

Module Team

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MODULE HANDBOOK

ECSP6001

Principles of Teaching, Learning and Pedagogy in the Secondary Sector

PGCE Secondary Courses

LEVEL 6

40 Credits

FACULTY OF EDUCATION AND COMMUNITIES

2018/2019

Introduction

We hope that you will enjoy the programme. As you are joining a profession, we expect you to demonstrate appropriate conduct in university, school and other work-related contexts. It is important for us all to read and follow University and Centre policies and guidelines, relating to attendance, assessment, e-safety and safeguarding. These are available on Moodle.

With reference to assessment, all assignments should be all you own work and submitted in a word processed format. They should be submitted via Turnitin through Moodle in accordance with University policy.

In particular reference to assignments:

- should be all your own work;
- submitted in a word processed format;
- submitted through Turnitin according to assignment deadlines;
- submit the provided feedback sheet with your assignment;
- you should engage and show engagement with targets set for you.

It is your responsibility to read the University Regulations for Students, especially for regulations relating to assignments. These are available on MyDay.

Assignment	Summary of Themes	Hand-in date
ECSP6001	Reflection on learning and teaching Date set: week 2	26 November 2018

Module Aims and Outcomes

AIM(S)

- To thoroughly equip students to begin to effectively address the current statutory requirements in Wales for the award of QTS.
- To fully enable students to make robust connections between being a reflective practitioner and an effective teacher.
- To provide opportunities for students to successfully apply the current statutory requirements in Wales for the award of QTS within subject specific specialisms.

LEARNING OUTCOMES

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

- Demonstrate a progressive, thorough knowledge and critical understanding of their specialist subjects within the secondary curriculum through reading, reflection and research enquiry that will enable them to be proficient teachers;
- Begin to plan, teach and manage classes effectively ensuring appropriate learner behaviour and strong learning outcomes;
- Demonstrate a sound comprehension of whole school issues and their relationship and application within a subject specific curriculum;
- Purposefully and effectively monitor and assess a range of learners' work in relation to how learning objectives inform planning;
- Critically reflect on and justify methodological strategies and demonstrate sound judgement in order to support pedagogic decisions

Session details and Bridging Week

Date	Focus
On Moodle by Friday 14/09/2018	Addressing the needs of a range of learners
On Moodle by Friday 21/09/2018	Theories of learning and pedagogy Curriculum Cymraeg
On Moodle by Friday 28/09/2018	Introduction to assessment Behaviour Management

ASSESSMENT

Description of each assessment component and its weighting, together with an example for new forms of assessment:

Assessment Component 1 – 50%

Presentation of individual micro-teaching episode. (Equivalent to 5,000 words – Eg; scheme of work, lesson plan)

Assessment Component 2 – 50%

Critical reflection and evaluation of micro-teaching presentation.
(3,500 words)

Supporting materials include:

Lesson plan

Resources

Short evaluation

(Equivalent to 1,500 words)

Details of Assignment:

Overview

Within the context of a Scheme of Work covering 4-6 lessons, plan, prepare and deliver a 30 minute micro-teaching lesson on your allocated topic. This lesson may be video-recorded and the SWWCTE's Formative Assessment Form used for feedback purposes. You will receive detailed formative feedback from your tutor and your peers and you may be asked questions to justify your rationale.

Part A

Present a complete resource package for the lesson you delivered including the scheme of work, lesson plan, short term evaluation, any hand-outs, worksheets, visual aids or other materials used during the lesson. Include any 'pupil' work produced, if appropriate. (Approx. 5,000 words equivalent)

Part B

(i) Use selected literature and professional documents to explain the learning principles which underpin the scheme of work, teaching session and resources. Consider the sequence of your scheme of work or syllabus requirements, differentiation and learning, Y Cwricwlwm Cymreig, Literacy and Numeracy framework, Digital Competence Framework, etc.

(Approx. 1,500 words)

(ii) In light of your first teaching experience, revisit your micro-teaching lesson and address the following:

- Critically evaluate your lesson in light of your first professional teaching experience.
- Discuss how you might approach this exercise in a different manner and how this might improve upon your practice. How might these changes impact upon the teaching and learning process?
- Critically evaluate the influence of these features on pupils' thinking, learning and behaviour in the light of suggested changes.
- Evaluate the development of your own thinking as a teacher using QTS standards.
- Conclude with an appended QTS-referenced Action Plan (not included in word count) (Approx. 2,000 words)

Advice on academic writing

Critical writing:

Academic writing is all about presenting an objective argument and that is what we are interested to read. So, you have to discuss the reasons for an approach, its strengths and limitations, reasons for and against, and the justification for choices made.

You must not just *report or describe* as this does not generate an argument and so is not *critical*.

The argument cannot be 'made up'. It has to be based on reading, and reference to personal reflection from professional teaching experience. The most current reading will be found in academic journals and that is why you should refer to these rather than just rely on books. Also, academic articles are peer-reviewed which means that other experts in the field recognise the contribution. This means that academic articles have a credibility which will be reflected in your work. For this reason, if you disagree with the points being made in article you must be able to justify this position either through other reading or classroom evidence.

You must not rely on *direct quotes* as these are not YOUR words. You should seek to paraphrase points as this shows greater understanding and allows you to compare and contrast viewpoints more easily. The paraphrase must still be referenced (Smith (2015) suggests....)

Cautious language - in academic writing we use cautious language. This is because we cannot say anything for certain, or implicate a direct cause and effect, or generate an emotive response in the reader. So, we use words like 'suggest', 'perhaps', 'seems to'.

Accuracy – at this level we expect grammar, spelling, punctuation and referencing to be accurate. Please read through your work and ensure that it makes sense.

Text matching (TURNITIN) – every year we have one or two assignments which are put forward for unfair practice (plagiarism). You must use the practice submission sites to check for text-matching and act accordingly. It is your responsibility to check that all referencing is accurate.

Havard Referencing:

All sources must be acknowledged with a clear reference to the work consulted using the (Author, Date) method of referencing e.g. Harvard system or the system provided within Word 2007.

Each section below indicates how you should refer to the source material in the assignment and how you should write the reference at the end of your assignment. References should be set out in a single alphabetical list and should only include those that you refer to directly in your assignment.

You may quote the words of an author, teacher or pupil verbatim in order to provide an illustration or evidence for a point you are making. When quoting a published source, as well as indicating the name and date you should specify the page number in the same brackets e.g. (Hallam, 2001, 72).

Quotations should be inserted between quotation marks – “.....” or, for longer quotes, indented on a separate line.

However, please note that over-use of quotations from literature may indicate limited understanding of material and result in limiting your assessed grade.

Books

a. Single author

- in the text of the assignment: Hayes (2004)
- in the list of references: Hayes, D. (2004) *The RoutledgeFalmer Guide to Key Debates in Education*. London : RoutledgeFalmer

b. Two authors

- in the text of the assignment: Dillon & McGuire (2007)
- in the list of references: Dillon, J. & McGuire, M. (eds.) (2007) *Becoming a Teacher: Issues in Secondary Teaching* (Third edition). Maidenhead: Open University Press

c. More than two authors

- in the text of the assignment: Davies et al., (2003)
- in the list of references: Davies, I., Gregory, I. & McGuinn, N. (2003) *Key Debates in Education*. London: Continuum Books

d. A single author's chapter in an edited collection in the text of the assignment: (Wade, 2001)

- in the list of references : Wade, R, (2001) "Global citizenship ;choices and change" in Lambert, D. & Machon, P. (eds.) *Citizenship in Secondary Geography*, London: RoutledgeFalmer.

(The conventions for joint and multiple authorship of chapters are in (b) and (c) above.)

NB: if a book has more than one edition, make clear which edition you have used in the references.

- in the text of the assignment: (Cole, 2005)
- in the list of references: Cole, M. (ed.) (2005) *Professional Values and Practice. Meeting the Standards* (Third edition). London: David Fulton Publishers

e. Indirect references (when you haven't read the original study)

- In the body of the assignment or dissertation it says: Cole (1988, cited in Butler, 1993) stresses the importance of how Piagetian tests are presented to children.
- In the reference list, you need to include both the primary and secondary sources: Butler, M. (1993) *The Mind of a Child*, London: Fontana

Cole, A. (1988) *Using Piagetian Tests with Young Children*, London: Academic Press

Articles in Journals

Single author

- in the text of the assignment: (Boaler, 1997)
- in the list of references: Boaler, J. (1997) "When even the winners are losers : evaluating then experiences of 'top set' students", Journal of Curriculum Studies., 29, (2), 169 – 182.

(Note that the volume number (29) part number (2) and page numbers (169 - 182) should be provided.) (The conventions for joint and multiple authorship of articles are as above.)

Government publications

- In the text of the assignment: (Estyn, 2002)
- in the list of references: Estyn(2002), Excellent Schools ; A vision for schools in Wales in the 21st century. Cardiff: Estyn.

Electronic material

a. For a www document

- Author, Initials (year) (i.e. if there is an author), Document title followed by [WWW] location of document (date accessed) e.g. Learning, Teaching and Managing using ICT [www] <http://www.teachernet.gov.uk/wholeschool/ictis/> (date accessed:15 April 2010)

b. For www article in Electronic Journal

- Author, Initials (year) Document title in journal details [www] location of document (date accessed) e.g. Dal, B. (2006) 'The Origin and Extent of Student's Understandings: The Effect of Various Kinds of Factors in Conceptual Understanding in Volcanism.' in: Electronic Journal of Science Education 11 (1) [www] http://ejse.southwestern.edu/volumes/v11n1/articles/art04_dal.pdf (date accessed: 15 May 2007)

Other documents, for example school / college (policy) documents in the text of the assignment: (Erehwon School, 2001)

in the list of references: Erehwon School (2001) "A Whole School Approach to Combat Gender Underachievement"

Key Readings

Please take time to engage with reading. It is expected that your oral and written discussions are supported by reading.

Also, at this level, it is expected that you support your reading with reference to current journal articles. You will find a comprehensive list of journals on the online library catalogue.

Key policy and Curriculum Documents

Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales Welsh Government February 2015

<http://gov.wales/docs/dcells/publications/150317-successful-futures-en.pdf>

Assessment reform group (2002). Assessment for Learning. Researched principles to guide classroom practice. Available from:

http://www.hkeaa.edu.hk/DocLibrary/SBA/HKDSE/Eng_DVD/doc/Afl_principles.pdf

[Accessed 13/09/2016]

National Literacy and Numeracy Framework 2013

<http://learning.gov.wales/docs/learningwales/publications/130415-lnf-guidance-en.pdf>

Digital Competence Framework (updates and guidance, 2016)

<http://learning.gov.wales/resources/browse-all/digital-competence-framework/?lang=en>

Books

Allison, S and Tharby, A (2015). Making every lesson count. Six principles to support great teaching and learning. Carmarthen: Crown House Publishing Ltd

Bates, B (2016). Learning Theories Simplified. London: Sage Publications

Boyle, B and Charles, M (2014). *Formative Assessment for Teaching and Learning*. London: Sage Publications Ltd

Brooks, V, Abbott, I, Bills, L (Eds) (Second Edition). *Preparing to teach in secondary schools. A student teachers' guide to professional issues in secondary education.* Berks: Open University Press.

Chapter 6 – Using differentiation to support learning

Capel, S, Leasik, M and Turner, T (Eds) (2013). *Learning to Teach in the Secondary School. A companion to School Experience.* Oxon: Routledge.

Denby, N (Ed) (2015) 3rd Edition. *Training to Teach: A Guide for Students.* London: Sage Publications Ltd

Dillon J and Maguire M (2011) Eds *Becoming a Teacher: Issues in Secondary Teaching* 4th Edition, Maidenhead: OU Press

Fautley, M and Savage, J (2008). *Assessment for Learning and Teaching in Secondary Schools.* Exeter: Learning Matters

Hattie, J and Yates, G (2014). *Visible Learning and the Science of How We Learn.* Oxon: Routledge

Hargreaves, D, Beere, J., Swindells, M, Wise, D., Desforges, C., Goswami, U., Wood, D. (2005) *About Learning: Report of The learning working group.* London: Demos.

Hramiak A and Hudson T (2011) Eds *Understanding Learning and Teaching in Secondary Schools,* Harlow: Pearson

Muijs D and Reynolds D (2011) Eds *Effective Teaching: Evidence and Practice,* 3rd Edition, London: Sage

Pollard A (2008) *Reflective Teaching,* 3rd Edition, London: Continuum

Watkins, C. (2005) *Classrooms as Learning Communities: A review of literature. London Review of Education.* 3 (1). P.47-64.

Welsh Government (2012) *National Literacy Programme,* Cardiff, Welsh Assembly Government.

Welsh Government (2012) *National Numeracy Programme,* Cardiff, Welsh Assembly Government.

Wiliam, D (2011). *Embedded Formative Assessment.* Indiana: Solution Tree Press

Wiliam, D (2013). *Assessment: The Bridge Between Teaching and Learning. Voices from the Middle.* 21 (2) pp 15-20

Wiliam, D and Leahy, S (2015). *Embedding Formative Assessment. Practical Techniques for K-12 Classrooms.* Florida: Learning