



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

Yr Athrofa
Centre for Education
Addysg i Gymru | Education for Wales

Trawsnewid Addysg, Trawsnewid Bywydau

Transforming Education, Transforming Lives

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Transforming Education, Transforming Lives

www.uwtsd.ac.uk

Croeso i ECAD6050

2026-2027

The Learner – Who am I teaching?

Module leads

Laura Emanuel -
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Ian Jones -
ian.jones@uwtsd.ac.uk

A Diolch
yn fawr i
Menna!



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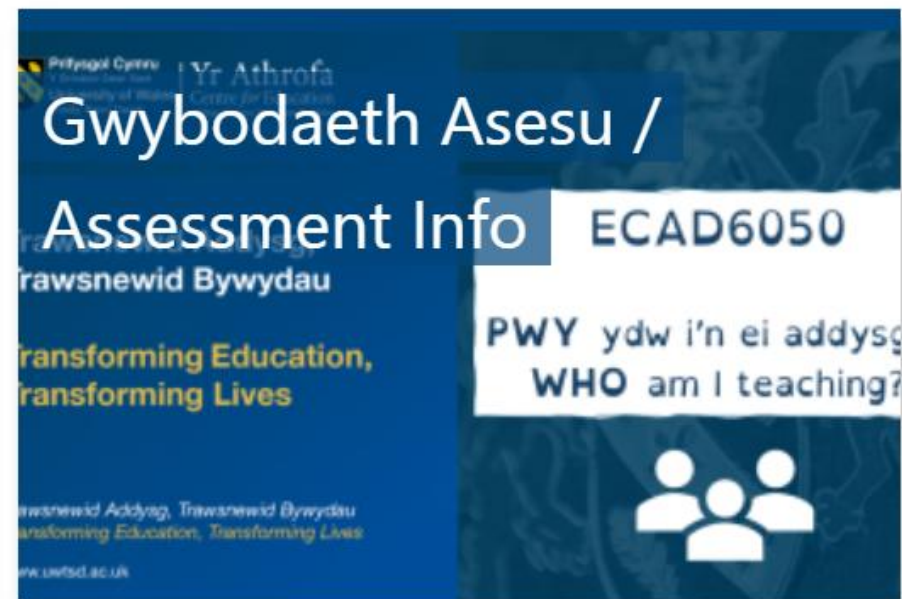
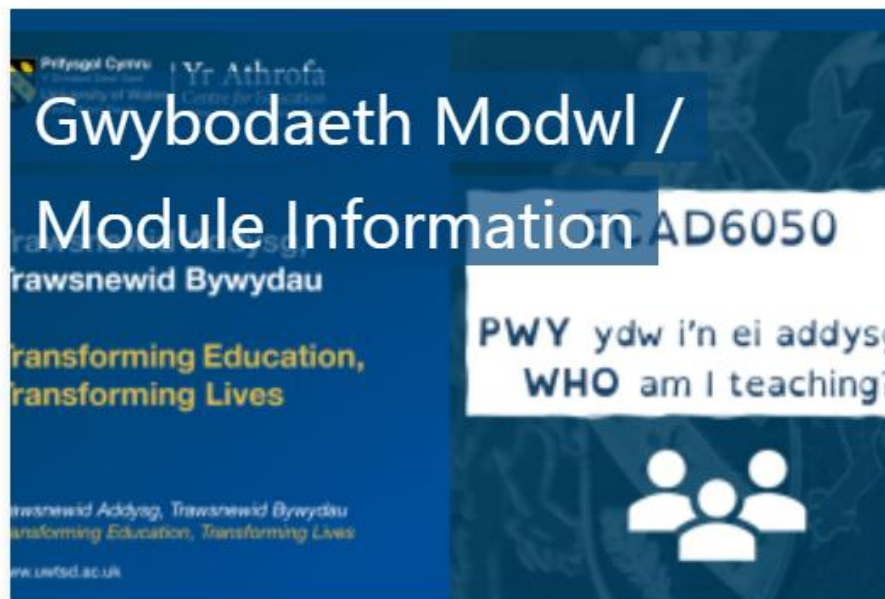
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STUDENT TIMETABLE ECAD6050

MON 14 TH	9.00 - 10.40								11.00 - 12.40								1.30 - 3.10																																																																															
	MODULE INTRODUCTION <table><tr><td>GRWP CYNRADD (CYMRAEG)</td><td colspan="4">ALL ENGLISH MEDIUM PRIMARY</td><td colspan="3">SECONDARY (Cymraeg a English)</td></tr><tr><td>MENNA</td><td colspan="4">LAURA</td><td colspan="3">IAN</td></tr><tr><td>IQ301</td><td colspan="4">IQ310</td><td colspan="3">IQ103</td></tr></table>								GRWP CYNRADD (CYMRAEG)	ALL ENGLISH MEDIUM PRIMARY				SECONDARY (Cymraeg a English)			MENNA	LAURA				IAN			IQ301	IQ310				IQ103			DIRECTED (GRWP CYMRAEG - IMMERSIVE SESSION) <table><tr><td>A - Welsh Medium</td><td>B</td><td>C</td><td>D</td><td>E</td><td>F</td><td colspan="2">H & I Secondary</td></tr><tr><td>MENNA</td><td colspan="6">LAURA</td><td>IAN</td></tr><tr><td>IQ301</td><td>FF004</td><td>IQ305</td><td colspan="2">FF005</td><td>IQ106</td><td>FF005</td><td>IQ103</td></tr><tr><td>IMMERSI VE 11.40- 12.40</td><td></td><td></td><td></td><td></td><td></td><td></td><td>IMMERSIVE WM 11- 11.30</td></tr></table>								A - Welsh Medium	B	C	D	E	F	H & I Secondary		MENNA	LAURA						IAN	IQ301	FF004	IQ305	FF005		IQ106	FF005	IQ103	IMMERSI VE 11.40- 12.40							IMMERSIVE WM 11- 11.30	PROFESSIONAL DEVELOPMENT SESSION (ON CAMPUS, SEE TIMETABLE)																							
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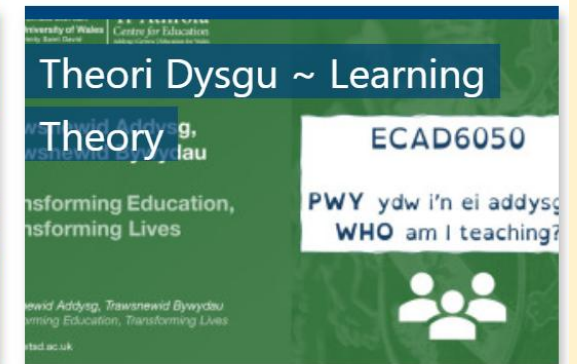
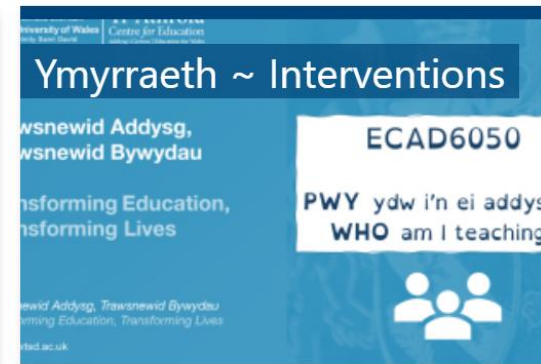
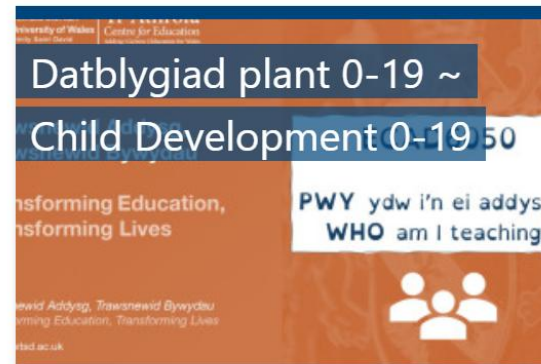
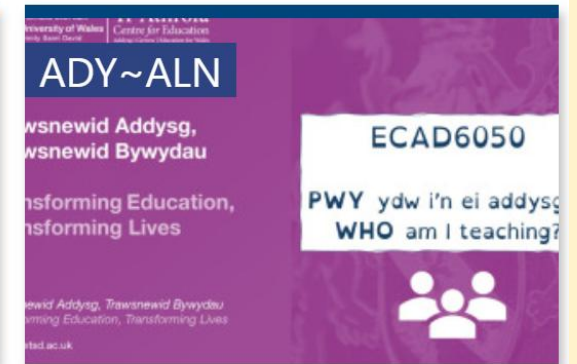
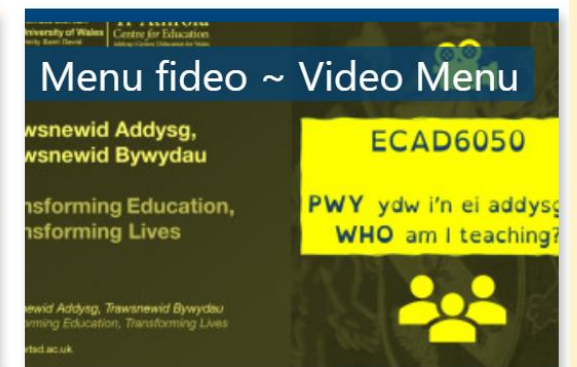
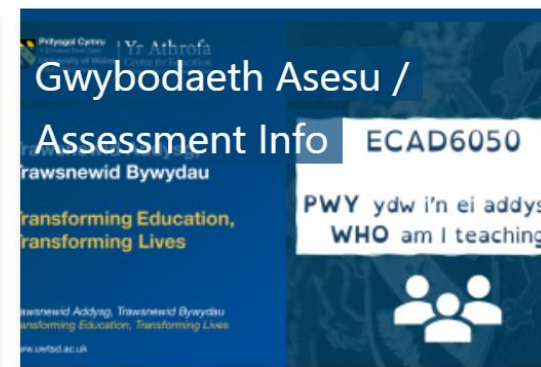
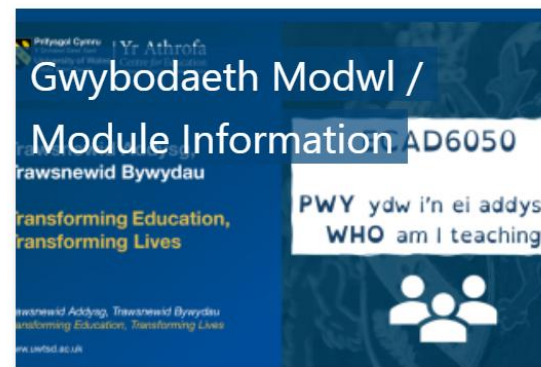
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Moodle



Module content

Introduction to the module

Reflective Practice / Critical Incident

Child Development

Additional Learning Needs (ALN)

Social and Emotional Learning (SEL) and wellbeing

Interventions Fair

Transition

Learning Theory

Assessment guidance + essay + video



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PGCE · ECAD6050

The learner: who am I teaching?

Reflective Learning Workbook

Observing, analysing and developing practice through Tripp's critical incident methodology



Name: _____
Group: _____

2026 – 2027

TAR · ECAD6050

Y dysgwr: pwy ydw i'n ei addysgu?

Dysgu Adfyfyriol Gweithlyfr

Arsylwi, dadansoddi a datblygu ymarfer drwy fethodoleg digwyddiad critigol Tripp



Enw: _____
Grŵp: _____

2026 – 2027



Learning Intention



To develop an understanding of the module and assessment;



To introduce the concept of reflection;



Begin the process of developing critical thinking, being reflective practitioners who interrogate their own and more knowledgeable others practice.



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The structure



Gain insight into role of reflective practice



Learn relevant theories relating to the learner



Observe teaching and learning in a school environment

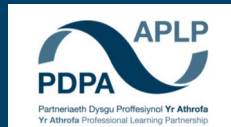


Use these elements to inform next steps in teaching



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Finish the statements ...



When I finish the course I will be....



The role of the PGCE is to.....

Teaching as a craft and teaching as a profession

"Teaching is a craft and it is best learnt as an apprentice observing a master craftsman or woman. Watching others, and being rigorously observed yourself as you develop, is the best route to acquiring mastery in the classroom"

(Gove, 2010)

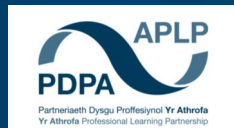
"The teacher who is able to engage with theory and the findings of educational research shares with the craft worker teacher a capacity for self-direction. By contrast, though, the professional teacher is able to judge right action in various school and classroom contexts from a more reliable basis for judgment than intuition or common sense. A teacher who is able to make good situational judgments does not rely on hearsay or unreflective prejudice. They draw on a well-thought-through and coherent conceptual framework, on knowledge of well-substantiated empirical research, and on considered ethical principles, to arrive at decisions in the classroom context."

(Orchard et al, 2015)



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The review

Because of the dominant focus on what newly qualified teachers must be able 'to do' at their end of their programmes, there is virtually no explicit recognition of the role of research or critical reflection in teachers' professional learning.

(Furlong, J. 2015, p12)

The role of this module

"Winch et al.(2013) therefore argue that what is missing from both the simplified craft view and the narrow technical view is the **capacity for critical reflection**; this, they suggest, is the hallmark of the 'professional teacher'. **Good teaching, they argue, develops from interrogating one's practice and making explicit the assumptions and values that underpin it."**

(BERA 2014, p20)

Over the course of this module we will ...



Explore the role and nature or critical reflection



Engage with theory relating to the learner



Understand how we can make links between our practice and theory



Consider how we can use this to inform future developments

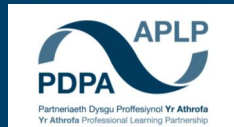
Over the course of this module we will not ...

- Have all the answers
- The PGCE is the first (albeit huge!) step in your career as a teacher - start to worry when you feel you have all the answers!



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Being a reflective individual

- Dewey (1933) said the three attributes of a reflective individual are:
 - open-mindedness,
 - responsibility
 - and wholeheartedness
- What do these mean?
- Do you have these attributes?

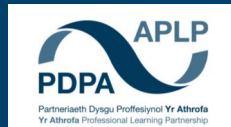


John Dewey
(1859 -1952)



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Reflections and models



**REFLECTIVE THINKING
INVOLVES ESSENTIALLY
THREE PROCESSES:**



**EXPERIENCING
SOMETHING**



**THINKING (REFLECTING)
ON THE EXPERIENCE**

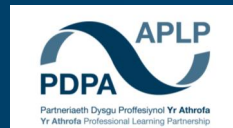


**LEARNING FROM THE
EXPERIENCE.**

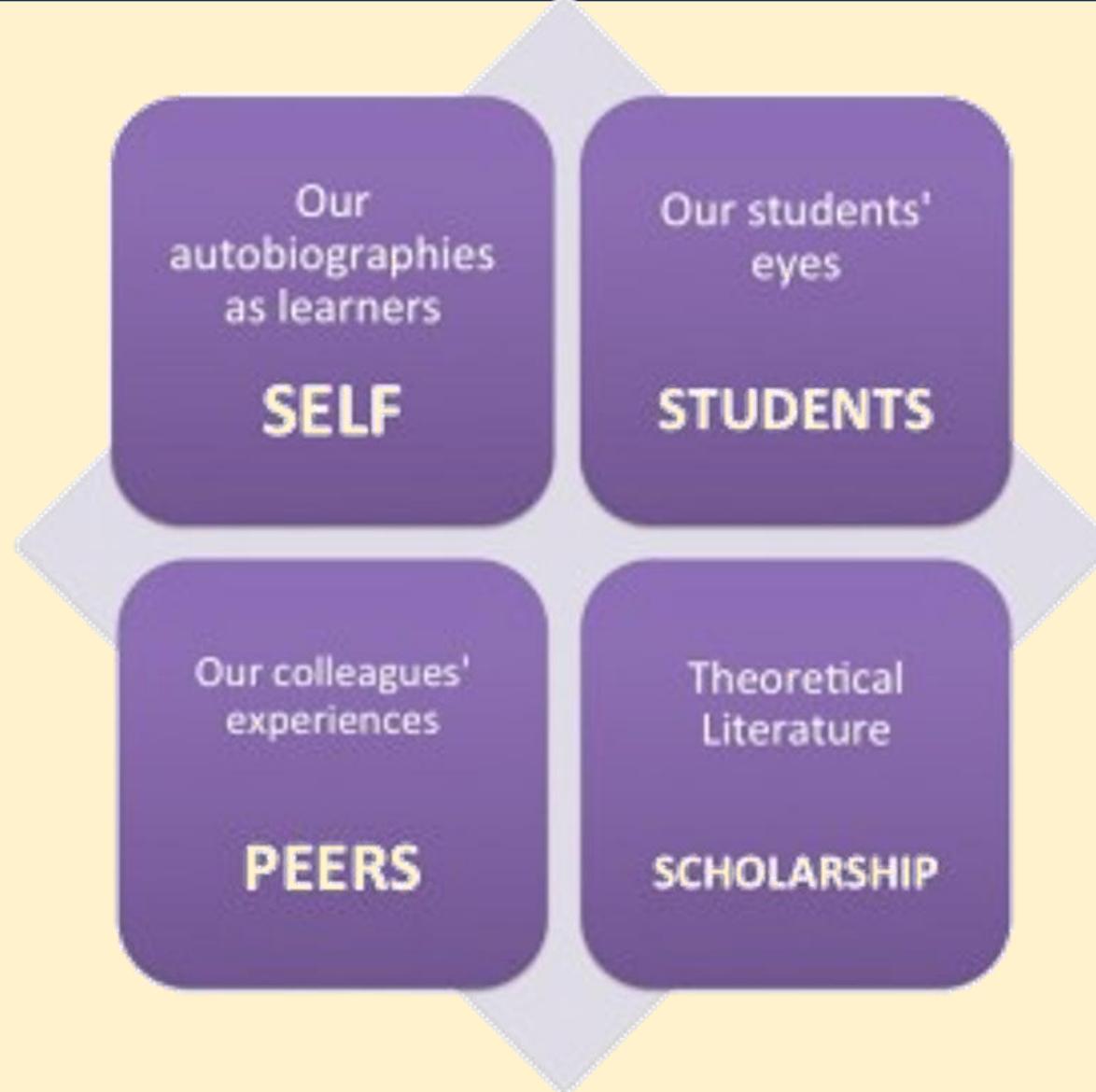


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So what is the point?

What is the role of a teacher?

Where does reflection sit in this?

Is it enough to simply reflect?

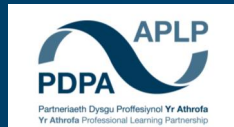
Barriers

What are some of the barriers to effective reflection in your PGCE year?



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Classroom based observations



As part of this module, you will be making use of classroom-based observations as a basis of reflection

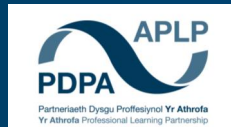


By visiting the immersive room you will observe, in a classroom environment, school-based practitioners, and use these as a basis of reflection



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How does this link with the assignment?

Part 1

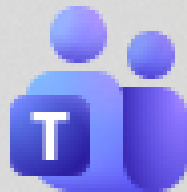
A **video presentation** that evidences a critical understanding of a theory or research that impacts on well-being, child development and learning from 0-19 years and apply this to your own critical reflection based on an observed critical incident.

Part 2

An **essay** that critically reflects on a case study lesson through a critical incident methodology, offering appropriate pedagogical approaches, justifying choices and presents a personal stance on how they will meet the needs of a diverse range of learners in their own professional practice moving forward.

DIRECTED (GRWP CYMRAEG - IMMERSIVE SESSION)

A - Welsh Medium	B	C	D	E	F	H & I Secondary
MENNA	LAURA					IAN
IQ301	FF004	IQ305	FF005	IQ106	FF005	IQ103
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YR - EDUCATION
The learner: who are we teaching?

Reflective Learning Workbook

Observing, analysing and developing practice through 'Yr Athrofa' critical incident methodology

Session 1 → Session 2 → Session 3 → Session 4

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Group: _____

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YR - EDUCATION
The learner: who are we teaching?

Dysgu Adfyfyriol
Gweithlyfr

Analysis, debriefing and developing practice through 'Yr Athrofa' critical incident methodology

Session 1 → Session 2 → Session 3 → Session 4

Name: _____
Group: _____

2024 - 2025

INDEPENDENT TASK · MOODLE CHECKLIST

Use this session for the TWO independent tasks

1 - Please check you can find everything you will need, highlight them when you find them and have opened them:

- MOODLE TILE FOR ECAD6050 – IF YOU CANNOT ACCESS THIS EMAIL laura.emanuel@uwtsd.ac.uk
- INTRODUCTION PDF IF YOU NEED A RECAP
- TIMETABLE FOR THE WEEK
- THE VIDEO MENU
- THE LECTURES FOR THE MORNINGS OF THIS WEEK
- TURNITIN ON MOODLE WHERE I WILL UPLOAD MY ASSIGNMENT PART A AND B
- 6050 EXAMPLES TO HELP WITH IDEAS LOOKING FOR IDEAS
- THE ASSIGNMENT INFORMATION TAB (WHICH WE WILL BE SHOWN IN DETAIL ON FRIDAY)
- LOCATE THE INTERVENTIONS PDF TO DEVELOP UNDERSTANDING (REVISIT IN OWN TIME)

- HAVE A GO AT TURNING A PRESENTATION (PPT, CANVA ETC) INTO AN MP4

- MOVE ON TO INDEPENDENT TASK 2...



INDEPENDENT TASK · CLASSROOM OBSERVATION USING 360° / IMMERSIVE TECHNOLOGY – MOODLE – VIDEO MENU

2 - Locate the Video Menu on Moodle, browse them and then choose one and complete these independent pages.

OBSERVE In the immersive footage, what exactly did you observe (not interpret)?

ANALYSE Why might it be happening? Theories, evidence & possible reasons.

You might explore: Critical observation skills; Tripp (1993) on describing before judging.

PLAN & DEVELOP What strategies or interventions could support the learner?

Key authors

QUESTION TO CONSIDER

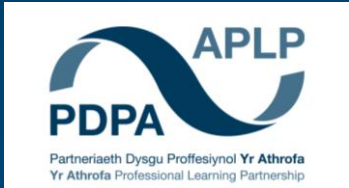
Am I describing what actually happened, or already interpreting and judging it?

A critical incident I could carry toward my assessment:



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Y Drindod Dewi Sant
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Trinity Saint David

Yr Athrofa
Centre for Education
Addysg i Gymru | Education for Wales



Trawsnewid Addysg,
Trawsnewid Bywydau

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