



**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Professional Development in Early Years Initial Teacher Education				
Module Code	UTLGS7-30-3	Level	3	Version	2
Owning Faculty	ACE	Field	SELL		
Contributes towards	PGCE Primary Early Years Initial Teacher Education Professional Graduate Certificate in Primary Early Years Initial Teacher Education				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co- requisites	UTXGQR-30-3; UTXGQG-30-M; UTXGS6-30-3	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	September 2017		Valid to	September 2018	

<b>CAP Approval Date</b>	04/05/12 08/11/2014 02/06/2016
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this unit, trainees will be able to:</p> <ol style="list-style-type: none"> <li>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 young children;</li> <li>2. Demonstrate an awareness of the physical, social and intellectual development of young 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</li> <li>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 children, 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.</li> <li>4. Engage with issues and current practices relating to safeguarding children,</li> <li>5. Understand guidance and practice on promoting the spiritual, moral, cultural, mental and physical development of young children, including promoting fundamental British values.</li> </ol>

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	<ol style="list-style-type: none"> <li>6. Demonstrate the capacity to become an outstanding educator through engagement with the knowledge, understanding and skills of assessing young children's attainment, progress and outcomes, and of feeding back to learners and involving them in the feedback and improvement process;</li> <li>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,</li> <li>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;</li> <li>9. Understand how to support young 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;</li> <li>10. Be able to reflect on professional values and practice, demonstrating honesty and integrity and a sense of moral purpose;</li> </ol>
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 related issues such as environments for and sites of learning;</p> <p>Current and forthcoming national curriculum and other educational policies and initiatives;</p> <p>Behaviour management;</p> <p>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 Ethnicities;</p> <p>The pastoral role of the teacher;</p> <p>Working with parents, carers and wider communities;</p> <p>Inter-professional collaboration and leadership;</p> <p>Transitions;</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/setting placement-based work, subject knowledge workshops, demonstrations, directed tasks, field work/study visits, technology-enhanced learning</p>

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	<p>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 <b>essential reading</b> 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 <b>further reading</b> 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>Arthur, J. and Cremin, T. (2010) <i>Learning to teach in the Primary School</i> (2<sup>nd</sup> Edition) London: Routledge</p> <p>Bruce, T. (2006) <i>Early childhood. A guide for students.</i> London: Sage</p> <p>Hayes, D. (2008) <i>Foundations of Primary Teaching</i> 4<sup>th</sup> Ed. London: Routledge</p> <p>Knowles, G. (2009) <i>Ensuring Every Child Matters.</i> London: Sage</p> <p>Moyles, J. (2007) <i>Beginning Teaching. Beginning Learning in Primary Education.</i> 3<sup>rd</sup> ed. Maidenhead: Open University Press</p> <p>Pollard, A. (2008) <i>Reflective Teaching: evidence-informed professional practice 3<sup>rd</sup> edition</i> London: Continuum International Publishing Group Ltd.</p> <p>Pollard, A. ed. (2002): <i>Readings for Reflective Teaching.</i> London: Continuum International Publishing Group</p> <p>University of Bristol. Graduate School of Education (2010) <i>The Bristol Guide: professional responsibilities and statutory frameworks for teachers and others in schools.</i> Bristol: University of Bristol Document Summary Service</p> <p>Woolfolk, A., Hughes, M. &amp; Walkup, V. (2008) <i>Psychology in Education.</i> Harlow: Pearson</p>

### Part 3: Assessment

Assessment Strategy	<p>The assessment essay requires students to reflect critically on their professional development and practice. It is expected that reflections will be supported by theory. Along with learning from taught sessions, students will be expected to use reading to inform their understanding of the different elements of planning.</p>
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		<b>Component A</b>	
Identify final assessment component and element			
% weighting between components A and B (Standard modules only)		<b>A:</b>	<b>B:</b>
		Pass/Fail	
<b>First Sit</b>			
<b>Component A</b> Description of each element		<b>Element weighting</b> (as % of component)	
1. Written reflection (4,500 words)		Pass/Fail	
<b>Component B</b> Description of each element		<b>Element weighting</b> (as % of component)	

<b>Resit (further attendance at taught classes is not required)</b>	
<b>Component A</b> Description of each element	<b>Element weighting</b> (as % of component)
1. Written reflection (4,500 words)	Pass/Fail
<b>Component B</b> Description of each element	<b>Element weighting</b> (as % of component)
<p><b>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.</b></p>	

### FOR OFFICE USE ONLY

First CAP Approval Date	4 <sup>th</sup> May 2012		
Revision CAP Approval Date	31/07/2017	Version	2
			<a href="#">RIA 12371</a>