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

MODULE DIRECTORY

LEVEL 5

THE SOUTH WEST WALES CENTRE OF TEACHER EDUCATION

YR ATHROFA

FACULTY OF EDUCATION AND COMMUNITIES

2017-2018

CONTENTS PAGE

Page No

INTRODUCTION 1

MODULES 2

INTRODUCTION

This Module Directory includes all the modules for Level 4 within the South West Wales Centre of Education in the academic year 2016-2017.

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:	**ECAD5001**
TITLE:	**Pedagogy in Practice 2: Developing Assessment for Learning**
DATED:	**21/03/2017**
LEVEL:	**5**
CREDITS:	**20**
JACS CODE:	**X100 Training Teachers**

AIM(S)

- To provide student teachers with appropriate teaching experience in both Foundation Phase and Key Stage 2 and an understanding of the pedagogy of thinking and approaches to assessment in the primary phase.
- To further promote student teachers' awareness of professionalism, independence and reflection within primary education.

LEARNING OUTCOMES

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

- Further consolidate a deepened detailed knowledge and understanding of phase specific documentation.
- Develop independence and initiative in planning, preparation, teaching and assessment.
- Demonstrate a critical awareness of assessment strategies and techniques appropriate for use in the primary school.
- Communicate clearly and use suitable classroom management strategies.

INDICATIVE CONTENT

- During the academic year, one five week teaching block will take place in the Foundation Phase and another five week period will be spent in Key Stage Two.
- Preparation: before each teaching block, a period of time will be spent with professional colleagues within the allocated class ahead of the assessed period. The student teacher will work under the guidance of a Senior Mentor or Mentor and University based tutor to plan in the mid and short term in line with University expectations.
- University-based sessions will provide guidance and support to ensure that student teachers have clear understanding of the demands of the professional teaching experiences.
- Student teachers will receive clear guidance regarding the ethical implications of working with children.

- Safeguarding principles and procedures: comprehensive guidance regarding their role and responsibilities related to safeguarding whilst working with children and within their wider professional life.
- During both teaching blocks, the student teacher will teach 50% 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 the QTS Standards 25/2009.
- An exploration of key theories regarding the development of children's thinking skills – such as McGuinness' model of infusion and enrichment and exploration and evaluation of key resources used by classroom practitioners to promote effective thinking.
- An in-depth focus of the background, nature and impact of the assessment for learning agenda. Student teachers will consider evidence from research, e.g. Hattie (2009); Black and Wiliam (1998); and recent comparative studies.
- Student teachers will consider the benefits and ethical issues relating to the use of digital record keeping, observation strategies and retaining written records.
- Students will explore the rationale for making learning 'visible' through case studies, such as the use of documentation in Reggio Emilia settings, the Visible Thinking Projects from Harvard University and the work of Ferre Laevers.

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 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 and a University based tutor. A University based moderator will have an overview of the standards of the whole cohort.

The allocation of teaching to deliver the module is:

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

ASSESSMENT

Professional Teaching Experience – placement and documentation
Student teachers will be assessed against the Level 5 Qualified Teacher Status Standards (Welsh Government Circular 25/2009). Summative judgements will be made 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).

QTS pass/fail

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

Assessment Component – 100%

Written essay (2000 words)

Example of the type of question or task that could be used:
An individual essay demonstrating evidence of secure knowledge and understanding of the theories supporting AfL and Thinking Skills including critical analysis of personal implementation of either one AfL strategy OR one Thinking Skills strategy from Professional Teaching Experience.

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
By contributing to the social and economic welfare of Wales.	

Module Code	**ECAD5001**	
Module Title	**Pedagogy in Practice 2: Developing Assessment for Learning**	
Classification	**Reading List entry**	**Electronic**
Essential	Alexander, R. (2008) *Towards Dialogic Teaching: Rethinking Classroom Talk*. 4th edn. York: Dialogos.	☐
Essential	Claxton, G. (2002) *Building Learning Power*, Bristol: TLO Ltd.	☐
Essential	Claxton, G., Chambers, M., Powell, G., and Lucas, B. (2011) *The Learning Powered School*, Bristol: TLO Ltd.	☐
Essential	Grigg, R. (2010) *Becoming an Outstanding Primary School Teacher,* Harlow: Pearson, 2010.	☐

Essential	*Primary Guidance,* South West Wales Centre of Teacher Education. South West Wales Centre of Teacher Education. (2016)	☒
Essential	Welsh Assembly Government. (2009) *Becoming a Qualified Teacher Handbook of Guidance 017/2009 (2009)*, Cardiff: WAG.	☒
Further	Adams, K. (2009) *Behaviour for Learning in the Primary School*, Exeter: Learning Matters Ltd.	☐
Further	Cottrell, S. (2011) *Critical Thinking Skills*, Basingstoke: Palgrave MacMillan.	☐
Further	Davies, S. (2006) The Essential Guide to Teaching	
Further	Hattie, J. (2009) Visible Learning, Abingdon: Routledge.	☐
Further	Hayes, D. (2008) Foundations of Primary Teaching, 4th edn. London: David Fulton	☐
Further	Laevers, F. (ed) (2012) *Well-being and Involvement in Care Settings. A Process-oriented Self-evaluation Instrument*. Available at: www.kindengezin.be/img/sics-ziko-manual.pdf *(18th February).*	☒
Further	McGuinness, C. (1999) *From thinking skills to thinking classrooms: A review and evaluation of approaches for developing pupils' thinking*, London: HMSO.	☐
Further	Kyriacou, C. (2007) *Essential Teaching Skills,* 3rd edn. London: Simon and Schuster.	☐
Further	McBer Report. (2000) *Research into Teacher Effectiveness - A Model of Teacher Effectiveness*, London: HMSO.	☐
Further	Morgan, N. and Saxton, J. (2002) *Asking Better Questions.* 2nd edn. Portland,ME: Stenhouse.	☐
Further	Mercer, N. and Littleton K. (2007) *Dialogue and the Development of Children's Thinking,* Oxon: Routledge.	☐
Further	Smidt, S. (2005) *Observing, Assessing and Planning for Children in the Early Years,* Abingdon: Routledge	☐

CÔD Y MODWL: **ECAD5002C**
TEITL: **Yr Iaith Ar Daith 2**
DYDDIAD: **21/03/2017**

LEFEL: **5**
CREDYDAU: **20**

CÔD JACS: **Q560**

AMCAN(ION)

- I barhau i ddatblygu gwybodaeth a dealltwriaeth hyfforddeion o'r iaith Gymraeg a datblygu eu hyder wrth ei defnyddio ar lafar ac ar bapur.

- I alluogi hyfforddeion i gyflwyno'r Gymraeg yn gywir wrth feithrin eu hyder wrth addysgu yn y sector cynradd.

- I sicrhau bod hyfforddeion yn deall gofynion Cymru / Cymru Ail Iaith o fewn y Cyfnod Sylfaen a Chyfnod Allweddol 2.

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 o'u lefel blaenorol.

- Gwerthuso amryw o fethodolegau addysgu iaith ychwanegol.

- Archwilio'n feirniadol berthynas y cwricwlwm Cymru / Cymru Ail Iaith o fewn y Cyfnod Sylfaen a Chyfnod Allweddol 2 â'r cwricwlwm cyfan, gan gynnwys y Cwricwlwm Cymru.

CYNNWYS DANGOSOL

- Bydd y modwl hwn yn adeiladu ar fodwl Yr Iaith Ar Daith 1. Parheir i gyflwyno'r Gymraeg yn ôl anghenion ieithyddol yr hyfforddeion er mwyn iddynt wella'u sgiliau darllen, ysgrifennu a llafar. Graddolir y cynnwys ieithyddol yn ôl lefelau'r grwpiau.

- Darperir cyfleoedd pellach i ddefnyddio ystod eang o adnoddau dysgu addas ar gyfer addysgu'r Gymraeg fel ail iaith a, lle bo hynny'n briodol, fel iaith gyntaf.

- Trafodir ymhellach raglenni astudio'r Cyfnod Sylfaen a'r Cwricwlwm Cenedlaethol ar gyfer CA2 ynghyd ag agweddau perthnasol o'r Cwricwlwm Cymru.

- 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. Gwneir hynny trwy drafod hanfodion ystod o ddulliau o hyrwyddo gwaith llafar ac ysgrifenedig plant.

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 (1600 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 2400 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%**

Noder y bydd y modwl yn y pendraw yn arwain yn ogystal at asesiad ym mlwyddyn 3 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 gyfrannu at dreftadaeth ddiwylliannol Cymru a chaniatáu i fyfyrwyr gymryd rhan mewn system addysg ddwyieithog.	

Cod y Modwl	**ECAD5002C**
Teitl y Modwl	**Yr Iaith Ar Daith 2**

Categori	Eitemau'r Rhestr Ddarllen	Electronig*
Hanfodol	Baker, C. (2011) *Foundations of Bilingual Education and Bilingualism*, 5th Edition. Clevedon: Multilingual Matters.	☐
Hanfodol	CBAC. (1998) *Datblygu Cymraeg Pob Dydd yn yr Ysgol Gynradd*, Caerdydd: CBAC. http://www.cbac.co.uk/uploads/publications/2991.pdf	☒
Hanfodol	Clement, B. & Lloyd, L. (2011) *Bachu Iaith*, Caerfyrddin: Canolfan Peniarth	☐
Hanfodol	Estyn. (2013) *Datblygu'r Gymraeg yn y Cyfnod Sylfaen,* Caerdydd: Estyn.	☒
Hanfodol	Llywodraeth Cymru. (2015) *Rhaglen Astudio ar gyfer Cymraeg Cyfnodau Allweddol 2-4,* Llywodraeth Cymru. (2015) *Cymraeg ail iaith yng Nghwricwlwm Cenedlaethol Cymru,* Caerdydd	☒
Hanfodol	Llywodraeth Cynulliad Cymru.(2008) *Datblygu'r Gymraeg yn y Cyfnod Sylfaen / Welsh Language Development in the Foundation Phase,* Caerdydd: Llywodraeth Cynulliad Cymru.	☒
Hanfodol	Llywodraeth Cymru. (2015) *Cwricwlwm Cymru: Fframwaith y Cyfnod Sylfaen*, Caerdydd	☒
Hanfodol	Welsh Government (2014) *Evaluating the Foundation Phase: Key Findings on Welsh Language* (WISERD). Cardiff: Crown. http://gov.wales/docs/caecd/research/2014/140717-foundation-phase-welsh-language-en.pdf	☒
Pellach	ap Emlyn, N. (2007) *Golwg ar Iaith,* Talybont: Y Lolfa.	☐
Pellach	Canolfan Bedwyr. (2008) *Llawlyfr Gloywi iaith*, Bangor: Canolfan Bedwyr.	☐
Pellach	Clement, B. a Breese, N. (2011) *Seren Iaith,* Aberystwyth: Atebol.	☐
Pellach	Clement, B. a Breese, N. (2014) *Seren Iaith 2,* Aberystwyth: Atebol.	☐
Pellach	Cook, V.J. (2008) *Second Language Learning and Language Teaching,* 4th Edition. London: Hodder Education.	☐
Pellach	Evans, H.M. (2003) *Y Geiriadur Mawr,* Llandysul: Gwasg Gomer.	☐
Pellach	Garcia. O, (2009) *Bilingual Education in the 21st Century: A Global Perspective.* Chichester, Wiley-Blackwell	☐
Pellach	Gruffudd, H. (2002) Cymraeg Da: Ymarferion, Talbont: Y Lolfa	☐
Pellach	Gruffudd, H. (2000) *Cymraeg Da,* Talybont: Y Lolfa	☐
Pellach	Hopwood, M. (2014) *Can Canllaw 1*, Caefyrddin: Canolfan Peniarth	☐
Pellach	Hopwood, M. (2014) *Can Canllaw 2*, Caefyrddin: Canolfan Peniarth	☐
Pellach	Hughes, J. E. (2011) *Canllawiau Iaith a Chymorth Sillafu,* Llandysul: Gwasg Gomer	☐
Pellach	Jones, C. (2013) *Welsh Grammar You Really Need to Know*. London: Hodder & Stoughton.	☐

Pellach	King, G. (2007) Modern Welsh Dictionary: A guide to the living language, Oxford: OUP.	☐
Pellach	Lightbown P. and Spada N. (2006) *How languages are learned.* Oxford: Oxford University Press.	☐
Pellach	Richards, J.C. & Rodgers, T.S. (2014) *Approaches and Methods in Language Teaching,* 3rd Edition. Cambridge: CUP.	☐
Pellach	Richards, J.C. (2006) *Communicative Language Teaching Today.* Cambridge: CUP.	☐
Pellach	Thomas, G. (2012) *Ymarfer Ysgrifennu Cymraeg*, Talybont: Y Lolfa.	☐
Pellach	Welsh Government (2013b) *One language for all - Review of Welsh second language at Key Stages 3 and 4*. Cardiff: WG.http://gov.wales/docs/dcells/publications/130926-review-of-welsh-second-lan-en.pdf	☒
Pellach	Welsh Government (2016) *Review of a project to encourage Welsh-medium teaching in English-medium primary schools*. Cardiff http://gov.wales/docs/caecd/research/2016/160310-evaluation-welsh-medium-education-strategy-final-en.pdf	☒

MODULE CODE: **ECAD5003**
TITLE: **The Rights of the Child: Inclusion and Diversity**
DATED: **21/03/2017**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **X100 Training Teachers**

AIM(S)

- To develop students' knowledge and understanding of supporting individual pupils to fulfil their potential, including exploring barriers to achievement and participation that impact upon learning.
- To develop students' personal digital competence skills.

LEARNING OUTCOMES

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

- Demonstrate in-depth knowledge and understanding of children's diverse additional learning needs based on theoretical perspectives and models of inclusive practice.
- Evaluate how individual learning needs are supported including differentiation and equal opportunities.
- Demonstrate skills in problem-based learning, including collaborating with others.
- Demonstrate digital competence in researching, collating and presenting information.

INDICATIVE CONTENT

- An introduction to the historical and political context of special and additional learning needs and the legislative framework that underpins practice, including recent and current developments in Wales.
- An in-depth exploration of a wide range of needs that impact upon learning, e.g. physical, cognitive, social, emotional, behavioural and cultural issues. The medical and social models of disability will also be explored and their impact on inclusive practice within the classroom.
- The concepts of differentiation, assessment and personalised learning experiences including person-centred planning and Individual Development Plans will be introduced. Emphasis will be placed on supporting all pupils to fulfil their full potential by promoting equal access and opportunities for learning within the classroom.
- Trainees will be required to organise an observational visit to a special unit/ school/class with a high proportion of ALN pupils to gain experience of exemplar practice in specialised provision.

- IT sessions will cover: planning, storing, retrieving and analysing information: using ICT software to produce questionnaires to support research into themes raised in the module.

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 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 – 100%

Written assignment – small scale research project and analysis (equivalent to 4000 words).

Example of the type of question or task that could be used:
Based on evidence from a wide range of background reading and using data gathered from a group questionnaire distributed to professional practitioners working in primary education, critically discuss how **one** of the following ALN topics impacts upon learning and teaching:

i. Poverty
ii. ADHD
iii. Refugees
iv. Sensory Impairment

N.B. You will also need to show evidence of ICT skills developed within the module in this assignment by using graphical representation to present some of the findings of your questionnaires.

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
If yes please provide brief details (no more than 100 words): The knowledge and understanding of the principles discussed in this module prepare trainees for both the teaching and the pastoral role of the profession that they are entering. Knowledge and skills gained within this module will give them a more inclusive perspective of the diverse communities in which they live and teach and the wider context.	

Module Code	**ECAD5003**	
Module Title	**The Rights of the Child: Inclusion and Diversity**	
Classification	**Reading List entry**	**Electronic**
Essential	Department for Education, Lifelong Learning and Skills. (2016) *Inclusion and Pupil Support,* Cardiff: Welsh Assembly Government.	☒
Essential	Glazzard, J., Hughes, A., Netherwood, A., Neve, L., & Stokoe, J. (2010) *Teaching Primary Special Educational Needs)* [Online], Exeter: Learning Matters Ltd.	☒
Essential	Peer, L. & Reid, G. (eds.) (2016) *Special Educational Needs – A Guide for Inclusive Practice, (2nd ed.)* London: Sage.	☐
Essential	Welsh Government, (2015) *Draft Additional Learning Needs Code.* Cardiff:Welsh Government.	☒
Further	*British Journal of Special Education [e-journal]*	☒
Further	Department for Education and Skills (2014) *Re-writing the Future.* Cardiff: Welsh Government.	☒
Further	Donaldson, G. (2015) *Successful Futures.*Cardiff: Crown copyright.	☒
Further	Farrell, M. (2012) *Educating Special Children*. 2nd edn. Oxon: Routledge.	☒
Further	Frederickson, N. & Cline, T. (2009) *Special Educational Needs, Inclusion and Diversity*, Maidenhead: Open University Press.	☒
Further	National Assembly for Wales. (2002) *Special Educational Needs Code of Practice for Wales*, Cardiff: National Assembly for Wales.	☒
Further	Spooner, W. (2011) *The SEN Handbook for Trainee Teachers, NQTs and Teaching Assistants.* 2nd edn. [Online], Oxon: Routledge.	☐
Further	*Support for Learning [online journal]*	☒
Further	Welsh Assembly Government. (2010) *A Curriculum for All Learners,* Cardiff: Welsh Assembly Government.	☒
Further	Welsh Government, (2013) *Literacy and Numeracy Framework.*Cardiff: Welsh Government.	☒

MODULE CODE: **ECAD5004**
TITLE: **Teaching Language and Mathematics**
DATED: **21/03/2017**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **X100 Training Teachers**

AIM(S)

- To provide opportunities which extend knowledge, skills and understanding for teaching and learning Language and Mathematics in the primary school curriculum.

- To provide a critical overview of the age related expectations and pedagogical approaches for Language and Mathematics learning.

LEARNING OUTCOMES

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

- Evidence secure knowledge of national age related expectations in language and mathematics.

- Demonstrate a theoretical understanding of how children learn effective language and mathematical skills.

- Demonstrate an ability to make pedagogical choices which ensure good learning and teaching.

INDICATIVE CONTENT

Mathematics

- Knowledge and understanding: an exploration of the national requirements for teaching mathematics and numeracy; skills progression in the Literacy and Numeracy Framework (LNF); using the LNF.
- The principles for developing mathematical understanding and numeracy in Foundation Phase and Key Stage 2.
- Teaching number confidence and flexibility: exploring pedagogy for ensuring pupils master basic number skills and develop efficiency and flexibility.
- The connectionist teacher in mathematics; making sure mathematics is applied in the 'real world'.
- Principles and practices to develop numerical reasoning skills.

Language

- Knowledge and understanding: an exploration of the national requirements for teaching language and literacy skills; the identification of skills' progression in oracy, reading and writing in the LNF; an understanding of how to use the LNF as a tool for planning.
- High quality oracy; a consideration of the physical and pedagogical learning space in relation to the dialogic classroom.

- Key theories and principles: a critical examination of the conceptual models for teaching reading including the simple view of reading (word recognition and language comprehension).
- Teaching reading: an exploration of the pedagogies for teaching reading including systematic synthetic phonics, shared, guided and independent reading.
- Key theories and principles: a critical examination of the conceptual models for teaching writing including transcription and composition and understanding the stages of beginner, emergent and expert writer.
- Teaching writing: an exploration of the pedagogies for teaching writing including early writing spaces, talk for writing, shared writing and the use of ICT.

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 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 – 100%

Written Assignment (equivalent to 5000 words)

Example of the type of question or task that could be used:
What helps me learn language and mathematics? : An analysis of a child's learning in mathematics and language with recommendations for ensuring progress.

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**
If yes please provide brief details (no more than 100 words): As this module focuses on effective teaching and learning of language and mathematics in the primary school and requires students' to analyse learning and teaching of language and mathematics it should contribute towards education of	

young children for their economic and social well-being.

Module Code	**ECAD5004**	
Module Title	**Teaching Language and Mathematics**	
Classification	**Reading List entry**	**Electronic**
Essential	Clark, A. and Moss, P. (2011) *Listening to Young Children: The Mosaic Approach* (2nd ed.) National Children's Bureau	☒
Essential	Graham, J. and Kelly, A. (2007, third edition) Reading Under Control: Teaching Reading in the Primary School	☐
Essential	Haylock, D. and Cockburn, A. (2013) *Understanding Mathematics for Young Children*. London: Sage	☐
Essential	Nottingham, J. (2013) *Encouraging Learning* Oxon:	☒
Further	Hanson, A. (ed.) (2015) Children's Errors in Mathematics: Understanding Common Misconceptions in the Primary School, London: Sage	☐
Further	Askew, M. (2011) Transforming Primary Mathematics Routledge: Oxon	☐
Further	Pound, L. and Lee, T. (2010) Teaching Mathematics Creatively, Routledge: Oxon	☐
Further	Lewis, M.and Ellis, S. (2006) Phonics: Practice, Research and Policy Paul Chapman Publishing	☐
Further	Cotton, T. (2013) Understanding and Teaching Primary Mathematics, Routldge: Oxon	☐
Further	Goodwin, P. (2010) The Literate Classroom, London: David Fulton	☐
Further	McAteer, M. (ed.) (2013) *Improving Primary Mathematics Teaching and Learning* Berkeshire: Open University Press	☒

MODULE CODE: **ECAD5005**
TITLE: **The Visual and Expressive Arts is Wales**
DATED: **21/03/2017**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **X100 Training Teachers**

AIM(S)

* To develop trainees' knowledge and understanding of the plurality and diversity of Wales through the visual and expressive arts.

LEARNING OUTCOMES

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

- Recognise the contribution of cultural, economic, environmental, historical and linguistic characteristics of Wales to pupils' learning and appreciation of the creative arts.
- Plan effectively for the teaching of art, design and technology, music and physical education in the context of Y Cwricwlwm Cymreig.
- Evaluate the contribution made by individuals to our understanding of Welsh culture and heritage both past and present.

INDICATIVE CONTENT

- Clear and appropriate understanding of content and and purpose for YCC when teaching the Expressive Arts.
- Range of activities / ideas / practical lessons that promote creativity through the Expressive Arts.
- The ability of the student to reflect critically by using examples from Professional Teaching Experience and integrating theory with practice.
- Critical dialogue discussing the value and purpose of the Expressive Arts and the Cwricwlwm Cymreig within Primary Schools.
- Knowledge of those that have contributed to the arts within Wales in order to inspire and enrich the teaching within Primary Schools.

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 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 – 100%

Essay (4000 words)

Example of the type of question or task that could be used:
Using a Welsh cultural artefact as a stimulus (a song, poem, object, painting, photograph), create a resource in essay format that is suitable for teachers to use as an inspiration for children's learning. Base your work on a specific theme (aiming the work at children of either 3-7 years or 7-11 years).

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
By promoting the cultural heritage of Wales and helping children recognise their identity in a 21st century Wales.	

Module Code	**ECAD5005**	
Module Title	**The Visual and Expressive Arts is Wales**	
Classification	**Reading List entry**	**Electronic**
Essential	Bloomfield, A. & Childs, J. (2000) *Teaching Integrated Arts in the Primary School*, London: David Fulton.	☐
Essential	Donaldson, G. (2015) *Successful Futures.* Crown copyright. Available at: http://gov.wales/docs/dcells/publications/150317-successful-futures-en.pdf	☒
Essential	Estyn. (2001) *Y Cwricwlwm Cymreig: the Welsh dimension of the curriculum in Wales: good practice in teaching and learning, Cardiff: Estyn.*	☒
Essential	QCAA. (2003) *Developing the Curriculum Cymreig*, Cardiff: QCAA.	☒
Further	Edwards, L. (2009) *The Creative Arts: A Process Approach for Teachers and Children.* 5th edn. London: Merrill Publishers.	☐
Further	Baldwin, P and Fleming, K. (2002) *Teaching Literacy through Drama: Creative Approaches,* London: Taylor & Francis.	☐
Further	Fleming, K. (2007) *Teaching Literacy through Drama: Creative Approaches,* London: Taylor & Francis.	☐
Further	Grigg, R. (2010) *Becoming an Outstanding Primary*	☐

	School Teacher, Harlow: Pearson.	
Further	Jenkins, G. (1975) *Welsh Crafts and Craftsmen*, Cardiff: University of Wales Press.	☐
Further	Lord, P. (2004) *Visual Culture of Wales*, Cardiff: University of Wales Press, 3 vols.	☐
Further	Mills, J. (2009) *Music in the Primary School*, 3rd Edition, Oxford: OUP.	☐
Further	Schiller, W, (2000) *Thinking through the Arts,* London*:* Routledge.	☐
Further	WAG. (2008) *Creative Development:play learn grow,* Cardiff: WAG.	☒
Further	WAG. (2008) *Physical Development,* Cardiff: WAG.	☒
Further	Wooster, R. (2012) *Contemporary Theatre in Education,* London*:* Intellect Publishing.	☐

MODULE CODE: **ECAD5006**
TITLE: **Enquiry-Based Learning**
DATED: **21/03/2017**

LEVEL: **5**
CREDITS: **20**

JACS CODE: **X100 Training Teachers**

AIM(S)

- To develop students' knowledge, understanding and critical awareness of enquiry-based learning models.
- To explore different enquiry skills and how these can be promoted in the 3-11 age range.

LEARNING OUTCOMES

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

- Define and explain the potential of enquiry-based learning in the primary school.
- Critically identify specific enquiry skills and how these can be developed in a range of geographical, historical, scientific and religious contexts through the 3-11 age range.
- Analyse the different enquiry-based models and approaches.

INDICATIVE CONTENT

- An overview of curriculum requirements and non-statutory guidance relating, for instance, to scientific enquiry, historical and religious investigations and geographical fieldwork.
- The nature and scope of Enquiry-based Learning (EBL) in the primary school. Comparing enquiry-based models of learning, for instance the Living Difference project in Religious Education (Erricker, 2010), the Nuffield Primary History Project and the approaches to scientific enquiry advocated by AKSIS (1998) and the "It's Not Fair" Project (2012).
- Developing students' knowledge and understanding of enquiry skills in observing, collecting, questioning, analysing sources, evaluating issues and synthesising information, explored through a range of subject and thematic contexts, e.g. use of the Newton House, Dinefwr Park. Lectures will consider each of these skills in relevant contexts.
- Promoting subject-specific knowledge and concepts in relevant curriculum contexts, e.g. scientific ideas relating to 'how things work', 'the sustainable earth' and 'interdependence of organisms'.
- Responding to children's ideas in planning and developing and reflecting upon a line of enquiry.

- Developing an ‘exploration culture’ in the Foundation Phase and at Key Stage 2.
- Developing skills in locating and analysing information using libraries, archives, galleries, museums, resource centres and online repositories.
- Comparative enquiry-based approaches in Scotland’s *Curriculum for Excellence* and Northern Ireland’s Curriculum and in the context of the Donaldson review and curriculum evolution in Wales.
- Formative and summative enquiry: ‘measuring’ and providing feedback on EBL, e.g. responding to children’s scientific misconceptions, stereotypes and bias.
- Collaborative learning: developing teamwork skills. Students will be expected to make links between EBL and problem-based learning approaches.

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the concepts, principles and practices. Lectures will also 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 – 100%

PBL Assignment (5000 words).

Example of the type of question or task that could be used:
Response to a PBL scenario(s) e.g. you are employees working for the National Botanic Garden. It is facing a major challenge in attracting visitors, especially children in the Foundation Phase. Provide an outline report of how you might address this.

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
If yes please provide brief details (no more than 100 words): There is a clear engagement with ESD opportunities through EBL contexts focused on in science and geography related themes, for example as they relate to the module educational visit to a setting designed to stimulate an engagement with best practice EBL contexts and learning and teaching strategies.	

Module Code	ECAD5006	
Module Title	**Enquiry-Based Learning**	
Classification	**Reading List entry**	**Electronic**
Essential	Grigg, R. & Hughes, S. (2012) *Teaching Primary Humanities*, Harlow: Pearson.	☐
Essential	Harlen, W. & Qualter, A. (2014) *The teaching of science in primary schools* (6th edn.), London: David Fulton.	☒
Essential	Hoodless, P. et al. (2009) *Teaching Humanities in Primary Schools (Achieving QTS)*, Exeter: Learning Matters.	☒
Essential	Lakin, L. (2013) *Developing Independent Learning in Science,* Maidenhead: Open University Press.	☒
Essential	Loxley P. et al. (2013) *Teaching Primary Science. Promoting Enjoyment and Developing Understanding (*2nd edn.), London: Pearson Education.	☒
Essential	Pickford, T., Garner, W. & Jackson, E. (2013) *Primary Humanities: Learning through Enquiry*, London: Sage Publications.	☐
Essential	Turner, J. et al. (2011) *It's not fair – or is it? A guide to developing children's ideas through primary science enquiry,* Sandbach: Millgate House Education.	☐
Further	Allen, M. (2010) *Misconceptions in Primary Science,* Maidenhead: Open University Press.	☐
Further	Allen, M. (2016) *The best ways to teach primary science : research into practice : using learning progressions to help become a more effective teacher,* Maidenhead: Open University Press.	☐
Further	Erricker, C., Lowndes, J. & Bellchambers, E. (2011) *Primary Religious Education – A New Approach*, London: David Fulton.	☐
Further	Roden, J. and Archer, J. (2014) *Primary Science for Trainee Teachers,* London: Learning Matters.	☐
Further	Scoffham, S. (2010) *Primary Geography Handbook*, Sheffield: Geographical Association.	☐
Further	Turner-Bisset, R. (2005) *Creative Teaching: History in the Primary Classroom*, London: David Fulton.	☐
Further	Weavers, G. (2008) *Made You Look – Made You Think – Made You Talk,* Sandbach: Millgate House Educational.	☐
Further	Weavers, G. (2012) *Look, think, talk,* Sandbach: Millgate House Education.	☐