



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

ECAD4009

**Learners, schools and communities: Where
am I teaching?**

**BA PRIMARY EDUCATION
with Qualified Teacher Status**

LEVEL 4

YR ATHROFA

2019-20

1.Points of contact

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

Rachel Bendall

rachel.bendall@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 engage students with the knowledge and understanding of the political, cultural and social landscape of education in Wales.
- To provide students with a range of opportunities to understand the varied nature of the contexts in which they will teach

LEARNING OUTCOMES

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

- understand the context of curriculum development and educational reform in Wales – what does it mean to teach in Wales;
- evidence a clear understanding of the ways in which schools are organised and how the curriculum is designed to meet the needs of the learners;
- begin to engage with current research to identify how communities, families and schools influence teaching and learning.

Relationship to four purposes of the Curriculum for Wales 2022:

To develop children and young children as:	Relationship in this module: Students will be able to:
Ambitious, capable learners, ready to learn throughout their lives.	Understand how personal beliefs and assumptions may influence teaching and learning.
Enterprising, creative contributors, ready to play a full part in life and work.	Develop the knowledge and understanding needed to plan creative learning opportunities to inspire learners
Ethical, informed citizens of Wales and the world.	
Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.	Understand how issues related to health and well-being influence children's attitudes and dispositions to learn.

4. Module Introduction

This module will help you to secure an understanding of the four purposes of the curriculum and the areas of learning and experience, especially health and well-being and its relation to being ready to learn. You will have the opportunity to develop an understanding of the diverse nature of the population of Wales, its learners and their communities, including aspects such as bilingualism, cultural, geographical, religious and socio-economic factors.

You will have the opportunity to develop the knowledge and skills needed to understand the nature of the community in which a school is placed, and to question personal assumptions and beliefs that might lead to stereotyping.

This module will help develop your knowledge of how learning environments impact on children's social, emotional, physical and cognitive development and well-being, and secure an understanding of the key features of an effective learning environment.

You will have 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, the place of Cwricwlwm Cymreig and associated legislative requirements.

Additionally, you will explore 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.

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)	

Session	Content	Tutor
1 06/01/20	What is ECAD4009 about? An introduction to the module, including: ➤ Module overview ➤ Bridging ➤ Assignment	Rachel Bendall & Aled Williams
2 06/01/20	What is the school system in Wales? An introduction to the school system in Wales, including: ➤ Community schools ➤ Community special schools ➤ Voluntary controlled schools ➤ Voluntary aided schools ➤ Foundation schools ➤ Foundation special schools ➤ Maintained nursery schools	Aled Williams & Rachel Bendall
3 06/01/20	How are schools organised in Wales? An introduction to how schools are organised in Wales, including: ➤ The national perspective	Aled Williams & Rachel Bendall

	➤ Local Authority perspective ➤ School perspective	
4 10/01/20	What do we mean by 'curriculum'? An introduction to the curriculum, including: ➤ Different types of curriculum ➤ Different curriculum drivers ➤ A short history of the curriculum in Wales	Aled Williams & Rachel Bendall
5 10/01/20	What does the curriculum look like in Wales? An introduction to the Welsh curriculum, including: ➤ The current curriculum ➤ Curriculum for Wales	Aled Williams & Rachel Bendall
6 10/01/20	What does the Foundation Phase Framework look like? An introduction to the Foundation Phase Framework, including: ➤ The Foundation Phase Framework ➤ How the Foundation Phase Framework is used to plan for inclusion	Jayne Morgan & Rachel Bendall
7 13/01/20	What do we mean by 'diversity' in education in Wales? An introduction to the diverse nature of schools and communities, including: ➤ Language ➤ Ethnicity ➤ Religion ➤ Socio-economic	Aled Williams & Rachel Bendall
8 13/01/20	How do we plan for diversity in the classroom? An introduction to planning, including: ➤ Inclusion ➤ Pedagogy ➤ Theory	Aled Williams & Rachel Bendall

9 13/01/20	What do we mean by ‘good practice’? An introduction to the use of case studies to identify good practice, including: ➤ Estyn ➤ Education Endowment Foundation (EEF)	Dave Stacey & Aled Williams
10 17/01/20	What is the assignment for this module? Assignment input.	Rachel Bendall & Jayne Morgan
11 17/01/20	Bridging 5: Learner, School & Community Meet 1 - University	Jayne Morgan & Rachel Bendall
12 17/01/20	Meet 1 – University	Jayne Morgan & Rachel Bendall
20/01/20	Test 1 – School	Placement School
13 (a) 24/01/20	Share 1 - University	Rachel Bendall & Aled Williams
13 (b) 24/01/20	Bridging 5: Learner, School & Community Meet 2 – University	Rachel Bendall & Aled Williams
14 24/01/20	Meet 2 - University	Rachel Bendall & Aled Williams
27/01/20	Test 2 - School	Placement School
15 (a) 31/01/20	Share 2 - University	Rachel Bendall & Aled Williams

15 (b)	Bridging 5: Learner, School & Community Meet 3 – University	Rachel Bendall & Aled Williams
03/02/20	Test 3 - School	Placement School

6. Assessment tasks and guidance

MODULE CODE	MODULE TITLE	MODE OF ASSESSMENT
ECAD4009	Learners, schools and communities: Where am I teaching?	Assessment component (50%) 1: Digital Poster (equivalent to 1,500 words) Assessment component (50%) 2: Written Report (1,500 words)

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

7. Reading list

ESSENTIAL READING

Athey, C. (2007) *Extending Thought in Young Children: a parent teacher partnership*. [2nd Edition] London: Paul Chapman Publishing.

Children's Rights: a Teacher's Guide available at:

<http://www.savethechildren.org.uk/resources/online-library/childrens-rights-a-teachers-guide>

ESTYN (2012) *Effective Practice in Tackling Poverty and Disadvantage in Schools* available at:

<http://learning.gov.wales/docs/learningwales/publications/140211-effective-practice-in-tackling-poverty-and-disadvantage-in-schools-en.pdf>

Morris, D. (ed.) (2010) *Welsh in the Twenty-First Century*. Cardiff: University of Wales Press.

Siraj, I., Mayo, A. (2014) *Social Class and Educational Inequality: The Impact of Parents and Schools*. Cambridge: CUP.

Thompson, N. (2011) *Promoting Equality: Working with Difference and Diversity*. Basingstoke: Palgrave Macmillan.

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

FURTHER READING

Brett, P., Mompont-Gaillard, P., & Salema, M. H. (2009). *How all teachers can support citizenship and human rights education: A framework for the development of competencies*. Strasbourg: Council of Europe Publishing.

Evans G, (2016) *A Class Apart: Learning the Lessons of Education in post-devolution Wales*. Cardiff: Welsh Academic Press.

Children's Rights: a Teacher's Guide available at:

<http://www.savethechildren.org.uk/resources/online-library/childrens-rights-a-teachers-guide>

ESTYN (2012) *Effective Practice in Tackling Poverty and Disadvantage in Schools* available at:

<http://learning.gov.wales/docs/learningwales/publications/140211-effective-practice-in-tackling-poverty-and-disadvantage-in-schools-en.pdf>

Jenkins, G. & Williams, M. (eds) (2000) *Let's do our best for the ancient tongue. The Welsh language in the twentieth century*. Cardiff: University of Wales Press.

Nelson, T. (2015). *Handbook of prejudice, stereotyping, and discrimination*. Hove: Psychology Press.

Smith, E. (2012) *Key Issues in Education and Social Justice*. London: Sage.

Sternberg R & Krauss G (eds) (2014) *Handbook of Research on Entrepreneurship and Creativity*. Cheltenham UK and Massachusetts USA: Edward Elgar Publishing.

Sternberg, R (ed) (2011) *Handbook of Creativity*. Cambridge: Cambridge University Press.

Williams, C.H. (ed.) (2000) *Language Revitalization: Policy and Planning in Wales*. Cardiff: University of Wales Press.

Welsh Government (2007) *Defining schools according to Welsh medium provision*. Cardiff: Welsh Government.

Welsh Government (2010). *Welsh Medium Education Strategy*. Cardiff: Welsh Government.

Welsh Government (2013) *One language for all. Review of Welsh second language at Key Stages 3 and 4*. Report and recommendations. Cardiff: Welsh Government.

Welsh Government (2014) *A living language: a language for living – Moving forward. Policy Statement*. Cardiff: Welsh Government.