



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

Yr Athrofa
Institute of Education
Addysg i Gymru Education for Wales

MODULE HANDBOOK

Module code: ECAD6008

**Module name: Professional and Pedagogic
Studies: Leading the Learning: what, how
and why am I teaching?**

**PGCE (Primary)
with Qualified Teacher Status**

LEVEL 6

YR ATHROFA

2019-20

1.Points of contact

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

Rachel Wallis (Module lead for ECAD6008 Primary PGCE pathway)

rachel.wallis@uwtsd.ac.uk

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](#)

AIMS

- **To engage students with a critical approach to securing effective subject knowledge and applying high quality pedagogy, including the pedagogic principles of making connections, blended learning and creating meaningful and authentic learning opportunities.**
- **To establish the role of the professional teacher in student's practice including being self-directed in sharing and evaluating experiences in a wider professional community.**

LEARNING OUTCOMES

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

- critically analyse and evaluate a range of literature and research on effective pedagogy and learning;
- apply this knowledge and understanding to their own practice and to reflect on the impact of the approaches in a professional community;
- conduct close- to- practice research on the effectiveness of specific learning and teaching strategies to support pupil progress;
- develop the role of a professional teacher by adopting a strategic approach to improving teaching at class level, age phase or departmental level, taking into account research and evidence of effective practice.

Relationship to four purposes of the Curriculum for Wales 2022:

To develop children and young people as:	Relationship in this module: Students will be able to:
Ambitious, capable learners, ready to learn throughout their lives.	Meet the diverse needs of all learners to ensure pupil progress and raise aspirations.
Enterprising, creative contributors, ready to play a full part in life and work.	Provide a range of creative learning opportunities which promote autonomy and relate to the lives of learners.
Ethical, informed citizens of Wales and the world.	Adopt the role of a professional teacher in understanding evidence-based practice and demonstrating ethical practice.
Healthy, confident individuals, ready to lead fulfilling lives as valued members of society	Understand, recognise and apply recognised pedagogies which relate to well-being and development, and closing the attainment gap caused by poverty.

4. Module Introduction

This module has a focus on leading learning through understanding effective pedagogy and the essential aspects of what will be learned in the primary school. Due to the breadth and depth of the primary curriculum, there will be a focus on some of the key aspects of Areas of Learning and Experience (AoLEs) and Cross-Curriculum Responsibilities (CCRs). However, at this level of study please note that it is expected you spend significant time undertaking personal study to develop breadth and depth of knowledge of the primary curriculum. The module team will offer support in guiding you to suitable resources and materials and may also set directed tasks related to this.

A strand running through this module will be a focus on the pedagogical principles proposed by Donaldson (2015). In session outlines in this handbook, you will see how sessions broadly relate to particular pedagogical principles. There will be an expectation that you are familiar with these principles and literature underpinning them. Directed readings will be set, and such readings aim to support you in develop knowledge and understanding of the principles themselves, or perspectives related to them.

Pedagaogical Principles (Donaldson, 2015, pp.64-71)

1. Good teaching and learning maintains a consistent focus on the overall purposes of the curriculum.
2. Good teaching and learning challenges all learners by encouraging them to recognise the importance of sustained effort in meeting expectations that are high but achievable for them.
3. Good teaching and learning means employing a blend of approaches including direct teaching.
4. Good teaching and learning means employing a blend of approaches including those that promote problem solving, creative and critical thinking.
5. Good teaching and learning sets tasks and selects resources that build on previous knowledge and experience and engage interest.
6. Good teaching and learning creates authentic contexts for learning.
7. Good teaching and learning means employing assessment for learning principles.
8. Good teaching and learning ranges within and across Areas of Learning and Experience.
9. Good teaching and learning regularly reinforces Cross-Curriculum Responsibilities, including literacy, numeracy and digital competence, and provides opportunities to practice them.
10. Good teaching and learning encourages children and young people to take increasing responsibility for their own learning.
11. Good teaching and learning supports social and emotional development and positive relationships.
12. Good teaching and learning encourages collaboration.

5. Module Content

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

Session (day, session within day) <i>Order of a, b, c may be subject to change in some cases.</i>	Content	Link to Pedagogical Principles
1a 11/9/19	Curriculum principles in Wales	1, 9
1b 11/9/19	Directed task: research on curriculum principles	1, 9
1c 11/9/19	Feedback from directed task	1, 9
2a 12/9/19	Principles of Assessment for Learning	7, 2
2b 12/9/19	Questioning as part of Assessment for Learning	7, 2
2c 12/9/19	Directed task and feedback: research and improvement of Assessment for Learning and Questioning	7, 2
3a 13/9/19	Principles of planning for effective learning	1, 2, 5

3b 13/9/19	Directed task: Evaluate planning according to pedagogical principles	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
3c 13/9/19	Feedback from directed task	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
4a 16or23/9/19	Principles of Foundation Phase Pedagogy	3, 4, 5, 6, 8
4b 16or23/9/19	Mathematics and Numeracy in Foundation Phase	3, 4, 5, 6, 8
4c 16or23/9/19	Languages, Literacy and Communication in Foundation Phase	3, 4, 5, 6, 8
5a 16or23/9/19	Expressive Arts in Foundation Phase	3, 4, 5, 6, 8
5b 16or23/9/19	Humanities in Foundation Phase	3, 4, 5, 6, 8
5c 16or23/9/19	Science and Technology in Foundation Phase	3, 4, 5, 6, 8
6a 30/9/19	Literacy as a Cross-Curriculum Responsibility	9
6b 30/9/19	Numeracy as a Cross-Curriculum Responsibility	9
6c 30/9/19	Digital Competence as a Cross-Curriculum Responsibility	9
7a 10or16/10/19	Mathematics and Numeracy in Key Stage 2	3, 4, 5, 6, 8
7b 10or16/10/19	Languages, Literacy and Communication in Key Stage 2	3, 4, 5, 6, 8
7c 10or16/10/19	Expressive Arts in Key Stage 2	3, 4, 5, 6, 8
8a 10or16/10/19	Humanities in Key Stage 2	3, 4, 5, 6, 8
8b 10or16/10/19	Health and Well-being in Key Stage 2	3, 4, 5, 6, 8
8c 10or16/10/19	Science and Technology in Key Stage 2	3, 4, 5, 6, 8
QTS day 14/10/19	Introduction to Assignment Requirements	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

9a 30or31/10/19	Planning for learning in Mathematics and Numeracy	3, 4, 5, 6, 8
9b 30or31/10/19	Planning for learning in Languages, Literacy and Communication	3, 4, 5, 6, 8
9c 30or31/10/19	Planning for learning in Expressive Arts	3, 4, 5, 6, 8
10a 30or31/10/19	Planning for learning in Humanities	3, 4, 5, 6, 8
10b 30or31/10/19	Planning for learning in Health and Well-being	3, 4, 5, 6, 8
10c 30or31/10/19	Planning for learning in Science and Technology	3, 4, 5, 6, 8
11a 1/11/19	Models of cross-curricular teaching and learning	1, 8, 9
11b 1/11/19	Directed task: research and design models of cross-curricular learning	1, 8, 9
11c 1/11/19	Reflecting on effectiveness of models of cross-curricular learning	1, 8, 9
12a 9/12/19	Assignment support	

6. Assessment tasks and guidance

MODULE CODE	MODULE TITLE	MODE OF ASSESSMENT
ECAD6008	Professional and Pedagogic Studies: Leading the Learning: what, how and why am I teaching?	Portfolio (5000 word equivalent) Submission: 6/1/20 (deadline 23:59)

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

READING LIST (General Pedagogy)

Module Code	ECAD6008	
Module Title	Cycle 3 Professional and Pedagogic Studies: Leading the Learning: what, how and why am I teaching?	
Classification	Reading List entry	Electronic
Essential	Donaldson, G (2015) <i>Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales</i> : Welsh Government	☒
Essential	Coe R, Aloisi C, Higgins S, Elliot Major L. (2014) <i>What Makes Great Teaching? Review of the Underpinning Research</i> . Durham: Centre for Evaluation and Monitoring/The Sutton Trust.	☒
Essential	Hattie J. (2008) <i>Visible Learning: A Synthesis of over 800 Meta-analyses Relating to Achievement</i> . New York: Routledge.	☐
Essential	Ko J, Sammons P. (2013) <i>Effective Teaching: A Review of Research and Evidence</i> . Reading: CfBT Education Trust.	☒
Essential	Sternberg R & Krauss G (eds) (2014) <i>Handbook of Research on Entrepreneurship and Creativity</i> . Cheltenham UK and Massachusetts USA: Edward Elgar Publishing	☐
Essential	Siraj-Blatchford, I., Taggart, B., Sammons, P., Melhuish, E., & Sylva, K. (2013). <i>Effective teachers in primary schools: Key research on pedagogy and children's learning</i> . Stoke on Trent: Trentham Books.	☐
Essential	William, D. (2018). <i>Embedded Formative Assessment</i> Bloomington, Indiana : Solution Tree Press	☒
Further	Barnes, J. <i>Applying Cross-Curricular Approaches Creatively (Learning to Teach in the Primary School Series)</i> . Oxon: Routledge	☒
Further	Blakemore, S.J. & Frith, U. (2005) <i>The Learning Brain</i> . Chichester: Wiley.	☐
Further	Bowman, B.T., Donovan, M.S. & Burns, M S. (2001) <i>Eager to learn</i> . Washington DC, USA: National Academy Press.	☒
Further	Painter A., Bamfield M., (2015) <i>The New Digital Learning Age: How we can enable social mobility through technology</i> . RSA:London.	☒
Further	Siraj-Blatchford, I., Mayo, A., Melhuish. E., Taggart, B., Sammons, P. & Sylva, K. (2011) <i>Performing against the odds: developmental trajectories of children in the EPPSE 3-16 study</i> https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/183318/DFE-RR128.pdf DFE	☐
Further	Siraj, I., & Kingston, D. (2014). <i>An independent stocktake of the Foundation Phase in Wales. Final Report</i> . Cardiff: Welsh Assembly Government.	☒
Further	Taylor, C., Rhys, M., Waldron, S., Davies, R., Power, S., Maynard, T., Moore, L., Blackaby, D. & Plewis, I. (2015) <i>Evaluating the Foundation Phase: Final Report</i> Social research Number: 25/2015. Cardiff: Welsh Government. http://gov.wales/docs/caecd/research/2015/150514-foundation-phase-final-en.pdf	☒
Further	Contesting Early Childhood series: Series Editors: Peter Moss & Gunilla Dahlberg https://www.routledge.com/series/SE0623	☒

Curriculum: Key documents/sites and theory/policy into practice support

Curriculum

Current <https://hwb.gov.wales/curriculum-for-wales-2008/>

Curriculum 2022 <https://hwb.gov.wales/draft-curriculum-for-wales-2022/a-guide-to-curriculum-for-wales-2022>

Cross Curriculum Responsibilities

<https://www.estyn.gov.wales/effective-practice> Search this website for examples of effective practice

<https://hwb.gov.wales/curriculum-for-wales-2008/national-literacy-and-numeracy-framework> For policy documents on the Literacy and Numeracy Framework

<https://hwb.gov.wales/curriculum-for-wales-2008/digital-competence-framework> For policy documents on the Digital Competence Framework

Expressive Arts

Texts

Bloomfield A. and Childs J., (2000) *Teaching Integrated Arts in the Primary School: Dance, Drama, Music and the Visual Arts*. Fulton. London

Estyn. (2015) *Best Practice in Teaching and Learning in the Creative Arts at Key Stage 2*. Cardiff. Crown Copyright

Health and Well-being

Texts

Dyson B. and Casey A. (2016) *Co-operative Learning in Physical Education and Physical Activity: A Practical Introduction*. Oxford. Routledge

Whitehead M. (Ed) (2010) *Physical Literacy Throughout the Lifecourse*. Oxford. Routledge

Humanities

Texts

Cooper, H. (2012) *Teaching History Creatively*. London: Routledge.

Elton-Chalcraft, S. (2014) *Teaching Religious Education Creatively*. London: Routledge.

Grigg, R. and Hughes, S. (2019) *Teaching Primary Humanities*. London: Routledge.

Pickford, T., Garner, W. and Jackson, E. (2013) *Primary Humanities: Learning through Enquiry*. London: SAGE.

Scoffham, S. (2013) *Teaching Geography Creatively*. London: Routledge.

Websites (to support with reading/policy/theory into practice)

<https://hwb.gov.wales/draft-curriculum-for-wales-2022/humanities>

<https://www.geography.org.uk/teaching-resources>

<https://www.history.org.uk/primary>

Languages, Literature and Communication

Alexander, R.J. (2013) *Improving oracy and classroom talk: achievements and challenges*
Primary First

Dawes, L. (2008) *The essential speaking and listening talk for learning at key stage 2*.
London; New York: London; New York: Routledge.

Department of Education WA (2013) *First Steps: Reading Resource Book* Perth:
Government of Western Australia

Department of Education WA (2013) *First Steps: Writing Resource Book* Perth: Government
of Western Australia

Gamble, N. (2013) *Exploring children's literature : reading with pleasure and purpose*. 3rd
ed. edn. Los Angeles; London: Los Angeles; London : SAGE.

Medwell, J.A., Wray, D. and Minns, H. (2014) *Primary English: Teaching theory and practice*.
United Kingdom: SAGE Publications.

Mathematics and Numeracy

Texts

Askew, M. (2012) *Transforming Primary Mathematics*. London: Routledge

Haylock, D. and Cockburn, A. (2017) *Understanding Mathematics for Young Children (A Guide for Teachers of Children 3-7)*. London: SAGE

Haylock, D. and Manning, R. (2018) *Mathematics Explained for Primary Teachers*. London: SAGE

McAteer, M ed. (2012) *Improving Primary Mathematics Teaching and Learning*. Berkshire: Open University Press

Pound, L. and Lee, T. (2015) *Teaching Mathematics Creatively*. Oxon: Routledge

Websites (to support with reading/policy/theory into practice)

<https://hwb.gov.wales/zones/national-network-for-excellence-in-mathematics>

<https://www.ncetm.org.uk/>

<https://nrich.maths.org/>

Science and Technology

Texts

Allen, J. et al (2012), *Primary ICT: Knowledge, Understanding and Practice*, London: Learning Matters.

Loxley, P. et al. (2014) *Teaching Primary Science, Promoting Enjoyment and Developing Understanding*. Oxon. Routledge.

Websites (to support with reading/policy/theory into practice)

<https://hwb.gov.wales/zones/national-network-for-excellence-in-science-and-technology>

<https://www.stem.org.uk/>