



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: ECAD6014

**Module name: - *Core studies:*
The learner: who am I teaching?**

**BA Primary Education
with Qualified Teacher Status**

LEVEL 6

**YR ATHROFA
2025-2026**

1.Points of contact

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

Menna Davies (**module lead**)

Email: menna.davies@uwtsd.ac.uk

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Module teaching team

Nanna Ryder

Meryl Bowen

Tom Cox

2.Our expectations

We hope that you will enjoy the module and programme. Remember that we are here to support you.

You should:

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

Please read the University '[Regulations for Students](#)'.

3.Aims and Learning Outcomes

AIMS

- to equip student teachers with the skills of critical analysis and evaluation, to understand the differing perspectives that underpin theories of child development and actively address the external factors that impact on well-being and development
- to engage students in the transformative model of practice which initiates change in an educational setting, based on evidence from critical reflection and evaluation.

LEARNING OUTCOMES

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

- evidence a critical understanding of theories and research that impact on well-being, child development and learning from 0-19 years and apply this to personal practice
- present a personal, critical stance on the role of the professional teacher in relation to meeting the needs of a diverse range of children and young people, including challenging assumptions, beliefs that lead to prejudice and stereotyping
- critically reflect and evaluate a range of different approaches for meeting the diverse needs of all learners in a range of settings, and justify choices made in personal practice.

RELATIONSHIP TO THE 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.
Enterprising, creative contributors, ready to play a full part in life and work.	Engage in a range of creative learning opportunities, promote autonomy and apply their knowledge and skills to teaching and learning.
Ethical, informed citizens of Wales and the world.	Adopt the role of a professional teacher in understanding and respecting the needs and rights of pupils as members of diverse societies, and challenge assumptions and beliefs that lead to stereotyping.
Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.	Show a deep understanding of theories and research that impact on promoting the mental and emotional well-being of pupils by developing confidence, resilience and empathy in their practice.

Pedagogy	Pedagogy - Refining Teaching	
	Assessment	The range of purposes and practices for assessment is understood and articulated.
	Differentiation	The teacher demonstrates knowledge, understanding and experience of high expectations and effective practice in meeting the needs of all learners, whatever their different needs.
	Recording and reporting	The teacher produces appropriate, timely and accurate records and reports and gives feedback to facilitate a deeper understanding of learning and enhance the learning experience.
	Involving partners in learning	The importance of positive involvement of parents/carers and other partners is understood and opportunities are taken to observe and evaluate processes.
	Pedagogy - Advancing Learnings	
	Four purposes for learners	The teacher demonstrates a knowledge and understanding of the needs of all learners in planning, preparation and teaching, ensuring that the four purposes are the drivers for learners' experiences.
	Blended learning experiences	The teacher understands the selection, use and justification of a range of imaginative teaching approaches for the benefit of each learner.
	Progression in learning	The teacher demonstrates an understanding of how learning develops incrementally and tangentially, building on prior experience and learning, and plans for progress in learning based on this.
	Pedagogy - Influencing Learners	
	Challenge and expectations	The teacher provides appropriate levels of challenge and expectations for the range of student abilities and characteristics, motivating learners to achieve.
	Listening to learners	The teacher demonstrates a willingness to seek, listen to and take account of the views of learners in order to engage and encourage them as active participants in their own learning.
	Learners leading learning	In planning and delivery, the teacher demonstrates an awareness of the importance of encouraging learners to reflect upon their own learning.
	Sustained effort and resilience in learners	The teacher promotes and secures learners' self-motivation and self-direction in their learning.
	Learning outcomes and well-being	The teacher raises awareness of how high-quality learning experiences and performance outcomes lead to improved learning and a heightened sense of well-being.
Collaboration	Collaboration	
	Working with in-school colleagues	Organised and constructive work with a range of colleagues to enhance learners' experience is a consistent feature of the teacher's practice. Reflection on developing expertise is structured as a personal or a collaborative process, as appropriate.
Professional Learning	Professional Learning	

	Wider reading and research findings	The teacher demonstrates increasingly confident understanding of the theories and research about assessment, pedagogy, child and adolescent development and learning relevant to planning and day-to-day practice.
	Professional networks and communities	The teacher has an informed understanding of the contribution of research, including small scale action research, to the development of practice.
Innovation	Innovation	
	Developing new techniques	Research on cognitive, social, emotional and physical development has a positive impact on pedagogy. The teacher can demonstrate how professional discernment and critical analysis are brought to bear in shaping developing practice.
Leadership	Leadership	
	Exercising corporate responsibility	Contractual, pastoral, health and safety, legal and professional responsibilities are known and understood by the teacher.

4. Module Introduction

Within this module student teachers will:

- critically evaluate research and key theories and research that underpin the holistic development of children and young people, in relation to ensuring pupil progress - including a critical understanding of physical literacy and other contemporary issues
- evaluate and apply evidence-based theory and research to personal practice, justifying pedagogical choices made and share findings in a professional setting
- be provided with a deep understanding of how contractual, pastoral, and legal responsibilities (including Additional Learning Needs, safeguarding and child protection, children's well-being, rights and voices) interact in a range of situations
- be equipped with a deep understanding of the physical, emotional, social, intellectual and other needs that impact on learning and development, and identifying pedagogies which mitigate negative effects
- critically evaluate strategies and approaches to best support equality and diversity, including challenging beliefs and assumptions about the norm.

5. Module Content

During this module, you will have an opportunity to develop the Athrofa's research dispositions influenced by the work of Orchard and Winch (2015). These dispositions will develop your knowledge and understanding of effective pedagogy and practice as well as the ability to critically evaluate empirical research.

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

MODES OF DELIVERY

Face to face sessions – live sessions held on campus and led by tutors; directed tasks, and groups discussions led by a tutor or peers.	
Directed tasks – tasks set during or at the end of sessions that you will be expected to complete independently. These will support your knowledge and understanding of the topic and will be formatively assessed in follow-up sessions.	

SESSION OUTLINE

N.B.

- The order of these sessions and delivery mode and lecturer may change according to circumstances.
- You will be notified of any changes in the timetable, e.g., time, room etc. beforehand via Moodle.
- Please follow your Celcat timetable for rooms etc.

GROUP B

Session	Content	Tutor	
1. 17.11.25 9.00 - 10.40	Children's well-being, rights and voices. • An introduction to the Children's Commissioner for Wales training material • Links with Health & Wellbeing Area of Learning and Experience.	LE	
2. 17.11.25 11.00 - 12.40	Introduction to Module / Child development 0-19: • Explore key themes introduced during the module and how these impact on the development of the learner • Review the holistic nature of learning • Overview of the assignment.	NR	

3. 17.11.25 13.30 - 15.10	Who was who? Revisiting key theories of learning and various approaches: - Constructivism, Behaviourism and Humanistic approach - Historic and contemporary approaches. - Theories in practice. Introduce Directed Task 1	MD	
Directed Task 1	Research the work of: - Professor Lord Robert Winston - Professor Tanya Byron - Professor Sarah Jane Blakemore	MD	
4. 18.11.25 9.00-10.40	Supporting learners who have experienced trauma - Develop a deeper understanding of ACEs and their effect on well-being, progression and development - Exploring effective strategies to support learners who have experienced trauma	Lynwen Roberts/ MD	
5. 18.11.25 11.00-12.40	Emotional literacy and mental health. - Explore different models of well-being from a positive psychology perspective e.g. Seligman's PERMA model - Consider ways of developing a positive attitude towards well-being - Links with H&WB Area of Learning.	MD	
6. 19.11.25 9.00 - 10.40	Group Discussion of Directed Task 1 Exploring educational transitions Consider the range of horizontal and vertical transitions that pupils will encounter during their journey	MD	

	through primary school and their impact on learning and achievement • Critical reflection on supporting pupils and their families during key transition points.		
7. 19.11.25 11.00-12.40	Module revision and assignment workshop. • Being a reflective practitioner • Critical discussion of module themes • Share examples of WAGOLL • Q&A session for assignment	MD/NR	
8. 21.11.25 9.00-10.40	Working in Collaboration 1 • Explore multi-agency partnerships • The team around the child • Q&A session for assignment (tutors will collect these and pass on to module lead for response)	MD	
9. 21.11.25 11.00-12.40	A holistic approach to teaching & learning: • Developing a holistic approach – IEP/ One-page profiles • A family orientated approach to teaching & learning • Ethical implications of ensuring a holistic approach • Introduce Directed Task 2	LE	
Directed task 2	Create a mind-map of modern-day challenges to family engagement.	LE	
10. 21.11.25 13.30-15.10	Inclusive Classroom Practice • Re-visit the meaning of ‘inclusion’ • Ensuring all learners have equitable and just experiences in school • Critical reflection on examples of good practice	NR	

11. 24.11.25 9.00-10.40	Group Discussion of Directed Task 2 School refusals • Develop an understanding of school refusals based on Emotions (EBSA). • EBSA – the importance of early identification and intervention. • Push and Pull Factors. • Possible practical strategies to support learners.	MB	
12. 24.11.25 11.00-12.40	ALN documentation and statutory obligations • Key developments from the ALN Code (2021) • The role of the class teacher and the ALNCo • Different levels of provision – the challenges. • Introduce Directed Task 3	NR	
Directed Task 3	Complete ALN training module on HWB	NR	
13 24.11.25 13.30 - 15.10	Barriers to language development • Explore some of the physical and societal barriers to children's language development • Critically discuss the role of the teacher in reducing these barriers and supporting further learning and development.	MD	
14 27.11.25 9.00 - 10.40	Working in Collaboration 2 • Whole school approach to supporting key transitions – benefits and challenges of different approaches • Consideration of issues such as well-being, ALN, ACEs and other needs during the transition process • The role of key stakeholders including multi-agency collaboration.	Panel of guest speakers MD/TC	

15 27.11.25 11.00 - 12.40	Working in Collaboration 2 (continuation)	Panel of guest speakers TC	

GROUP C

Session	Content	Tutor	
1. 17.11.25 9.00 - 10.40	Who was who? Revisiting key theories of learning and various approaches: - Constructivism, Behaviourism and Humanistic approach - Historic and contemporary approaches. - Theories in practice. Introduce Directed Task 1	MD	
Directed Task 1	Research the work of: - Professor Lord Robert Winston - Professor Tanya Byron - Professor Sarah Jane Blakemore	MD	
2. 17.11.25 11.00 - 12.40	Introduction to Module / Child development 0-19: - Explore key themes introduced during the module and how these impact on the development of the learner - Review the holistic nature of learning - Overview of the assignment.	NR	
3. 17.11.25 13.30 - 15.10	Children's well-being, rights and voices. - An introduction to the Children's Commissioner for Wales training material - Links with Health & Wellbeing Area of Learning and Experience.	LE	

4. 18.11.25 9.00-10.40	Supporting learners who have experienced trauma • Develop a deeper understanding of ACEs and their effect on well-being, progression and development • Exploring effective strategies to support learners who have experienced trauma	Lynwen Roberts/ MD	
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6. 19.11.25 9.00 - 10.40	Group Discussion of Directed Task 1 Exploring educational transitions • Consider the range of horizontal and vertical transitions that pupils will encounter during their journey through primary school and their impact on learning and achievement • Critical reflection on supporting pupils and their families during key transition points.	MD	
7. 19.11.25 11.00-12.40	Module revision and assignment workshop. • Being a reflective practitioner • Critical discussion of module themes • Share examples of WAGOLL • Q&A session for assignment	MD/NR	

8. 21.11.25 9.00-10.40	Inclusive Classroom Practice • Re-visit the meaning of ‘inclusion’ • Ensuring all learners have equitable and just experiences in school • Critical reflection on examples of good practice	NR	
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Directed task 2	Create a mind-map of modern-day challenges to family engagement.	LE	
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	• Possible practical strategies to support learners.		
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Directed Task 3	Complete ALN training module on HWB	NR	
14 27.11.25 9.00 - 10.40	Working in Collaboration 2 • Whole school approach to supporting key transitions – benefits and challenges of different approaches • Consideration of issues such as well-being, ALN, ACEs and other needs during the transition process • The role of key stakeholders including multi-agency collaboration.	Panel of guest speakers MD/TC	
15 27.11.25 11.00 - 12.40	Working in Collaboration 2 (continuation)	Panel of guest speakers TC	

6. Assessment task and guidance

MODULE CODE	MODULE TITLE	MODE OF ASSESSMENT
ECAD6014	Core Studies: -The Learner: Who am I teaching?	TITLE: Supporting your discussion with theory, practice and evidence from literature, critically reflect on how you would support an individual learner whose progress is being affected by specific barriers to learning during one transition period (horizontal or vertical). (2,750 words) Submission date: 7/12/25 (23.59 p.m.)

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

7. Reading list

READING LIST

Classification	Reading List entry	Electronic
Essential	Alderson, P. (2008) <i>Young children's rights [electronic resource] : exploring beliefs, principles and practice</i> (2nd ed.) London:Jessica Kingsley Publishers.	☒
Essential	Arshad, R., Wrigley, T. and Pratt, L. (eds) (2012) <i>Social Justice re-examined: dilemmas and solutions for the classroom teacher</i> . London: IOE Press.	☒

Essential	Black-Hawkins, K., Florian, L. & Rouse, M., (2017) <i>Achievement and Inclusion in Schools</i> (2 nd ed.), New York: Routledge.	☐
Essential	Collins, J. & Foley, P. (eds.) (2008) <i>Promoting children's wellbeing : policy and practice</i> . Bristol :Policy Press.	☐
Essential	Department for Education, Lifelong Learning and Skills. (2016) <i>Inclusion and Pupil Support</i> , Cardiff: Welsh Assembly Government. Available at: http://gov.wales/docs/dcells/publications/160318-inclusion-and-pupil-support-en.pdf	☒
Essential	Doherty, J. & Hughes, M. (eds.) (2014) <i>Child development : theory and practice 0-11</i> (2nd ed.) Harlow:Pearson.	☐
Essential	McAuley, C. & Rose, W. (eds.) (2010) <i>Child Well-being – Understanding Children's Lives</i> .	☒
Essential	Smidt, S. (2013) <i>The developing child in the 21st century [electronic resource] : a global perspective on child development</i> (2nd ed.). Abingdon: Routledge.	☒
Essential	Welsh Government (2020) <i>Curriculum for Wales Guidance</i> . [Online]. Available from: https://hwb.gov.wales/api/storage/afca43eb-5c50-4846-9c2d-0d56fbffba09/curriculum-for-wales-guidance-120320.pdf .	☒
Further	Child Development (Journal)	☒
Further	Children and Society (Journal)	☒
Further	Choudry, S. (2021) <i>Equitable Education: What everyone working in education should know about closing the attainment gap for all pupils</i> . St. Albans: Critical Publishing.	☐
Further	Cottrell, S. (2019) <i>The study skills handbook</i> (5 th ed.) London:Macmillan Education UK.	☐
Further	Ferguson, L. (2013) Not merely rights for children but children's rights: The theory gap and the assumption of the importance of children's rights. <i>The International Journal of Children's Rights</i> . [Online] 21 (2), 177–208. Available from: doi:10.1163/15718182-55680015.	☒
Further	Howard, C., Burton, M., Levermore, D., & Barrell, R. (2017) <i>Children's Mental Health and Emotional Well-being in Primary Schools</i> . London: Learning Matters.	☐
Further	Jindal-Snape, D. (ed.) (2010) <i>Educational Transitions-Moving Stories from Around the World</i> , Oxon: Routledge.	☒
Further	Kirylo, J. (2016) <i>Teaching with purpose : an inquiry into the who, why and how we teach</i> . Maryland :Rowman & Littlefield.	☐

Further	Packer, Rh. (2021) <i>All Change! Best Practice for Educational Transitions</i> . St. Albans:Critical Publishing.	☐
Further	Peer, G. & Reid, L. (2021) <i>Special Educational Needs: a guide for inclusive practice</i> (3 rd ed.). London: Sage Publications.	☐
Further	Shearer, C. <i>et al</i> (2018) How Is Physical Literacy Defined? A Contemporary Update in <i>Journal of Teaching in Physical Education</i> , volume 37, p 237-246.	☒
Further	Symonds, J. (2015) <i>Understanding school transition : what happens to children and how to help them</i> . Abingdon: Routledge.	☐
Further	Welsh Government (2021) <i>The ALN Code for Wales 2021</i> . [Online].Available from: https://gov.wales/sites/default/files/publications/2021-03/210326-the-additional-learning-needs-code-for-wales-2021.pdf .	☒