



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: ECAD6009

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

**BA Primary Education
with Qualified Teacher Status**

LEVEL 6

YR ATHROFA

2022-23

1.Points of contact

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

Jessica Roberts – Jessica.roberts@uwtsd.ac.uk

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](#)

3.Aims and Learning Outcomes

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.

Relationship to Professional Standards for Teaching and Leadership (QTS):

Standard	Strand
Pedagogy: Advancing	Four purposes for learners: The student-teacher demonstrates a knowledge and understanding of the needs of all learners in planning, preparation and teaching, ensuring that the four purposes are the drivers for learners' experiences.
Pedagogy: Advancing	Real life, authentic contexts: The student-teacher demonstrates an understanding of the use of real life, authentic contexts for learning being provided as a natural part of the learning experience. This extends the learner's cultural, linguistic, religious and socio-economic experience and illustrates applications of concepts and abstracts in practice.
Pedagogy: Refining	Involving partners in learning: The importance of positive parent/carer involvement is understood and opportunities are taken to observe and evaluate processes.
Leadership	Taking responsibility for self: The student-teacher demonstrates professional attitudes and behaviours, developing positive relationships with learners and colleagues, which illustrate a personal commitment to the fundamental principles of equity and of maximising the potential of all learners.
Leadership	Exercising corporate responsibility: Contractual, pastoral, legal and professional responsibilities are known and understood by the student-teacher.
Leadership	Supporting formal leadership roles: The student-teacher demonstrates an understanding of the nature of responsibilities within and across teams and of the contributions individuals make towards the successful fulfilment of the school's vision.

4. Module Introduction

Welcome to our module. 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.

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.

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

Jessica, Kelly, Fiona and Rachel

Symbols for delivery	Meaning
	Synchronous learning – you will be required to take part in realtime activities online as part of the provision.
	Asynchronous learning – you will not need to take part in real time activity, though will be required to work independently through essential tasks.
	Directed task – you will be required to independently engage in a task set as preparation for a session or as a follow up to a session
	Face-to-face

5. Module Content

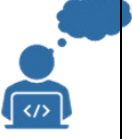
Being an Ethical Researcher	
Being a Skilled Researcher	
Being a Sceptical Researcher	
Being part of an Inquiring Profession	
Bridging activity (intellectual and experiential knowledge exchange)	

<i>Disposition</i>	Knowledge, skills, understandings and behaviours
<i>Being sceptical</i>	To understand empirical evidence in a contested terrain: • Being aware of the political, economic and social drivers for, and implications of, 'evidence'.
<i>Being ethical</i>	To understand the ethical base of inquiry in a complicated workplace: • Knowing ethical principles of research; • Understanding positionality within research; • Recognising own beliefs and assumptions about the world.
<i>Being a skilled researcher</i>	To understand the principles of social science research, and to know the different kinds of methods that are used and why: • Understanding qualitative methods and the nature/status of findings; • Understanding quantitative methods and the nature/status of findings; • Understanding pragmatic designs. To understand how to construct an argument based on evidence and warrant in educational research: • Employing critical reading skills; • Taking a sceptical approach to 'evidence'. To critically appreciate the degree of support that may or may not exist for popular and influential theories in such areas as child development and the nature of learning: • Taking a sceptical approach to 'innovation' (policy and practice) or the 'next big thing'. To understand how to apply empirical evidence in their classrooms and evaluate its effectiveness: • Being clear about what is intended and why; • Defining the parameters for evaluation of effectiveness.
<i>Being part of an inquiring profession</i>	To contribute 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.

SESSION OUTLINE

N.B. The order of these sessions and delivery mode may change according to circumstances but you will be notified of any changes beforehand via Moodle.

Session	Date	Content
1 Campus 	6/12/22 9am – 11am	Introduction to the module and assignment overview. The learners' community
	Session readings	https://www.thriveapproach.com/case-studies/herbert-thompson-primary-school/ Estyn (2012) Effective practice in tackling poverty and disadvantage in schools
	Wider Reading	Welsh Government (2016) FaCE the Challenge together: Family and community engagement toolkit for schools in Wales. Main Guidance. Accessible at https://www.wakelet.com code 45d50dc Welsh Government (2016) Theme 5: Developing community partnerships and multi-agency working. Resources 1-2. Accessible at https://www.wakelet.com code 45d50dc
2 Campus 	6/12/22 11am – 1pm	How do the 4Ps link to the community
	Session Readings	NearPod Activity Estyn (2020) Is your school one that puts families and communities at the heart of its work? Accessible at https://www.estyn.gov.wales/blog/your-school-one-puts-families-and-communities-heart-its-work#whatmakesaneffectivecommunityschool? Estyn (2019) Connecting generations. Accessible at https://www.estyn.gov.wales/effective-practice/connecting-generations Estyn (2018) Enhancing pupils' entrepreneurial skills and improving standards. Accessible at https://www.estyn.gov.wales/effective-practice/enhancing-pupils-entrepreneurial-skills-and-improving-standards Estyn (2019) Supporting parental engagement through workshops Accessible at https://www.estyn.gov.wales/effective-practice/supporting-parental-engagement-through-workshops Goodall, J. & Montgomery, C. (2013) Parental involvement to parental engagement: a continuum, Educational Review, 66:4, 399-410, Accessible at https://learningfoundation.org.uk/wp-content/uploads/2016/03/Parental-involvement-to-parental-engagement-a-continuum.pdf

3 + 4 Campus 	13/12/22 9am – 1pm	An introduction to strategic planning: The School Development Plan (SDP)
	Session Reading	Welsh Government, 2014, School Development Plans https://gov.wales/sites/default/files/publications/2018-03/school-development-plans.pdf
PTE 	WHAT TO LOOK FOR ON PLACEMENT	
23/3/23	BRIDGING MEET	
29/3/23	BRIDGING SHARE	
5 Campus 	25/4/23 9am – 11am	Current educational policies in Wales
	Session readings	Available at https://wakelet.com/i/invite?code=3bdfe3d (eng)
6 Campus 	25/4/23 11am – 1pm	Social Justice and Sociological perspectives
	Directed Task	Read the opening paragraph and pages 7 -15 (pdf 16-24) of Smith, E, (2012) An introduction to Education & Social Justice in Smith, E.,(2012). Key issues in education and social justice. London; New Delhi; Singapore SAGE. Key issues in education and social Justice.
	Session Readings /Wider Readings	Available at https://padlet.com/teaching_mrstagey/ecad7003s3
7 Campus 	27/4/23 9am – 11am	International Perspectives
	Wider reading	OECD (2017) The Welsh Education Reform Journey, https://www.oecd.org/education/the-welsh-education-reform-journey.pdf
8	27/4/23	Bilingual nation

Campus 	2pm – 4pm	
	Session resources	Cymraeg 2050: A Million Welsh Speakers https://gov.wales/cymraeg-2050-welsh-language-strategy Cymraeg 2050: Work Programme 2017-21 https://gov.wales/cymraeg-2050-our-plan-2017-2021 The Bell Foundation https://www.bell-foundation.org.uk/eal-programme/ Evaluation report on capacity building approaches to support the delivery of English as an additional language in Wales. https://gov.wales/sites/default/files/publications/2018-11/evaluation-report-on-capacity-building-approaches-to-support-the-delivery-of-english-as-an-additional-language-in-wales.pdf StatsWales (First language of pupils in Wales) https://statswales.gov.wales/Catalogue/Education-and-Skills/Schools-and-Teachers/Schools-Census/Pupil-Level-Annual-School-Census/Ethnicity-National-Identity-and-Language/firstlanguageofpupilsaged5andover-by-language-year StatsWales (EAL learners) https://statswales.gov.wales/Catalogue/Education-and-Skills/Schools-and-Teachers/Schools-Census/Pupil-Level-Annual-School-Census/Ethnicity-National-Identity-and-Language/pupilsacquiringenglishasadditionallanguage-by-localauthorityregion-stageddevelopment
9 Campus 	28/4/23 9am – 11am	DARPL – Diversity and Anti-Racist Professional Learning
10 Campus 	28/4/23 11am – 1pm	DARPL – Diversity and Anti-Racist Professional Learning
11 Campus 	2/5/23 9am – 11pm	Social Justice Revisited
12 Campus 	2/5/23 11am – 1pm	Bringing it all together
13 Campus	2/5/23 2pm – 4pm	EAL/WAL

		
12 Online 	4/5/22 9am – 11pm	Assignment support
13 Online 	4/5/22 11am – 1pm	Assignment drop-in

6. Assessment task and guidance

MODULE CODE	MODULE TITLE	MODE OF ASSESSMENT
ECAD6009	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. Individual video (10 minutes) (50%)
ECAD6009	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. Written report (2500 words) (50%)

Submission date: 15th May 2023

7. Reading list

Please refer to link on Moodle and module handbook.