



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

ECAD5009

**Cycle 2 Core Studies: Learners, Schools and
Communities: Where am I teaching?**

**BA PRIMARY EDUCATION
with Qualified Teacher Status**

LEVEL 5

**YR ATHROFA
2023-24**

1. Points of contact

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

Rachel Bendall (Module Lead)

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2. 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](#)

3. Aims and Learning Outcomes

AIMS

- To equip student teachers with the skills needed to analyse how diverse cultural, linguistic, religious and socio-economic factors influence whole school issues and development.
- To prepare student teachers to be able to contribute to school systems and curriculum design that meets the needs of the school and its community.

LEARNING OUTCOMES

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

- evaluate how different schools in Wales engage with, and meet the needs of their communities through researching good practice;
- identify and analyse how areas related to social justice influence whole school issues, for example, inclusivity, diversity and equity;
- explore how diverse cultural, linguistic, religious and socio-economic factors influence the learning environment and how this is effectively managed in a classroom.

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.	Understand how personal beliefs and assumptions may influence learning.
Enterprising, creative contributors, ready to play a full part in life and work.	Develop the knowledge and understanding needed to plan creative learning opportunities which engage the wider community.
Ethical, informed citizens of Wales and the world.	Adopt the role of a professional teacher in understanding how to form meaningful relationships with learners, staff and parents.
Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.	Understand how health and well-being is understood and developed through whole school policy.

Relationship to Professional Standards for Teaching and Leadership (QTS):

Standard	Strand and Descriptor
Pedagogy: Advancing	Four purposes for learners: The student-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.
Pedagogy: Advancing	Blended learning experiences: The student-teacher understands the selection, use and justification of a range of imaginative approaches to meet pedagogic challenges to the benefit of all learners.
Pedagogy: Advancing	Real life, authentic contexts: The student-teacher demonstrates an understanding of the use of real life, authentic contexts for learning being provided as a natural part of the learning experience. This extends the learner's cultural, linguistic, religious and socio-economic experience and illustrates applications of concepts and abstracts in practice.
Pedagogy: Refining	Involving partners in learning: The importance of positive parent/carer involvement is understood and opportunities are taken to observe and evaluate processes.
Pedagogy: Influencing	Challenge and expectations: The student-teacher provides appropriate levels of challenge and expectations for the range of student abilities and characteristics, motivating learners to achieve.
Leadership	Taking responsibility for self: The student-teacher demonstrates professional attitudes and behaviours, developing positive relationships with learners and colleagues, which illustrate a personal commitment to the fundamental principles of equity and of maximising the potential of all learners.
Leadership	Exercising corporate responsibility: Contractual, pastoral, legal and professional responsibilities are known and understood by the student-teacher.
Leadership	Supporting formal leadership roles: The student-teacher demonstrates an understanding of the nature of responsibilities within and across teams and of the contributions individuals make towards the successful fulfilment of the school's vision.

4. Module Introduction

This module will develop your understanding of how schools implement national policies and roll out a curriculum to meet the needs of the school community. It will deepen your understanding of the different types of schools and communities, and how they approach, develop and implement national priorities for the communities they serve.

You will have the opportunity to further explore the concept of a school and its community by considering the different definitions of a community and its relevant stakeholders. For example, evidencing an awareness of the challenges facing schools in making the curriculum accessible and relevant, with different learner groups including ethnic minority groups (e.g. asylum seekers); immigrants; gypsy-travellers; those moving to Welsh language schools and communities; those without English as a first language. You will also be given the opportunity to compare and evaluate the approaches used in other national education systems to utilise and engage with their communities. This will support your identification and application of what can be learnt from the approaches of other countries to enhance experiences in the Welsh system.

A critical consideration and analysis of how schools ensure that learners become ethical, informed citizens who are ready to be citizens of their community, Wales and the world will be developed through the study of this module. This includes reference to sustainability and environmental issues relating to school communities; social justice and equity; and community cohesion. You will also investigate how schools promote and ensure that learners are healthy, confident individuals who are ready to lead fulfilling lives as valued members of society. Reflection on initiatives and national policies that have been used to develop these aspects in the learner and the wider community will be developed.

There will be an opportunity to consider the engagement of the community and analyse examples of school engagement projects and case studies that have shown a positive impact on learning. Partly through a review of case studies of successful schools, you will develop a forward thinking and proactive personal ethos to nurture and stimulate a Welsh, numerate, literate and digitally competent learner and a relevant curriculum.

5. Module Content

<i>Disposition</i>	Knowledge, skills, understandings and behaviours
<i>Being sceptical</i>	To understand empirical evidence in a contested terrain: • Being aware of the political, economic and social drivers for, and implications of, 'evidence'.
<i>Being ethical</i>	To understand the ethical base of inquiry in a complicated workplace: • Knowing ethical principles of research; • Understanding positionality within research; • Recognising own beliefs and assumptions about the world.
<i>Being a skilled researcher</i>	To understand the principles of social science research, and to know the different kinds of methods that are used and why: • Understanding qualitative methods and the nature/status of findings; • Understanding quantitative methods and the nature/status of findings; • Understanding pragmatic designs. To understand how to construct an argument based on evidence and warrant in educational research: • Employing critical reading skills; • Taking a sceptical approach to 'evidence'. To critically appreciate the degree of support that may or may not exist for popular and influential theories in such areas as child development and the nature of learning: • Taking a sceptical approach to 'innovation' (policy and practice) or the 'next big thing'. To understand how to apply empirical evidence in their classrooms and evaluate its effectiveness: • Being clear about what is intended and why; • Defining the parameters for evaluation of effectiveness.
<i>Being part of an inquiring profession</i>	To contribute 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	

15 x 2hrs direct teaching plus independent study and directed tasks.

Session	Content
1 & 2	Pre-module input These are 2 x 2 hours sessions which introduce you to the assignment for this module and direct you to key information you will need to gather before the module begins. 1. What is ECAD5009-C? - Module introduction: - Staff - Module aims - Module content - Assessment - How does my experience of teaching 7–11-year-old learners relate to this module? - Directed Task 1 - Reflection & Jamboard 2. Assignment input - Specification - Structure - Assessment - Directed Task 2 - 'What have you seen on placement?'
3 16/04/24	Module introduction revisited & assignment input in detail: - Specification - Structure - Assessment - What is a school community project? - Feedback from Directed Task 2 - 'What have you seen on placement?' - Examples of previous assignments
4 16/04/24	What is a school community project, and how is it planned and evaluated? - Pontarddulais Primary School – '<i>Working Whispers</i>' - The School Development Plan (SDP) - The Four Purposes as drivers - Deciding on aims and activities - Measuring impact and evaluation - Bringing the day's input together: Lotus Diagram

	Directed Task 3 – SWOT analysis
5 18/04/24	What does it mean to teach in Wales? Part 1 - Cymraeg: 2050 - Welsh Education Bill - Anti-racist Wales: 2030 - Professor Charlotte Williams’ final report - Race Equality Action Plan (REAP) Wales - DARPL
6 18/04/24	What does it mean to teach in Wales? Part 2 Guest speaker: Dr Huw Griffiths Cynefin, belonging and inclusion
7 18/04/24	What does it mean to teach in Wales? Part 3 - What do (and don’t) the headlines and statistics tell us? - Ideas surrounding Social Justice - How socially just is my own school-community project? - Bringing the day’s input together: Lotus Diagram - Directed Task 4 - Essential reading and Padlet
8 22/04/24	What are the opportunities and barriers to school and community engagement? Part 1: Factors that impact family engagement - Engagement or involvement? - How do schools encourage family engagement and/or involvement? - An exploration of a range of factors that might impact family engagement and/or involvement.
9 22/04/24	What are the opportunities and barriers to school and community engagement? Part 2: Cindy Hunt & Claire Arnold (videos) - Community schools & projects - Democratisation - PLCs - Social Cohesion - Case Study: Monkton Priory School
10 22/04/24	What are the opportunities and barriers to school and community engagement? Part 3: My own school-community project - Bringing the day’s input together: Lotus Diagram - What opportunities and barriers does my own community project reveal? - Directed Task 5 – Revisit ALN Act and Directed Task 4

11 23/04/24	How do schools make the curriculum accessible and relevant? Part 1 Guest speaker: Mathew Davies Planning for inclusion
12 23/04/24	How do schools make the curriculum accessible and relevant? Part 2 - Inclusive planning activity: Focus on 'Inclusive Strategies' - How inclusive and relevant is my own school-community project? - Bringing the day's input together: Lotus Diagram - Directed Task 6 – Read about RVE in Curriculum for Wales
13, 14, 15 25/04/24	Learning opportunities beyond the school gate - An exploration of learning opportunities beyond the school gate - Immersive room virtual visit - Planning a learning opportunity beyond the school gate - How does my own school-community project support learning beyond the school gate? - Bringing the day's input together: Lotus Diagram Planning my own school-community project proposal - Who? What? Why? How? - How do each of my lectures connect to my assignment? - Bringing the whole module's input together: Lotus Diagram - Assignment examples revisited - Directed Task 7 – finalising your own school community project idea
07/05/24	Assignment drop-in (optional) 10am – 12pm - Whole cohort and small group/individual sessions Teams

6. Assessment tasks and guidance

MODULE CODE	MODULE TITLE	MODE OF ASSESSMENT
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ECAD5009	Cycle 2 Core Studies: Learners, Schools and Communities: Where am I teaching?	Assessment Component 1 - 100% Written response - A proposal for a school community project (4000 words). Deadline: 15.05.24 (23.59)
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Please see Assessment Specification form (on Moodle) for more detailed assessment information and guidance.

7. Reading list

Essential

Arshad, R., Wrigley, T. and Pratt, L. (eds) (2020) *Social Justice re-examined: dilemmas and solutions for the classroom teacher*. London: IOE Press.

Athey, C. (2007) *Extending Thought in Young Children: a parent teacher partnership*. [2nd Edition] London: Paul Chapman Publishing.

Children's Rights: a Teacher's Guide available at: <http://www.savethechildren.org.uk/resources/online-library/childrens-rights-a-teachers-guide>

Morris, D. (ed.) (2010) *Welsh in the Twenty-First Century*. Cardiff: University of Wales Press.

Rigney, D. (2009) *The Matthew Effect*. New York: Columbia University Press.

Siraj, I., Mayo, A. (2014) *Social Class and Educational Inequality : The Impact of Parents and Schools*. Cambridge: CUP.

Thompson, N. (2011) *Promoting Equality: Working with Difference and Diversity*. Basingstoke: Palgrave Macmillan.

Further

Alexander, R. (2010) *Children, their World, their Education*. London: Routledge.

Brett, P., Mompont-Gaillard, P., & Salema, M. H. (2009). *How all teachers can support citizenship and human rights education: A framework for the development of competencies*. Strasbourg: Council of Europe Publishing.

Evans G, (2016) *A Class Apart: Learning the Lessons of Education in post-devolution Wales*. Cardiff: Welsh Academic Press.

ESTYN (2012) *Effective Practice in Tackling Poverty and Disadvantage in Schools* available at:

<http://learning.gov.wales/docs/learningwales/publications/140211-effective-practice-in-tackling-poverty-and-disadvantage-in-schools-en.pdf>

Jenkins, G. & Williams, M. (eds) (2000) Let's do our best for the ancient tongue. *The Welsh language in the twentieth century*. Cardiff: University of Wales Press.

Kerr, K., Dyson, A. and Raffio, C. (2014) *Making the Local Matter*. Bristol: Policy Press.

Nelson, T. (2015). *Handbook of prejudice, stereotyping, and discrimination*. Hove: Psychology Press.

Scottish Government: National Improvement Framework for Scottish Education – achieving excellence and equity, 2016. <http://www.gov.scot/Publications/2016/01/8314>

Smith, E. (2012) *Key Issues in Education and Social Justice*. London: Sage.

Sternberg R & Krauss G (eds) (2014) *Handbook of Research on Entrepreneurship and Creativity*. Cheltenham UK and Massachusetts USA: Edward Elgar Publishing.

Sternberg, R (ed) (2011) *Handbook of Creativity*. Cambridge: Cambridge University Press.

Williams, C.H. (ed.) (2000) *Language Revitalization: Policy and Planning in Wales*. Cardiff: University of Wales Press.

Welsh Government (2007) *Defining schools according to Welsh medium provision*. Cardiff: Welsh Government.

Welsh Government (2010). *Welsh Medium Education Strategy*. Cardiff: Welsh Government.

Welsh Government (2013) *One language for all. Review of Welsh second language at Key Stages 3 and 4. Report and recommendations*. Cardiff: Welsh Government.

Welsh Government (2014) *A living language: a language for living – Moving forward*. Policy Statement. Cardiff: Welsh Government.

Whalley, M. (2007) *Involving Parents in their Children's Learning*, London: Paul Chapman Publishing.