



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

MODULE DIRECTORY

BA PRIMARY EDUCATION WITH QTS LEVEL 6

ACADEMIC DISCIPLINE: INITIAL TEACHER EDUCATION

YR ATHROFA

2018-2019

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INTRODUCTION

This Module Directory includes all the modules for Level 6 within the BA Primary Education with QTS programme in the academic year 2018-2019.

This directory accompanies the Programme of Study Handbook, which will provide you with details of which modules you will be studying for your programme this year in the 'Programme of Study' section. This directory may include modules that are running on other programmes of study within your School/Faculty. If you require assistance in identifying the modules for your programme of study, please contact the Programme Director (whose name and contact details are provided in the accompanying Programme of Study Handbook), or the relevant Faculty Office.

The University has made every effort to make the information as full and as accurate as possible, but you should note that minor changes in the organisation of modules between the planning stage and the actual teaching are inevitable. We shall try to keep any such changes to a minimum, and you will receive plenty of advance warning in the event of any alteration. We would also be grateful if you would let us know about any changes that you think might be helpful if introduced into future handbooks.

MODULES

MODULE CODE:	ECAD6001
TITLE:	The Principles of Practice and Progress
DATED:	21/03/2017
LEVEL:	6
CREDITS:	20
JACS CODE:	X100 Training Teachers

AIM(S)

- To develop trainees' knowledge and understanding of progression by fostering increased independent study among students using a problem-based learning approach.
- To develop an understanding of the documentation and statutory policies underpinning the education and care of children in Wales.

LEARNING OUTCOMES

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

- Synthesise and critically evaluate initiatives designed to bring about effective transitions and demonstrate confidence and flexibility in identifying and defining the factors that influence pupil transition from one school context to another.
- Demonstrate a secure understanding of the importance of developing and maintaining professional relationships to enrich the quality of children's learning.
- Develop a deepened understanding of the principles and values relating to the United Nations Convention of the Rights of the Child (UNCRC) and Well-being of Future Generations Act (Wales) and issues relating to social justice including current legislation and policy within Wales and Europe.
- Critically evaluate information relating to the professional life of teachers, e.g. roles and responsibilities to ensure progress, teachers and the law, relevant legislation, Welsh Assembly documents, Estyn publications, The Equity Act, SEN Code of Practice and other guidance on professional ethics.

INDICATIVE CONTENT

- An investigation of the historical and legal framework with particular reference to the Welsh context with regard to progression, e.g. The Transition from Primary to Secondary School (Wales) Regulations 2006, researching Transfer and Transition issues: for example, the potential impact of transitions on pupils' attainment and achievement.
- Government and Local Authority transfer initiatives will be explored such as the use of bridging units in the curriculum, the Secondary National Strategy, Estyn and National Assembly guidance, e.g. 'Moving On', Activity 1 (School Curriculum) of the Better Schools Funds. Visiting school and LEA

representatives will address trainees on their experiences of transition, for instance in the use of bridging units.

- A consideration of the quality of information about pupils' prior attainment in order to plan for progression from home to school, through the primary phases phase; the Foundation phase to Year 3 and from Year 6 to Year 7. Issues relating to children entering Welsh-medium schools from non-Welsh speaking homes. Trainees will work in groups on a curriculum subject/topic and explore how this might be used to develop closer links between, e.g. home/nursery; Foundation Phase/Year 3; upper primary and lower secondary phases and beyond.
- Negotiating progression – from Nursery /Foundation Phase / KS2 and from Primary to Secondary school: findings from surveys on the views of pupils, parents and teachers. Issues relating to the specifically Welsh context and global issues relating to individual pupil progression and barriers to progression.
- Investigating and reflecting upon Welsh Government policies relating to social justice for pupils, parents, teachers and learning communities, ensuring a pedagogical mindset for positive transformational change by engaging with key concepts such as inclusion, diversity and equal opportunities.

LEARNING AND TEACHING STRATEGY

Lectures and workshops will introduce the students to the concepts, principles and practices. Tutorials and seminars will introduce practical examples which will be used to support the application, discussion, and critical evaluation of techniques learned. Case studies will also be used to develop understanding and application of the techniques.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 50%

Individual Video presentation based on a critical response to a PBL Scenario exploring progression in the primary school (10 minutes).

Assessment Component 2 – 50%

Exam (3 hours)

Example of the type of question or task that could be used:

Critically discuss strategies that are used to prepare pupils for their progression from key stage 2 to key stage 3.

Assessment Summary

Activity type	Percentage
Written exam	50%
Coursework	0%
Practical	50%
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
Through using a problem-based learning approach and video resources which limit the need for unsustainable paper-based provision.	

READING LIST

Module Code	ECAD6001	
Module Title	The Principles of Practice and Progress	
Classification	Reading List entry	Electronic
Essential	Donaldson, G (2015) <i>Successful Futures</i> . Cardiff. WAG	☒
Essential	Estyn. (2003) <i>Moving on. Effective Transitions from Key Stage 2 to Key Stage 3</i> . Cardiff: Estyn.	☒
Essential	Arshad,R. , Wrigley, T., Pratt, L. (Ed by) (2012) <i>Social Justice re-examined: dilemmas and solutions for the classroom teacher</i> ,London:IOE Press	☐
Essential	Welsh Assembly Government. (2004) <i>Children and Young People: Rights to Action</i> . Cardiff: Welsh Assembly Government.	☒
Essential	Symonds, J. (2015) <i>Understanding School Transition: What happens to children and how to help them</i> . Oxon: Routledge	☒
Essential	<i>WAG (2016) Well-being of Future Generations (Wales) Act</i> .Cardiff:WAG	☒
Further	Arthur, J., Grainger, T. & Wray, D. (2014) <i>Learning To Teach in the Primary School</i> . Oxon: Routledge.	☐
Further	Welsh Assembly Government. (2006) <i>Guidance on the preparation of Key Stage 2 to Key Stage 3 Transition Plans</i> . Cardiff: Welsh Assembly Government.	☒
Further	Fabian, H & Dunlop, A Ed by (2009) <i>Transitions in the early Years</i> , Oxon: Routledge.	☐
Further	Welsh Assembly Government. (2002) <i>Aiming for Excellence in Key Stage 2 – A Joint Discussion Document</i> . Cardiff: Welsh Assembly Government.	☒
Further	Welsh Assembly Government. (2004) <i>Aiming for Excellence in Key Stage3: Bridging the Gap. Developing and using bridging units to support effective transition from Key Stage 2 to Key Stage 3</i> . Cardiff: Welsh Assembly Government	☒

MODULE CODE: ECAD6002
TITLE: Professional Teaching Experiences 3 – Teachers, Schools and the Wider Community
DATED: 21/03/2017
LEVEL: 6
CREDITS: 20
JACS CODE: X100 Training Teachers

AIM(S)

- To consolidate the student teachers' professional approach to classroom pedagogy and classroom management including the importance of working with stakeholders within a school environment.
- To enhance the wider professional development of student teachers reflective enquiry with a consideration of the role of schools within the wider community and the importance of analysis of data.

LEARNING OUTCOMES

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

- Research, plan, prepare and deliver sessions comprehensively in the mid and short term for the range of ability within the class.
- Critically reflect upon their teaching experience and use this reflection as a basis for identifying their professional development needs in their early and future career.
- Critically appreciate the role of assessment, recording, reporting and accountability within school, showing a clear understanding of the importance of analysis of data and working with all stakeholders to promote learning and school improvement.
- Demonstrate a critical awareness of the interaction between primary schools, consortia, governor and different types of communities within Wales.

INDICATIVE CONTENT

- Preparation: a period of time will be spent with professional colleagues within the educational setting before the beginning of the assessed period. The student teacher will work in collaboration with a Senior Mentor or Mentor and University based tutor to plan in the mid term and short term in line with University expectations. Planning and preparation will be monitored by University tutors in advance of the teaching experience.
- University-based sessions will ensure that student teachers are fully aware of the expectations of the professional teaching experience, including due regard to the ethical implications of working with children. Directed tasks will support individuals in their preparation.
- Safeguarding and wider professional life issues (including Centre policy, national and local practices) will be reinforced ahead of the final professional teaching experience.

- Eight-week teaching block in chosen phase, either the Foundation Phase or Key Stage 2. The student teacher will teach 50-60% of the teaching timetable and will be supported and assessed by school and University personnel throughout the period. Formative assessments will be provided regularly and student teachers will be expected to monitor their own progress on a weekly basis.
- Target-setting and Professional Development: Throughout the module, the student teacher will be expected to gather information in their Professional Development Portfolio to indicate progress towards achievement of QTS standards. This will form the basis of post-experience reflection and target setting for further professional development.
- The module will explore the role of schools within the context of the wider community.
- Further coverage of assessment, recording, reporting and accountability: school marking and assessment policies, including benchmarking; portfolios; tracking progress; standardised assessment tests and level descriptors; interpreting assessment data including family of schools data, reporting to parents/carers; statutory end of key stage reporting.
- Parents as co-educators and home elective education: reasons for and methods of home schooling.
- The historical background and the law.
- Schools, Consortia and Local Authorities – the role of governors and local authorities/consortia.

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to concepts, principles and practices. Where applicable external speakers will be invited to address the cohort.

A major feature of the module will be the professional teaching experience during which the student teacher will be encouraged to work towards the relevant level of the Qualified Teacher Standards whilst keeping thorough records of planning, delivery and assessment as well as an ongoing reflection and evidence gathering process throughout the duration of the placement.

From the start of placement each student teacher will be supported on an individual basis by a University tutor who will monitor progress with planning and preparation and be available to support the student.

Regular observation of progress will be carried out by the school based mentor/class teacher judgements being made in terms of levels being overseen by a University based tutor along with a University based moderator who will have an overview of the standards of the whole cohort.

Activity type	Hours	Percentage
Scheduled learning	37	19%
Independent learning	25	12%
Placement learning	138	69%
TOTAL	200	100%

ASSESSMENT

Professional Teaching Experience – placement, reflection and documentation

Student teachers will be assessed against the Level 6 Qualified Teacher Status Standards (Welsh Government Circular 25/2009). Judgements will be made summatively for each cell of the standards, namely Professional Values and Practice, Knowledge and Understanding and Teaching (Planning, Expectations and Targets, Monitoring and Assessment and Teaching and Class Management).

Final judgements will be confirmed by University Tutor and School Mentor supported by a joint observation session.

QTS pass/fail

Assessment Component – 100%

Group presentation with individual mark based on critical analysis of school data. (2000 words equivalent).

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	100%
Practical	0%
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
Through developing knowledge of viable and safe communities which have education at their centre.	

READING LIST

Module Code	ECAD6002	
Module Title	Professional Teaching Experiences 3 – Teachers, Schools and the Wider Community	
Classification	Reading List entry	Electronic
Essential	Day, C. et al. (2009) <i>Leading Schools in Times of Change</i> , Buckingham: Open University Press.	☐
Essential	Dimmock, C. (2010) <i>Designing the Learning-Centred School</i> , London: Falmer.	☐
Essential	Estyn (2014) <i>Deprivation</i> , Cardiff: Welsh Government.	☒
Essential	Higgins, S., Katsaptaki, M., Coe, R. and Kokotsaki, D. (2013). The Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit: Technical Appendices. 1st ed. [ebook] Durham: The Sutton Trust. Available at: https://v1.educationendowmentfoundation.org.uk/uploads/p	☒

	df/Technical Appendices (June_2013).pdf [Accessed 11 Dec. 2016].	
Essential	Hopkins, D. (2007) <i>School Improvement for Real</i> , London: Routledge Falmer.	☒
Essential	Preedy, M., Glatte, R. & Wise, C. (2003) <i>Strategic Leadership and Educational Improvement</i> , London: Paul Chapman Publishing.	☐
Essential	West-Burnham, J., Farrar, M. & Otero, G. (2007) <i>Schools and Communities: working together to transform children's lives</i> , London: Network Continuum Education.	☐
Further	Bennett, N., Crawford, M. & Cartwright, M. (eds) (2003) <i>Effective Educational Leadership</i> , London: Paul Chapman Publishing.	☐
Further	Collarbone, P. (2009) <i>Creating Tomorrow: Planning, developing and sustaining change in education and other public services</i> , London: Network Continuum.	☐
Further	Collarbone, P. & West-Burnham, J. (2008) <i>Understanding Systems Leadership: securing excellence and equity in education</i> , London: Network Continuum.	☒
Further	Davies, B. & West-Burnham, J. (eds) (2003) <i>The Handbook of Educational Leadership and Management</i> , London: Pearson.	☐
Further	Dimmock, C. (2000) <i>Designing the Learning-Centred School</i> , London: Falmer.	☐
Further	Earley, P. & Weindling, D. (2005) <i>Understanding School Leadership</i> , London: Paul Chapman Publishing.	☐
Further	Fink, D. (2005) <i>Leadership for Mortals: Developing and sustaining leaders of learning</i> , California: Corwin Press.	☐
Further	Fullan, M. (2006) <i>Turnaround Leadership</i> , San Francisco: Jossey-Bass.	☐
Further	Harris, A. (2002) <i>School Improvement: What's in it for schools?</i> London: Routledge Falmer.	☐
Further	Harris, A. (2002) <i>School Improvement: What's in it for schools?</i> London: Routledge Falmer.	☐
Further	James, C., Conolly, M., Dunning, G. & Elliott, T. (2006) <i>How Very Effective Primary Schools Work</i> , London: Paul Chapman Publishing.	☐
Further	Jones, J. (2005) <i>Management Skills in Schools: A resource for school leaders</i> . London: Paul Chapman Publishing.	☐
Further	Kydd, L., Anderson, L. & Newton, W. (2003) <i>Leading People and Teams in Education</i> , London: Paul Chapman Publishing.	☐
Further	Stoll, L. & Fink, D. (2006) <i>Changing our Schools: Linking School Effectiveness and School Improvement</i> , Buckingham: Open University Press.	☐

MODULE CODE: ECAD6003
TITLE: The Reflective Practitioner
DATED: 21/03/2017

LEVEL: 6
CREDITS: 20

JACS CODE: X100 Training Teachers

AIM(S)

- To critically examine a range of perspectives and theoretical frameworks relevant to the primary school and use these to inform the design, implementation and evaluation of a practical, evidence-based research project aimed at developing classroom practice.

LEARNING OUTCOMES

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

- Select an area of professional practice for development and articulate an understanding of the relationship between this area and relevant theoretical and policy frameworks.
- Critically evaluate a range of relevant texts including education literature and policy documents to identify key concepts and use these to formulate suitable approaches to classroom practice.
- Critically outline a rationale for an appropriate research design to structure and carry out a trial of these approaches.
- Identify and address the relevant ethical and quality issues in the planning and carrying out of research project.

INDICATIVE CONTENT

- Overview of research and the reflective practitioner – concepts of research; the need for research; the need for evidence-based classroom practice; types of research; steps in conducting research; the role of research in helping to improve the quality of the teaching and learning process; reading and interpreting research.
- Developing strong links between theory and practice and exploring the interconnectedness of educational theories and classroom practices. Integrating knowledge from academic study and research with practical experience in the school and classroom.
- Inquiry–orientated practice – using research orientated skills to work out what's working well and what is not in classroom practice. Using data from a number of sources to identify problems together with interventions which are likely to lead to improvements.
- Review of ethical and legal issues in the research process.
- Reviewing literature and the critical analysis of existing research – literature searching strategies; compiling a research bibliography.

- Using primary data (such as interviews; observation; action research; case studies; life histories; questionnaires; ethnographic research) and secondary data (such as previous research; official statistics; government reports; web information and historical information).
- Developing a research question/hypothesis.
- Presentation, analysis and interpretation of qualitative and quantitative research data.
- Uses and application of ICT.
- Dissemination and publication of research.

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to relevant concepts, principles and practices. Practical examples in lectures will be used to support the application, discussion, and critical evaluation of subject knowledge acquired.

Allocation of teaching hours to deliver the module are:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 100%

Research Project (6000 words)

Small Scale research project focusing on professional interest.

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	100%
Practical	0%
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
Students can choose to undertake a research project which is related to ESD	

READING LIST

Module Code	ECAD6003	
Module Title	The Reflective Practitioner	
Classification	Reading List entry	Electronic
Essential	British Educational Research Guidelines (BERA, 2011) http://content.yudu.com/Library/A1t9gr/BERAEthicalGuideline/resources/index.htm?referrerUrl=	☒

Essential	Donaldson, G. (2015) <i>Successful Futures</i> . Crown copyright. Available at: http://gov.wales/docs/dcells/publications/150317-successful-futures-en.pdf	☒
Essential	Fictman-Dana, N. & Yndol-Hoppey, D. (2008) (2 nd Ed) <i>The Reflective Educator's Guide to Classroom Research: Learning to Teach and Teaching to Learn Through Practitioner</i> . Corwin Press.	☐
Essential	Opie, C. (2004) <i>Doing educational research: a guide to first-time researchers</i> . London: Sage	☐
Essential	Zeni, J. (1998) <i>A guide to ethical issues and action research</i> , Educational Action Research, 6:1, 9-19	☒
Further	Aubusson, P., Ewing, R., & Hoban, G (2009) <i>Action Learning in Schools</i> . London: Routledge.	☐
Further	Boog, B., Preece, J., & Slagter, M. (Eds) (2008) <i>Towards Quality Improvement of Action Research</i> Sense Publishers	☐
Further	Burnafor, G. E., Fischer, J., & Hobson, D. (2001) <i>Teachers doing research: the power of action through inquiry</i> . Mahwah, NJ: Lawrence Erlbaum	☐
Further	Campbell, A. & Groundwater-Smith, S. (Ed) (2009) <i>Connecting Inquiry and Professional Learning in Education</i> . London: Routledge. Cochran-Smith, M., & Lytle, S. L (2009) <i>Inquiry as Stance: Practitioner Research in the Next Generation</i> . Teachers' College Press.	☐
Further	Cochran-Smith, M. & Lytle, S.L. (2009) <i>Inquiry as Stance: Practitioner Research in the next generation</i> . New York: Teachers' College Press	☒
Further	Cohen, L. & Manion, L. (2011) <i>Research Methods in Education 7th edition</i> . London: Routledge.	☐
Further	Dadds, M. (1995) <i>Passionate Enquiry and School Development</i> . London: Falmer Press	☐
Further	Denscome, M. (2010) (4th ed) <i>The Good Research Guide: for small-scale social research projects</i> . Buckingham: Open University Press	☐
Further	Drever, E. (1995) <i>Using semi-structured interviews in small-scale research: a Teacher's Guide</i> . Glasgow: The Scottish Council for Research in Education	☐
Further	Gordon, S. P. (2008) <i>Collaborative Action Research: Developing Professional Learning Communities</i> Teachers' College Press	☐
Further	Henning, J. E., Stone, J. M. & Kelly, J. L. (2009) <i>Using Action Research to Improve Instruction</i> . London: Routledge.	☐
Further	Herr, K. J. & Anderson, G. L. (Eds) (2005) <i>The Action Research Dissertation: A Guide for Students and Faculty</i> . Sage Publications.	☐
Further	Lassonde, C. A. & Israel, S. E. (Eds) (2008) <i>Teachers Taking Action: A Comprehensive Guide to Teacher Research</i> . International Reading Association	☐
Further	Lewis, I., & Munn, P. (2004) <i>So You Want to Do Research? A Guide for Teacher's on How to Formulate Research Questions</i> The SCORE Centre	☐
Further	Lincoln, YS. & Guba, EG. (1985). <i>Naturalistic Inquiry</i> . Newbury Park, CA: Sage Publications.	☐
Further	MacNaughton, G. & Hughes, P. (2008) <i>Doing Action Research in Early Childhood Studies: a step-by-step guide</i> .	☐

	Open University Press	
Further	Mertler, C. (2008) <i>Action Research: Teachers as Researchers in the Classroom</i> . London: Sage	☐
Further	McKernan, J. (1996) <i>Curriculum Action Research: A handbook of methods and resources for the reflective practitioner</i> . 2nd Edition. London: Kogan Page	☐
Further	McNiff, J. & Whitehead, J. (2009) <i>Doing and Writing Action Research</i> . Sage Publications	☐
Further	Mertler, C. (2008) <i>Action Research: Teachers as Researchers in the Classroom</i> . London: Sage.	☐
Further	Pollard, A. (2008) <i>Reflective Teaching</i> . London: Continuum	☐
Further	Sagor, R. (2000) <i>Guiding school improvement with Action Research</i> . Association for Supervision and Curriculum	☐

CÔD Y MODWL: ECAD6006C
TEITL: Yr Iaith Ar Daith 3
DYDDIAD: 21/03/2017

LEFEL: 6
CREDYDAU: 20

CÔD JACS: Q560

AMCAN(ION)

- I ddatblygu gwybodaeth a dealltwriaeth hyfforddeion o'r iaith Gymraeg i lefel uwch.
- I ddatblygu hyder hyfforddeion ymhellach wrth ddefnyddio'r Gymraeg ar lafar ac ar bapur.
- I ehangu a chyfoethogi profiad hyfforddeion o gyflwyno'r Gymraeg i blant a'u gwybodaeth o'r cwricwlwm Cymraeg / Cymraeg Ail Iaith.

DEILLIANNAU DYSGU

Ar ôl cwblhau'r modwl hwn yn llwyddiannus, dylai'r myfyriwr allu dangos y gallu i:

- Cyfathrebu yn Gymraeg ar lafar, darllen ac ysgrifennu yn ôl eu cyraeddiadau ieithyddol gan ddangos datblygiad pellach.
- Dadansoddi'n feirniadol fethodolegau addysgu iaith ychwanegol.
- Ymchwilio ac adfyfrio ar strategaethau addas er mwyn cynllunio, paratoi a chyflwyno gweithgareddau gwahaniaethol drwy gyfrwng y Gymraeg ar draws y cwricwlwm a'r sector cynradd.

CYNNWYS DANGOSOL

- Hybir sgiliau llafar, gwrando, deall, darllen ac ysgrifennu trwy ddefnyddio ystod eang o adnoddau, gan ymateb i anghenion grwpiau penodol.
- Sicrhau bod hyfforddeion yn deall rhaglenni astudio'r Cyfnod Sylfaen a'r Cwricwlwm Cenedlaethol ar gyfer CA2, ynghyd ag agweddau perthnasol o'r Cwricwlwm Cymreig, wrth baratoi cynlluniau gwersi ac unedau o waith.
- Rhori y cyfle i greu a defnyddio adnoddau addas.
- Gosodir cyd-destun addysgol i'r gwaith ac ystyrir y modd y gellir cymhwyso agweddau ar yr hyn a astudiwyd at gyd-destun y dosbarth cynradd.

STRATEGAETH DYSGU AC ADDYSGU

Dosberthir yr addysgu fel a ganlyn i gyflwyno'r modwl:

Math o weithgaredd	Oriau	Canran
Dysgu ar yr amserlen	36	18%
Dysgu annibynnol	164	82%
Dysgu drwy leoliadau	0	0%
CYFANSWM	200	100%

ASESU

Elfen Asesu 1 – 40%

Aseiniad ysgrifenedig (2000 o eiriau)

Enghraifft o'r math o gwestiwn neu dasg y gellid ei defnyddio:
Ymateb beirniadol i erthygl sy'n rhoi tystiolaeth o wybodaeth a dealltwriaeth gadarn o themâu sy'n gysylltiedig ag addysgu'r Gymraeg yn y sector cyfrwng Saesneg.

Elfen Asesu 2 – 60%

Portffolio Tystiolaeth (cyfwerth â 3000 o eiriau)

Enghraifft o'r math o gwestiwn neu dasg y gellid ei defnyddio:
Cyfres o dasgau portffolio ac adfyfyriad proffesiynol ar y cynnydd a wneir mewn datblygiad iaith bersonol ar gyfer llafaredd, darllen ac ysgrifennu.

Crynodeb o'r Asesiad

Math o weithgaredd	Canran
Arholiad ysgrifenedig	0%
Gwaith Cwrs	100%
Ymarferol	0%
CYFANSWM	100%

Asesir yr hyfforddeion yn ogystal yn ôl:

- Naill ai'r Dystysgrif Iaith
- Neu lefelau Cynllun Colegau Cymru

ADDYSG AR GYFER DATBLYGU CYNALIADWY (ADC)

Ydy'r modwl yn cyfrannu at ADC?	Ydy
Trwy godi ymwybyddiaeth o dreftadaeth ddiwylliannol Cymru a darparu myfyrwyr â'r sgiliau sydd eu hangen ar gyfer cymdeithas ddwyieithog.	

RHESTRAU DARLLEN

Cod y Modwl	ECAD6006C	
Teitl y Modwl	Yr Iaith Ar Daith 3	
Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Baker, C. (2011) <i>Foundations of Bilingual Education and Bilingualism</i> , 5 th Edition. Clevedon: Multilingual Matters.	☐
Hanfodol	Cook, V.J. (2008) <i>Second Language Learning and Language Teaching</i> , 4th edition. London: Hodder Education.	☐
Hanfodol	Lightbown P. and Spada N. (2006) <i>How languages are learned</i> . Oxford: Oxford University Press.	☐
Hanfodol	Richards, J.C. & Rodgers, T.S. (2001) <i>Approaches and Methods in Language Teaching</i> , 2 nd Edition. Cambridge:	☐

	CUP.	
Hanfodol	Estyn (2013) <i>Supplementary Guidance: Welsh</i> . Cardiff: Crown. https://www.estyn.gov.wales/sites/default/files/documents/Supplementary%20guidance%20-%20Welsh.pdf	☒
Hanfodol	WJEC. (1998) <i>Datblygu Cymraeg Pob Dydd yn yr Ysgol Gynradd</i> , Cardiff: WJEC. http://www.cbac.co.uk/uploads/publications/2991.pdf	☒
Pellach	Brown, H.D. (2006) <i>Principles of Language and Teaching</i> , NY: Pearson Brown.	☐
Pellach	Estyn (2013) <i>Supplementary Guidance: Welsh</i> . Cardiff: Crown. https://www.estyn.gov.wales/sites/default/files/documents/Supplementary%20guidance%20-%20Welsh.pdf	☒
Pellach	Lightbown P. and Spada N. (2006) <i>How languages are learned</i> . Oxford: Oxford University Press.	☐
Pellach	Richards, J.C. & Rodgers, T.S. (2001) <i>Approaches and Methods in Language Teaching</i> , 2 nd Edition. Cambridge: CUP.	☐
Pellach	Richards, J.C. (2006) <i>Communicative Language Teaching Today</i> . Cambridge: CUP. www.cambridge.org/elt/teacher-support/pdf/Richards-Communicative-Language.pdf	☒
Pellach	Estyn (2015) <i>Guidance for the inspection of primary schools</i> . Cardiff: Crown. https://www.estyn.gov.wales/sites/default/files/documents/Guidance%20for%20the%20inspection%20of%20primary%20schools%20-%202015%20handbook.pdf	☒
Pellach	Garcia, O. (2009) <i>Bilingual Education in the 21st Century: A Global Perspective</i> . Chichester, Wiley-Blackwell	☐
Pellach	Talfryn, I. (2001) <i>Dulliau Dysgu Ail iaith eu hanes a'u datblygiad</i> , Yr Wyddgrug: Popeth Cymraeg	☐
Pellach	Welsh Government (2013b) <i>One language for all - Review of Welsh second language at Key Stages 3 and 4</i> . Cardiff: WG http://gov.wales/docs/dcells/publications/130926-review-of-welsh-second-lan-en.pdf	☒
Pellach	Welsh Government (2014) <i>Evaluating the Foundation Phase: Key Findings on Welsh Language</i> (WISERD). Cardiff: Crown http://gov.wales/docs/caecd/research/2014/140717-foundation-phase-welsh-language-en.pdf	☒
Pellach	Welsh Government (2015) <i>Welsh Second Language KS2/3 Curriculum Document</i> . Cardiff: WG. http://learning.gov.wales/docs/learningwales/publications/150707-welsh-second-language-cy.pdf	☒
Pellach	Welsh Government (2016) <i>Review of a project to encourage Welsh-medium teaching in English-medium primary schools</i> . Cardiff: Crown. http://gov.wales/docs/caecd/research/2016/160310-evaluation-welsh-medium-education-strategy-final-en.pdf	☒

TRANSLATION OF MODULE ECAD6006C, BUT ALL STUDENTS REGISTER ON WELSH VERSION

MODULE CODE: ECAD6006C
TITLE: Yr Iaith Ar Daith 3
DATED: 21/03/2017

LEVEL: 6
CREDITS: 20

JACS CODE: Q560

AIM(S)

- Develop trainees' knowledge and understanding of the Welsh language to a higher level.
- Develop trainees' confidence further when using Welsh orally and in writing.
- Broaden and enhance trainees' experience of delivering Welsh to children and their knowledge of the Welsh language / Welsh as a Second Language curriculum.

LEARNING OUTCOMES

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

- Communicate in Welsh orally, read and write according to their linguistic achievements and demonstrate further development.
- Critically analyse the methodologies of teaching an additional language.
- Research and reflect on appropriate strategies for planning, preparing and delivering differentiated activities through the medium of Welsh across the curriculum and the primary sector.

INDICATIVE CONTENT

- Oral, listening, comprehension, reading and writing skills will be promoted through the use of a wide range of resources, whilst responding to the needs of specific groups.
- It will be ensured that trainees understand programmes of study for the Foundation Stage and the National Curriculum for KS2, as well as relevant aspects of the Curriculum Cymreig, when preparing lesson plans and units of work.
- An opportunity will be provided to create and use appropriate resources.

- The work will be set in its educational context and consideration given to means of applying aspects of what has been studied to the primary classroom context.

LEARNING AND TEACHING STRATEGY

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	36	18%
Independent learning	164	82%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 40%

Written assignment (2000 words)

Example of the type of question or task that could be used:

Critical response to an article that provides evidence of sound knowledge and understanding of themes related to the teaching of Welsh in the English-medium sector.

Assessment Component 2 – 60%

Evidence Portfolio (equivalent to 3000 words)

Example of the type of question or task that could be used:

A series of portfolio tasks and professional reflection on the improvement in the development of personal language for oracy, reading and writing.

Assessment Summary

Activity type	Percentage
Written exam	0%
Coursework	100%
Practical	0%
TOTAL	100%

The trainees will also be assessed according to:

- Either the Language Certificate
- Or the levels of Cynllun Colegau Cymru (Welsh Colleges Scheme)

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	
	Yes
By raising awareness of the cultural heritage of Wales and equipping students with the skills needed for a bi-lingual society.	

READING LIST

Module Code	ECAD6006C	
Module Title	Yr Iaith Ar Daith 3	
Classification	Reading List entry	Electronic*
Essential	Baker, C. (2011) <i>Foundations of Bilingual Education and Bilingualism</i> , 5 th Edition. Clevedon: Multilingual Matters.	☐
Essential	Cook, V.J. (2008) <i>Second Language Learning and Language Teaching</i> , 4th edition. London: Hodder Education.	☐
Essential	Lightbown P. and Spada N. (2006) <i>How languages are learned</i> . Oxford: Oxford University Press.	☐
Essential	Richards, J.C. & Rodgers, T.S. (2001) <i>Approaches and Methods in Language Teaching</i> , 2 nd Edition. Cambridge: CUP.	☐
Essential	Estyn (2013) <i>Supplementary Guidance: Welsh</i> . Cardiff: Crown. https://www.estyn.gov.wales/sites/default/files/documents/Supplementary%20guidance%20-%20Welsh.pdf	☒
Essential	WJEC. (1998) <i>Datblygu Cymraeg Pob Dydd yn yr Ysgol Gynradd</i> , Cardiff: WJEC. http://www.cbac.co.uk/uploads/publications/2991.pdf	☒
Further	Brown, H.D. (2006) <i>Principles of Language and Teaching</i> , NY: Pearson Brown.	☐
Further	Estyn (2013) <i>Supplementary Guidance: Welsh</i> . Cardiff: Crown. https://www.estyn.gov.wales/sites/default/files/documents/Supplementary%20guidance%20-%20Welsh.pdf	☒
Further	Lightbown P. and Spada N. (2006) <i>How languages are learned</i> . Oxford: Oxford University Press.	☐
Further	Richards, J.C. & Rodgers, T.S. (2001) <i>Approaches and Methods in Language Teaching</i> , 2 nd Edition. Cambridge: CUP.	☐
Further	Richards, J.C. (2006) <i>Communicative Language Teaching Today</i> . Cambridge: CUP. www.cambridge.org/elt/teacher-support/pdf/Richards-Communicative-Language.pdf	☒
Further	Estyn (2015) <i>Guidance for the inspection of primary schools</i> . Cardiff: Crown. https://www.estyn.gov.wales/sites/default/files/documents/Guidance%20for%20the%20inspection%20of%20primary%20schools%20-%202015%20handbook.pdf	☒
Further	Garcia, O. (2009) <i>Bilingual Education in the 21st Century: A Global Perspective</i> . Chichester, Wiley-Blackwell	☐
Further	Talfryn, I. (2001) <i>Dulliau Dysgu Ail Iaith eu hanes a'u datblygiad</i> , Yr Wyddgrug: Popeth Cymraeg	☐
Further	Welsh Government (2013b) <i>One language for all - Review of Welsh second language at Key Stages 3 and 4</i> . Cardiff: WG http://gov.wales/docs/dcells/publications/130926-review-of-welsh-second-lan-en.pdf	☒
Further	Welsh Government (2014) <i>Evaluating the Foundation</i>	☒

	<i>Phase: Key Findings on Welsh Language</i> (WISERD). Cardiff: Crown http://gov.wales/docs/caecd/research/2014/140717-foundation-phase-welsh-language-en.pdf	
Further	Welsh Government (2015) <i>Welsh Second Language KS2/3 Curriculum Document</i> . Cardiff: WG. http://learning.gov.wales/docs/learningwales/publications/150707-welsh-second-language-cy.pdf	☒
Further	Welsh Government (2016) <i>Review of a project to encourage Welsh-medium teaching in English-medium primary schools</i> . Cardiff: Crown. http://gov.wales/docs/caecd/research/2016/160310-evaluation-welsh-medium-education-strategy-final-en.pdf	☒

MODULE CODE: ECAD6011
TITLE: Enterprising and Creative Teaching and Learning
DATED: 21/03/2018

LEVEL: 6
CREDITS: 20

JACS CODE: X100 Training Teachers

AIM(S)

- To develop a conceptual knowledge and critically considered understanding of pedagogies that develop creative, enterprise and innovative skills in learners.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Recognise, identify and select learning environments that support the development of creative learning and teaching.
- Critically reflect on strategies that impact on the distinctive role of the educator when developing creative and innovative pedagogies and environments.
- Critically reflect upon the educational potential of developing enterprise and creativity in the primary school.
- Demonstrate a critical awareness of the contribution of creativity and enterprise to educational practice.

INDICATIVE CONTENT

- Understanding of what is meant by creativity in learners and how to develop it within the primary classroom environment and through innovative pedagogical approaches.
- An overview of the range and quality of educational resources based on creative and innovative pedagogies including emerging technologies for primary education.
- Critiquing educational resources and enterprises: purpose, content, currency and accuracy.
- Analysis of innovative pedagogy and trends in the primary education.
- Reflection on research documentation to support the delivery and development of creativity and pedagogy for the next generation of learning.
- Look at how to promote the use of wider skills within and across each Area of Learning and Experience and in particularly problem solving, creative and critical thinking.

- Developing problem solving and independent learning as well as developing flipped learning and other teaching approaches.
- Look at how to develop strategies and approaches within learning that develop the learners to become enterprising and creative contributors.
- Convergent and divergent thinking: the roles of creative and critical learning environments.
- Insightful and analytical thinking: distinctions and their impact on learning.
- Pedagogy Andragogy and Heutagogy: Distinctions and implications for practice.
- Performance evaluation and assessment: how do we measure success?

LEARNING AND TEACHING STRATEGY

In order to provide an opportunity for the students to see the practice in action, an experiential learning session will precede lectures and online interactive seminars and tutorials. These will introduce the students to concepts, principles and practices in order to facilitate discussion and research / critical evaluation of techniques learned. Case studies will also be used to help to develop understandings and application of the techniques.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Written Assignment	5000 words	100%

Assessment Summary

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

READING LIST

Module Code	ECAD6011	
Module Title	Enterprising and Creative Teaching and Learning	
Classification	Reading List entry	Electronic
Essential	Csikszentmihaly M (2013) Creativity Flow and the Psychology of Discovery and Invention. New York: HarpurCollins	☐

Essential	OECD (2016) From Creativity to Initiative: Building Entrepreneurial Competencies in Schools. European Commission; OECD	☒
Essential	Kounios J & Beeman M (2016) The Eureka Factor: Creative Insights and the Brain. London: Penguin Random House	☐
Essential	Runco M (2014) Creativity: Theories and Themes: Research Development and Practice. London: Academic Press / Elsevier	☐
Essential	Sawyer RK (2012) Explaining Creativity: The Science of Human Innovation. Oxford: Oxford University Press	☐
Essential	Sternberg R & Krauss G (eds) (2014) Handbook of Research on Entrepreneurship and Creativity. Cheltenham UK and Massachusetts USA: Edward Elgar Publishing	☒
Essential	Sternberg, R (ed) (2011) Handbook of Creativity. Cambridge: Cambridge University Press	☐
Further	Beck C & Kosnik C (2006) Innovations in Teacher Education: A Social Constructivist Approach. New York: State University of New York Press	☐
Further	Donaldson, G. (2015) <i>Successful Futures</i> . Crown copyright. Available at: http://gov.wales/docs/dcells/publications/150317-successful-futures-en.pdf	☒
Further	Griffin, A. & Burns, M (2014) Teaching Backwards, Carmarthen; Crowne House Publishing	☐
Further	Sikes P & Potts A (eds) (2008) Researching Education from the Inside: Investigations from Within. Oxford: Routledge	☐
Further	Welsh Assembly Government. (2002) <i>Aiming for Excellence in Key Stage 2 – A Joint Discussion Document</i> . Cardiff: Welsh Assembly Government.	☒

MODULE CODE:	ECAD6012
TITLE:	Cross Curricular Responsibilities: Literacy, Numeracy and Digital Competence
DATED:	21/03/2018
LEVEL:	6
CREDITS:	20
JACS CODE:	X100 Training Teachers

AIM(S)

- To provide a critical overview of the knowledge, skills and understanding needed to ensure progression in literacy, mathematics and digital competence.
- To equip students with the critical skills necessary to effectively teach literacy, numeracy and digital competence through cross-curricular pedagogies.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to:

- Evidence a secure understanding of children's development in literacy, numeracy and digital competence across the primary age range.
- Be self-directed in selecting effective pedagogic skill to meet individual needs and ensure pupil progress.
- Critically evaluate the impact of cross-curricular pedagogies on the progress on all learners in literacy, numeracy and digital competence.

INDICATIVE CONTENT

- Securing a thorough understanding of the statutory frameworks, relevant policy context and curriculum design appropriate to literacy, numeracy and digital competence.
- Developing a deep and critical understanding of barriers to progress in literacy, numeracy and digital competence for children in Wales.
- Critically evaluating a range of pedagogic models for cross-curricular learning and teaching.
- Being able to plan a unit of work which develops skills in literacy, numeracy and digital competence.
- Identifying effective feedback and assessment tools to measure progress in literacy, numeracy and digital competence.

LEARNING AND TEACHING STRATEGY

E.g. Lectures will introduce the students to the concepts, principles and practices. Tutorials and seminars will introduce practical examples which will be used to support the application, discussion, and critical evaluation of techniques learned. Case studies will also be used to develop understanding and application of the techniques.

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	40	20%
Independent learning	160	80%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Academic Poster	Equivalent to 2500 words	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2500 words	50%

Assessment Summary

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

READING LIST

Module Code	ECAD6012	
Module Title	Cross Curricular Responsibilities: Literacy, Numeracy and Digital Competence	
Classification	Reading List entry	Electronic
Essential	Askew, M. (2011) <i>Transforming Primary Mathematics</i> , Oxon: Routledge	☐
Essential	<i>Assessment for learning and the National Literacy and Numeracy Framework</i> (2014) Wales Government, Cardiff http://learning.wales.gov.uk/docs/learningwales/publications/131104-assessment-for-learning-and-the-nlnf-en.pdf	☒
Essential	Didau, D. (2014) <i>The Secret of Literacy</i> , Carmarthen: Crown Publishing.	☐
Essential	Gross, J. (2013) <i>Time to Talk</i> , Fulton: Oxon	☐
Essential	Haylock, D. (2011) <i>Mathematics Explained for Primary Teachers</i> 4th ed, London: Sage	☐
Essential	Haylock, D. and Cockburn, A. (2013) <i>Understanding Mathematics for Young Children</i> . London: SAGE	☐
Essential	Payton, S. and Hague, C. (2010). Digital literacy across the curriculum Bristol: Futurelab.	☐

Essential	<i>Qualified for Life</i> (2015) Wales Government, Cardiff http://gov.wales/topics/educationandskills/allsectorpolicies/qualified-for-life-an-educational-improvement-plan/?lang=en	☒
Essential	<i>The Digital Competence Framework</i> (2016) Wales Government, Cardiff http://learning.gov.wales/docs/learningwales/publications/160901-dcf-excel-en.xlsx	☒
Further	Alexander, A. (2008) <i>Towards Dialogic Teaching, Rethinking Classroom Talk</i> , London: Dialogos.	☐
Further	Bird, J. (2014) <i>Lessons in teaching computing in primary schools</i>. United Kingdom: SAGE Publications	☐
Further	Caldwell, H. and Bird, J. (2015) <i>Teaching with Tablets</i>. United Kingdom: SAGE Publications	☐
Further	Hanson, A. (ed.) (2011) <i>Children's Errors in Mathematics: Understanding Common Misconceptions in the Primary School</i> , London: Sage	☐
Further	McAteer, M. (ed.) (2013) <i>Improving Primary Mathematics Teaching and Learning</i> , Berkshire: Open University Press	☐
Further	Oakhill, J. (2015) <i>Understanding and Teaching Reading Comprehension</i> , Routledge: London.	☐
Further	Pound, L. and Lee, T. (2010) <i>Teaching Mathematics Creatively</i> , Routledge: Oxon	☐
Further	Rowland, T., Turner, F., Thwaites, A. and Huckstep, P. (2009) <i>Developing Primary Mathematics Teaching: Reflecting on Practice with the Knowledge Quartet</i> , London: Sage.	☐
Further	Savage, M. and Barnett, A. (2015) <i>Digital literacy for primary teachers</i> . United Kingdom: Critical Publishing	☐
Further	Taylor, H. and Harris, A. (2013) <i>Learning and Teaching Mathematics 0-8</i> , London: Sage	☐
Further	Turvey, K., Sharp, J. and Potter, J. (2016) <i>Primary computing and digital technologies: Knowledge, understanding and practice</i>. London, United Kingdom: SAGE Publications	☐
Further	Waugh, David. (2015) <i>Teaching Grammar, Spelling and Punctuation in the Primary School</i> , Learning Matters: London.	☐