

ECAD6014 The Four Purposes in Curriculum for Wales

Linking teacher self-esteem, self-efficacy and identity with pupils' self-esteem, self-efficacy and identity.

This session is intended as a session where you will engage with it as a mutually supportive group working in partnership. The suggested timings are a rough guide. You can decide how to manage the time.

It would usually be delivered as a two-hour lecture but in this format and in groups of 4 students, you can decide which pace suits you best as a group. Give your group a suitably academic name if you would like, a little like 'the Apprentice' TV programme except nobody gets fired today.

At the end of the session your team will **produce a 5 minute Powerpoint presentation (3-5 slides)** based on the sum of what you have taken from the learning activities.

Task 1

As a group, **take ten minutes** to consider **the four purposes** of the Curriculum for Wales, **self-esteem** and **self-efficacy**. What do they mean? Why might they be significant? Record the ideas you recall and discuss in a one-page diagram (ask one of your group to be the recorder/artist). Don't worry if it seems incomplete – you will return to it at the end to see how much more you know having engaged in further thought with your student colleagues.

Task 2

[Curriculum for Wales](#)

Remind yourselves of what Professor Donaldson and Professor Robin Bannerjee have to say about the significance of the Four Purposes within the new curriculum arrangements. Although they talk about pupil progression and other matters, today we are particularly interested in the purposes.

Take **5 minutes** to discuss what they say.

Task 3 (Get ready for some brain work here please – everyone to contribute).

Watch and listen to what eminent theorist Albert Bandura says on his Social Cognitive Theory of human behavior. Look out for these phrases;

– acquiring competencies – motivation – behaviour – facing fear/vulnerability – persuading people of their ability – feedback to improve skills – being inquisitive adventurous – the power of modelling behavior – selective disengagement of moral self-sanctions – challenging innate aggression – shaping our own nature and futures for the better.

It's only a short video – you may need to watch it twice to absorb all that you need from it. Skip the annoying tune at the start. (If a pleasant-sounding Asian woman starts to speak you will have skipped on to another video – go back to Albert).

[Bandura's social cognitive theory](#)

Give yourselves **20 -30 minutes**. Ask yourselves – what are the implications of each of these key phrases from Bandura, for future teachers and those that they will teach? Make a note of the thoughts and ideas produced by the team. You will need to refer back to them later.

Take a short break – walk around and rest your mind– agree a time to return for the next part.

In this next part you will **divide your team in two** and engage in some reading with a partner, drawing out some key messages from some texts. Having done this you will share each pair's information, conveying to your student colleagues the points of learning and interest that you drew from your part of the reading.

With your UWTSD library login details to hand, search for -

Enhancing Self Esteem in the Classroom (3rd Edition) by Dennis Lawrence

Click on 'full text available' and follow this link to Askews and Holts VLe Books. Select 'read online'.

Decide which pair is to read;

Chapter 6. Enhancing self-esteem whilst teaching and

Chapter 12. The teacher's self-esteem

Have a stretch and prepare yourself for some close reading. You may skim read some parts but re-read others closely and carefully – do this in agreed chunks with your partner if this helps – or read alone and come back for discussion at the end. Allow **30-40 minutes** for reading.

After reading, discuss as a pair and sum up the main points that arose to share with your other partners.

Task Four (the last one).

Decide which team member is to produce the presentation (PowerPoint springs to mind as an effective tool, but we don't want to stifle creativity if you prefer another idea, as long as others can view it). Produce it as a team. Produce a 5-minute presentation that sums up the main learning points your team wishes to convey on;

The significance of teacher self-esteem and teacher self-efficacy in nurturing the four purposes as lasting and embodied traits in pupils.

Sharing of presentations with peers and lecturer in the lecture room.

Thank you for your efforts during this session. Be well and stay safe – nurture your self-esteem and self-efficacy and help other colleagues to do the same.

ECAD6014 Tutors