



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: ECAD6007

**Module name: - *Core studies*: The learner:
who am I teaching?**

**PGCE Primary and Secondary
with Qualified Teacher Status**

LEVEL 6

YR ATHROFA

2023-24

1.Points of contact

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

Nic Evans

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Menna Davies

Email: menna.davies@uwtsd.ac.uk

2.Our expectations

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

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

Please read the University '[Regulations for Students](#)'

3.Aims and Learning Outcomes

AIMS

- To equip student teachers with the skills of critical analysis and evaluation, to understand the differing perspectives that underpin theories of child development and actively address the external factors that impact on well-being and development.
- To engage students in the transformative model of practice which initiates change in an educational setting, based on evidence from critical reflection and evaluation.

LEARNING OUTCOMES

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

- evidence a critical understanding of theories and research that impact on well-being, child development and learning from 0-19 years and apply this to personal practice;
- present a personal, critical stance on the role of the professional teacher in relation to meeting the needs of a diverse range of children and young people, including challenging assumptions, beliefs that lead to prejudice and stereotyping;
- critically reflect and evaluate a range of different approaches for meeting the diverse needs of all learners in a range of settings, and justify choices made in personal practice.

Relationship to four purposes of the Curriculum for Wales 2022:

To develop children and young people as:	Relationship in this module: Students will be able to:
Ambitious, capable learners, ready to learn throughout their lives.	Meet the diverse needs of all learners to ensure pupil progress.
Enterprising, creative contributors, ready to play a full part in life and work.	Engage in a range of creative learning opportunities, promote autonomy and apply their knowledge and skills to teaching and learning.
Ethical, informed citizens of Wales and the world.	Adopt the role of a professional teacher in understanding and respecting the needs and rights of pupils as members of diverse societies, and challenge assumptions and beliefs that lead to stereotyping.
Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.	Show a deep understanding of theories and research that impact on promoting the mental and emotional well-being of pupils by developing confidence, resilience and empathy in their practice.

4. Module Introduction

Within this module student teachers will:

- critically evaluate research and key theories and research that underpin the holistic development of children and young people, in relation to ensuring pupil progress - including a critical understanding of physical literacy and other contemporary issues.
- evaluate and apply evidence-based theory and research to personal practice, justifying pedagogical choices made and share findings in a professional setting.
- be provided with a deep understanding of how contractual, pastoral, and legal responsibilities (including Additional Learning Needs, safeguarding and child protection, children's well-being, rights and voices) interact in a range of situations.
- be equipped with a deep understanding of the physical, emotional, social, intellectual and other needs that impact on learning and development, and identifying pedagogies which mitigate negative effects.
- critically evaluate strategies and approaches to best support equality and diversity, including challenging beliefs and assumptions about the norm.

5. Module Content

Being an ethical researcher

- Reflect on whether your own expectation for these learners might be a barrier to their progress. This needs to take place in a collaborative reflection setting, e.g. questioning opportunity resources.

Being a skilled researcher

- Collation of all available evidence sources to the benefit of individual learners
- Bringing together learning to date to plan for one child's learning / justifying pedagogical decisions.
- Using observation to evaluate the efficacy of planned pedagogy.

Being a sceptical researcher

- Critically evaluate research and key theories and research that underpin the holistic development of children and young people; evaluate and share the application of theory and research to personal practice, including meeting the needs of particular groups of learners; critically evaluate beliefs and assumption about groups of learners, providing support for your decisions.

Being part of an Inquiring Profession

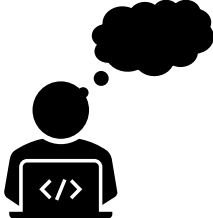
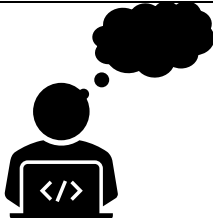
- Contributing to a community of inquiring practitioners; knowing whether, when and how to share outcomes of classroom inquiry; pro-actively contributing to a range of audiences actively engaging with the inquiry and findings of others.

Being an Ethical Researcher	
Being a Skilled Researcher	
Being a Sceptical Researcher	
Being part of an Inquiring Profession	
Bridging activity (intellectual and experiential knowledge exchange)	

Session Lead
(Welsh medium)
(English medium)

Session	Content	Staff	Delivery
1.	Module introduction: - Introduction to the module content - Introduction to reflective practice in teaching	MB/MD , TC, GP, LE, NE	
	Child development 0-19: the holistic nature of learning.	MB/MD , TC, GP, LE, NE	
	Children's well-being, rights and voices. Links with Health & Wellbeing Area of Learning.	MB/MD , TC, GP, LE, NE	
	Who's who 1: Introduction to key theories of learning and various approaches: - Constructivism, Behaviourism and Humanistic approach - Historic and contemporary approaches.	MB/MD , TC	
	Who's who 2: Pedagogies and theories of learning relating to the Four Purposes in the new curriculum A deeper exploration of some learning theories and their implications for pedagogy that promotes the four purposes of 'Successful Futures.'	MB/MD , TC	

	Critical incident methodology: - What is CI methodology - How can we apply it as part of reflective practice	MB/MD, LE/DS	
	Cognitive Science in Education - An examination of what is currently known about the human brain and learning and implications for education contexts.	MB/MD, DS/DW	
	ALN documentation and statutory obligations. - Recent developments - Inclusive Support strategies & interventions.	MB/MD, GP	
	Social, physical and emotional development 0-19yrs. - Critically evaluating the positive and negative use of social media including networking, online bullying. - Friendship groups, exclusion and bullying.	MB/MD, GP/NE	
	Understanding challenging behaviour and inclusive classroom strategies. Establishing a positive learning environment including parents and additional adults	MB/MD, NE	
	Intersectionality Exploring the range of factors around race, class and gender and their place in education	MB/MD , NE	

	Transition Supporting children through school transitions	MB/MD, LE	
	Emotional literacy and mental health. - Factors involved in supporting mental health and nurturing resilience. - Development of well-being in a school context. - Links with H&WB Area of Learning and support sources.	ASYNCH	
	Interventions Supporting children through appropriate interventions	ASYNCH	
	Assignment workshop. - Module Lead input - Peer discussion of critical incidents.	NE/MD F2F	

6. Assessment tasks and guidance

MODULE CODE	MODULE TITLE	MODE OF ASSESSMENT
ECAD6007	Core Studies 1:-The Learner: who am I teaching?	Written assignment. A critical evaluation and the identification of next teaching and learning steps focusing on a case study of an individual learner or a group of learners, based on an observed critical incident (equivalent to 4000 words). Submission: 06/11/2023

Please see Assessment Specification form (on Moodle) for more detailed assessment information and guidance.

7. Reading list

READING LIST

https://whelf-uwtssd.alma.exlibrisgroup.com/leganto/public/44WHELF_UWTSD/lists/6338035460002421?auth=SAML

Classification	Reading List entry	Electronic
Essential	Rose, J. (2016) <i>Health and well-being in early childhood</i> . First edition. Louise Gilbert & Val Richards (eds.). Los Angeles :, SAGE. Go to item	☒
Essential	Lindsay. Peer & Gavin Reid (eds.) (2012) <i>Special educational needs : a guide for inclusive practice</i> . Los Angeles, Calif. ; London :, SAGE. Go to item	☒
Essential	Tripp, D. (2012) <i>Critical incidents in teaching [electronic resource] : developing professional judgement</i> . Classic ed. New York ;; Abingdon, Oxon ;; Routledge. Go to item	☒

Essential	Shearer, C., Goss, H.R., Edwards, L.C., Keegan, R.J., <i>et al.</i> (2018) How Is Physical Literacy Defined? A Contemporary Update. <i>Journal of teaching in physical education</i> . [Online] 37 (3), 237–245. Available from: doi:10.1123/jtpe.2018-0136 Go to item	☒
Essential	Gray, C. (2012) <i>Learning theories in childhood</i> . Sean. MacBlain (ed.). Los Angeles, [Calif.] ;; London :, SAGE. Go to item	☒
Essential	Zwozdiak-Myers, P. (2012) <i>The teacher's reflective practice handbook : becoming an extended professional through capturing evidence-informed practice</i> . London :, Routledge. Go to item	☐
Essential	Howard, C. (2017) <i>Children's mental health & emotional well-being in primary schools</i> . Maddie Burton, Denisse Levermore, & Rachel Barrell (eds.). London :, Learning Matters an imprint of SAGE Publications Ltd Go to item	☒
Essential	Donaldson, G. (n.d.) <i>Successful Futures</i> . [Online]. Available from: https://gov.wales/sites/default/files/publications/2018-03/successful-futures.pdf Go to item	☒
Essential	Anon (n.d.) <i>Curriculum for Wales</i> . [Online]. Available from: https://hwb.gov.wales/api/storage/afca43eb-5c50-4846-9c2d-0d56fbffba09/curriculum-for-wales-guidance-120320.pdf Go to item	☐
Further	Anon (n.d.) <i>Special Educational Needs Code of Practice for Wales</i> . [Online]. Available from: https://gov.wales/sites/default/files/publications/2018-03/special-educational-needs-code-of-practice-for-wales.pdf Go to item	☒

