



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: ECAD5007

Module name: Cycle 2 Core studies : The learner: who am I teaching?

**BA PRIMARY EDUCATION
with Qualified Teacher Status**

LEVEL 5

YR ATHROFA

2019-2020

1.Points of contact

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

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Module team:

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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 student teachers with deeper knowledge and understanding of child development and more complex external factors that influence well-being and development, for example challenging the idea of a norm.
- To develop the skills of observation, listening to learners and valuing pupil voice through reflecting on practices, including personal practice in an education-based setting.

LEARNING OUTCOMES

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

- evidence a deeper understanding of theories and research that underpin child development, well-being and learning from 0-19 years, including contemporary issues e.g. refugees and learners affected by conflict;
- identify and reflect on professional and legal responsibilities of working with children and young people, including personal beliefs and assumptions and their impact on personal practice;
- identify, implement and reflect on effective approaches for meeting the diverse needs of all learners in different settings.

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.	Identify and meet the diverse needs of all learners to ensure pupil progress.
Enterprising, creative contributors, ready to play a full part in life and work.	Engage in a range of creative learning opportunities, promote autonomy and apply

	their knowledge and skills to teaching and learning.
Ethical, informed citizens of Wales and the world.	Adopt the role of a professional teacher in understanding and respecting the needs and rights of pupils as members of diverse societies, and challenge assumptions and beliefs that lead to stereotyping.
Healthy, confident individuals, ready to lead fulfilling lives as valued members of society.	Show an understanding of theories and research that impact on promoting the mental and emotional well-being of pupils by developing confidence, resilience and empathy in their practice.

4. Module Introduction

Within this module student teachers will:

- explore key theories and research that underpin the holistic development of children and young people, including developing knowledge of physical literacy and more contemporary issues.
- be provided with opportunities to identify and evaluate how theory and research impact on practice within an educational setting.
- further explore the contractual, pastoral, and legal responsibilities including Additional Learning Needs, safeguarding and child protection, children's health and well-being, rights and voices.
- consider a wider range of approaches to reflective and transformative practice within an educational environment.
- undertake a more in depth study of the physical, emotional, social, intellectual and other needs that impact on learning and development, including the identification of relevant pedagogies to support progress.
- further explore strategies, approaches and interventions to best support equality and diversity and begin to challenge beliefs and assumptions about the norm.

5. Module Content

This module will promote the development and application of the following research dispositions:

Being an Ethical Researcher	Understanding 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
Being a Skilled Researcher	Understanding 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 Understanding how to construct an argument based on evidence and warrant in educational research; • employing critical reading skills • taking a sceptical approach to 'evidence' Critically appreciating 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' Understanding 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
Being a Sceptical Researcher	Understanding empirical evidence in a contested terrain; • being aware of the political, economic and social drivers for, and implications of, 'evidence'.

Being part of an Inquiring Profession	Contributing 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
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SESSION OUTLINE

N.B. The order of these sessions may change according to circumstances and there will be overlap in the themes covered.

Session	Content	Tutor
1	Introduction to aims/outcomes of module and the following: Module handbook and location of materials on Moodle Theorists revisited: Key theories of learning and various contesting approaches e.g. Constructivism, Behaviourism, Humanistic (historic and contemporary).	NR
Directed Task 1	Share Ella's profile and introduce Idris – identify strengths and challenges	NR
2	The developing child – re-visiting early development and investigating an understanding of the child 7+. Further exploration of contesting cognitive/ physical/ emotional and social theories of learning.	TC
3	Contemporary issues 1 (links to FP & KS2) e.g. children and families from ethnic minority backgrounds, gypsy traveller education, EAL, immigrants, refugees and learners affected by conflict etc. Focus on power and positionality of the teacher.	Visiting speakers
4a	Group discussion of key points identified in Directed Task 1	TC
4b	Ensuring pupil progress - current and proposed developmental steps. The child and his continuum of learning including the age versus stage debate.	TC

5	Contemporary issues 2 (links to FP & KS2) – societal challenges for children in Wales e.g. nutrition, healthy lifestyle, substance misuse. Impact of body perfection culture on pupils' mental health and PA engagement. Focus on power and positionality of the teacher.	IEW
6	Contemporary issues 3 (links to FP & KS2) – e-safety (DCF) and citizenship – which includes: • Identity, image and reputation • Health and well-being • Digital rights and ownership • Online behaviour and cyberbullying.	TC
7	Understanding challenging behaviour and inclusive Key Stage 2 classroom strategies and interventions including the challenges of providing an inclusive environment that meets the needs of all learners. Challenge beliefs and assumptions about groups of learners – banishing the myths.	TC
8	Emotional literacy (learner and student teacher) – exploring theory e.g. Siegel's healthy mind platter and strategies e.g. mindfulness. Exploring links with the H&WB curriculum across progression steps (FP&KS2).	NR
Directed Task 2	Research interventions to support the emotional development of a pupil in KS2. Links to assignment.	NR
9	Investigating Personalised Learning philosophies and the impact of neuroscience on learning. Child centred philosophy versus didactic approaches.	CJ
10	Social and behavioural challenges to learning e.g. Autistic Spectrum Condition. Explore examples of effective interventions. Challenge beliefs and assumptions about groups of learners – banishing the myths.	NR
Directed Task 3	Complete ASD Info certificate and upload on Pebblepad https://www.asdinfowales.co.uk/home.php?page_id=8971&setLanguage=1	NR
11	Further develop students' knowledge of physical literacy – underpinning philosophies of PL – monism and existentialism	IEW

	Understand motivational approaches for delivering PE and Physical Activity. Move onto more structured sessions for Yr 5 and 6 using inclusive strategies and interventions such as sport education, outdoor adventure model.	
12a	Market place activity to share interventions from Directed Task 2. Links with assignment.	NR
12b	Explore medical and physical issues associated with ALN. Explore examples of effective interventions. Challenge beliefs and assumptions about groups of learners – banishing the myths. Revisiting assignment guidelines.	NR
13a	Show evidence of completing Directed Task 3 (ASDinfo certificate)	CJ
13b	Revisiting pupil participation – Accessing and valuing pupil voice as evidence. Listening to learners in research. Develop a deeper understanding of reflective practice and children as part of the research community e.g. Learning Walk, Research Schools, Ladder of Participation.	CJ
14	Explore specific learning difficulties e.g. literacy and numeracy, and the process and significance of early identification. Explore examples of effective interventions.	TC
Directed task 4	Explore further examples of effective literacy and numeracy interventions.	TC
15	Multi-agency collaboration and ensuring inclusive support for vulnerable learners.	Visiting speakers
16a	Market place activity to share interventions from Directed Task 4. Links to assignment.	TC
16b	The impact of research on a learner-focused curriculum (links to Successful Futures, Curriculum Framework 2022, CAMAU projects) Explore pupil participation in international perspectives, e.g. Sweden, British Columbia, New Zealand etc.	TC
17	Develop an understanding of Moreno's sociograms, Dunbar's theory of relationships (Social Brain Hypothesis) and revisit Bronfenbrenner.	TC

	An interrogation of sociograms with emphasis on power and positionality.	
18	Theories relating to self-efficacy and mindsets – Dweck, Bruner. Consider personal attitudes and positionality to learning. Links to motivational theory	TC
19	Effective use of data – a school perspective	Visiting speaker
20	Practice and theory meet: carousel session. Share a specific approach/intervention based on personal research and school experience (if applicable). Revision of module content and assignment.	NR

AMSERLEN/TIMETABLE

Wth/ Wk	Dyddiad/ Date	Amser/ Time	Ystafell / Room	Grwp/ Group	Sesiwn/ Session	Staff
28	03/03/20	9.00 -11.00	TL7	2A	Cyflwyniad (S1)	NR
		11.00-1.00	RH1	2B&2C	Introduction (S1)	NR
		1.00-3.00	CJ6	2A	Y plentyn sy'n datblygu (S2)	NR
		2.00-4.00	RH1	2B&2C	The developing child (S2)	TC
	05/03/20	9.00-11.00	RH1	2A,2B & 2C	MC1 – cefndir ethnig a.y.y.b. CI1 – ethnic minorities etc. (S3)	Siaradwyr gwadd Visiting speakers
		11.00-1.00	TL13	2A	Sicrhau cynnydd disgyblion (S4)	NR
		11.00-1.00	RH1	2B&2C	Ensuring pupil progress (S4)	TC
29	09/03/20	1.00-3.00	TL13	2A	MC2 – heriau cymdeithasol (S5)	NR
		1.00-3.00	RH1	2B&2C	CI2 – societal challenges (S5)	IEW
	11/03/20	9.00-11.00	CJ6	2A	MC3 – e-ddiogelwch a dinasyddiaeth (S6)	NR
		9.00-11.00	RH1	2B&2C	CI3 – e-safety and citizenship (S6)	TC
		11.00-1.00	CJ6	2A	Deall ymddygiad heriol (S7)	NR
		11.00-1.00	RH1	2B&2C	Understanding challenging behaviour (S7)	TC
	12/03/20	9.00-11.00	TL13	2A	Llythrennedd emosiynol (S8)	CJ
		9.00-11.00	RH1	2B&2C	Emotional literacy (S8)	NR
		11.00-1.00	TL13	2A	Personoli'r dysgu (S9)	CJ

		11.00-1.00	RH1	2B&2C	ALN - Social and behavioural challenges (S10)	NR
		2.00-4.00	TL4	2A	ADY - Heriau cymdeithasol ac ymddygiadol (S10)	NR
		2.00-4.00	RH1	2B&2C	Personalised learning (S9)	CJ
30	18/03/20	9.00-11.00	TL3	2A	Llythrennedd corfforol (S11)	IEW
		9.00-11.00	RH1	2B&2C	ALN – physical and medical & Assignment revision (S12)	NR
		11.00-1.00	TL3	2A	ADY – corfforol a meddygol & Adolygu aseiniad (S12)	NR
		11.00-1.00	RH1	2B&2C	Physical literacy (S11)	IEW
	19/03/20	9.00-11.00	TL13	2A	Llais y plentyn (S13)	NR
		9.00-11.00	RH1	2B&2C	Pupil voice (S13)	CJ
		11.00-1.00	TL13	2A	Anawsterau dysgu penodol (S14)	NR
		11.00-1.00	RH1	2B&2C	Specific learning difficulties (S14)	TC
		2.00-4.00	RH1	2A,2B & 2C	Cefnogi plant bregus Supporting vulnerable learners (S15)	Siaradwyr gwadd Visiting speakers
31	25/03/20	9.00-11.00	TL3	2A	Cyfranogiad disgyblion & chwricwlwm (S16)	NR
		9.00-11.00	RH1	2B&2C	Pupil participation & curriculum (S16)	TC
		11.00-1.00	TL3	2A	Perthnasau (S17)	CJ

		11.00-1.00	RH1	2B&2C	Relationships (S17)	NR
	26/03/20	9.00-11.00	TL13	2A	Hunan-effeithiolrwydd a meddylfryd (S18)	NR
		9.00-11.00	RH1	2B&2C	Self-efficacy and mindset (S18)	TC
		11.00-1.00	RH1	2A,2B & 2C	Defnydd effeithiol o ddata Effective use of data (S19)	Siaradwr gwadd Visiting speaker
		2.00-4.00	RH1	2A,2B & 2C	Rhannu dysgu & adolygu cynnwys y modwl a'r aseiniad Sharing learning and revising module content and assignment (S20)	NR

6. Assessment tasks and guidance

MODULE CODE	MODULE TITLE	MODE OF ASSESSMENT
ECAD5007	Cycle 2 Core studies : The learner: who am I teaching?	ASSESSMENT COMPONENT: 1 ASSESSMENT TYPE: Written assignment – Reflective discussion of an intervention to support learning and development. COMPONENT WEIGHTING: 100% WORD COUNT: 4000 words SUBMISSION DATE: 20/04/20 (23.59 p.m.)

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

Assessment Title:

Choose an intervention that supports the learning and development of a pupil / group of pupils. Reflect critically on its potential for ensuring pupil progression and the possible challenges that may arise.

7. Reading list

Classification	Reading List entry	Electronic
Essential	Arshad, R., Wrigley, T. and Pratt, L. (eds) (2012) <i>Social Justice re-examined: dilemmas and solutions for the classroom teacher</i> . London: IOE Press.	☐
Essential	Department for Education, Lifelong Learning and Skills. (2016) <i>Inclusion and Pupil Support</i> , Cardiff: Welsh Assembly Government. Available at: http://gov.wales/docs/dcells/publications/160318-inclusion-and-pupil-support-en.pdf	☒
Essential	Donaldson, G. (2015) <i>Successful Futures</i> . Crown Copyright. Cardiff. Available at: http://gov.wales/docs/dcells/publications/150317-successful-futures-en.pdf	☒
Essential	National Assembly for Wales. (2002) <i>Special Educational Needs Code of Practice for Wales</i> , Cardiff: National Assembly for Wales.	☒
Essential	National Assembly for Wales. (2006) <i>Safeguarding Children: Working Together under the Children Act 2004</i> , Cardiff: NAW.	☒
Essential	Rose, J., Gilbert, L. & Richards, L.V. (2015) <i>Health and Well-being in Early Childhood</i> . London: SAGE.	☒
Further	Dixon P, (2016) <i>Testing Times: Success, Failure and Fiasco in Education Policy in Wales since Devolution</i> . Cardiff: Welsh Academic Press.	☒
Further	Farrell, M. (2012) <i>Educating Special Children</i> (2nd ed.) Oxon: Routledge.	☒
Further	Guldberg, H. (2009) <i>Reclaiming Childhood – Freedom and Play in an Age of Fear</i> . London: Routledge.	☐
Further	Unicef Early Childhood Development - https://www.unicef.org/dprk/ecd.pdf	☒

Further	Welsh Assembly Government. (2008) <i>Personal and Social Education Framework for 7 to 19-year olds in Wales</i> , Cardiff: Welsh Assembly Government.	☒
Further	Welsh Assembly Government. (2010) <i>A Curriculum for All Learners</i> , Cardiff: Welsh Assembly Government.	☒