



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

MODULE DIRECTORY

BA PRIMARY EDUCATION WITH QTS LEVEL 4

ACADEMIC DISCIPLINE: INITIAL TEACHER EDUCATION

YR ATHROFA

2018-2019

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INTRODUCTION

This Module Directory includes all the modules for Level 4 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: ECAD4001
TITLE: Pedagogy in Practice 1: Essential Teaching Skills
DATED: 21/03/2017

LEVEL: 4
CREDITS: 20

JACS CODE: X100 Training Teachers

AIM(S)

- To provide student teachers with knowledge and understanding of professional values and practice in teaching and learning.
- To provide student teachers with the opportunity to establish effective working relationships with pupils and professional colleagues through practical teaching experience in both Foundation Phase and Key Stage 2.

LEARNING OUTCOMES

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

- Evidence knowledge and understanding of the essential attributes and skills associated with working with others as a professional and as an effective teacher/leader of learners.
- Identify and reflect on professional responsibilities and values as well as developing reflective and self-evaluative skills to identify personal professional targets.
- Begin to apply the teaching skills presented in the module to school based contexts, communicating with pupils and colleagues at an appropriate level, beginning to apply suitable classroom management strategies.
- Demonstrate a working knowledge and understanding of techniques, approaches and challenges relating to the primary sector in Wales.

INDICATIVE CONTENT

- An introduction to the teaching profession, the expectations and values; the role and responsibilities of primary teachers, including reference to safeguarding, the *Clywch* report and the role of the Children's Commissioner for Wales.
- What makes an outstanding teacher? Student teachers will have opportunities to discuss and reflect upon first-hand observation of teaching in the classroom, in addition to video and other materials to identify the characteristics of effective learning and teaching. The materials will cover essential teaching attributes and skills including:
 - questioning
 - explaining
 - behaviour management.

- Student teachers will gain experience in a partner school, initially for observation, and subsequently for preparing and delivering a micro-lesson which will entail curriculum planning: an introduction to short and mid-term planning.
- Why do we assess children and what are we looking for? The rationale underpinning school assessment and the application of basic classroom strategies for assessment for/of learning.
- Student teachers will also be introduced to the professional development profile and the importance of finding evidence for the achievement of QTS standards.
- Student teachers will develop essential ICT skills/ digital competencies.
- The importance of working with other professionals within the classroom and the wider educational community including teaching assistants.
- Student teachers will be introduced to the expectations for planning, teaching, monitoring, assessment and self-evaluation as required to achieve appropriate teaching standards at Level 4 (based on Qualified Teacher Status Standards, Welsh Government Circular 25/2009).
- Student teachers will also receive clear guidance regarding the ethical implications of working with children.
- Student teachers will be fully aware of the importance of recognising their role in relation to safeguarding procedures e.g. the appropriate use of connected technologies and social networking as a professional.
- Preparation: The student teacher will work under the guidance of the Senior Mentor or Mentor and University tutor to plan in the mid-term and short term in line with University expectations.
- The student teacher will teach 40-50% of the teaching timetable and will be supported and formatively assessed by school and University personnel throughout the period.
- Target-setting Professional Development: throughout the academic year, the student teacher will be expected to gather information and reflect upon their practice. The Professional Development Portfolio will indicate early progress towards achievement of the QTS Standards 25/2009.

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.

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, reflection and documentation

Student teachers will be assessed against the Level 4 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).

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

QTS pass/fail

Assessment Component – 100%

An individual reflective response to the Professional Teaching Experience (1500 words).

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?	
	No
If yes please provide brief details (no more than 100 words):	

READING LIST

Module Code	ECAD4001	
Module Title	Pedagogy in Practice 1: Essential Teaching Skills	
Classification	Reading List entry	Electronic
Essential	Bee, H. (2010) <i>The Developing Child</i> . 12 th edn. London: Allyn and Bacon.	☐
Essential	Berk, L.E. (2006) <i>Child Development</i> . 7 th edn.	☐

	Cambridge: Pearson Educational.	
Essential	Davies, S. (2006) <i>The Essential guide to teaching</i> , Hayes: Pearson.	☐
Essential	Donaldson, G. (2015) <i>Successful Futures</i> . Cardiff: Welsh Government. Available at: http://gov.wales/docs/dcells/publications/150225-successful-futures-en.pdf	☒
Essential	Grigg, R. (2014) <i>Becoming an Outstanding Primary School Teacher (2nd edn)</i> , London: Routledge.	☒
Essential	Hobart, C. & Frankel, J. & Walker, M. (2009) <i>A Practical Guide to Child Observation and Assessment</i> . 4 th edn. Cheltenham: Nelson Thornes.	☐
Essential	Pound, L. (2009) <i>How Children learn 3: Contemporary thinking and theorists</i> , London: Step Forward Publishing.	☒
Further	Allen, J. (2011) <i>Primary ICT: Knowledge, Understanding and Practice (Achieving QTS)</i> , London: Learning Matters.	☐
Further	APADGOS/DCELLS. (2007) <i>Gwrando ar Ddysgwyr/Listening to Learners</i> , Cardiff: APADGOS/DCELLS.	☐
Further	Bruce, T. (2004) <i>Developing Learning in Early Childhood</i> , London: Paul Chapman.	☒
Further	Cohen, D. (2006) <i>The Development of Play</i> . 3 rd edn. London: Routledge.	☒
Further	Danks, F. & Schofield, J. (2005) <i>Nature's Playground – activities, crafts and games to encourage children to get outdoors</i> , London: Frances Lincoln Ltd.	☐
Further	DCELLS. (2008) <i>Observing Children</i> , Cardiff: DCELLS.	☐
Further	DCELLS. (2008) <i>Play and Active Learning - Overview for 3-7 year olds</i> , Cardiff: DCELLS.	☒
Further	DCELLS. (2008) <i>Learning and Teaching Pedagogy</i> , Cardiff: DCELLS.	☒
Further	Docking, J. (2002) <i>Managing Behaviour in the Primary School</i> , London: David Fulton.	☒
Further	Drake, J. (2003) <i>Organising play in the early years: practical ideas and activities for all practitioners</i> , London: David Fulton.	☐
Further	Drury, R., Miller, L. and Campbell, R. (eds) (2000) <i>Looking at Early Years Education and Care</i> , London: David Fulton Publishers.	☐
Further	Hayes, D. (2002) <i>Foundations of Primary Teaching</i> . 4 th edn. London: David Fulton.	☐
Further	Hay McBer Report. (2000) <i>Research into Teacher Effectiveness - A Model of Teacher Effectiveness</i> , London: HMSO.	☐
Further	Keenan, T. (2002) <i>An Introduction to Child Development</i> , London: Sage Publications.	☐
Further	November, A. (2010) <i>Web Literacy for Educators</i> , California: Corwin Press.	☐
Further	Lindon, J. (2001) <i>Understanding Children's Play</i> , Cheltenham: Nelson Thornes.	☐

Further	Riley, J. (2007) <i>Learning in the Early Years 3-7</i> . 2 nd edn. London: Sage Publications.	☐
Further	Petty, G. (2009) <i>Evidence Based Teaching</i> . 2 nd edn. Cheltenham: Nelson Thornes.	☐
Further	Slee, P. and Shute, R. (2003) <i>Child Development: thinking about theories</i> , London: Arnold.	☐
Further	Whitebread, D. (ed) (1998) <i>Teaching and Learning in the Early Years</i> , London: Routledge.	☐
Further	Woodhead, M. et al. (eds) (1998) <i>Becoming a Person</i> , London: Routledge.	☐
Further	Welsh Assembly Government. (2003) <i>The Learning Country: Foundation Phase 3-7 years</i> , Cardiff: WAG.	☐

CÔD Y MODWL: ECAD4002C
TEITL: Yr Iaith Ar Daith 1
DYDDIAD: 21/03/2017

LEFEL: 4
CREDYDAU: 20

CÔD JACS: Q560

AMCAN(ION)

- 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 addysgu yn y sector cynradd.
- I alluogi hyfforddeion i ddeall lle'r Gymraeg yng nghyd-destun y Cwricwlwm Cenedlaethol yng Nghymru.

DEILLIANNAU DYSGU

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

- Dangos cynnydd yn eu gallu i gyfathrebu yn Gymraeg ar lafar, darllen ac ysgrifennu yn ôl eu cyraeddiadau ieithyddol.
- Dechrau deall methodoleg addysgu iaith ychwanegol.
- Dechrau deall y cwricwlwm Cymraeg / Cymraeg Ail Iaith o fewn y Cyfnod Sylfaen a Chyfnod Allweddol 2 ynghyd â'i berthynas â'r cwricwlwm cyfan gan gynnwys y Cwricwlwm Cymreig.

CYNNWYS DANGOSOL

- Addysgir y Gymraeg trwy ddefnyddio gweithgareddau cyfathrebol, dysgwr-ganolog yn ôl lefelau ieithyddol yr hyfforddeion. Graddolir y cynnwys ieithyddol yn ôl lefelau'r grwpiau.
- Meithrinir sgiliau darllen trwy gyflwyno deunydd darllen addas ar bob lefel, trwy ddarllen gwaith hyfforddeion eraill a thrwy ddarparu'r cyfle i ddarllen enghreifftiau o lenyddiaeth plant ar goedd.
- Datblygir sgiliau ysgrifennu trwy ymarfer ysgrifennu o fewn cyd-destunau amrywiol.
- Darperir cyfleoedd i ddefnyddio adnoddau dysgu addas ar gyfer addysgu'r Gymraeg fel ail iaith a, lle bo hynny'n briodol, fel iaith gyntaf.
- Edrychir ar ystod o adnoddau dysgu ac addysgu cyhoeddedig a thrafodir sut y gellir eu haddasu ar gyfer gwahanol oeddrannau a lefelau plant.

- Cyflwynir rhaglenni astudio'r Cyfnod Sylfaen a'r Cwricwlwm Cenedlaethol ar gyfer CA2 ynghyd ag agweddau perthnasol o'r Cwricwlwm Cymreig.

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 (1200 o eiriau)

Enghraifft o'r math o gwestiwn neu dasg y gellid ei defnyddio:

Ymateb i erthygl sy'n rhoi tystiolaeth o wybodaeth a dealltwriaeth o themâu sy'n gysylltiedig ag addysgu'r Gymraeg yn y sector cyfrwng Saesneg.

Elfen Asesu 2 – 60%

Portffolio Tystiolaeth (cyfwerth â 1800 o eiriau)

Enghraifft o'r math o gwestiwn neu dasg y gellid ei defnyddio:

Cyfres o dasgau portffolio ac adfyfyriad ar y cynnydd a wneir mewn datblygiad iaith personol 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
Gwella dyfodol diwylliannol ac economaidd-gymdeithasol Cymru trwy baratoi dysgwyr ar gyfer gweithle'r dyfodol.	

RHESTRAU DARLLEN

Cod y Modwl	ECAD4002C	
Teitl y Modwl	Yr Iaith Ar Daith 1	
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	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	☒
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**TRANSLATION OF MODULE ECAD4002C, BUT ALL STUDENTS
REGISTER ON WELSH VERSION**

MODULE CODE: ECAD4002C
TITLE: Yr Iaith Ar Daith 1
DATED: 21/03/2017

LEVEL: 4
CREDITS: 20

JACS CODE: Q560

AIM(S)

- Develop trainees' knowledge and understanding of the Welsh language and develop their confidence in using it orally and in writing.
- Enable trainees to deliver the Welsh language correctly when teaching in the primary sector.
- Enable trainees to understand the position of Welsh in the context of the National Curriculum in Wales.

LEARNING OUTCOMES

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

- Demonstrate progress in their ability to communicate in Welsh orally, read and write according to their linguistic achievements.
- Begin to understand the methodology of teaching an additional language.
- Begin to understand the Welsh language / Welsh as a Second Language curriculum within the Foundation Stage and Key Stage 2 as well as its relationship with the whole curriculum, including the Curriculum Cymreig.

INDICATIVE CONTENT

- Welsh will be taught through the use of learner-centred communicational activities according to the trainees' linguistic levels. The linguistic content will be graduated according to the group levels.
- Reading skills will be fostered by introducing appropriate reading material at all levels, by reading other trainees' work and by providing an opportunity to read in public examples of children's literature.
- Writing skills will be developed by practising writing within varied contexts.
- Opportunities will be provided to use appropriate learning resources for teaching Welsh as a second language and, where appropriate, as a first language.

- A range of published learning and teaching resources will be looked at and discussion will be held on how they can be adapted for children at different ages and levels.
- Programmes of study for the Foundation Stage and the National Curriculum for KS2 will be introduced together with relevant aspects of the Curriculum Cymreig.

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 (1200 words)

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

A 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 1800 words)

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

A series of portfolio tasks giving evidence of 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%

Note that the module will also eventually lead to a year 3 assessment 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
Improving the cultural and socio-economic futures of Wales through equipping learners for the future workplace.	

Module Code	ECAD4002C	
Module Title	Yr Iaith Ar Daith 1	
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	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 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</i>	☒

	<i>primary schools</i> . Cardiff: Crown. http://gov.wales/docs/caecd/research/2016/160310-evaluation-welsh-medium-education-strategy-final-en.pdf	
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MODULE CODE: ECAD4003
TITLE: An Introduction to the Knowledge, Skills and Understanding of Language and Mathematics
DATED: 21/03/2017
LEVEL: 4
CREDITS: 20
JACS CODE: X100 Training Teachers

AIM(S)

- To provide trainees with the knowledge, skills and understanding required to teach language and mathematics within the Foundation Phase and Key Stage 2.

LEARNING OUTCOMES

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

- Demonstrate an understanding of the scope, character and purpose of language and mathematics within the Revised Curriculum.
- Demonstrate sufficient knowledge and understanding of language and mathematics to teach appropriately within the primary school, using a range of effective learning and teaching strategies.
- Demonstrate an understanding of the pedagogic skills for language and mathematics learning and teaching within Wales.

INDICATIVE CONTENT

The layout of this module may be different to others you have encountered in that for this module there are TWO distinct STRANDS:

- Language
- Mathematics

Language Strand

In this strand, you will be introduced to the teaching and learning of language in the primary school. This includes the three strands of:

- Oracy
- Reading
- Writing

In order to be an excellent teacher of language, you need to inspire and engage children by fostering a love of learning. You must also understand the ways in which children acquire the skills of Literacy.

It is important that you are confident in your own subject knowledge relating to oracy, reading and writing and you should be aware that your use of language needs to serve as a role model for the children and the wider profession.

Mathematics Strand

In this strand, you will be introduced to the teaching and learning of mathematics in the primary school.

Whilst these can be thought of as distinct subjects, the importance of integrating numeracy and literacy across the curriculum will be emphasised.

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	36	18%
Independent learning	164	82%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 - 100%

Written assignment (3000 words)

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

Explain why teacher subject knowledge is important in relation to teaching Language and Mathematics in primary schools in Wales.

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 key skills of employability that encourage global responsibility.	

READING LIST

Module Code	ECAD4003	
Module Title	An Introduction to the Knowledge, Skills and Understanding of Language and Mathematics	
Classification	Reading List entry	Electronic
Essential	Department for Education and Skills (2015) <i>Foundation</i>	☒

	<i>Phase Framework Revised (2015)</i> . Cardiff: Welsh Government. Available at: http://gov.wales/topics/educationandskills/earlyyearshome/foundation-phase/?lang=en	
Essential	Department for Education and Skills (2015) <i>Programme of Study for English Key Stages 2 – 4</i> . Cardiff: Welsh Government. Available at: http://learning.gov.wales/resources/browse-all/englishnc/?lang=en	☒
Essential	Department for Education and Skills (2015) <i>Programme of Study for Mathematics, Key Stages 2–4</i> . Cardiff: Welsh Government. Available at: http://learning.gov.wales/resources/browse-all/mathsnsc/?lang=en	☒
Essential	Rowland, T., Huckstep, P., & Thwaites, A. (2005) 'Elementary teachers' mathematics subject knowledge: The knowledge quartet and the case of Naomi,' <i>Journal of Mathematics Teacher Education</i> , 8(3), 255–281.	☒
Essential	Shulman's theoretical framework 'Teacher's In-Depth Content Knowledge' (Summary on Moodle)	☐
Essential	Donaldson, G. (2015) <i>Successful Futures</i> . Cardiff: Welsh Government. Available at: http://gov.wales/docs/dcells/publications/150225-successful-futures-en.pdf	☒
Essential	Haylock, D. and Cockburn, A. (2013) <i>Understanding Mathematics for Young Children: A Quick Guide for Teachers of Children 3 – 8</i> . London: SAGE	☐
Essential	Gamble, N. (2013) <i>Exploring Children's Literature</i> . London: SAGE	☐
Essential	Woolley, G. (2014) <i>Developing Literacy in the Primary Classroom</i> . London: SAGE	☐
Further	Corbett, P. (2007) <i>Speak out! Ages 9-11. Great Ideas for Speaking and Listening Activities</i> . London: A&C Black.	☐
Further	Cremin, T. (2009) <i>Teaching English Creatively (Primary Teaching Guides)</i> , Oxon: Routledge.	☐
Further	Goodwin, P. (2010) <i>The Literate Classroom</i> , London: David Fulton.	☐
Further	Grigg R. (2010) <i>Becoming an Outstanding Primary School Teacher</i> , Harlow: Pearson.	☐
Further	Medwell, J. et al. (2011) <i>Primary English: knowledge and understanding</i> . 5 th edn. Exeter: Learning Matters.	☐
Further	Hanson, A. (ed.) (2011) <i>Children's Errors in Mathematics: Understanding Common Misconceptions in the Primary School</i> , London: SAGE	☐
Further	Haylock, D. (2014) <i>Mathematics Explained for Primary Teachers</i> 4 th ed, London: SAGE	☐
Further	Taylor, H. and Harris, A. (2014) <i>Learning and Teaching Mathematics 0-8</i> , London: SAGE	☐

MODULE CODE: ECAD4005
TITLE: Spaces and Places to Learn
DATED: 21/03/2017

LEVEL: 4
CREDITS: 20

JACS CODE: X100 Training Teachers

AIM(S)

- To develop students' knowledge and understanding of the importance of creating enabling learning environments.
- To explore the importance of the outdoors and out of school learning opportunities as part of a planned curriculum within the primary age phase.

LEARNING OUTCOMES

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

- Demonstrate an understanding of the complex nature of learning and of factors promoting effective learning experiences.
- Demonstrate an understanding of what is meant by a 'learning environment' and how this impacts on children's development.
- Identify and explain the significance of some key theories of learning.
- Explore and evaluate strategies used by practitioners to monitor and assess learning.

INDICATIVE CONTENT

The module will include:

- An introduction to how children learn with particular reference to the importance of motivational and contextual influences and of playful learning opportunities, thus developing knowledge and understanding of the critical links between physical experiences and cognition.
- An overview of key theoretical perspectives underpinning outdoor learning, including the work of researchers such as Froebel, Isaacs, MacMillan, Montessori, Moyles, Siraj, Sylva, Laevers.
- Developing trainees' knowledge of how learning environments impact on children's social, emotional, physical and cognitive development and general well-being, and an understanding of the key features of effective environments.
- An overview of the key documents relating to education within the primary sector in Wales and beyond, such as the *Framework for Children's Learning 3-7*; *Skills Framework 3-19* and *Successful Futures*.
- An overview of the educational potential of museums, galleries, libraries, places of worship etc. thus gaining an understanding of the varied places and spaces in which children can learn and appreciate how educational visits can enhance and deepen a child's understanding. Consideration will be given to

how to prepare for such visits, including undertaking a risk assessment and how to plan follow-up activities.

- Opportunities for trainees to visit a range of environments including a gallery, museum, church, library.
- An investigation into various strategies and techniques regarding observation, assessment, evaluation and reflection such as written records and checklists.
- An overview of the range of ICT and digital media resources that can be used in order to support and enhance teaching, learning and assessment, whilst considering the challenges of using these when working with children.

LEARNING AND TEACHING STRATEGY

The 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	30	15%
Independent learning	170	85%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 - 100%

Portfolio (3000 words)

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

Explain what is meant by an enabling environment and discuss using educational visits as a stimulus for cross curricular learning. Choose 'the farm' or 'the beach' as your venue and discuss how visiting this location could promote learning. Select an age group and plan a visit to this location. Include reference to your pre and post visit activities as well as the practical and educational considerations you will make whilst there. Make links to theories of learning.

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 understanding how the outdoors can be a learning space and raising awareness of environmental responsibilities.	

READING LIST

Module Code	ECAD4005	
Module Title	Spaces and Places to Learn	
Classification	Reading List entry	Electronic
Essential	Barnes, J. (2011) <i>Cross-Curricular Learning 3-14</i> . 2 nd edn. London: Sage Publications.	☐
Essential	Pound, L. (2005) <i>How Children Learn: From Montessori to Vygotsky – Educational Theories and Approaches Made Easy</i> , London: Step Forward Publishing.	☒
Essential	Riddal-Leech, S. (2008) <i>How to Observe Children</i> . 2 nd edn. Harlow: Heinemann, 2008.	☐
Essential	Siencyn, S. (2010) <i>Y Cyfnod Sylfaen 3-7 oed: Ymchwil, Athroniaeth ac Ymarfer</i> , Caerfyrddin: Drindod Dewi Sant.	☐
Essential	Thomas, A. & Lewis, A. (2016) <i>An Introduction to the Foundation Phase: Early Years Curriculum in Wales</i> , London: Bloomsbury	☐
Further	Bayley, R., Broadbent, L. and Featherstone, S. (2011) <i>Outdoor Play</i> , Lutterworth: Featherstone Publishers.	☐
Further	Doherty, J. and Hughes, M. (2009) <i>Child Development: Theory and Practice 0 – 11</i> , London: Longman.	☐
Further	Harriman, H. (2006) <i>The Outdoor Classroom - A place to learn</i> , London: Red Robin Books.	☐
Further	Smidt, S (2013) <i>The Developing Child in the 21st Century</i> , London: Routledge.	☒
Further	Welsh Assembly Government. (2015) <i>Framework for Children's Learning 3-7 year olds in Wales</i> (Revised) Cardiff: WAG.	☒
Further	Welsh Assembly Government (2016) <i>Successful Futures</i> . Cardiff: WAG	☒

MODULE CODE: ECAD4006
TITLE: ESDGC, Science and the Wider Curriculum
DATED: 21/03/2017

LEVEL: 4
CREDITS: 20

JACS CODE: X100 Training Teachers

AIM(S)

- To develop students' knowledge, understanding and skills in teaching Education for Sustainable Development and Global Citizenship in the primary school, with a particular focus on scientific contexts.

LEARNING OUTCOMES

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

- Demonstrate knowledge and understanding of the rationale and curriculum guidance for teaching ESDGC in the primary curriculum in Wales.
- Recognise the particular contribution of science and the wider curriculum in promoting ESDGC and the 'four purposes of the Curriculum in Wales'.
- Plan effectively for the teaching of ESDGC in science, cross-curricular themes and wider curriculum contexts.
- Identify and evaluate appropriate learning and teaching strategies (pedagogies) for promoting ESDGC through science and the wider curriculum.

INDICATIVE CONTENT

- Overview of ESDGC: background, rationale, curriculum requirements; The Brundtland Report, Global Goals 2015; Well-being of Future Generations (Wales) Act 2015; subsequent definitions and developments with reference to the University's *Inspire* agenda.
- To begin to explore how ESDGC, science and the wider curriculum can promote the four purposes of the Curriculum for Wales as outlined in the Donaldson Review (*Successful Futures*, WG, 2015), that all children and young people will be: *ambitious, capable learners* who are ready to learn throughout their lives; *enterprising, creative contributors* who are ready to play a full part in life and work; *ethical, informed citizens* who are ready to be citizens of Wales and the world; *healthy, confident individuals* who are ready to lead fulfilling lives as valued members of society.
- An introduction to the contribution of science in developing an understanding of ESDGC within identified National Curriculum themes, for example the interdependence of organisms and sustainable earth.
- An introduction to the contribution of the wider curriculum, (e.g. the humanities, health and well-being) in developing an understanding of ESDGC, with a particular focus on global learning and citizenship.

- An overview of scientific evidence on environmental questions, e.g. climate change, sustainability issues.
- Explore opportunities within ESDGC, science and the wider curriculum to develop learners' environmental well-being and environmental literacy skill.
- Planning ESDGC through science and the wider curriculum: requirements and guidance. Examples of possible themes will be explored, e.g. use of the locality including school gardens, case study of the National Botanic Garden of Wales.
- The preparation and evaluation of appropriate ESDGC resources to support learning and teaching activities in the Foundation Phase and KS2.

LEARNING AND TEACHING STRATEGY

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

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%

Assignment (3000 words)

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

Following your visit to the National Botanic Garden of Wales or a similar setting, prepare and evaluate a suitable resource to support identified aspects of the delivery of science, ESDGC and the wider curriculum.

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):	
Children need to become capable of making informed sustainable life choices and during the module guidance will be given to students on conveying it to their pupils in the primary classroom by embracing important social, scientific, economic and political ideas including eco-literacy, connections, cycles in nature, renewable energy and, ethical issues. Explicit references will also be made to the Global Learning Programme Wales.	

READING LIST

Module Code	ECAD4006	
Module Title	ESDGC, Science and the Wider Curriculum	
Classification	Reading List entry	Electronic
Essential	DCELLS (2008) <i>Education for Sustainable Development and Global Citizenship: A Common Understanding for Schools</i> . Cardiff: WAG. Available at: http://gov.wales/docs/dcells/publications/081204commonunderstandschoolsen.pdf	☒
Essential	DCELLS (2008) <i>Education for Sustainable Development and Global Citizenship: Information for teacher trainees and new teachers in Wales</i> . Cardiff: WAG. Available at: http://gov.wales/docs/dcells/publications/081204infoteachertraineesen.pdf	☒
Essential	Donaldson, G. (2015) <i>Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales</i> . Crown copyright: Available at: http://gov.wales/docs/dcells/publications/150225-successful-futures-en.pdf	☒
Essential	Global Learning Programme Wales – available at: http://glpw.gobaldimension.org.uk/	☒
Essential	Estyn (2014) <i>ESDGC: Progress in education for sustainable development and global citizenship</i> . Cardiff: Estyn. Available at: https://www.estyn.gov.wales/thematic-reports/esdgc-progress-education-sustainable-development-and-global-citizenship-june-2014	☒
Essential	Grigg, R. & Hughes, S. (2013) <i>Teaching Primary Humanities</i> . Harlow: Pearson.	☒
Essential	Loxley, P., Dawes, L., Nicholls, L. & Dore, B. (2013) (2 nd ed) <i>Teaching Primary Science, Promoting Enjoyment and Developing Understanding</i> . London: Pearson Education	☒
Essential	Welsh Government (2015) <i>A Curriculum for Wales – a curriculum for life</i> , Cardiff: Welsh Government. Available at: http://gov.wales/docs/dcells/publications/151021-a-curriculum-for-wales-a-curriculum-for-life-en.pdf	☒
Essential	Welsh Government (2015) <i>The Well-being of Future Generations (Wales) Act 2015</i> . Crown Publication. Available at: http://gov.wales/topics/people-and-communities/people/future-generations-act/?lang=en	☒
Further	Bilton, H. & Crook, A. (2016) <i>Exploring Outdoors Ages 3-11: A Guide for Schools</i> . London: Routledge.	☐
Further	Davis, J. (2015) <i>Young Children and the Environment: Early Education for Sustainability</i> . Cambridge: Cambridge University Press.	☐
Further	Dunne, M. and Peacock, A. (2012) <i>Primary Science a Guide to Teaching Practice</i> . London: Sage.	☐
Further	Grigg, R. & Lewis, H. (2016) <i>A to Z of Learning Outside the Classroom</i> . London: Bloomsbury.	☐
Further	Harlen, W. (2011) <i>ASE Guide to Primary Science Education</i> . Hatfield: Association for Science Education.	☐
Further	Kerry, T. (ed) (2015) <i>Cross-Curricular Teaching in the Primary School</i> . London: Routledge.	☒

Further	Owens, P. & Martin, F. (2008) <i>Caring for our World: A Practical Guide to ESD for ages 4-8</i> . Sheffield: Geographical Association.	☐
Further	Peterson, A. & Warwick, P. (2015) <i>Global Learning and Education Key Concepts and Effective Practice</i> . London: Routledge.	☒
Further	Scoffham, S. (2010) <i>Primary Geography Handbook</i> , Sheffield: Geographical Association.	☐
Further	Journals: <i>Primary History</i> <i>Primary Geography</i> <i>Primary Science</i>	☒

MODULE CODE: ECAD4011
TITLE: Curriculum Matters – Perspectives on Education
DATED: 21/03/2018

LEVEL: 4
CREDITS: 20

JACS CODE: X100 Training Teachers

AIM(S)

- To develop trainees' knowledge and understanding of curriculum requirements and teaching responsibilities in the primary school.

LEARNING OUTCOMES

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

- Demonstrate a secure knowledge and understanding of the scope, character and purpose of the primary curriculum in Wales.
- Identify effective approaches to the delivery of Foundation Phase areas of learning and Key Stage 2 non-core subjects including planning, preparation and evaluation of resources to support learning and teaching.
- Demonstrate a sound awareness of the arguments for and against integrated, cross-curricular approaches.

INDICATIVE CONTENT

- An introduction to the development of the curriculum in Wales, the historical development of the curriculum in Wales and the rationale behind the Donaldson based curriculum that is being developed in Wales.
- The module will provide experiences that develop knowledge and understanding of the principles and underlying philosophy of the Foundation Phase and thematic teaching of non-core subjects in KS2.
- Trainees will investigate current education reforms, the debates associated with subject and cross-curricular approaches to planning and teaching in the primary curriculum and forthcoming curriculum changes in line with influential reports such as 'Successful Futures' (Donaldson, 2015).
- The module will provide an introduction to effective, creative and innovative teaching of the current seven areas of learning within the Foundation Phase, and the non-core subjects within KS2. Pedagogy taught will align with forthcoming curriculum changes.
- An introduction to effective approaches to planning and teaching the curriculum with different ages, e.g. use of stories, visitors and fieldwork.
- An introduction to planning for the development of aspects such as sustainability and ethical citizenship and the promotion of the wider Welsh

context and heritage in the delivery of learning (Y Curriculum Cymreig), including the use of Welsh in various contexts within the areas of learning.

LEARNING AND TEACHING STRATEGY

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	36	18%
Independent learning	164	82%
Placement learning	0	0%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1

☐ Written exam ☐ Coursework ☒ Practical

Mode of assessment	Volume	Weighting
Video Presentation	3 minutes	50%

Assessment Component 2

☐ Written exam ☒ Coursework ☐ Practical

Mode of assessment	Volume	Weighting
Essay	2000 words	50%

Assessment Summary

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

READING LIST

Module Code	ECAD4011	
Module Title	Curriculum Matters – Perspectives on Education	
Classification	Reading List entry	Electronic
Essential	Barnes, J. (2011) <i>Cross-curricular learning 3-14</i> . 2 nd edn. London: Sage Publications.	☒
Essential	Bee, H. (2010) <i>The Developing Child</i> . 12 th edn. London: Allyn and Bacon.	☒
Essential	Donaldson, G. (2015) <i>Successful Futures</i> ; Independent Review of Curriculum and Assessment Arrangements in Wales in Wales. OGL: Crown Copyright 2015.	☒
Essential	Grigg, R. (2010) <i>Becoming an Outstanding Primary School Teacher</i> , Harlow: Pearson.	☒
Essential	Welsh Assembly Government. (2008) <i>Foundation Phase</i>	☒

	<i>Framework for Children's Learning</i> , Cardiff: Welsh Assembly Government.	
Essential	Welsh Assembly Government. (2008) <i>National exemplar framework for Religious Education for 3 to 19-year-olds in Wales</i> , Cardiff: Welsh Assembly Government.	☒
Essential	Welsh Government (2013) <i>Literacy and Numeracy Framework</i> . Cardiff: Welsh Assembly Government.	☒
Essential	Welsh Government Foundation Phase and National Curriculum Documentation: Foundation Phase: http://gov.wales/docs/dcells/publications/150803-fp-framework-en.pdf Key Stage 2: http://learning.gov.wales/resources/improvementareas/curriculum/programmes-of-study/?lang=en	☒
Further	Arthur, J & Cremin, T. (2010) <i>Learning to Teach in the Primary School (Learning to Teach in the Primary School Series)</i> London: Routledge.	☐
Further	Ashley, M. (1999) <i>Improving Teaching and Learning in the Humanities</i> . London: Routledge.	☐
Further	BAALPE. (2008) <i>Safe Practice in Physical Education</i> . 7 th edn. Leeds: Coachwise.	☒
Further	Beauchamp, G. (2012) <i>ICT in the Primary School: From Pedagogy to Practice</i> , London: Longman.	☒
Further	Berk, L.E. (2006) <i>Child Development</i> . 7 th edn. Cambridge: Pearson Educational.	
Further	Catling, S. et al. (2009) <i>Teaching Primary Geography</i> , Exeter: Learning Matters.	☐
Further	Cooper, H. et al. (2006) <i>Early years and Primary: Geography 3-11: A Guide for Teachers</i> , London: David Fulton.	☐
Further	Cooper, H. (2006) <i>Early Years and Primary History: 3-11 a guide for teachers</i> , Oxon: David Fulton.	☐
Further	Eaude, T. (2008) <i>Children's Spiritual, Moral, Social and Cultural Development: Primary and Early Years</i> , Exeter: Learning Matters.	☐
Further	Garrik, R. (2009) <i>Playing outdoors in the Early Years</i> . 2 nd edn. London: Continuum, 2009.	☐
Further	Gill, H. (2006) <i>Teaching Design and Technology at Key Stage 1 and 2</i> , Exeter: Learning Matters.	☐
Further	Hoodless, P. et al. (2009) <i>Teaching Humanities in Primary School</i> , Exeter: Learning Matters.	☐
Further	Hoodless, P. (2008) <i>Teaching History in Primary Schools</i> , Exeter: Learning Matters.	☐
Further	Jones, P. & Robson, C. (2008) <i>Teaching Music in Primary Schools</i> , Exeter: Learning Matters.	☐
Further	Kerry, T. et al. (2011) <i>Cross-Curricular Teaching in the Primary School</i> , London: Routledge.	☐
Further	Key, P. & Stillman, J. (2009) <i>Teaching Primary Art and Design</i> , Exeter: Learning Matters.	☐
Further	McCreery, E., Palmer, S. and Voiels, V. (2008) <i>Teaching Religious Education: Primary and Early Years</i> , Exeter: Learning Matters.	☐
Further	Pickup, I. & Price, L. (2007) <i>Teaching Physical Education in the Primary School</i> , London: Continuum.	☐

Further	Rowley, C. & Cooper, H. (2009) <i>Cross-curricular Approaches to Teaching and Learning</i> , London: Sage Publications.	☐
Further	Scoffman, S. (2010) <i>Primary Geography Handbook</i> , Sheffield: Geographical Association.	☐
Further	Spooner, W. (2011) <i>The SEN Handbook for Trainee Teachers, NQTs and Teaching Assistants</i> (2nd ed), Oxon: Routledge.	☐
Further	Watson, B. & Thompson, P. (2007) <i>The Effective Teaching of Religious Education</i> . 2nd edn. Harlow: Pearson.	☐