



MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Professional Development in Secondary Initial Teacher Education				
Module Code	UTLGRS-30-3	Level	3	Version	4
Owning Faculty	Arts, Creative Industries and Education	Field	Secondary and Life Long Learning		
Contributes towards	PGCE Secondary Initial Teacher Education BSc(Hons) Mathematics with QTS				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co- requisites	UTLGRT-30-3	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	September 2019		Approval Date	04/05/12 July 2016 May 2019	

Part 2: Learning and Teaching

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Learning Outcomes	<p>On successful completion of this unit, trainees will be able to:</p> <ol style="list-style-type: none">1. Understand, critique and utilise a range of ideas, theories, practice-based research and relevant policies to become an outstanding educator able to impact effectively and continuously on outcomes for learners; (A)2. Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching, differentiate activities and set goals that stretch and challenge pupils at different stages of development and of all backgrounds, abilities and dispositions; (A)3. Demonstrate a commitment to the transformation of the life chances of all learners, including having a secure understanding of barriers to learning, and of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.(A)4. Engage with issues and current practices relating to safeguarding pupils; (A)5. Understand guidance and practice on promoting the spiritual, moral, cultural, mental and physical development of pupils, including promoting fundamental British values; (A)6. Demonstrate the capacity to become an outstanding educator through engagement with the knowledge, understanding and skills of assessing children's attainment, progress and outcomes, and of feeding back to learners and involving them in the feedback and improvement process; (A)7. Understand how to plan effective, engaging lessons and sequences of lessons using knowledge of learners' prior and ongoing attainment to ensure appropriate levels of challenge and pupil progress; (A)8. Know how to manage and foster desirable behaviour effectively to ensure a safe and stimulating learning environment rooted in mutual respect, and to promote learning; (A)9. Understand how to support learners' knowledge, understanding and attainment by promoting high standards of literacy, articulacy and the correct use of standard English, and the use of technology to promote learning; (A)10. Be able reflect critically on professional values and practice, demonstrating honesty and integrity and a sense of moral purpose; (A)
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Syllabus Outline	<p>Statutory responsibilities of teachers;</p> <p>Teachers' Standards and other requirements set by external professional bodies;</p> <p>Theories of learning and reflective practice;</p> <p>Current and forthcoming national curriculum and other educational policies and initiatives;</p> <p>Behaviour management, classroom organisation and the teaching environment;</p> <p>Special Educational Needs and Disabilities;</p> <p>English as an Additional Language;</p> <p>Black and Minority Ethnicity;</p> <p>The pastoral role of the teacher;</p> <p>Working with parents, carers and wider communities;</p> <p>Inter-professional collaboration;</p> <p>Safeguarding, child protection and e-safety;</p> <p>Statutory assessment and data gathering requirements;</p> <p>Planning;</p> <p>Preparing for induction and future on-going professional development.</p>
Contact Hours/Scheduled Hours	<p>Contact time for this module will take the form of lectures, seminars, workshops, presentations, directed study and online engagement.</p>
Teaching and Learning Methods	<p>Scheduled learning: This includes whole cohort lectures, seminars, module tutorials, structured school/college placement-based work, subject knowledge workshops, demonstrations, directed tasks, field work/study visits, technology-enhanced learning through online engagement and e-mail contact.</p> <p>Independent learning: There is an expectation that trainees engage in additional independent study, including engaging with essential and further reading, working on personal subject knowledge, preparation for and completion of assignments.</p>
Indicative Reading List	<p>Core Text: Capel, S., Leask, M. and Younie, S. (2016) <i>Learning to teach in the Secondary School</i>. 7th ed. London: Routledge Falmer.</p> <p>Capel, S., Leask, M., and Turner, T. (eds) (2010) <i>Readings for Learning to Teach in the Secondary School: A companion to M level</i>. London: Routledge.</p> <p><i>Classroom Research: A teacher's guide to professional development</i>. London: Routledge. McDonagh, C., Roche, M., Sullivan, B., and Glenn, M. (2011) <i>Enhancing Practice through</i></p> <p>Moore, A. (2012) <i>Teaching and Learning: Pedagogy, Curriculum and Culture</i>. 2nd Edition. London: Routledge.</p> <p>Biesta, G. (2015) What is Education For? On Good Education, Teacher Judgement, and Educational Professionalism. <i>European Journal of Education</i>. 50 (1), pp. 75 -87.</p> <p>Day, C., Kington, A., Stobart, G. and Sammons, P. (2006) The personal and professional selves of teachers: stable and unstable identities. <i>British Educational Research Journal</i>. 32 (4), pp. 601–616.</p> <p>Sachs, J. (2016) Teacher Professionalism: Why are we still talking about it? <i>Teachers and Teaching: Theory and Practice</i>. 22 (4) pp413-425.</p>

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	<p>Schön, D. (1983). <i>The Reflective Practitioner: How professionals think in action</i>. London: Temple Smith</p> <p>Weber, S. and Mitchell, C. (1995) <i>That's funny you don't look like a teacher! Interrogating images, identity and popular culture</i>. Routledge.</p>
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Part 3: Assessment		
Assessment Strategy	A written account, evaluation and reflection of the professional identity of being a teacher (4500 words).	
Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	100%	N/A
First Sit		
Component A (controlled conditions) Description of each element		Element weighting
A written account, evaluation and reflection of the professional identity of being a teacher (4500 words).		100%
Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element		Element weighting
A written account, evaluation and reflection of a planned learning activity (4500 words).		100%

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First CAP Approval Date	04/05/12			
Revision ASQC Approval Date	July 2016	Version	2	
	1/9/2018		3	Link to RIA 12881
	16/7/2019		4	Link to RIA (ID 5243)