York: Routledge</u>	
Galindo, J.H. (). Authentic Learning (Simulation, Lab, Field) available at <u>https://ablconnect.harvard.edu/authentic-learning</u>	
Lewis, A. (2016) <i>Introduction to the foundation phase - early years curriculum in Wales</i> , Bloomsbury Publishing Plc.	
<u>Wales Gov (2010) <i>How to develop thinking and assessment for learning in the classroom.</i> Welsh Government</u>	
Wales Gov (2019) Cross Curricular skills frameworks. Welsh Government <u>https://hwb.gov.wales/curriculum-for-wales/cross-curricular-skills-frameworks/</u> last accessed 28 August 2020	
Further Reading	

Barnes, J. (2018) Applying cross-curricular approaches creatively : the connecting curriculum (Learning to teach in the primary school series)	
Painter A., Bamfield M. (2015) The New Digital Learning Age: How we can enable social mobility through technology. RSA:London.	
Siraj-Blatchford, I., Mayo, A., Melhuish. E., Taggart, B., Sammons, P. & Sylva, K. (2011) <i>Performing against the odds: developmental trajectories of children in the EPPSE 3-16 study</i> https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/183318/DFE-RR128.pdf DFE	
Sternberg R & Krauss G (eds) (2014) <i>Handbook of Research on Entrepreneurship and Creativity</i> . Cheltenham UK and Massachusetts USA: Edward Elgar Publishing	
Siraj, I., & Kingston, D. (2014). <i>An independent stocktake of the Foundation Phase in Wales. Final Report</i> . Cardiff: Welsh Assembly Government.	
Taylor, C., Rhys, M., Waldron, S., Davies, R., Power, S., Maynard, T., Moore, L., Blackaby, D. & Plewis, I. (2015) <i>Evaluating the Foundation Phase: Final Report</i> Social research Number: 25/2015. Cardiff: Welsh Government. http://gov.wales/docs/caecd/research/2015/150514-foundation-phase-final-en.pdf	
Contesting Early Childhood series: Series Editors: Peter Moss & Gunilla Dahlberg https://www.routledge.com/series/SE0623	

Area of Learning and Experience texts/reading support for primary teaching

Expressive Arts

Bloomfield A. and Childs J., (2000) *Teaching Integrated Arts in the Primary School: Dance, Drama, Music and the Visual Arts*. Fulton. London

Estyn. (2015) *Best Practice in Teaching and Learning in the Creative Arts at Key Stage 2*. Cardiff. Crown Copyright

Health and Well-being

Dyson B. and Casey A. (2016) *Co-operative Learning in Physical Education and Physical Activity: A Practical Introduction*. Oxford. Routledge

Whitehead M. (Ed) (2010) *Physical Literacy Throughout the Lifecourse*. Oxford. Routledge

Humanities

Cooper, H. (2012) *Teaching History Creatively*. London: Routledge.

Elton-Chalcraft, S. (2014) *Teaching Religious Education Creatively*. London: Routledge.

Grigg, R. and Hughes, S. (2019) *Teaching Primary Humanities*. London: Routledge.

Pickford, T., Garner, W. and Jackson, E. (2013) *Primary Humanities: Learning through Enquiry*. London: SAGE.

Scoffham, S. (2013) *Teaching Geography Creatively*. London: Routledge.

Languages, Literature and Communication

Alexander, R.J. (2013) *Improving oracy and classroom talk: achievements and challenges* Primary First

Dawes, L. (2008) *The essential speaking and listening talk for learning at key stage 2*. London; New York: London; New York: Routledge.

Department of Education WA (2013) *First Steps: Reading Resource Book Perth*: Government of Western Australia

Department of Education WA (2013) *First Steps: Writing Resource Book Perth*: Government of Western Australia

Gamble, N. (2013) *Exploring children's literature : reading with pleasure and purpose*. 3rd ed. edn. Los Angeles; London: Los Angeles; London : SAGE.

Medwell, J.A., Wray, D. and Minns, H. (2014) *Primary English: Teaching theory and practice*. United Kingdom: SAGE Publications.

Mathematics and Numeracy

Askew, M. (2012) *Transforming Primary Mathematics*. London: Routledge

Haylock, D. and Cockburn, A. (2017) *Understanding Mathematics for Young Children (A Guide for Teachers of Children 3-7)*. London: SAGE

Haylock, D. and Manning, R. (2018) *Mathematics Explained for Primary Teachers*. London: SAGE

McAteer, M ed. (2012) *Improving Primary Mathematics Teaching and Learning*. Berkshire: Open University Press

Pound, L. and Lee, T. (2015) *Teaching Mathematics Creatively*. Oxon: Routledge

Science and Technology

Allen, J. et al (2012), *Primary ICT: Knowledge, Understanding and Practice*, London: Learning Matters.

Loxley, P. et al. (2014) *Teaching Primary Science, Promoting Enjoyment and Developing Understanding*. Oxon. Routledge

Futurelab (2008) *Digital Literacy across the Curriculum*

Byron, T. (2008) *Safer Children in the Digital World*

Cross-curricular teaching

Barnes, J. (2018) *Applying cross-curricular approaches creatively* Oxon: Routledge

Barnes, J. (2015) *Cross-curricular learning 3-14* (3rd edition) London: SAGE

Hayes, D. (2010) *The seductive charms of a cross-curricular approach*, *Education 3-13*, 38:4, 381-387