



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

ECAD4009

**Learners, schools and communities: Where
am I teaching?**

**BA PRIMARY EDUCATION
with Qualified Teacher Status**

LEVEL 4

YR ATHROFA

2021-22

1.Points of contact

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

Jayne Morgan

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2.Our expectations

We hope that you will enjoy the module and programme and are here to help. You should:

- Make good use of the University facilities and resources
- Attend and participate in sessions
- Act responsibly
- Meet assignment deadlines
- Engage and participate in all session

Please read the University Regulations for Students

3.Aims and Learning Outcomes

AIMS

- To engage students with the knowledge and understanding of the political, cultural and social landscape of education in Wales.
- To provide students with a range of opportunities to understand the varied nature of the contexts in which they will teach

LEARNING OUTCOMES

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

- understand the context of curriculum development and educational reform in Wales – what does it mean to teach in Wales;
- evidence a clear understanding of the ways in which schools are organised and how the curriculum is designed to meet the needs of the learners;
- begin to engage with current research to identify how communities, families and schools influence teaching and learning.

Relationship to four purposes of the Curriculum for Wales 2022:

To develop children and young children as:	Relationship in this module: Students will be able to:
Ambitious, capable learners, ready to learn throughout their lives.	Understand how personal beliefs and assumptions may influence teaching and learning.
Enterprising, creative contributors, ready to play a full part in life and work.	Develop the knowledge and understanding needed to plan creative learning opportunities to inspire learners
Ethical, informed citizens of Wales and the world.	
Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.	Understand how issues related to health and well-being influence children's attitudes and dispositions to learn.

4. Module Introduction

This module will help you to secure an understanding of the four purposes of the curriculum and the areas of learning and experience, especially health and well-being and its relation to being ready to learn. You will have the opportunity to develop an understanding of the diverse nature of the population of Wales, its learners and their communities, including aspects such as bilingualism, cultural, geographical, religious and socio-economic factors.

You will have the opportunity to develop the knowledge and skills needed to understand the nature of the community in which a school is placed, and to question personal assumptions and beliefs that might lead to stereotyping.

This module will help develop your knowledge of how learning environments impact on children's social, emotional, physical and cognitive development and well-being, and secure an understanding of the key features of an effective learning environment.

You will have the opportunity to show a professional responsibility in relation to working in a bilingual education system: for example, the development of Welsh Language in the curriculum, and associated legislative requirements.

Additionally, you will explore the needs of learners from diverse cultural, linguistic, religious and socio-economic backgrounds to ensure equity, and show an appreciation that these needs may change in a dynamic school population.

During this module, we would encourage you to gather a Portfolio of Work. This is not compulsory and it is not assessed. However, you will find it a useful record of what we cover on the module. You will be able to use some of the activities we do as a starting point for your assignment plans. You may be able to use some of the work as evidence for you Professional Learning Passport (PLP).



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)	

1 1/11	Welcome to Where! (1)	Introduction to the module • Overview of module • The structure of the education system in Wales • What does it mean to teach in Wales? • Social Justice • Beliefs and assumptions about schools and their communities	
2 1/11	The Classroom (2)	The learning environment at Foundation Phase • People • Classrooms • Buildings • Outdoor spaces • Enabling environments • Prepare for Bridging	
3/11	Bridging	Looking at the classroom environment	
3 4/11	An Effective Learning Environment (3)	Bridging follow up: share and reflect What does an effective learning environment look like at Foundation Phase? • What the research says • What the data says	

		Closing the gap in attainment in different communities	
4 8/11	Diverse Communities (4 / 6)	Looking at different communities - Looking at the figures - Urban - Rural - Challenges and benefits - What kind of supports are in place and are they effective? How can different places / communities be used to facilitate learning at FP? - Generate ideas – link to AoLEs - Look at case studies Link to networks	FtoF
5 8/11	Inclusive Schools	Inclusivity & Diversity Using literature to introduce diversity	FtoF
6 11/11	A Bilingual Nation	Introduction to a bilingual system - Wales long-term aims - Theory - Looking at the LLC curriculum Working in a bilingual FP classroom - Putting theory into practice - Linking AoLEs	
7 15/11	My Community (4)	What happens in different families and communities before a child comes to school? - Nursery schools - Flying Start - Other experiences - Compare data and draw conclusions - Home /school initiatives How is the LE influenced by families and the community? Link to assignment; record information from all schools.	
8 15/11	Working with Parents	Building a professional relationship	

		• Parents supporting learning • Prepare Bridging: how schools work with parents	
8 17/11	Bridging	Finding out about how schools a work with parents and carers before children start school and during the Foundation Phase; What happens in the local community to support children’s development and learning?	
9 18/11	The Curriculum (0)	Bridging follow up: share and reflect • How schools work with their communities. • How schools respond to the opportunities and challenges in their communities The Curriculum • The structure of the CfW: 4Ps, 6 AoLEs & 12Ps	
10 22/11	Start at My Feet (7)	Finding out about my PTE school and its community • My local school • Estyn reports • Researching the community	FtoF
11 22/11	Learning in the Community (8)	Using the community to facilitate learning & develop the four purposes of the curriculum • Planning a community based learning session	FtoF
12 25/11	Learning in the Wider World (8)	Using the wider community for FP learning: planning an educational visit • Walks around the immediate environment • Places of interest, e.g., the supermarket • Museums Using the wider community for learning at FP • Review a visit to a suitable venue for an educational visit • Protocol • Risk assessment	
13 29/11	Forest Schools (5)	Forest schools / Beach schools • Where does the pedagogy stem from? • How does it fit in with everything else we do at	

		FP?	
		Visit from Forest Schools organization or a visit to a site?	
14 29/11	Transitions	Vertical transitions • <i>Being school ready</i> • <i>Home experiences and their impact</i> • Being ready to learn: well-being • Into Nursery • Into Y1 • Into Y3 • Year to year Horizontal transitions • Around the building • Mornings • End of the day Compare practice in different schools	
15 2/12	What have we learnt?	Collate work from portfolio that supports assignment Review assignment Q&A Ask students to complete the Module Review	

6. Assignment

Assignment Part 1 A digital poster, entitled “Start at My Feet”, in which you explain how a school’s community influences teaching, learning, and other aspects of the school, e.g., working with parents and the wider community. Demonstrate your understanding by referring to literature.	Assignment Part 2 Explain how schools respond to the opportunities and challenges in their communities. Using the ideas, concepts and literature from lectures and your Bridging experiences, reflect upon whether or not these things have challenged your beliefs and assumptions about the relationships between schools and their communities.
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Please see Assessment Specification form (on Moodle) for more detailed assessment information and guidance.

7. Reading list

READING

Many available at

<https://padlet.com/jayneystad/27hqn4jmfp7r>

1 Welcome to Where?!

Arshad, R., Wrigley, T. and Pratt, L. (2020) *Social justice re-examined: dilemmas and solutions for the classroom teacher*, London, UCL Institute of Education Press.

Pollard, Andrew, (2014) *Readings for reflective teaching in schools*, Second edition., London: Bloomsbury Publishing PLC

Smith, E, (2012) *An Introduction to Education & Social Justice* in Smith, E., 2012. *Key issues in education and social justice*. London; New Delhi; Singapore etc.]; London: London; New Delhi; Singapore etc. : SAGE.

2 The Classroom & Bridging 1

Edu-quip (n.d.) *Why is classroom design so important – and how can you make changes to yours?*

<https://www.edu-quip.co.uk/blog/why-is-classroom-design-so-important> [Accessed: 2.07.20]

IRIS Center (n.d.) *What can teachers do to make the classroom environment conducive to children's learning and development?*

<https://iris.peabody.vanderbilt.edu/module/env/cresource/q1/p02/> [Accessed: 2.07.20]

Lewis, A. (2016) *Introduction to the foundation phase - early years curriculum in Wales*, Bloomsbury Publishing Plc.

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<https://www.scholastic.com/teachers/articles/teaching-content/classroom-organization-physical-environment/> [Accessed: 2.07.20]

3 An Effective Learning Environment

Coe, R. et al. (2014) *What makes great teaching? Review of the underpinning research*. Centre for Monitoring & Interventions: Durham University

Egan, D. (2013) *Poverty and low educational achievement in Wales: students, family and community interventions*. Joseph Rowntree Foundation: York

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4 Diverse Communities

5 Inclusive Schools

6 A Bilingual Nation

Department for children, schools and families (2007) *Supporting children learning English as an additional language. Guidance for practitioners in the Early Year Foundation Stage*. Crown: London.

Department for Children, Education, Lifelong Learning and Skills (2007) *Defining schools according to Welsh medium provision*. Welsh Assembly Government: Cardiff.

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The Bell Foundation (2014). *School Approaches to The Education of EAL Students. Language development, social integration and achievement*. Cambridge: The Bell Foundation.

Welsh Government (2017) *Welsh in education 2017-. 2021*. Welsh Assembly Government: Cardiff.

Available at <https://gov.wales/sites/default/files/publications/2018-02/welsh-in-education-action-plan-2017-21.pdf> Accessed 17.07.19

Welsh Government (2018) *Cymraeg 2050: A million Welsh speakers by 2050 Action plan 2019-2020*.

Welsh Assembly Government: Cardiff.

7 My Community

Flint, N. (2011). *Schools, communities and social capital: building blocks in the 'Big Society' Spring 2011*. National College for School Leadership:

Kerr, K. Dyson, A. Raffo, C (2014) *Education, disadvantage and place: Making the local matter*. University Press: Bristol

Welsh Government (2016) Theme 4: Helping families to actively support their child's learning. Available at:

<https://dera.ioe.ac.uk/23239/4/150615-face-theme5-en.pdf> [Accessed: 7.07.20]

Welsh Government (2016) Respect and resilience Developing community cohesion available at <https://gov.wales/sites/default/files/publications/2018-03/respect-and-resilience-developing-community-cohesion.pdf> Accessed 14.11.19

8 Working with parents

Education Endowment Foundation (2020) *Parental Engagement*. Available at: <https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=139&t=Teaching%20and%20Learning%20Toolkit&e=139&s=> (Accessed: 4th May 2020).

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Estyn (2018c) *Supporting parental engagement through workshops*. Available at:

<https://www.estyn.gov.wales/effective-practice/supporting-parental-engagement-through-workshops> (Accessed: 15th May 2020).

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Sharp, C. Macleod, S. Bernardinelli, D (2015) *Supporting the attainment of disadvantaged pupils Briefing for school leaders*. National Foundation for Educational Research, Ask Research & Durham University. Department for Education. Available at:

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https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/182508/DFE-RR156.pdf [Accessed: 2.07.20]

Bridge 2

Harris, A. & Goodall, J. (2007) *Engaging Parents in Raising Achievement Do Parents Know They Matter?* Department of Education: London
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/182508/DFE-RR156.pdf [Accessed: 2.07.20]

Education Endowment Foundation (2020) *Parental Engagement*. Available at: <https://educationendowmentfoundation.org.uk/pdf/generate/?u=https://educationendowmentfoundation.org.uk/pdf/toolkit/?id=139&t=Teaching%20and%20Learning%20Toolkit&e=139&s=>
[Accessed: 2.07.20]
Estyn (2009). *Good Practice in Parental Involvement in Primary Schools*. Cardiff: Crown Copyright
<https://www.estyn.gov.wales/sites/www.estyn.gov.wales/files/documents/Good%20practice%20in%20parental%20involvement%20in%20primary%20schools%20-%20April%202009.pdf>
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9 The Curriculum

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10 Start at My Feet

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11 Learning in the Community

12 Learning in the Wider World

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13 Forest Schools

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Louv, R. (2005). *Last Child in The Woods: Saving Our Children from Nature-Deficit Disorder*. Chapel Hill, NC: Algonquin Books

Tiplady, L. (2018). *Impacting on Young People's Emotional Wellbeing Through Forest School: The Breeze Project, Pilot Year*. Newcastle upon Tyne: Newcastle University.

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14 Transitions

Cowan, P.A. & Cowan, C.P. (2009) *The Role of Parents in Children's School Transition* in Encyclopaedia of Early Childhood Development. Available at <http://www.child-encyclopedia.com/sites/default/files/textes-experts/en/814/the-role-of-parents-in-childrens-school-transition.pdf> [Accessed: 13.07.20]

Dockett, S. Perry, B (2017) *The Role of Schools and Communities in Children's School Transition*. Encyclopaedia on Early Childhood Development. Murray School of Education, Charles Sturt University, Australia. Available at: <http://www.child-encyclopedia.com/sites/default/files/textes-experts/en/814/the-role-of-schools-and-communities-in-childrens-school-transition.pdf> . [Accessed: 13.07.20]

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15 What have we learnt?

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