



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

MODULE HANDBOOK

ECAD4003

An Introduction to the Knowledge, Skills and Understanding of Language and Mathematics

**BA PRIMARY EDUCATION
with Qualified Teacher Status**

LEVEL 4

FACULTY OF TEACHER EDUCATION

2017-2018

1. Point of contact

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

Linda Davies (Module Co-ordinator) l.davies@uwtsd.ac.uk 01267 676682

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 sessions.

Please read the University Regulations for Students.

3. Aims and Learning Outcomes

AIM

- 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

By the end of this module trainees should be able to:

- demonstrate an understanding of the scope, character and purpose of language and mathematics within the National 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;
- organise their knowledge and learning through the use of a range of information sources and present their work at the appropriate level.

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**

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

As this is a course within Higher Education you will be expected to read around a topic and become an independent and self-directed learner. As well as separate sets of subject based lectures there may also be tasks that you will be expected to undertake PRIOR to each session. It is essential that you carry out the reading or the task(s) in order to get the most out of the more formal sessions. Your lecturer will be checking on your knowledge and understanding relating to the task during the session, so ensure you arrive prepared. It is your responsibility to READ this handbook and familiarise yourself with the expectations of the module.

Pre and post-session tasks will be given as appropriate during the module. However, as an ongoing aspect of development, you are encouraged to widen your knowledge of **children's literature**.

Please keep a list of children's books you have read, together with a short summary of how these might be used in the learning environment. You may like to consider whether the books are suitable for reading aloud to a class of children; being shared with a small group or are more suitable for paired or individual reading

4a. Module summary - LANGUAGE

Language Strand

In this module, 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.

If you have any particular difficulty relating to written and/or spoken language, then please contact Student Services or speak to your personal tutor for more information. The University does offer specific support.

The content and sequence of the Language sessions will be provided in the opening lecture. Please note, the order of these sessions may change according to the circumstances.

4b. Module summary - MATHEMATICS

The content and order of the Mathematics sessions will be provided in the opening lecture. Please note, the order of these sessions may change according to circumstances.

5. References

Reading Lists

Essential

Students to download copies of relevant current guidance and the National Curriculum from Welsh Government website along with Professor Donaldson's report 'Successful Futures' which outlines a new curriculum for Wales.

Donaldson, G. (2015) ***Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales***. Crown copyright. Available at: <http://gov.wales/docs/dcells/publications/150225-successful-futures-en.pdf>

Department for Education and Skills (2015) ***Foundation Phase Framework (Revised 2015)***. Cardiff: Welsh Government. Available at: <http://learning.gov.wales/resources/browse-all/foundation-phase-framework/?lang=en>

Department for Education and Skills (2015) ***Curriculum for Wales Programme of Study for English Key Stages 2–4***. Cardiff: Welsh Government. Available at: <http://learning.gov.wales/resources/browse-all/revised-areas-of-learning-and-programmes-of-study-introductory-video/?lang=en>

Department for Education and Skills (2015) ***Curriculum for Wales Programme of Study for Mathematics Key Stages 2 – 4***. Cardiff: Welsh Government. Available at: <http://learning.gov.wales/docs/learningwales/publications/150717-nc-maths-en-v2.pdf>

If you wish to purchase a text to support you in this module, we would suggest that you buy these:-

Woolley, G. (2014) ***Developing Literacy in the Primary Classroom***. London: SAGE
Gamble, N. (2013) ***Exploring Children's Literature***. London: SAGE
Haylock, D. and Cockburn, A. (2013) ***Understanding Mathematics for Young Children: A Quick Guide for Teachers of Children 3 – 8***. London: SAGE

Recommended *(These can be found in the library)*

Corbett, P. (2007) ***Speak out! Ages 9-11. Great Ideas for Speaking and Listening Activities***. London: A&C Black.
Gross J. (2013) ***Time to Talk***. London: Routledge
Bower, V. (2014) ***Developing Early Literacy 0 to 8 from theory to practice***. London: SAGE
Cremin, T. (2009) ***Teaching English Creatively (Primary Teaching Guides)***. Oxon: Routledge.
Goodwin, P. (2010) ***The Literate Classroom***. London: David Fulton.

Medwell, J. et al. (2011) **Primary English: knowledge and understanding**. 5th edn. Exeter: Learning Matters.

Medwell, J. et al. (2011) **Primary English: teaching theory and practice**. 5th edn. Exeter: Learning Matters.

Hanson, A. (ed.) (2011) **Children's Errors in Mathematics: Understanding Common Misconceptions in the Primary School**. London: SAGE

Haylock, D. (2014) **Mathematics Explained for Primary Teachers** 4th edn. London: SAGE

Taylor, H. and Harris, A. (2014) **Learning and Teaching Mathematics 0-8**. London: SAGE

Grigg, R. (2010) **Becoming an Outstanding Primary School Teacher**. Harlow: Pearson.

Smith, P. & Dawes, L. (2014) **Subject Teaching in Primary Education**. London: SAGE

Blandford, S. & Knowles, C. (2016) **Developing Professional Practice 0 – 7**. London: Routledge

Jarvis, P. (2006) **Towards a Comprehensive Theory of Human Learning**. London: Routledge

Conkbayir, M. & Pascal, Ch. (2014) **Early Childhood Theories and Contemporary Issues**. London: Bloomsbury

Department for Children, Education, Lifelong Learning and Skills.(2008) **Learning and Teaching Pedagogy**. Cardiff: Welsh Assembly Government. Available at:- <http://learning.gov.wales/docs/learningwales/publications/130212ltpedagogyen.pdf>

Periodicals & Journals

TES

Literacy

Journal of Early Childhood Literacy

English in Education

Research in Mathematics Education

Websites

Learning Wales-www.learning.wales.gov.uk

Estyn

National Centre for Excellence in Mathematics Teaching www.ncetm.org.uk

Hwb-www.hwb.gov.uk

Literacy Trust - www.literacytrust.org.uk

Literacy shed

Mathematics Shed www.mathematicsshed.com

National Association of Teachers of English - www.nate.org.uk

Nrichmaths-<http://nrich.maths.org.uk/>

6. Assessment : Assignment

What is the key information?

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

Aim: In the discussion, you need to be able to show **why** teacher subject knowledge is important in relation to teaching Language and Mathematics in primary schools in Wales.

- Think about the Language and Mathematical skills that you have observed on Professional Teaching Experience. For example, the teaching of reading or number.
- Reflect on the teaching of these skills with reference to the place of teacher subject knowledge in developing the children's learning.
- Subject knowledge in language and mathematics includes understanding of how children learn language and mathematics. Discussion of subject knowledge should include application of learning theory (e.g. constructivism, social constructivism) to the learning of language and mathematics.

Assignment Structure

Introduction
(approximately 300 words)



In the introduction you should show that you understand the title of the assignment and what you intend to discuss. Give a **brief** outline of the context of the skills that you have chosen to discuss and make you sure you include:

- Age/ Year Group
- Language Skill & Mathematics Skill being developed
(with reference to the Revised Curriculum noting the strand (s), element(s) & aspect (s) to be discussed).

AVOID SIMPLY DESCRIBING ANY ACTIVITIES/ LESSONS

Writing Style Hints!

Suitably formal; no contractions (e.g. didn't); precision and concision (no waffle); some description; justification for choices made.

Main body of the assignment
(approximately 2,500 words)



This part of your assignment is going to include various paragraphs (building blocks) that form your discussion. It is recommended that you organise your work into two sections: one for Language and one for Mathematics.

Within each section you will need to include:

- reflection on how your subject knowledge affected the children's learning;
- reference to some reading which relates to teacher subject knowledge and Language and Mathematics learning ;
- reference to pedagogies which show how children might learn your chosen skills.

What literature should I include?

For policy documents, please ensure that you refer to documents relevant to the education system in Wales e.g. Estyn and Welsh Government and Professor Donaldson's report 'Successful Futures' which outlines a new curriculum for Wales.

At this level, you are expected to focus your reading on academic books and articles, that is, books and articles that you are likely to find in the University library. Be careful of an over-reliance on websites and of using some websites or newspaper/magazine articles which may be considered 'unacademic'.

How much literature should I include?

There is no recommended number of texts. It is far better to use a smaller number of carefully selected texts than to use a long list of texts badly. The word counts are designed to encourage you to be selective in your reading.

Writing Hints

Use connectives to link the paragraphs and signpost your argument (therefore, additionally, in contrast to... etc)

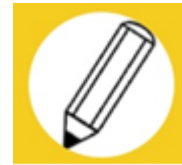
Paraphrase reading to show that you understand the main points

When presenting the academic argument (review of literature, methodology etc) then the third person should be used. When presenting reflection in school experience then 'I' can be used (I observed in my Year 1 class...)

Use direct quotes sparingly

Take great care with referencing. Use the referencing guide (on Moodle)

Conclusion
(approximately 200 words)



In this section, you should conclude your discussion by :-

- identify strengths and limitations of your own practice in relation to Language and Mathematics and how this relates to teacher subject knowledge
- reflect on your next steps for development in relation to subject knowledge for Language and Mathematics teaching
- evaluate the importance of teacher subject knowledge for Language and Mathematics.

Writing Hints

*Be reflective and set personal targets
Be precise with your words - succinct
Look forward*

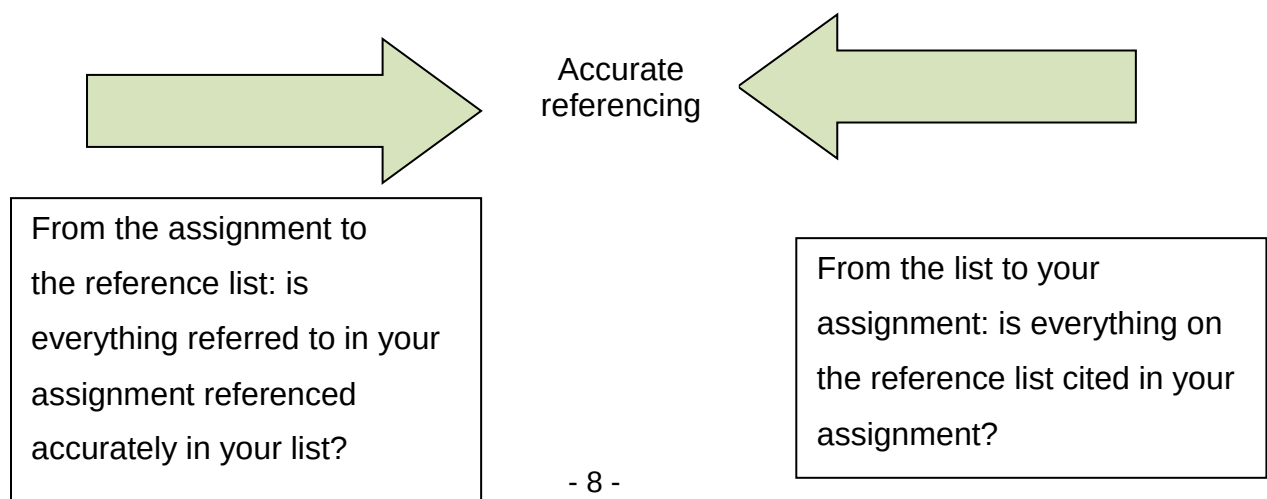
Reference List

Correct and accurate referencing is vitally important so that intellectual property can be recognised.

*Please use the referencing guide (available on Moodle) to construct your referencing list.

You should only reference texts used in the assignment. You **are not** required to include a bibliography (i.e. you do not need to list any texts read but not referred to).

It is important to remember that referencing is a two-way process and the marker will pay attention to both aspects.



Submission

When submitted, your assignment should be presented to the highest standard without errors in spelling, punctuation or referencing.

Further Guidelines in the Study Skills Handbook

- All trainees MUST record their student number on each page
- Each page submitted to the School MUST meet the specifications (e.g. paragraphing, line spacing etc) listed in the Study Skills Handbook such as:-
 - (i) *Font style – Times New Roman, size 12 for text and 14 for headings*
 - (ii) *Line spacing 1.5 line spacing and 2.5 cm page margins*
 - (iii) *Quotations more than 3 lines to be indented 1 line spacing*
 - (iv) *One line space between paragraphs, paragraphs must be aligned*
 - (v) *Pagination (each page should be numbered)*
 - (vi) *Essay is within 10% of word limit (before references)*

The assignment must be submitted via Turnitin:-

Date & Time of Submission	Tuesday, April 24 2018 12 o'clock
Date & Time of Return	Thursday, May 24 2018 5 o'clock

Appendix

1. Support for academic writing

2. Support for critical writing

Some useful websites:

<http://www.reading.ac.uk/internal/studyadvice/Studyresources/Reading/sta-academicreading.aspx>

Remember to stick with academic reading and develop your reading stamina; like learning any new skill it can be tiring at first.

Some useful links to support critical writing are available at:

<http://www2.le.ac.uk/offices/ld/resources/writing/writing-resources/critical-writing>

<http://library.bcu.ac.uk/learner/Writing%20index.htm>