



CORPORATE AND ACADEMIC SERVICES

| Part 1: Basic Data | | | | | |
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| Module Title | Subject Knowledge for Teaching in Secondary Initial Teacher Education | | | | |
| Module Code | UTXGRU-30-M | Level | M | Version | 1 |
| Owning Faculty | ACE | Field | Education – Non Modular | | |
| Contributes towards | PGCE Secondary Initial Teacher Education | | | | |
| UWE Credit Rating | 30 | ETCS Credit Rating | 15 | Module Type | Standard |
| Pre-requisites | None | | Co- requisites | UTXGRS-30-3; UTXGRT-30-3; UTXGRV-30-M | |
| Excluded Combinations | None | | Module Entry requirements | None | |
| Valid From | September 2012 | | Valid to | September 2018 | |

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| CAP Approval Date | 04/05/12 |
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| Part 2: Learning and Teaching | |
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| Learning Outcomes | <p>On successful completion of this module trainees will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate excellent subject specialist knowledge for teaching and of the relevant national curriculum requirements and/or other specifications appropriate to the subject(s), age and ability of those they are trained to teach; (A) 2. Demonstrate the necessary pedagogical skills and knowledge to design, plan for and teach sequences of lessons as appropriate to meet the diverse needs of all learners in the relevant subject(s); (A) 3. Work effectively as an independent, self-motivated and self- critical learner demonstrating the capacity to engage in self critical reflection on their own learning leading to purposeful target setting and personal professional development; (A) 4. Critically discuss and analyse principles underpinning young people’s learning within the relevant specialist subjects and curriculum; (A) 5. Demonstrate an understanding of and take responsibility for promoting high standards of literacy and numeracy in personal and professional and, where appropriate, specialist subject contexts; (A) 6. Evaluate and justify approaches to curriculum design across the relevant age phases of training; (A) |

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| | <p>7. Apply distinctive teaching approaches to engage and support all learners and promoting the value of scholarship; (A)</p> <p>8. Know how to use subject specific language accurately and consistently in order to help learners to develop knowledge, skills and understanding in the relevant subject(s) specialism. (A)</p> |
| Syllabus Outline | <p>Subject specialist and subject pedagogical knowledge.</p> <p>Subject specialist National Curriculum and public examination specifications and assessment requirements.</p> <p>Current national educational policy, curriculum and priority agendas, including: preparation for teaching learners with Special Educational Needs and Disabilities; preparation for teaching in a diverse society, including Black and Minority Ethnic learners and learners for whom English is an Additional Language; Behaviour management; developing high standards of literacy; safeguarding and 'e-safety'.</p> <p>Ofsted frameworks for inspection, use of statistical data and planning for school improvement.</p> <p>Academic reading, writing and critical analysis appropriate for Masters level.</p> |
| Contact Hours/Scheduled Hours | <p>This 30 credit module uses the co-requisite Professional Practice, Professional Development and Knowledge for Teaching: Classroom Based Enquiry Modules to co-deliver and embed aspects of the module learning outcomes.</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> |
| Reading Strategy | <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> |
| Indicative Reading List | <p>Each Secondary subject handbook will recommend a range of subject-specific texts on subject and pedagogical knowledge and curriculum, including for example:</p> <p>Barlex, D.(Ed) (2007) <i>Design and Technology: For the next generation</i>. TEP Clifco.com</p> <p>Bishop,K. Denley, P. (2007) <i>Learning science teaching: Developing a professional knowledge base</i>. Open University Press</p> <p>Evans,C. Midgeley,A. Rigby,P. Warham,L. Woolnough,P. (2009) <i>Teaching English:</i></p> |

Developing as a Reflective Secondary teacher. London:Sage
Hodge,S. (2010) *The Art and Design Teacher's Handbook*. London: Continuum
Johnson,K. (2008) *An Introduction to Foreign Language Learning and Teaching (Learning About Language) (2nd Edition)* London: Longman
Johnston Wilder, S. Johnston Wilder, P. Pimm, D. Westwall, J. (eds) (2005) *Learning to teach mathematics in the secondary school* Oxon:Routledge
Lambert,D. and Balderstone,D. (2010) *Learning to teach geography in the secondary school (2nd Edition)* London and New York: Routledge
Phillips,I. (2008) *Teaching History: Developing as a reflective Secondary teacher*. London: Sage

Part 3: Assessment

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| Assessment Strategy | Some of the learning outcomes for this module are assessed through the Professional Practice module assessment associated with meeting the professional Teachers' Standards. The module assessment is through a subject specialism assignment equivalent to 5000 words. |
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| Identify final assessment component and element | Component A | |
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| % weighting between components A and B (Standard modules only) | A: | B: |
| | 100 | |
| First Sit | | |
| Component A (controlled conditions) Description of each element | Element weighting (as % of component) | |
| A supervised structured portfolio of subject specialist, professionally relevant tasks, including: a critically reflective written commentary supported by associated evidence of subject knowledge development, equivalent to 5000 words. | 100 % | |
| Component B Description of each element | Element weighting (as % of component) | |
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| Resit (further attendance at taught classes is not required) | | |
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| Component A (controlled conditions) Description of each element | Element weighting (as % of component) | |
| A supervised structured portfolio of subject specialist, professionally relevant tasks, including: a critically reflective written commentary supported by associated evidence of subject knowledge development, equivalent to 5000 words. | 100% | |
| Component B Description of each element | Element weighting (as % of component) | |
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| If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences. | | |