

Module Team

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MODULE HANDBOOK

ECSP7001

Investigating Contemporary Issues in Secondary Education

PGCE Secondary Courses

LEVEL 7

40 Credits

FACULTY OF EDUCATION AND COMMUNITIES

2018/2019

Introduction

We hope that you will enjoy the programme. As you are joining a profession, we expect you to demonstrate appropriate conduct in university, school and other work-related contexts. It is important for us all to read and follow University and Centre policies and guidelines, relating to attendance, assessment, e-safety and safeguarding. These are available on Moodle.

With reference to assessment, all assignments should be all your own work and submitted in a word processed format. They should be submitted via Turnitin through Moodle in accordance with University policy.

In particular reference to assignments:

- should be all your own work;
- submitted in a word processed format;
- submitted through Turnitin according to assignment deadlines;
- submit the provided feedback sheet with your assignment;
- you should engage and show engagement with targets set for you.

It is your responsibility to read the University Regulations for Students, especially for regulations relating to assignments. These are available on MyDay.

Assignment	Summary of Themes	Hand-in date and word count
ECSP7001 - Level 7	Investigating Contemporary Issues in Secondary Education	Monday, 28 January 2019 5,000 words

Module Aims and Outcomes

AIMS

- Develop an in depth awareness of contemporary issues in the 11-18 curriculum in Wales;
- Demonstrate a thorough understanding of strategic mechanisms employed by schools/colleges to improve standards of learning and teaching based on current national priorities.

LEARNING OUTCOMES

Upon successful completion of this module students should be able to:

- Critically evaluate current priorities identified by the Welsh Government and the Estyn inspectorate along with their arrangements to secure change;
- Demonstrate an advanced critical ability to reflect upon, discuss and critique the impact of contemporary priorities and initiatives on whole school/college organisation and development processes;
- Critically examine processes adopted by schools to identify areas for development along with the role of Estyn in supporting change and strategic planning procedures to secure improvements in learning and teaching;
- Demonstrate a systematic, creative and comprehensive knowledge and understanding of school improvement processes driven by contemporary issues to support improvements in standards of teaching and learning;
- Critically review research evidence showing sound judgment of complex data to support pedagogic decisions;

Session Details

Date	Focus
Lead Lecture – 14.12.18	Overview of changes in Wales – Pioneer schools.
On Moodle 17.12.18	Strategic planning for school improvement.
On Moodle 17.12.18	Digital Competency.
On Moodle 17.12.18	Data Analysis.
On Moodle 17.12.18	Poverty and attainment.
On Moodle 17.12.18	EAL

ASSESSMENT

Prepare a paper for school governors which explores critically a school initiative or system that is identified in the school / college action plan (This could include a school improvement plan, a departmental improvement plan or a recent ESTYN inspection report) Include a well referenced, evidence based action plan of next steps on the area of focus.

Some of the areas which are likely to be included in the action plan **could** be the development of strategies within a subject area to:

- ❖ **Embed aspects of literacy, e.g. extended writing;**
- ❖ **Further develop numeracy;**
- ❖ **Strengthen the use of Welsh in lessons;**
- ❖ **Improve planning for the inclusion of Y Cwricwlwm Cymreig within schemes of work;**
- ❖ **Develop subject based strategies to respond to the poverty agenda;**
- ❖ **Prepare for the implementation of the Donaldson curriculum;**
- ❖ **Improve the inclusion of Assessment for Learning within lessons.**

Details of Assignment:

This assignment is to be carried out during PTE 1 and consists of a paper prepared for a board of governors within a school or college.

The word count for this assignment is 5000 words

Recommended structure:

Your paper should include:

- A clear introduction to explain the context of the topic you will be discussing and why it is important;
- An overview of your school or college's Departmental Improvement Plan;
- A thorough explanation of how the topic you have chosen from the Departmental Improvement Plan relates to the whole School (College) Improvement Plan (SIP);
- A critical review of why the role of strategic planning to secure improvement is important, along with clear references to professional and academic research to support your stance;
- A critical evaluation of what literature and key research notes about your particular topic along with suitable references;
- An in-depth critical analysis of evidence which notes why work within the topic you have decided to focus on needs to be improved, e.g. Estyn inspection reports, a departmental review, Key Stage data, external examination results, etc.;
- A detailed critical review of how your school/college is responding, i.e. what are they doing to improve, what new strategies have been put into place and how does this link with key literature and research?
- A critical analysis of the progress made to date along with examples of learners' work, where appropriate;
- Explain how this relates to what the literature/key research says;
- Next steps – what actions would you recommend to drive this initiative further and why?
- References.

- Appendices – e.g. Departmental School (college) Improvement Plan, whole School (college) Improvement Plan, examples of learners' work, images, etc.

Advice on academic writing

Critical writing:

Academic writing is all about presenting an objective argument and that is what we are interested to read. So, you have to discuss the reasons for an approach, its strengths and limitations, reasons for and against, and the justification for choices made.

You must not just *report or describe* as this does not generate an argument and so is not *critical*.

The argument cannot be 'made up'. It has to be based on reading, and reference to personal reflection from professional teaching experience. The most current reading will be found in academic journals and that is why you should refer to these rather than just rely on books. Also, academic articles are peer-reviewed which means that other experts in the field recognise the contribution. This means that academic articles have a credibility which will be reflected in your work. For this reason, if you disagree with the points being made in article you must be able to justify this position either through other reading or classroom evidence.

You must not rely on *direct quotes* as these are not YOUR words. You should seek to paraphrase points as this shows greater understanding and allows you to compare and contrast viewpoints more easily. The paraphrase must still be referenced (Smith (2015) suggests....)

Cautious language - in academic writing we use cautious language. This is because we cannot say anything for certain, or implicate a direct cause and effect, or generate an emotive response in the reader. So, we use words like 'suggest', 'perhaps', 'seems to'.

Accuracy – at this level we expect grammar, spelling, punctuation and referencing to be accurate. Please read through your work and ensure that it makes sense.

Text matching (TURNITIN) – every year we have one or two assignments which are put forward for unfair practice (plagiarism). You must use the practice submission sites to check for text-matching and act accordingly. It is your responsibility to check that all referencing is accurate.

Harvard Referencing:

All sources must be acknowledged with a clear reference to the work consulted using the (Author, Date) method of referencing e.g. Harvard system or the system provided within Word 2007.

Each section below indicates how you should refer to the source material in the assignment and how you should write the reference at the end of your assignment. References should be set out in a single alphabetical list and should only include those that you refer to directly in your assignment.

You may quote the words of an author, teacher or pupil verbatim in order to provide an illustration or evidence for a point you are making. When quoting a published source, as well as indicating the name and date you should specify the page number in the same brackets e.g. (Hallam, 2001, 72).

Quotations should be inserted between quotation marks – “.....” or, for longer quotes, indented on a separate line.

However, please note that over-use of quotations from literature may indicate limited understanding of material and result in limiting your assessed grade.

Books

a. Single author

- in the text of the assignment: Hayes (2004)
- in the list of references: Hayes, D. (2004) *The RoutledgeFalmer Guide to Key Debates in Education*. London : RoutledgeFalmer

b. Two authors

- in the text of the assignment: Dillon & McGuire (2007)
- in the list of references: Dillon, J. & McGuire, M. (eds.) (2007) *Becoming a Teacher: Issues in Secondary Teaching* (Third edition). Maidenhead: Open University Press

c. More than two authors

- in the text of the assignment: Davies et al., (2003)
- in the list of references: Davies, I., Gregory, I. & McGuinn, N. (2003) *Key Debates in Education*. London: Continuum Books

d. A single author's chapter in an edited collection in the text of the assignment: (Wade, 2001)

- in the list of references : Wade, R, (2001) "Global citizenship ;choices and change" in Lambert, D. & Machon, P. (eds.) *Citizenship in Secondary Geography*, London: RoutledgeFalmer.

(The conventions for joint and multiple authorship of chapters are in (b) and (c) above.)

NB: if a book has more than one edition, make clear which edition you have used in the references.

- in the text of the assignment: (Cole, 2005)
- in the list of references: Cole, M. (ed.) (2005) Professional Values and Practice. Meeting the Standards (Third edition). London: David Fulton Publishers

e. Indirect references (when you haven't read the original study)

- In the body of the assignment or dissertation it says: Cole (1988, cited in Butler, 1993) stresses the importance of how Piagetian tests are presented to children.
- In the reference list, you need to include both the primary and secondary sources: Butler, M. (1993) The Mind of a Child, London: Fontana

Cole, A. (1988) Using Piagetian Tests with Young Children, London: Academic Press

Articles in Journals

Single author

- in the text of the assignment: (Boaler, 1997)
- in the list of references: Boaler, J. (1997) "When even the winners are losers : evaluating then experiences of 'top set' students", Journal of Curriculum Studies., 29, (2), 169 – 182.

(Note that the volume number (29) part number (2) and page numbers (169 - 182) should be provided.) (The conventions for joint and multiple authorship of articles are as above.)

Government publications

- In the text of the assignment: (Estyn, 2002)
- in the list of references: Estyn(2002), Excellent Schools ; A vision for schools in Wales in the 21st century. Cardiff: Estyn.

Electronic material

a. For a www document

- Author, Initials (year) (i.e. if there is an author), Document title followed by [WWW] location of document (date accessed) e.g. Learning, Teaching and Managing using ICT [www] <http://www.teachernet.gov.uk/wholeschool/ictis/> (date accessed:15 April 2010)

b. For www article in Electronic Journal

- Author, Initials (year) Document title in journal details [www] location of document (date accessed) e.g. Dal, B. (2006) 'The Origin and Extent of Student's Understandings: The Effect of Various Kinds of Factors in Conceptual Understanding in Volcanism.' in: Electronic Journal of Science Education 11 (1) [www] http://ejse.southwestern.edu/volumes/v11n1/articles/art04_dal.pdf (date accessed: 15 May 2007)

Ethics

You must ensure the anonymity of schools, pupils and staff.

Appendices

Where relevant, you may choose to append documents that provide further information regarding your work. These may include Departmental or School Improvement Plans or the latest school or college Estyn reports.

Appendices *do not* count towards final word count. Be sure that you **only append that which is necessary to a full understanding of points you make in the assignment**, and that each appendix is clearly labelled (Appendix A, B and so on).

Key Readings

Please take time to engage with reading. It is expected that your oral and written discussions are supported by reading.

Also, at this level, it is expected that you support your reading with reference to current journal articles. You will find a comprehensive list of journals on the online library catalogue.

Collins, R (2012) *Strategic planning for school improvement*. Strategic Planning for Schools (ebook).

Fidler, B (November 2000) *Strategic Management for School Development: Leading your School's Improvement Strategy*, Published in association with the British Educational Leadership and Management Society by Paul Chapman Publishing Ltd.

Fullan, M (2004) *The New Meaning of Educational Change*, Jossey-Bass.

MacGilchrist, B (2004) *The Intelligent School*, Sage Publications.

Preedy, M (2003) *Strategic Leadership and Educational Improvement*, Open University Press.

Tracy, D.A (2013) *School Improvement: Revitalize your School with Strategic Planning*, Xlibris Corporation.

Key policy and Curriculum Documents

Department for Education (2010) *The Importance of Teaching*, London: HMSO

Welsh Assembly Government (2008) *Skills Framework*, Cardiff, Welsh Assembly Government.

Welsh Government (2012) *Improving Schools*, Cardiff, Welsh Government

Welsh Government (2013) *Assessment for learning and the National Literacy and Numeracy Framework* (available at:

<http://learning.wales.gov.uk/docs/learningwales/publications/131104-assessment-for-learning-and-the-nlnf-en.pdf>

Welsh Government (2013) *National Literacy and Numeracy Framework*, Cardiff, Welsh Government.

<http://learning.gov.wales/docs/learningwales/publications/130415-lnf-guidance-en.pdf>

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

Qualified for Life (2015) available at:

<http://gov.wales/topics/educationandskills/allsectorpolicies/qualified-for-life-an-educational-improvement-plan/?lang=en>

Welsh Government (2016) Digital Competency Framework, Cardiff, Welsh Government.

<http://learning.gov.wales/resources/browse-all/digital-competence-framework/?lang=en>

Download and read: Estyn Guidance available at:

http://dera.ioe.ac.uk/18431/1/Supplementary_guidance_Literacy_and_numeracy_in_primary_schools.pdf

Journals

At this level students are expected to engage in extensive reading of relevant journal articles to complement text book study.

- ❖ British Journal of Educational Research
- ❖ British Journal of Educational Studies
- ❖ Curriculum Journal
- ❖ Educational Research
- ❖ Educational Review
- ❖ Journal of Curriculum and Pedagogy
- ❖ Professional Development in Education
- ❖ The Welsh Journal of Education

Websites

- ❖ Behaviour for Learning - www.behaviour4learning.ac.uk
- ❖ British Educational Research Association – www.bera.ac.uk
- ❖ Estyn – www.estyn.gov.uk
- ❖ Evidence for Policy and Practice Information and Coordination Centre – www.eppi.ioe.ac.uk
- ❖ Inclusion UK Consortium – www.inclusion.org.uk
- ❖ National College of School Leadership – www.ncsl.org.uk
- ❖ National Foundation for Education Research – www.nfer.ac.uk

- ❖ Office for Standards in Education – www.ofsted.gov.uk
- ❖ SEN Teacher – www.senteacher.org