CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data						
Module Title	Professional Development in Secondary Initial Teacher Education					
Module Code	UTXGRS–30–3		Level	3	Version	1.2
Owning Faculty	ACE		Field	Education – Non Modular		
Contributes towards	PGCE Secondary Initial Teacher Education					
UWE Credit Rating	30	ECTS Credit Rating	15		Module Type	Standard
Pre-requisites	None			Co- requisites	UTXGRT-30-3	
Excluded Combinations	None			Module Entry requirements	None	
Valid From	September 2012			Valid to	September 2018	

CAP Approval Date	04/05/12

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this unit, trainees will be able to: 1. Demonstrate high levels of engagement, personal scholarship and commitment to transforming their own practice within professional learning communities through critical reflection to ensure effective practice; (A&B) 2. Articulate the relationship between policy, learning theories and practice recognising that effective teaching requires ongoing reflection, enquiry, evaluation and re-conceptualisation; (A&B) 3. Know how to manage behaviour effectively to promote learning; (B) 4. Recognise how to deal with any potential barriers to learning; (B) 5. Demonstrate a commitment to the transformation of the life chances of all young people and be able to interpret and respond to the complex contextual factors relating to young people's learning, development and potential; (B) 6. Demonstrate the capacity to become an outstanding educator through critical engagement with the knowledge, understanding and skills of teaching and learning and the accountability for their learners' attainment, progress and outcomes; (A&B) 7. Implement strategies to deepen learners' knowledge and understanding in a range of key skills including communication, literacy, numeracy and ICT; (B) 8. Be able reflect critically on professional values and practice, demonstrating honesty and integrity and a sense of moral purpose; (A&B) 9. Systematically evaluate their own practice responding well to constructive

	feedback from colleagues in order to improve their teaching and learners' attainment. (A&B)
Syllabus Outline	Statutory responsibilities of teachers;
	Teachers' Standards and other requirements set by external professional bodies;
	Theories of learning and reflective practice;
	Current and forthcoming national curriculum and other educational policies and initiatives;
	Behaviour management, classroom organisation and the teaching environment;
	Special Educational Needs and Disabilities;
	English as an Additional Language;
	Black and Minority Ethnicity;
	The pastoral role of the teacher;
	Working with parents, carers and wider communities;
	Inter-professional collaboration;
	Safeguarding, child protection and e-safety;
	Statutory assessment and data gathering requirements;
	Preparing for induction and future on-going professional development.
Contact Hours/Scheduled Hours	This 30 credit module uses the co-requisite Professional Practice, Subject Knowledge for Teaching and Knowledge for Teaching modules to co-deliver and embed aspects of the module learning outcomes.
Teaching and Learning Methods	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. 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.
Reading Strategy	All trainees will be encouraged to make full use of the print and electronic resources, available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Trainees will be presented with opportunities within the module to develop their information retrieval and evaluation skills in order to identify such resources effectively. All **essential reading** will be indicated clearly, along with the method for accessing it, e.g. trainees may be expected to purchase a set text, and will be referred to other texts held in the library and texts that are available electronically. Further guidance will be available in the module handbook and via the module information on UWE online. If **further reading** is expected this will be indicated clearly. If specific texts are listed in subject-specific documentation, a clear indication will be given regarding how to access them and, if appropriate, trainees will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases. Formal opportunities for trainees to develop their library and information skills will be provided within the induction period and by academic subject tutors. Additional support is available through the Library Services web pages including interactive tutorials on for example accessing electronic journal articles and referencing.
Indicative Reading List	**Core Text:** Capel, S., Leask,, M., Turner, T.(eds) (2009) *Learning to Teach in the Secondary School A Companion to School Experience.* London: Routledge.

	Capel, S., Leask, M., and Turner, T. (eds) (2010) *Readings for Learning to Teach in the Secondary School: A companion to M level.* London: Routledge. McDonagh,C., Roche,M., Sullivan, B., and Glenn, M. (2011) *Enhancing Practice through Classroom Research: A teacher's guide to professional development.* London: Routledge. Moore, A. (2012) *Teaching and Learning: Pedagogy, Curriculum and Culture.* 2nd Edition. London: Routledge.

Part 3: Assessment		
Assessment Strategy	The first component is focused on a teaching and learning activity undertaken early on in the training. Trainees are required to plan and carry out an activity or lesson with young people either during the initial University-based block or in the induction phase of the first school/college placement experience. The assessment requires trainees to write a detailed, reflective account critically evaluating the activity focusing on the resulting learning. The second component is informed by trainees' evidence of meeting the Teachers' Standards collated in the Professional Development Portfolio (PDP). Trainees are required to review their development as a teacher over the course of the PGCE programme, identifying their strengths and ongoing areas for further development during their induction year.	

Identify final assessment component and element	Component B	

	A:	**B:**
% weighting between components A and B (Standard modules only)	**N/A**	**N/A**

First Sit

Component A (controlled conditions) Description of each element	Element weighting (as % of component)
A written evaluation of a supervised learning activity undertaken with young people during the first term of the PGCE programme (either in the University or in the first school/college placement): 2500 words.	PASS/FAIL

Component B Description of each element	Element weighting (as % of component)
The Professional Development Portfolio (PDP) of evidence of meeting the Teachers' Standards (equivalent to 1000 words) with a summative written reflection on the trainee's development as a teacher, indicating strengths and areas for further development during the induction year: 1500 word reflection.	PASS/FAIL

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
A written evaluation of a supervised learning activity undertaken with young people during the first term of the PGCE programme (either in the University or in the first school/college placement): 2500 words.	PASS/FAIL
Component B **Description of each element**	**Element weighting** **(as % of component)**
The Professional Development Portfolio (PDP) of evidence of meeting the Teachers' Standards (equivalent to 1000 words) with a summative written reflection on the trainee's development as a teacher, indicating strengths and areas for further development during the induction year: 1500 word reflection.	PASS/FAIL
If a student is permitted an **EXCEPTIONAL RETAKE** of the module the assessment will be that indicated by the Unit Description at the time that retake commences.	