



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: ECAD6007

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

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

LEVEL 6

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. 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 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.

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

Being an ethical researcher

- Reflect on whether your own expectation for these learners might be a barrier to their progress. This needs to take place in a collaborative reflection setting, e.g. questioning opportunity resources.

Being a skilled researcher

- Collation of all available evidence sources to the benefit of individual learners
- Bringing together learning to date to plan for one child's learning / justifying pedagogical decisions.
- Using observation to evaluate the efficacy of planned pedagogy.

Being a sceptical researcher

- Critically evaluate research and key theories and research that underpin the holistic development of children and young people; evaluate and share the application of theory and research to personal practice, including meeting the needs of particular groups of learners; critically evaluate beliefs and assumption about groups of learners, providing support for your decisions.

Being part of an Inquiring Profession

- Contributing 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.

Being an Ethical Researcher	
Being a Skilled Researcher	
Being a Sceptical Researcher	
Being part of an Inquiring Profession	
Bridging activity (intellectual and experiential knowledge exchange)	

INDICATIVE CONTENT OF SESSIONS

NB. Order of sessions might change

Session	Content
1.	Introduction to Module / Child development 0-19: the holistic nature of learning.
2.	Who's who 1: Introduction to key theories of learning and various approaches: - Constructivism, Behaviourism and Humanistic approach - Historic and contemporary approaches.
3.	Children's well-being, rights and voices. Links with Health & Wellbeing Area of Learning.
Directed Task 1	Research the work of: - Professor Lord Robert Winston - Professor Tanya Byron - Professor Sarah Jane Blakemore
4.	Group Discussion of Directed Task 1 Who's who 2: Pedagogies of learning relating to the Four Purposes in the new curriculum Linking teacher self-esteem, self-efficacy and identity with pupils' self-esteem, self-efficacy and identity.
5.	ALN documentation and statutory obligations. - Recent developments - Inclusive Support strategies & interventions.
Directed Task 2	Prepare an acronym buster / complete ASD online course.
6.	Check Directed Task 2 Preparing for Bridging 1: Case Study and Critical Incident Methodology How can a critical incident inform future practice?

7.	Preparing for Bridging 2: Methods and strategies for observing the learner. • Observation techniques • Ethical guidelines.
Directed Task 3	Create a mind-map of modern-day challenges to physical literacy.
8.	ALN – seminars / conference (CPD)
9.	ALN – seminars / conference (CPD)
10.	Check Directed Task 3 Understanding the concept of physical literacy. • The holistic development of children. • The importance of physicality and quality movement for child development. • Links with H&WB Area of Learning.
11.	Social, physical and emotional development 0-19yrs. • Critically evaluating the positive and negative use of social media including networking, online bullying. • Friendship groups, exclusion and bullying. • Collaboration with outside agencies.
Directed Task 4	Read bridging materials in preparation.
12	Emotional literacy and mental health. • Factors that influence progress (transitions, bereavement) • Development of well-being awareness in schools • Links with H&WB Area of Learning.
13.	Understanding challenging behaviour and inclusive classroom strategies. • Establishing a positive learning environment including parents and additional adults.
Directed Task 5	Prepare for group reflective task.

14.	What next? Critical analysis of tracking pupil progress. • Formative assessment • Data capture methods.
15.	Assignment workshop. • Group discussion of Directed Task 5 • Module Lead input • Peer discussion of critical incidents.

6. Assessment tasks and guidance

MODULE CODE	MODULE TITLE	MODE OF ASSESSMENT
ECAD6007	Core Studies 1:-The Learner: who am I teaching?	Written assignment. A critical evaluation and the identification of next teaching and learning steps focusing on a case study of an individual learner or a group of learners, based on an observed critical incident (equivalent to 5000 words). Submission: 29/10/19 (deadline 23:59)

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

7. Reading list

READING LIST

Classification	Reading List entry	Electronic
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., (2007) <i>Achievement and Inclusion in Schools</i> , [e-book], Abingdon: Routledge.	☒
Essential	Cohen, L., Manion, K. and Morrison, K.R.B. (2011) <i>Research Methods in Education</i> 7th ed. London; New York : Routledge.	☒
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	Donaldson, G. (2015) <i>Successful Futures</i> . Crown Copyright. Cardiff. Available at: http://gov.wales/docs/dcells/publications/150317-successful-futures-en.pdf	☒
Essential	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.	☐
Essential	National Assembly for Wales. (2002) <i>Special Educational Needs Code of Practice for Wales</i> , Cardiff: National Assembly for Wales.	☒
Essential	National Assembly for Wales. (2006) <i>Safeguarding Children: Working Together under the Children Act 2004</i> , Cardiff: NAW.	☒
Essential	Peer, G. & Reid, L. (2016) <i>Special Educational Needs: a guide for inclusive practice</i> (2 nd ed.). London: Sage Publications.	☐
Essential	Rose, J., Gilbert, L. & Richards, L.V. (2015) <i>Health and Well-being in Early Childhood</i> . London: SAGE.	☒

Essential	Tripp, D (2012) <i>Critical incidents in teaching: developing professional judgement</i> . London: Routledge.	☐
Further	Dixon P, (2016) <i>Testing Times: Success, Failure and Fiasco in Education Policy in Wales since Devolution</i> . Cardiff: Welsh Academic Press.	☒
Further	Farrell, M. (2012) <i>Educating Special Children</i> (2nd ed.) Oxon: Routledge.	☒
Further	Gray, C. & Macblain, S. (2015) <i>Learning Theories in Childhood</i> (2nd ed.) London: Sage Publications Ltd.	☒
Further	Guldborg, H. (2009) <i>Reclaiming Childhood – Freedom and Play in an Age of Fear</i> . London: Routledge.	☐
Further	OECD, (2015) <i>Improving Schools in Scotland: an OECD Perspective</i> . Paris:OECD.	☐
Further	Pashler H, Bain P.M., Bottge B.A., et al. (2007) <i>Organizing Instruction and Study to Improve Student Learning. IES Practice Guide NCER 2007-2004</i> . Washington, DC: National Center for Education Research.	☒
Further	Shearer, C. et al (2018) <i>How Is Physical Literacy Defined? A Contemporary Update</i> in Journal of Teaching in Physical Education, volume 37, p 237-246.	☒
Further	Unicef Early Childhood Development - https://www.unicef.org/dprk/ecd.pdf	☒
Further	Welsh Assembly Government. (2008) <i>Personal and Social Education Framework for 7 to 19-year olds in Wales</i> , Cardiff: Welsh Assembly Government.	☒
Further	Welsh Assembly Government. (2010) <i>A Curriculum for All Learners</i> , Cardiff: Welsh Assembly Government.	☒