



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**

**ECAD7003**

**Learners, School and Communities: where am I  
teaching?**

**PGCE Primary & Secondary  
with Qualified Teacher Status**

**LEVEL 7  
YR ATHROFA  
2019-20**

## 1.Points of contact

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

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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](#)

## AIMS

- To develop students' analytical and critical understanding of how pupils' learning is influenced by factors beyond the classroom e.g. national policies, communities and families, and how this understanding relates to matters of social justice
- To engage students with an evidence-based approach which connects the community in which the learner lives, to the pedagogical choices made in the classroom in order to inspire learners and their families

## LEARNING OUTCOMES

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

- critically reflect on the school context considering the cultural, linguistic and socio-economic factors that may impact on learners' progress and achievement;
- evidence a deep understanding of the complex professional role of the teacher in relation to in working closely with parents, governors, local authorities and agencies which support schools and the wider community;
- accurately analyse and synthesise local and national data to inform decision-making, illustrating a comprehensive understanding of lines of national and local accountability

### Relationship to 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 and raise aspirations.                                                             |
| Enterprising, creative contributors, ready to play a full part in life and work.             | Provide a range of creative learning opportunities which promote autonomy and relate to the lives of the learners.                                 |
| Ethical, informed citizens of Wales and the world.                                           | Adopt the role of a professional teacher in understanding evidence-based practice and challenge assumptions and beliefs that lead to stereotyping. |
| Healthy, confident individuals, ready to lead fulfilling lives as valued members of society. | Apply an understanding of theories and research that impact on well-being and development, to personal practice.                                   |

## 4. Module Introduction

The principal aim of this module is for you to begin to build up an understanding of the many diverse, and often opposing, influences that can act upon children, and can make demands of you as a teacher. The module goes beyond the classroom to explore the myriad factors that influence children's learning, whether it be the homes they come from or current educational policies, contemporary beliefs about what a curriculum should look like or where children live. The more you understand and engage with the world in which your pupils inhabit, be it the local community or the global community, the better able you will be to understand the young people you teach and respond to their learning needs. This knowledge and engagement will enable you to make more informed decisions and choices about your own practice and how you respond to the ever-changing educational environment. However, at the heart of this module is an unshakable belief that education is the vehicle for social justice.

In the context of education, social justice is about achieving equitable and quality education for all students. We will look at the factors that can have a favourable or adverse effect on the equity and quality of education and how these are going to be relevant to you as a new teacher. How are they going to shape your practice? How are you going to help close the gap between a child's current achievement and her potential achievement? These are some of the questions this module tries to answer.

Looking towards your professional future, we will be covering School Improvement Planning. We will also think about how you can contribute to professional communities. Furthermore, this is a Master's level module, so it is an opportunity for you to demonstrate your ability to work at this level. You will also be able use your credits for this module towards a Master's degree in the future.

This is an intense module, as sessions take place in quick succession. You will gain more from the module if you come well-prepared at the start of each day, having completed the reading or any other task you are asked to do. You will work with a tutor and in small groups for most sessions, and we aim to make as many sessions as possible seminar style. The content of the module is the same for level 6 and level 7 students. The assignment brief is also the same but will be assessed under different criteria for level 6 and level 7.

We welcome feedback. It is a challenging module, but we hope you will benefit from it and enjoy it.

Welcome to our module.

## 5. Module Content

| Session | Content                                                                                           |
|---------|---------------------------------------------------------------------------------------------------|
| 1       | Introduction<br>Policy & Practice in Wales                                                        |
| 2       | Contemporary Priorities & Initiatives                                                             |
| 3       | A Sociological Perspective                                                                        |
| 4       | An International Perspective                                                                      |
| 5       | A Bilingual Nation                                                                                |
| 6       | A Diverse Nation                                                                                  |
| 7       | Looking at Diversity                                                                              |
| 8       | Approaches to Learning                                                                            |
| 9       | The Learner's Community                                                                           |
| 10      | Effective Learning Environments                                                                   |
| 11      | Philosophy & Beliefs                                                                              |
| 12      | School Improvement – Looking at Data                                                              |
| 13      | School Improvement – Action Planning                                                              |
| 14      | Ethically Informed Citizens of the World                                                          |
| 15      | Inquiring Practitioners: The Four Purposes of the Curriculum: What do schools do to promote them? |

|                                       |  |
|---------------------------------------|--|
| Being an Ethical Researcher           |  |
| Being a Skilled Researcher            |  |
| Being a Sceptical Researcher          |  |
| Being part of an Inquiring Profession |  |

## 6. Assessment task and guidance

| MODULE CODE | MODULE TITLE                                            | MODE OF ASSESSMENT                                                                                                                                                                                                                               |
|-------------|---------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ECAD7003    | Learners, Schools and Communities: where am I teaching? | Understanding how the learner, the school and the local community work together to deliver one of the four purposes of the new curriculum: a video presentation that critically examines this process.<br>Individual video (10 minutes)<br>(50%) |
| ECAD7003    | Learners, Schools and Communities: where am I teaching? | How a school develops one aspect of its SDP: a report that critically reflects on the actions, impact and evidence base.<br>Written report (2500 words)<br>(50%)                                                                                 |

Submission date: 17<sup>th</sup> April 2019

## 7. Reading list

Please refer to link on Moodle