



MODULE DIRECTORY

PGCE PRIMARY LEVELS 6 & 7

ACADEMIC DISCIPLINE: INITIAL TEACHER EDUCATION

YR ATHROFA

2018-2019

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INTRODUCTION

This Module Directory includes all the modules for Levels 6 and 7 within the PGCE Primary programme in the academic year 2018-2019.

This directory accompanies the Programme of Study Handbook, which will provide you with details of which modules you will be studying for your programme this year in the 'Programme of Study' section. This directory may include modules that are running on other programmes of study within your School/Faculty. If you require assistance in identifying the modules for your programme of study, please contact the Programme Director (whose name and contact details are provided in the accompanying Programme of Study Handbook), or the relevant Faculty Office.

The University has made every effort to make the information as full and as accurate as possible, but you should note that minor changes in the organisation of modules between the planning stage and the actual teaching are inevitable. We shall try to keep any such changes to a minimum, and you will receive plenty of advance warning in the event of any alteration. We would also be grateful if you would let us know about any changes that you think might be helpful if introduced into future handbooks.

MODULES

MODULE CODE:	M6X01438
TITLE:	Principles of Pedagogy: effective learning and teaching in the primary context
DATED:	15/05/2015
LEVEL:	6
CREDITS:	20
JACS CODE:	X100

AIM(S)

- To critically evaluate the key theories that underpin the physical, cognitive and social development of children
- To apply this theoretical knowledge to practical contexts in a reflective manner, in order to support and extend children's learning

LEARNING OUTCOMES

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

1. understand, synthesise and evaluate the main theories that underpinning learning, behaviour and assessment in the primary school
2. reflect critically on how learning theories inform the planning and provision of high quality learning environments, demonstrating a clear understanding of how theory and practice are interrelated
3. organise knowledge and learning through the use of a range of information sources, and present work appropriately.

INDICATIVE CONTENT

This module contains broad themes, namely:

- ***An introduction to key theories and principles.*** What is known about effective learning and teaching? What makes an outstanding teacher? Critical evaluation of research into effective teaching, and effective interventions. What is a reflective practitioner?
- ***Learning theories in action:*** consideration of the impact of behaviourism, constructivism, social learning theory and brain-based learning on classroom practices. The importance of language and dialogue in learning. Critical reflection on research into effective communication skills, with a focus on questioning, dialogic teaching and sustained shared thinking.

- **Foundations of learning:** learning in the early years. Consideration of the changing view of 'childhood' over time. Evaluation of the role of play and active learning. Understanding theories relating to learning in the home, family and wider society, with analysis of the impact of poverty on learning.
- **Learning and schools:** exploration of the Welsh national curriculum, national and international perspectives and the key national priorities. Diversity, inclusion, learner voice and personalised learning. Bilingual and multilingual learners.
- **Monitoring learning – assessment and progression.** An introduction to effective assessment, and the role it plays in high quality learning and teaching.
- **Thinking and learning:** key features of effective thinkers. Intelligence, metacognition and dispositions to learn. The role of self-esteem, well-being and mindset. The development of reflective practice, and reflective practitioners.
- **Spaces and places to learn:** learning outside of the classroom. The value of outdoor education. Evaluating the advantages and challenges of learning in contexts such as Forest schools, parks, museums and galleries.
- **Twenty first century learners:** what do we mean by 'real-life learners'? What skills and knowledge are we really trying to equip learners with? Evidence based practice, global citizenship and myths about education.

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the concepts, principles and practices of effective learning and teaching. Tutorials and seminars will introduce practical examples, and allow for in-depth discussion of issues. This will support the application, discussion, and critical evaluation of theories and principles. Scheduled, structured placements will offer opportunities to discuss and reflect upon first-hand observation and experience of learning and teaching. This will assist students in identifying the characteristics of effective practice, bringing theory to life.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	50	25
Independent learning	125	62.5
Placement learning	25	12.5
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 – 100%

Written assessment (equivalent to 5,000 words)

Exemplar: Essay with accompanying poster

'Describe a learning event which has happened during your placement. Reflect upon what took place, connecting events to theories of learning and teaching. Make recommendations about how you could improve your own practice in the light of this, and produce a poster to illustrate how you would develop the elements of an effective learning environment.'

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

BIBLIOGRAPHY

Essential

Alexander, R. (2010) *Towards Dialogic Teaching* (4th ed.), Cambridge: Dialogos.
MacBlain, S. (2014) *How Children Learn* London: SAGE

Recommended

Alexander, R. (ed.) (2010) *Children, Their World, Their Education: The Report of the Cambridge Primary Review*. London: Routledge.
Claxton, G. (2002) *Building Learning Power: Helping Young People Become Better Learners*. Bristol: TLO Ltd.
Dweck, C. (2007) *Mindset – the new psychology of success*. New York: Ballantine Books.
Grigg, R. (2010) *Becoming an Outstanding Primary School Teacher*, Harlow: Pearson. (2nd edition in press)
Hattie, J. (2012) *Visible Learning for Teachers* Abingdon: Routledge.
Hattie, J. and Yates, G. (2014) *Visible Learning and the Science of How We Learn* Abingdon: Routledge.
Mason, J. (2001) *Researching your Own Classroom Practice: from noticing to reflection*, London: Routledge.
McBer, H. (2000) *Research into Teacher Effectiveness*, London: DfEE.
McGuinness, C. (1999) *From Thinking Skills to Thinking Classrooms*, Retrieved from: http://www.sustainablethinkingclassrooms.qub.ac.uk/DFEE_Brief_115.pdf (30.9.11)
Schmidt, S. (2013) *The Developing Child*. London: Routledge
Schon, D. (1983) *The Reflective Practitioner*, New York: Basic Books.

Background

Bee, H. (2010) *The developing child*. 12th edition. London: Allyn and Bacon
Black, P. et al. (2003) *Assessment for Learning: putting it into practice*, Maidenhead: Open University Press.
Cunningham, H. (2006) *The Invention of Childhood*, London: BBC Books.
DCELLS (APADGOS) (2007) *Gwrando ar Ddysgwyr/Listening to Learners*, Cardiff: DCELLS.
DCELLS. (2008) *Observing Children*, Cardiff: DCELLS.
DCELLS. (2008) *Play and Active Learning - Overview for 3-7 year olds*, Cardiff: DCELLS.
DCELLS. (2008) *Learning and Teaching Pedagogy*, Cardiff: DCELLS.

Mercer, N. & Hodgkinson, S. (2011) *Exploring Talk in School*, London: SAGE.
Mercer, N. & Littleton, K. (2011) *Dialogue and the Development of Children's Thinking*, London: Routledge.
Mercer, N. (2000) *Words and Minds: How we use language to think together*, London: Routledge.

Journals

British Educational Journal <http://www.bera.ac.uk/publications/BERJ>
Early Years: An international research journal
<http://www.tandfonline.com/toc/ceye20/current#.UyDrVV6N6hM>
Journal of Teacher Education <http://jte.sagepub.com/>
Welsh Journal of Education <http://www.ingentaconnect.com/content/uwp/wjoe>

Websites

TLRP - <http://www.tlrp.org/pub/index.html>
BBC - <http://www.bbc.co.uk/radio4/history/childhood/>
Centre for Real World Learning
<http://www.winchester.ac.uk/aboutus/lifelonglearning/CentreforRealWorldLearning/Pages/CentreforRealWorldLearning.aspx>
Estyn - www.estyn.gov.uk
What is a vignette? <http://sru.soc.surrey.ac.uk/SRU25.html>

MODULE CODE: M6X02149
TITLE: Learning and Teaching in the Primary School
DATED: 18/05/2016

LEVEL: 6
CREDITS: 20

JACS CODE: X100

AIM(S)

- To provide an overview of the scope, character and purpose of the primary curriculum requirements in Wales
- To enable students to synthesise subject knowledge and pedagogy to produce effective learning and teaching in the primary school

LEARNING OUTCOMES

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

- understand different perspectives, approaches to, and theories of the teaching of literacy and numeracy in the primary school
- demonstrate secure knowledge and understanding of the Areas of Learning in Foundation Phase and Key Stage 2 subjects
- critically analyse, interpret and evaluate a range of teaching strategies and pedagogic skills to promote effective learning across the primary curriculum

INDICATIVE CONTENT

- This module will introduce students to the primary curriculum in Wales (including the Foundation Phase Framework, National Curriculum for Key Stage 2, Literacy and Numeracy Framework and wider skills).
- Students will explore and develop an understanding of the unique context of the Welsh education system. This will include sessions which consider recent recommendations in the light of the Donaldson review of the curriculum; planning for Welsh as a second language; ESDGC and the Curriculum Cymreig.
- Curriculum requirements and appropriate pedagogy for areas of learning, subjects and skills across the primary school will be considered. The relationship between teacher understanding and pedagogy will be explored.

- Language and mathematics and the acquisition and application of literacy and numeracy skills will be central to this module. The development and application of digital competencies and thinking skills will also be considered.
- Through a series of 'Science and Knowledge and Understanding of the World' sessions, the nature of science and scientific enquiry will be explored and an understanding of the pedagogy associated with addressing children's scientific misconceptions will be developed.
- There will be phase specific preparation for teaching each age group (Foundation Phase and Key Stage 2) prior to Professional Teaching Experience. These phase specific sessions will explore the particular nature of curriculum requirements and related pedagogy for each phase.
- Consideration regarding the nature of transitions eg from home / pre-school to school, from FP to KS2 and from KS2 to KS3 will be made.

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the concepts, principles and practices. For this module there will be a small number of lectures, mainly at the beginning of the programme. Tutorials and seminars will introduce practical examples, which will be used to support the application, discussion, and critical evaluation of curriculum requirements and pedagogy.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	100	50%
Independent learning	50	25%
Placement learning	50	25%
TOTAL	200	100%

ASSESSMENT

Assessment Component 1 - 100%

Coursework (5,000 words)

Exemplar

Portfolio: Written assignment, reflecting on the role of teacher subject knowledge in primary teaching with supporting evidence from classroom based tasks.

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
If yes please provide brief details (no more than 100 words): The module content will make explicit to students how ESDGC draws on the skills, knowledge and values of many subjects in the curriculum. ESDGC guidance also provides relevant examples for all subject areas to use. ESDGC contributes to the overall development of learners preparing them for the challenges they will meet in the 21st Century. Students will demonstrate how an understanding of their professional responsibilities, with particular regard to the development of practice and engagement in the classroom will be able to understand, evaluate and adopt sustainable values	

BIBLIOGRAPHY

Essential

Donaldson, G (2015) *Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales* Cardiff: Welsh Government

Rowland, T., Huckstep, P. and Thwaites, A. (2003) *The Knowledge Quartet* in Williams, J. (Ed) *Proceedings of the British Society for Research into Learning Mathematics*, Vol.23. No.3.

Shulman, L. S. (1987) Knowledge and teaching: Foundations of the new reform *Harvard Educational Review*, 57(1): pp. 1-22.

Welsh Assembly Government curriculum
<http://learning.gov.wales/resources/improvementareas/curriculum/programmes-of-study/>

Recommended

Allen, J. et al (2012), *Primary ICT: Knowledge, Understanding and Practice*, London: Learning Matters.

Biddulph, J. (2002) *The Guided Reading Approach: Theory and Research*, Learning Media Limited

Estyn (2015) *The Annual Report 2014-15* Cardiff: Estyn

Graham, J. and Kelly, A. (eds 2003) *Writing Under Control: Teaching Reading in the Primary School*, Abingdon: David Fulton

Grigg, R. and Hughes, S.V. (2012), *Teaching Primary Humanities*, Harlow: Pearson.

Grigg, R. and Lewis, H. (2016) *A to Z of learning outside the classroom* London: Bloomsbury

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

Johnson, R. and Watson, J. (2007) *Teaching Synthetic Phonics*, London: Learning Matters

Pound, L. and Lee, C. (2013) *Teaching Mathematics Creatively*, London: Routledge.

Shulman, L. (1986) Those who understand: Knowledge growth in teaching, *Educational Researcher* Vol.15. No. 2: pp. 4-14.

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

Waugh, D., Warner, C. and Waugh, R. (2013) *Teaching Grammar, Punctuation and Spelling in Primary Schools*, London: SAGE

Background

Dean, J. (2002) *Thinking Skills in Primary History*, Nuffield History Project.
Kerry, T. (2011) *Cross-Curricular Teaching in the Primary School: Planning and Facilitating Imaginative Lessons*, Abingdon: Routledge.
O'Hara, L. and O'Hara, M. (2001) *Teaching History 3-11*, London: Continuum
Palmer, J. (2004) *Geography in the Early Years*, London: Routledge.
Plowman, L. and Stephen, C. (2006), *Supporting learning with ICT in pre-school settings*, Learning and teaching Research Briefing 15, available at:
<http://www.tlrp.org/>
Rowley, C. and Cooper, H. (2009) *Cross-Curricular Approaches to Learning and Teaching*, London: Sage.
Waugh, D., Neaum, S. and Waugh, R. (2013) *Children's Literature in Primary Schools*, London: SAGE

Journals

To include:

Journal of Curriculum and Pedagogy
Teach Primary and other professional publications
Wales Journal of Education

Websites

Estyn www.estyn.gov.uk
A wide range of resources is available at: www.learningwales.gov.uk
National Literacy Trust available at: www.literacytrust.org.uk
National Council of Teachers of Mathematics: www.nctm.org
United Kingdom Literacy Association available at: www.ukla.org
Welsh Assembly Government <http://learning.gov.wales>

MODULE CODE: M6X00973
TITLE: Professional Teaching Experiences
DATED: 19/05/2014

LEVEL: 6
CREDITS: 20

JACS CODE: X100

AIMS:

- To provide students with appropriate teaching experience in both Foundation Phase and Key Stage 2 in order to achieve QTS standards.
- To promote the professional development of intending teachers within a context of critical reflective enquiry.

LEARNING OUTCOMES

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

1. demonstrate appropriate independence and professional responsibility within a range of educational contexts;
2. critically evaluate the impact of their teaching on the progress of all learners;
3. evidence secure knowledge of planning, teaching and assessment across all areas of learning and key stage two subjects.

INDICATIVE CONTENT

Pastoral student support will be provided by University-based tutors and school-based mentors throughout the module. During the academic year, 24 weeks will be spent within educational settings, with the opportunity for students to participate in individual and group experiences on short and long term teaching experiences (in both phases). There will also be opportunities for students to explore the educational provision available in a range of settings, including museums, outdoor facilities and visitor attractions.

University based input:

Term 1:

- Safeguarding principles (including Centre policy, national and local practices)
- Introduction to the QTS standards
- Introduction to the Professional Development Portfolio (to be compiled by the trainee during school- and university-based experiences)
- Expectations for high quality learning and teaching eg planning, assessment and behaviour management.

Term 2:

- Making progress through review and setting personal and professional targets for further improvement during PTE2
- PDP and career preparation: evidencing and supporting professional development; seeking support; taking and acting appropriately on advice
- Transition experience
- Career entry: preparing the Career Entry Profile
- Legal roles and responsibilities of the teacher
- Wellbeing for the NQT
- Tackling racism/ addressing personal stereotypes
- GTCW registration

School-based seminar programme:

Initial Professional Teaching Experiences:

- Group and individual experiences: working with groups and whole classes
- Micro-teaching experience: planning, preparing and evaluating own and others' teaching episodes

Professional Teaching Experience 1:

- Planning
- Behaviour management
- Assessment
- Supporting pupils' literacy and numeracy development

Professional Teaching Experience 2:

- Behaviour management, including working with parents, other individuals and outside agencies in school
- Assessment (whole school data)
- Accountability and Reporting to Parents
- Using Y Cwricwlwn Cymreig and supporting Welsh language development in school.
- Risk assessment and educational visits
- Reporting to parents

LEARNING AND TEACHING STRATEGY

In order to comply with the Welsh Government, students undertake three blocks of assessed school-based experience amounting to 24 weeks in total. These will be assessed and monitored by tutors and school-based mentors and formative and summative judgements will be made against QTS standards. During university-based study, this module is delivered through whole-cohort lectures, a small number of classes and individual tutorial time.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	35	5%
Independent learning	35	5%
Placement learning	120 days= 720 hours*	90%
TOTAL	720 hours (WG requirement)	100%

ASSESSMENT

Assessment Summary - 100%

Formative and summative assessment against a focused set of core standards identified from the QTS standards: informed by session observation, file scrutiny and professional dialogue carried out by school-based mentors and university-based tutors. Students exemplify their achievements within the Professional Development Profiles. Students will demonstrate achievement of QTS standards at the appropriate level to gain Qualified Teacher Status.

Activity type	Percentage
Practical (plus accompanying evidence)	100%
TOTAL	100%

BIBLIOGRAPHY

Essential

Curriculum documentation: Foundation Phase, KS2 & Literacy and Numeracy Framework

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

SWWCTE Professional Teaching Experience Guidance for each specific placement.

Recommended

Mason, J. (2010) *Researching your Own Classroom Practice: from noticing to reflection*, London: Routledge.

McBer, H. (2000) *Research into Teacher Effectiveness*, London: DfEE.

Background

Black, P et al. (2003) *Assessment for Learning: putting it into practice*, Maidenhead: Open University Press.

DCELLS (APADGOS) (2007) *Gwrando ar Ddysgwyr/Listening to Learners*, Cardiff: DCELLS.

DCELLS. (2008) *Observing Children*, Cardiff: DCELLS.

Websites

Estyn – www.estyn.gov.uk

Learning Wales – learningwales.gov.uk

SWWCTE – swwcte.uwtsd.ac.uk

TES – www.tes.co.uk

Teachers Media - www.teachersmedia.co.uk

MODULE CODE: ECPP7001
TITLE: The Enquiring Teacher
DATED: 05/07/2017

LEVEL: 7
CREDITS: 30

JACS CODE: X100

AIM(S)

- To develop students' critical understanding of research in education and the importance of evidence-based practice.
- To enable students to plan, undertake and evaluate collaborative classroom based enquiry and critically reflect on this in order to improve their own teaching and learner outcomes.

LEARNING OUTCOMES

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

- Design and apply appropriate research methodologies demonstrating a critical understanding of the nature of educational research.
- Conduct a small scale research enquiry to improve an aspect of personal practice and learner outcomes, showing some originality and rigour in the application of appropriate research skills.
- Critically evaluate research evidence, showing sound judgement of complex data to support pedagogic decisions.
- Critically reflect upon the importance of ethical procedures within classroom based research, and apply these procedures appropriately.

INDICATIVE CONTENT

- Introduction to teacher enquiry as an aspect of educational research.
- The role of the teacher in evidence-based evaluation of good teaching.
- The reflective and reflexive teacher.
- The ethical practitioner: evaluating the role of ethics in educational research, and applying appropriate ethics to personal enquiry.
- Critical thinking about, and analysis of, research evidence.
- Focus on the methods of teachers learning from teachers e.g. learning walks, long table discussions, observations and lesson study.
- An understanding of factors that shape the way teachers continue to develop professionally.

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the concepts, principles and practices of reflective teaching through the use of teacher enquiry combined with the evaluation of classroom practice. Seminars will introduce practical examples which will be used to support the application, discussion, and critical evaluation of techniques learned. Project supervision will support the practical research enquiry.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	48	16%
Independent learning	222	74%
Placement learning	30	10%
TOTAL	300	100%

ASSESSMENT

Assessment Component 1 - 100%

Written assignment based on small scale research project e.g. lesson study (6000 words)

Accompanying approved ethics form (equivalent to 1500 words)

Exemplar: A critical and analytical essay written in the style of a journal article including: an abstract, overview of literature; justification for enquiry methodology; an account and evaluation of the enquiry, and reflective evaluation of the enquiry. Approved ethics form.

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
If yes please provide brief details (no more than 100 words):	
Engagement with classroom based research and the impact of such evidence-based practice on personal development is in line with recommendations made regarding the successful future of education (Donaldson, 2015; Furlong, 2015).	

BIBLIOGRAPHY

Bell, J. (2010). *Doing Your Research Project: A guide for first time researchers in Education and Social Science* (2nd ed.) Buckingham: OUP.

BERA (2011). Revised Ethical Guidelines for Educational Research. British Educational Research Association. UK. (<http://www.bera.ac.uk/publications>)

Donaldson, G. (2015) *Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales* Cardiff: Welsh Government

Dudley, P. (2014). *Lesson Study: Professional learning for our time*. London: Routledge.

Module reader: to be kept current through revision of appropriate journal articles and exemplar chapters.

Recommended

Baumfield, V., Hall, E., and Wall, K. (2012) *Action Research: Learning through practitioner enquiry* (2nd ed.) London: SAGE

Denscombe, M. (2010). *The Good Research Guide for small-scale social research projects* (4th ed.) Buckingham: OUP.

Grigg, R. (2015). *Becoming an Outstanding Primary School Teacher* (2nd ed.). London: Routledge.

Hansen, A. (Ed) (2012) *Reflective Learning and Teaching in Primary Schools*. London: SAGE

Hattie, J. (2011). *Visible Learning: Maximizing Impact on Learning*. London: Routledge.

Lewis, C. C., & Hurd, J. (2011). *Lesson Study Step by Step: How teacher learner communities improve instruction*. London: Heinemann Educational Books.

Norwich, B., & Jones, J. (Eds.). (2014). *Lesson Study: Making a difference to teaching pupils with learning difficulties*. London: Bloomsbury Academic.

Pollard, A. (2008) *Reflective Teaching: Evidence informed classroom* (3rd ed) London: Continuum.

Journals

British Journal of Educational Research
Educational Research
Professional Development in Education
Wales Journal of Education
Specific articles will be referred to in sessions

Websites

<http://www.rtweb.info/>
<http://www.bera.ac.uk/publications>
<http://www.esrc.ac.uk/>
<http://www.jeanmcniff.com/ar-booklet.asp>
<http://lessonstudy.co.uk/>
<http://www.nfer.ac.uk/index.cfm>
<http://www.socialscienceforschools.org.uk/Methodologies/methodologies.aspx>
<http://www.cyfanfyd.org.uk/resources/pdf/ESDGCcommonunderstanding%28eng%29.pdf>

MODULE CODE: M7X02153
TITLE: School Development and Pupil Progress
DATED: 18/05/2016

LEVEL: 7
CREDITS: 30

JACS CODE: X100

AIM(S)

- To develop students' understanding of how teachers and stakeholders use evidence to inform planning for whole school and individual pupil progress, and demonstrate a critical awareness of the potential benefits and limitations of such evidence
- To demonstrate a critical awareness of current research and educational practice relating to assessment and monitoring, and apply this understanding reflectively in a classroom context to ensure that all children's needs are met
- To foster students' own critical thinking skills, collaborative working and independent research, through approaches such as Problem-based Learning.

LEARNING OUTCOMES

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

- critically reflect upon teachers' professional responsibilities in working closely with parents governors, local authorities and agencies which support schools and the wider community
- synthesise and analyse performance data accurately to inform decision-making, illustrating a comprehensive understanding of national requirements relating to progress within the statutory and non-statutory curricula
- identify, apply and evaluate appropriate formative and summative assessment strategies, and critically reflect on the effectiveness of selected strategies in their own classroom practice
- demonstrate their effective contribution to working in teams within a problem based learning context, and evaluate their own contribution to the team outcomes
- reflect critically upon their own learning, drawing upon relevant theories and personal experience

INDICATIVE CONTENT

- An introduction on the characteristics of problem-based learning and its potential value for teachers; working with scenarios, responsibilities and expectations.
- Effective primary school learning environments – vision, values and ethos.
- School development - the School Effectiveness Framework, Professional Learning Communities, and the role of teachers and leaders in monitoring standards.
- Establishing communication with the wider community and parents/carers, presenting information to different audiences.
- Potential barriers to learning including the effects of personal and social wellbeing; gender; the recognition of vulnerable groups of children, and the challenges facing eg small schools, rural schools and multicultural schools. Links to ESDGC eg wealth and poverty, culture and identity.
- Introducing whole-school assessment strategies, the Literacy and Numeracy Framework & Core Data sets. Interpreting assessment data.
- Practices of differentiation, oral and written formative assessment: eg principles of differentiation, assessment dialogue; praise and encouragement; motivation and mindset; gap marking; target marking; shared ownership; up-levelling work; diagnostic assessments. Principles and practices of effective feedback.
- Specific pedagogies and intervention strategies including catch-up programmes, small group withdrawal; one to one support and wider community involvement. A consideration of the impact of literacy and numeracy failure in relation to socio-economic factors e.g. future employment.

LEARNING AND TEACHING STRATEGY

The module uses a blended approach including lead lectures, seminars and the opportunity to work through scenarios in small groups using a problem-based learning approach. Tutorials and seminars will introduce practical examples, which will be used to support the application, discussion, and critical evaluation of techniques learned. Core data sets, pupil profiles and analysis of personal classroom practice (gathered during Professional Teaching Experience) will also be used to develop understanding and application.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	80	27%
Independent learning	200	66%
Placement learning	20	7%
TOTAL	300	100%

ASSESSMENT

Assessment Component 1 – 70%

Written assessment (4500 words)

Exemplar

A close analysis and evaluation of learning using appropriately selected data resulting in the justification of next teaching steps for an individual learner.

Assessment Component 2 – 30%

Group presentation (20 minutes) with accompanying individual critical reflection paper (equivalent to 3,000 words)

Exemplar:

As a Senior Leadership team, present your School Development plan to the Governing Body of Ysgol Yr Enfys, outlining current standards and key priorities for development. Ensure that this is presented appropriately for the audience. Justify the approaches that you will take to address the school's priorities using wider literature and research evidence-base, demonstrating an awareness of any potential limitations and challenges.

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	70%
Practical	30%
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
If yes please provide brief details (no more than 100 words): The module will address elements of ESDGC (also found as a strand in the PSE Framework) which stress the importance of personal attitudes and values, self-respect and respect for others as well as broader topics such as poverty and wealth	

BIBLIOGRAPHY

Essential

- Arshad, R., Wrigley, T. and Pratt, L. (eds.) (2012) *Social Justice Re-examined* London: Institute of Education Press.
- Alexander, R. (ed) (2010) *Children, Their World, Their Education: The Report of the Cambridge Primary Review*. London: Routledge.
- Black, P. and Wiliam, D. (1998) *Inside the Black Box*, London: Kings College London.
- Claxton, G. (2002) *Building Learning Power: Helping young People Become Better Learners*. Bristol: TLO Ltd
- Governors Wales (2011) *All Wales Core Data Set Key Stage 1 & 2: Guidance Notes*, Cardiff: Governors Wales
- http://www.governorswales.org.uk/media/files/documents/2012-09-20/KS1-KS2_Guidance_Notes_2011.pdf
- Higgins, S., Katsipatakī, M., Kokotsaki, D., Coleman, R., Major, L.E., & Coe, R. (2014). *The Sutton Trust - Education Endowment Foundation Teaching and Learning Toolkit*. London: Education Endowment Foundation.
- Persistent Poverty and Children's Cognitive Development: Evidence from the UK Millennium Cohort Study available at:
- <http://learning.wales.gov.uk/resources/persistent-poverty-cognitive-development/?lang=en>
- Child poverty Strategy for Wales 2010 available at:
- <http://learning.wales.gov.uk/resources/povertystrategy2010/?lang=en>

Recommended

- Clark, S. (2011) *Formative Assessment in Action: Weaving the Elements Together*, Oxon: Hodder Murray.
- Graham, J. and Kelly, A. (2008, third edition) *Reading Under Control: Teaching Reading in the Primary School*, Oxon: Routledge
- Hutchinson, N. (2003) *Intervening Early, Promoting Positive Behaviour in Young Children*, London: David Fulton
- Rodger, R. (2011) *Planning an Appropriate Curriculum for the Under Fives*, London: David Fulton
- Savin-Baden, M., and Major, C.H. (2004) *Foundations of Problem-based Learning*, Maidenhead: OUP.

Background

- Beare, H. et al (1989) *Creating an Excellent School*, London: Routledge.
- Black, P., Harrison, C., Lee, C., Marshall, B. & Wiliam, D. (2003), *Assessment for Learning: Putting it into practice*, Oxford University Press, Oxford, United Kingdom.
- Sammons, P. et al (2007) *Summary Report: Influences on Children's Attainment and Progress in Key Stage 2: Cognitive Outcomes in Year 5: Effective Pre-school and Primary Education 3-11 Project (EPPE 3-11)*, Research Report RR828, London: DfES
- Whalley, M (2007) *Involving Parents in their Children's Learning*, London: Paul Chapman Publishing.

Journals

Assessment for Learning: Putting it into Practice available at:

<http://oro.open.ac.uk/24157/>

British Educational Journal <http://www.bera.ac.uk/publications/BERJ>

Journal of Teacher Education <http://jte.sagepub.com/>

Wales Journal of Education www.wales.ac.uk/en/AboutUs/WCEE/Wales-Journal-of-Education

Websites

Learning Wales: learning.wales.gov.uk

Literacy Interventions: www.interventionsforliteracy.org.uk/

Removing barriers to Literacy: <http://www.ofsted.gov.uk/resources/removing-barriers-literacy>

How to develop thinking and assessment.

<http://learning.wales.gov.uk/resources/how-to-develop-thinking-and-assessment/?lang=en>

MODULE CODE: ECPP6001
TITLE: The Enquiring Teacher
DATED: 05/07/2017

LEVEL: 6
CREDITS: 30

JACS CODE: X100

AIM(S)

- To develop students' critical understanding of research in education and the importance of evidence-based practice.
- To enable students to plan, undertake and evaluate collaborative classroom based enquiry and critically reflect on this in order to improve their teaching, and learner outcomes.

LEARNING OUTCOMES

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

- Select, consider and critically evaluate research evidence to support professional enquiry.
- Undertake a small-scale research enquiry or professional activity related to an aspect of personal pedagogy.
- Consider the implications for improving their own practice in relation to learner outcomes.
- Apply appropriate research methodologies within this enquiry, demonstrating a critical awareness of the nature of educational research.
- Understand the importance of ethical procedures within classroom based research, and apply these procedures appropriately.

INDICATIVE CONTENT

This module contains the following broad themes:

- Introduction to teacher enquiry as an aspect of educational research.
- The role of the teacher in evidence-based evaluation of good teaching.
- The reflective and reflexive teacher.
- The ethical practitioner - consideration of ethics in the classroom and in research.
- Critical thinking and analysis of research evidence.

- Focus on the methods of teachers learning from teachers e.g. learning walks, long table discussions, observations and lesson study.
- An understanding of factors that shape the way teachers continue to develop professionally.

LEARNING AND TEACHING STRATEGY

Lectures will introduce the students to the concepts, principles and practices of reflective teaching through the use of teacher enquiry combined with the evaluation of classroom practice. Seminars will introduce practical examples, which will be used to support the application, discussion, and critical evaluation of techniques learned. Project supervision will support the practical research enquiry.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	48	16%
Independent learning	222	74%
Placement learning	30	10%
TOTAL	300	100%

ASSESSMENT

Assessment Component 1 – 100%

Written assignment based on small scale research project e.g. lesson study (6000 words)

Accompanying approved ethics form (equivalent to 1500 words)

Exemplar: A critical and analytical essay written in the style of a journal article including: an abstract, overview of literature; justification for enquiry methodology; an account and evaluation of the enquiry, and reflective evaluation of the enquiry.

Approved ethics form.

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	100%
Practical	
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
If yes please provide brief details (no more than 100 words):	
Engagement with classroom based research and the impact of such evidence-based practice on personal development is in line with recommendations made regarding the successful future of education (Donaldson, 2015; Furlong, 2015).	

BIBLIOGRAPHY

Essential

Bell, J. (2010). *Doing Your Research Project: A guide for first time researchers in Education and Social Science* (2nd ed.). Buckingham: OUP.

BERA (2011). Revised Ethical Guidelines for Educational Research. British Educational Research Association. UK. (<http://www.bera.ac.uk/publications>)

Donaldson, G. (2015) *Successful Futures: Independent Review of Curriculum and Assessment Arrangements in Wales* Cardiff: Welsh Government

Dudley, P. (2014). *Lesson Study: Professional learning for our time*. London: Routledge.

Module reader: to be kept current through revision of appropriate journal articles and exemplar chapters.

Recommended

Baumfield, V., Hall, E., and Wall, K. (2012) *Action Research: Learning through practitioner enquiry* (2nd ed.) London: SAGE

Denscombe, M. (2010). *The Good Research Guide for small-scale social research projects* (4th ed.) Buckingham: OUP.

Grigg, R. (2015). *Becoming an Outstanding Primary School Teacher* (2nd ed.). London: Routledge.

Hansen, A. (Ed) (2012) *Reflective Learning and Teaching in Primary Schools*. London: SAGE

Hattie, J. (2011). *Visible Learning: Maximizing Impact on Learning*. London: Routledge.

Lewis, C. C., & Hurd, J. (2011). *Lesson Study Step by Step: How teacher learner communities improve instruction*. London: Heinemann Educational Books.

Norwich, B., & Jones, J. (Eds.). (2014). *Lesson Study: Making a difference to teaching pupils with learning difficulties*. London: Bloomsbury Academic.

Pollard, A. (2008) *Reflective Teaching: Evidence informed classroom* (3rd ed) London: Continuum.

Journals

British Journal of Educational Research
Educational Research
Professional Development in Education
Wales Journal of Education
Specific articles will be referred to in sessions

Websites

<http://www.rtweb.info/>
<http://www.bera.ac.uk/publications>
<http://www.esrc.ac.uk/>
<http://www.jeanmcniff.com/ar-booklet.asp>
<http://lessonstudy.co.uk/>
<http://www.nfer.ac.uk/index.cfm>
<http://www.socialscienceforschools.org.uk/Methodologies/methodologies.aspx>
<http://www.cyfanfyd.org.uk/resources/pdf/ESDGCcommonunderstanding%28eng%29.pdf>

MODULE CODE: M6X02151
TITLE: School Development and Pupil Progress
DATED: 18/05/2016

LEVEL: 6
CREDITS: 30

JACS CODE: X100

AIM(S)

- To develop student's understanding of how teachers and stakeholders use evidence to inform planning for whole school and individual pupil progress.
- To develop student's ability to apply a critical understanding of current research and educational practice relating to assessment and monitoring to ensure that all children's needs are met.
- To foster student's critical thinking skills, collaborative working and independent research, through approaches such as Problem-based Learning.

LEARNING OUTCOMES

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

- explain teachers' professional responsibilities in working closely with parents governors, local authorities and agencies which support schools and the wider community
- analyse performance data accurately to inform decision-making, illustrating an understanding of national requirements relating to progress within the statutory and non-statutory curricula
- identify appropriate formative and summative assessment strategies and critically reflect on their effectiveness in classroom practice
- demonstrate their effective contribution to working in teams within a problem based learning context, and
- reflect critically upon their own learning, drawing upon relevant theories and personal experience

INDICATIVE CONTENT

- An introduction on the characteristics of problem-based learning and its potential value for teachers; working with scenarios, responsibilities and expectations.
- Effective primary school learning environments – vision, values and ethos.

- School development - the School Effectiveness Framework, Professional Learning Communities, and the role of teachers and leaders in monitoring standards.
- Establishing communication with the wider community and parents/carers, presenting information to different audiences.
- Potential barriers to learning including the effects of personal and social wellbeing; gender; the recognition of vulnerable groups of children, and the challenges facing eg small schools, rural schools and multicultural schools. Links to ESDGC eg wealth and poverty, culture and identity.
- Introducing whole-school assessment strategies, the Literacy and Numeracy Framework & Core Data sets. Interpreting summative assessment data.
- Practices of differentiation, oral and written formative assessment: eg principles of differentiation, assessment dialogue; praise and encouragement; motivation and mindset; gap marking; target marking; shared ownership; up-levelling work; diagnostic assessments. Principles and practices of effective feedback.
- Specific pedagogies and intervention strategies including catch-up programmes, small group withdrawal; one to one support and wider community involvement. A consideration of the impact of literacy and numeracy failure in relation to socio-economic factors e.g. future employment.

LEARNING AND TEACHING STRATEGY

The module uses a blended approach including lead lectures, seminars and the opportunity to work through scenarios in small groups using a problem-based learning approach. Tutorials and seminars will introduce practical examples, which will be used to support the application, discussion, and critical evaluation of techniques learned. Core data sets, pupil profiles and analysis of personal classroom practice (gathered during Professional Teaching Experience) will also be used to develop understanding and application.

The allocation of teaching to deliver the module is:

Activity type	Hours	Percentage
Scheduled learning	80	27%
Independent learning	200	66%
Placement learning	20	7%
TOTAL	300	100%

ASSESSMENT

Assessment Component 1 – 70%

Written assessment (4,500 words)

Exemplar: A close analysis and evaluation of a child's learning and the identification of next teaching steps for the child.

Assessment Component 2 – 30%

Group presentation (20 minutes) with accompanying individual reflective paper (equivalent to 3,000 words)

Exemplar: As a Senior Leadership team, present your School Development plan to the Governing Body of Ysgol Yr Enfys, outlining current standards and key priorities for development. Justify the approaches that you will take to address these priorities using wider literature and the research evidence-base.

Assessment Summary

Activity type	Percentage
Written exam	
Coursework	70%
Practical	30%
TOTAL	100%

EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

Does the module contribute to ESD?	Yes
If yes please provide brief details (no more than 100 words): The module will address elements of ESDGC (also found as a strand in the PSE Framework) which stress the importance of personal attitudes and values, self-respect and respect for others as well as broader topics such as poverty and wealth and sustainability. Wellbeing goals identified within 'The Well-Being of Future Generations (Wales) Act' (http://gov.wales/docs/ds/jlg/publications/150623-guide-to-the-fg-act-en.pdf) will be considered within the module.	

BIBLIOGRAPHY

Essential

Arshad, R., Wrigley, T. and Pratt, L. (eds.) (2012) *Social Justice Re-examined* London: Institute of Education Press.

Alexander, R. (ed) (2010) *Children, Their World, Their Education: The Report of the Cambridge Primary Review*. London: Routledge.

Black, P. and Wiliam, D. (1998) *Inside the Black Box*, London: Kings College London.

Claxton, G. (2002) *Building Learning Power: Helping young People Become Better Learners*. Bristol: TLO Ltd

Governors Wales (2011) *All Wales Core Data Set Key Stage 1 & 2 : Guidance Notes*, Cardiff: Governors Wales

http://www.governorswales.org.uk/media/files/documents/2012-09-20/KS1-KS2_Guidance_Notes_2011.pdf

Higgins, S., Katsipatakis, M., Kokotsaki, D., Coleman, R., Major, L.E., & Coe, R. (2014). *The Sutton Trust-Education Endowment Foundation Teaching and Learning Toolkit*. London: Education Endowment Foundation.

Persistent Poverty and Children's Cognitive Development: Evidence from the UK Millennium Cohort Study available at:

<http://learning.wales.gov.uk/resources/persistent-poverty-cognitive-development/?lang=en>

Child poverty Strategy for Wales 2010 available at:

<http://learning.wales.gov.uk/resources/povertystrategy2010/?lang=en>

Recommended

Dowling, M. (2009) *Young Children's personal and emotional development* London: SAGE

Clark, S. (2008) *Formative Assessment in Action: Weaving the Elements Together* London: Hodder Arnold

Graham, J. and Kelly, A. (2007, third edition) *Reading Under Control: Teaching Reading in the Primary School* London: Routledge

Hutchinson, N. (2003) *Intervening Early, Promoting Positive Behaviour in Young Children*, London: David Fulton

Robinson, M. (2007) *Child development and Behaviour* Buckingham: Open University Press

Rodger, R. (2011) *Planning an Appropriate Curriculum for the Under Fives* London: David Fulton

Savin-Baden, M., and Major, C.H. (2004) *Foundations of Problem-based Learning*, Maidenhead: OUP.

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Beare, H. et al (1989) *Creating an Excellent School*, London: Routledge.

Black, P., Harrison, C., Lee, C., Marshall, B. & Wiliam, D. (2003), *Assessment for Learning: Putting it into practice*, Oxford University Press, Oxford, United Kingdom.

Sammons, P. et al (2007) *Summary Report: Influences on Children's Attainment and Progress in Key Stage 2: Cognitive Outcomes in Year 5: Effective Pre-school and Primary Education 3-11 Project (EPPE 3-11)*, Research Report RR828, London: DfES

Whalley, M (2007) *Involving Parents in their Children's Learning*, London: Paul Chapman Publishing.

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British Educational Journal <http://www.bera.ac.uk/publications/BERJ>

Journal of Teacher Education <http://jte.sagepub.com/>
Wales Journal of Education www.wales.ac.uk/en/AboutUs/WCEE/Wales-Journal-of-Education

Websites

Estyn www.estyn.gov.uk
Learning Wales: learning.wales.gov.uk
Literacy Interventions: www.interventionsforliteracy.org.uk/
Removing barriers to Literacy: <http://www.ofsted.gov.uk/resources/removing-barriers-literacy>
How to develop thinking and assessment.
<http://learning.wales.gov.uk/resources/how-to-develop-thinking-and-assessment/?lang=en>