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	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 2016		Valid to	September 2018		

CAP Approval Date	04/05/12 July 2016

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this unit, trainees will be able to: 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, includinghaving 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)
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;
	Planning;
	Preparing for induction and future on-going professional development.
Contact Hours/Scheduled Hours	Contact time for this module will take the form of lectures, seminars, workshops, presentations, directed study and online engagement.
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. and Younie, S. (2016) *Learning to teach in the Secondary School.* 7th ed. London: Routledge Falmer. 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	This is focused on a planned teaching and learning activity. The assessment requires trainees to write a detailed, reflective account critically evaluating the activity focusing on the resulting learning. It is informed by trainees' evidence of meeting the Teachers' Standards collated in the Professional Development Portfolio (PDP).

Identify final assessment component and element	**Component A**	

	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 account, evaluation and reflection of a planned learning activity (4500 words).	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 account, evaluation and reflection of a planned learning activity (4500 words).	PASS/FAIL

If a student is permitted a **RETAKE** of the module the assessment will be that indicated by the Unit Description at the time that retake commences.