



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

**Yr Athrofa**  
*Centre for Education*  
Addysg i Gymru | Education for Wales

# **MODULE HANDBOOK**

## **ECAD7005**

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

**Post Graduate Certificate of Education**

**Level 7**

**30 Credits**

**Yr Athrofa**

**2025-2026**

**Revalidated October 2023 for first intake September 2024**

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## 1. Point of contact

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Module Leads: Jessica Roberts [jessica.roberts@uwtsd.ac.uk](mailto:jessica.roberts@uwtsd.ac.uk) and Lilian Martin [l.martin@uwtsd.ac.uk](mailto:l.martin@uwtsd.ac.uk)

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## 2. Our Expectations

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We hope you enjoy the module and programme. We 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](#) and the Athrofa Engagement Policy.

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## 3. Aims and Learning Outcomes

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### AIM(S)

- To develop student-teachers' 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 student-teachers with an evidence-based approach which connects the community in which the learner lives, to the pedagogical choices made in the classroom to inspire learners and their families.

### LEARNING OUTCOMES

Upon the successful completion of this module, the student-teacher should be able 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 and application of the professional role of the teacher in relation to working closely with parents, governors, local authorities and agencies which support schools and the wider community;

- accurately analyse and critically evaluate local and national data to inform decision-making at whole school and classroom level, illustrating a secure and comprehensive understanding of lines of accountability.

## **INDICATIVE CONTENT**

- A critical review of the development of educational policy and practice in Wales, including current priorities identified by the Welsh Government and the inspectorate along with their arrangements to secure change.
- Reflection, discussion and critique of the impact of contemporary priorities and initiatives on whole school organisation and school development processes.
- Consideration of school improvement processes driven by contemporary issues to support improvements in standards of teaching and learning.
- Critical examination of the philosophical beliefs that underpin effective school learning environments e.g., vision, mission statements, values and ethos, and how these are established and agreed with the wider community.
- The opportunity to show a professional responsibility in relation to working in a bilingual education system: for example, the development of Welsh Language in the curriculum.
- Exploration of the needs of learners from diverse cultural, linguistic, religious and socio-economic backgrounds to ensure equity, and show an appreciation that these needs may change in a dynamic school population.
- Development of the disposition of being part of an inclusive community of inquiring practitioners that reaches within and beyond the classroom and into the community where the learners lead their lives by pro-actively contributing to a range of audiences and actively engaging with the inquiry and findings of others.

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#### 4. Research Dispositions (RD)

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Throughout each of the PGCE Programme, the work of Orchard and Winch (2015)<sup>1</sup> has been adapted and distilled into four research dispositions. These are illustrated with examples of knowledge, skills, understandings and behaviours which exemplify the disposition in the table below:

| <b>Disposition</b>                                  | <b>Knowledge, skills, understandings and behaviours</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>RD</b> |
|-----------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <b><i>Being sceptical</i></b>                       | To understand empirical evidence in a contested terrain: <ul style="list-style-type: none"> <li>• Being aware of the political, economic and social drivers for, and implications of, 'evidence'.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |           |
| <b><i>Being ethical</i></b>                         | To understand the ethical base of inquiry in a complicated workplace: <ul style="list-style-type: none"> <li>• Knowing ethical principles of research;</li> <li>• Understanding positionality within research;</li> <li>• Recognising own beliefs and assumptions about the world.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |           |
| <b><i>Being a skilled researcher</i></b>            | To understand the principles of social science research, and to know the different kinds of methods that are used and why: <ul style="list-style-type: none"> <li>• Understanding qualitative methods and the nature/status of findings;</li> <li>• Understanding quantitative methods and the nature/status of findings;</li> <li>• Understanding pragmatic designs.</li> </ul> To understand how to construct an argument based on evidence and warrant in educational research: <ul style="list-style-type: none"> <li>• Employing critical reading skills;</li> <li>• Taking a sceptical approach to 'evidence'.</li> </ul> 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: <ul style="list-style-type: none"> <li>• Taking a sceptical approach to 'innovation' (policy and practice) or the 'next big thing'.</li> </ul> To understand how to apply empirical evidence in their classrooms and evaluate its effectiveness: <ul style="list-style-type: none"> <li>• Being clear about what is intended and why;</li> <li>• Defining the parameters for evaluation of effectiveness.</li> </ul> |           |
| <b><i>Being part of an inquiring profession</i></b> | To contribute to a community of inquiring practitioners: <ul style="list-style-type: none"> <li>• Knowing whether, when and how to share outcomes of classroom inquiry;</li> <li>• Pro-actively contributing to a range of audiences;</li> <li>• Actively engaging with the inquiry and findings of others.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |           |

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<sup>1</sup> Orchard J. & Winch C. (2015) *Philosophical Perspectives on Education Policy. What training do teachers need? Why theory is necessary to good teaching.* IMPACT no.22

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## 5. Assessment information

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### STUDY TIME ALLOCATION

There are 30 scheduled learning hours for this module.

### ASSESSMENT

#### Assessment Component 1

☐ Written exam      ☐ Coursework      ☒ Practical

| Mode of assessment            | Volume | Weighting |
|-------------------------------|--------|-----------|
| Individual Video Presentation | 7 mins | 50%       |

#### Assessment Component 2

☐ Written exam      ☒ Coursework      ☐ Practical

| Mode of assessment | Volume     | Weighting |
|--------------------|------------|-----------|
| Written Assignment | 2500 words | 50%       |

### ASSESSMENT SUMMARY

| Activity type | Percentage |
|---------------|------------|
| Written exam  |            |
| Coursework    | 50%        |
| Practical     | 50%        |
| TOTAL         | 100%       |

## 6. Module Content

|                  | Dyddiad/<br>Date | Sesiwn/Session                                                                                                                                                                                                  | RD                   |
|------------------|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| <b>Morning</b>   | 7.1.26           | Introduction to module (20 mins)<br><b>S1</b> - Sociological Capital and Educational Values<br><b>S2</b> Introduction to Social Justice & Equity                                                                | Ethical              |
| <b>Afternoon</b> | 7.1.26 (pm)      | <b>S3</b> Part A Walkthrough                                                                                                                                                                                    |                      |
| <b>Morning</b>   | 8.1.26           | <b>S4a</b> Theoretical Frameworks - A<br>Critical engagement with Bronfenner, Epstein & Yosso (inc Goodall's alternative views).<br><b>S5</b> Family Engagement – Norms, Barriers, Possibilities (Case studies) | Skilled<br>Sceptical |
| <b>Afternoon</b> | 8.1.26 (pm)      | <b>S6</b> Multilingual and Bilingual Nation-<br><i>Reminder: PGCE only Bring school SDP/DDP and STEER for Monday's session</i>                                                                                  | Skilled              |
| <b>Morning</b>   | 9.1.26 (am)      | <b>S7</b> Social justice in practice (in schools/Case studies)<br><b>S8</b> Video Part A Examples*                                                                                                              | Inquiring            |
| <b>Afternoon</b> | 9.1.26 (pm)      | <b>S9 – Self-study/reading/ writing time</b>                                                                                                                                                                    |                      |
| <b>Morning</b>   | 12.1.26 (am)     | <b>S10</b> Policy, PISA & School<br><b>S11</b> School Improvement                                                                                                                                               | Skilled              |
| <b>Afternoon</b> | 12.1.26 (pm)     | <b>S12</b> Part B/Rhan B Walkthrough                                                                                                                                                                            |                      |
| <b>Morning</b>   | 14.1.26 (am)     | <b>S12</b> Diversity<br><b>S13</b> Sociological perspectives<br><a href="#">Holiadur Adborth Modiwl / Module Feedback Questionnaire</a>                                                                         | Ethical              |
| <b>Afternoon</b> | 14.1.26          | <b>Drop -in/Support</b>                                                                                                                                                                                         |                      |

PGCE ECAD7005-C Submission date: Sunday 25<sup>th</sup> January

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## 7. Assessment Tasks and Guidance

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Please see the Assessment Specification for this module that can be found in Moodle under “Assessment Information”.

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## 8. INDICATIVE READING LIST

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Please use Leganto for the most up-to-date list.

[Leganto: ECAD7005](#)

**Essential:** [Go to section](#)

Roberts, J. (n.d.-a). *School and Family Engagement Links*

<https://padlet.com/jessicaroberts4/community-engagement-6og3hkytd9zcowon> [Go to item](#)

Welsh Government. (2021). *Black, Asian and Minority Ethnic Communities, Contributions and Cynefin in the New Curriculum Working Group*. <https://www.gov.wales/final-report-black-asian-and-minority-ethnic-communities-contributions-and-cynefin-new-curriculum> [Go to item](#)

Arshad, R., Wrigley, T., & Pratt, L. (Eds.). (2020). *Social justice re-examined : dilemmas and solutions for the classroom teacher* (Updated and expanded edition, pp. x, 205 pages :). UCL Institute of Education Press. [Go to item](#)

Harris, A., & Goodall, J. (2008). Do parents know they matter? Engaging all parents in learning. *Educational Research (Windsor)*, 50(3), 277–289. <https://doi.org/10.1080/00131880802309424> [Go to item](#)

Choudry, Sameena. (2021). *Equitable Education : What everyone working in education should know about closing the attainment gap for all pupils* (Sameena Choudry, Ed.; p. 1 online resource (250 p.)). Critical Publishing. [Go to item](#)

Unicef. (n.d.). *Rights respecting schools - Resources*. <https://www.unicef.org.uk/rights-respecting-schools/resources/teaching-resources/> [Go to item](#)

ESTYN. (2012). *Effective Practice in Tackling Poverty and Disadvantage in Schools*. <https://www.estyn.gov.wales/thematic-report/effective-practice-tackling-poverty-and-disadvantage-schools-november-2012> [Go to item](#)

Smith, Emma. (2012). *Key issues in education and social justice* (Emma Smith, Ed.; pp. 1 vol. (xiii-159 p.) :). SAGE. [Go to item](#)

Smith, E. (2018). *Key issues in education and social justice* (Emma Smith (Professor) author, Ed.; 2nd edition.). SAGE. [Go to item](#)

Education Endowment Foundation (EEF). (n.d.). *Putting Evidence to Work - A School's Guide to Implementation*. EEF. <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation> [Go to item](#)

Roberts, J. (n.d.-b). *School Improvement links*.  
<https://padlet.com/jessicaroberts4/e04tfqe8jmln73vb> [Go to item](#)

Welsh Government. (n.d.-a). *New Framework for School Improvement to focus on learner progression*. <https://media.service.gov.wales/news/new-framework-for-school-improvement-to-focus-on-learner-progression> [Go to item](#)

Class 13 (2025) [An Argument for Possibility Class13 2025 Optimised.pdf](#)

**Further** [Go to section](#)

Brownlee, J. L., Bourke, T., Walker, S., & Ryan, M. (2022). What influences teachers' support for children's reasoning about social inclusion in primary school education classrooms? *Australian Educational Researcher*, 49(1), 155–173. <https://doi.org/10.1007/s13384-021-00434-y> [Go to item](#)

Kerr, K. (2014). *Education, disadvantage and place : making the local matter* (A. Dyson & C. Raffo, Eds.; Vol. 48419, pp. 1 online resource (vi, 230 pages) :). Policy Press.  
<https://doi.org/10.51952/9781447311225> [Go to item](#)

Nelson, T. D. (Ed.). (2016). *Handbook of prejudice, stereotyping, and discrimination* (Second edition.). Psychology Press. [Go to item](#)

Welsh Government. (2016). *Respect and resilience Developing community cohesion*.  
<https://www.gov.wales/respect-and-resilience-developing-community-cohesion> [Go to item](#)

Welsh Government. (n.d.-b). *Research Studies on the impact of the COVID-19 pandemic on the Welsh Education System*. <https://hwb.gov.wales/professional-learning/leading-professional-learning/research-and-enquiry/national-strategy-for-educational-research-and-enquiry-nser/research-studies-on-the-impact-of-the-covid-19-pandemic-on-the-welsh-education-system> [Go to item](#)