

## CORPORATE AND ACADEMIC SERVICES

Part 1: Basic Data					
Module Title	Knowledge for Teaching in Early Years Initial Teacher Education: Classroom-based enquiry (Level 3)				
Module Code	UTXGS8-30-3	Level	3	Version	
Owning Faculty	ACE	Field	Education – Non Modular		
Contributes towards	Professional Graduate Certificate in Primary Early Years Initial Teacher Education				
UWE Credit Rating	30	ETCS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co- requisites	UTXGS7-30-3; UTXGRB-30-3; UTXGRC-30-3	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	September 2012		Valid to	September 2018	

<b>CAP Approval Date</b>	04/05/12
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Part 2: Learning and Teaching	
<b>Learning Outcomes</b>	<p>On successful completion of this module trainees will be able to demonstrate that they:</p> <ol style="list-style-type: none"> <li>1. Can organise and utilise a range of ideas, perspectives and theories to identify relevant issues to explore in support of academic or professional development and practice so that it impacts effectively and continuously on the outcomes for children; (A &amp; B)</li> <li>2. Utilise comprehensive knowledge of the place of subjects, specialisms and curriculum areas needed for professional practice; (A &amp; B)</li> <li>3. Can creatively apply a secure knowledge of relevant pedagogies in primary/early years contexts to planning creatively and setting appropriately challenging tasks for all learners; (B)</li> <li>4. Take responsibility for improving their teaching through engagement with data, research, literature and other professional sources in planned, systematic analysis and evaluation; (A &amp; B)</li> <li>5. Know how to plan and conduct a small-scale enquiry in a systematic way, using primary and secondary sources and appropriate methodological approaches; (B)</li> <li>6. Can articulate a rationale for how planned interventions in their teaching are informed by an understanding of how children learn; (B)</li> </ol>

	<ol style="list-style-type: none"> <li>7. Engage in independent or collaborative learning opportunities in their specialist professional field and plan for further academic or professional development; (B)</li> <li>8. Are able to be self-critical and capable of adopting an ethical stance in relation to their practice; (B)</li> <li>9. Know how to use local and national statistical data to evaluate the effectiveness of their teaching and plan and implement further interventions to support children's attainment; (B)</li> <li>10. Know how learning progresses in terms of development of key concepts and skills including literacy and numeracy. (B)</li> </ol>
Syllabus Outline	<p>Current national educational policy, curriculum and priority areas, 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 and fostering self-management; play; observing and assessing; developing high standards of literacy and oracy; safeguarding and e-safety.</p> <p>Areas of Learning (EYFS), curriculum, pedagogy and assessment</p> <p>Specialist subject and subject pedagogical knowledge</p> <p>EYFS &amp; National Curriculum</p> <p>Formative interrogation and use of data to improve children's attainment</p> <p>Practitioner classroom-based research: methodologies and methods; ethics; theory and case studies of practice</p> <p>Evidence-based professional knowledge and professional learning communities</p>
Contact Hours/Scheduled Hours	<p>This 30 credit module uses the co-requisite Professional Development, Professional Practice, Subject Knowledge for Teaching and 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/setting 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 <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>

	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	<p>Alexander. R. (2009) <i>Children, their World, their Education: final report and recommendations of the Cambridge Primary Review</i>, Abingdon: Routledge.</p> <p>Bolton, G. 3<sup>rd</sup> Edition (2010) <i>Reflective Practice, Writing and Professional Development</i>. London: Sage.</p> <p>Burton, D. and Bartlett, S. (2005) <i>Practitioner Research for Teachers</i>. London: Paul Chapman Publishing.</p> <p>Craft, A. (2010) <i>Creativity and Education Futures: learning in a digital age</i>, Stoke on Trent: Trentham.</p> <p>Ghaye, T. (2011) <i>Teaching and Learning through reflective practice</i>. Abingdon: Routledge.</p> <p>Koshy, V. (2005) <i>Action Research for Improving Practice: A Practical Guide</i>. London: Paul Chapman Publishing.</p> <p>Male, B. (2012) <i>The Primary Curriculum Design Handbook: Preparing our Children for the 21<sup>st</sup> Century</i>. London: Continuum</p> <p>Mcgill, C. N'Guessan, T. Rosen, M eds (2007) <i>Exploring Creative Learning</i>, Stoke on Trent: Trentham.</p> <p>Mukerji, P and Albon, D (2010) <i>Research Methods in Early Childhood: An Introductory Guide</i>. London: Sage</p> <p>Poulson, L and Wallace, M (2004) <i>Learning to Read Critically in Teaching and Learning</i>. London: Sage</p> <p>Ridley, D. (2008) <i>The Literature Review: A Step-by-Step Guide for Students</i>, London: Sage.</p> <p>Roger, R. (2012) 3<sup>rd</sup> Edition <i>Planning an Appropriate Curriculum in the Early Years: A guide for early years practitioners and leaders, students and parents</i>, London: Taylor Francis</p> <p>Sewell, K. (ed) (2008) <i>Doing Your PGCE at M-Level: A Guide For Students</i>. London: Sage.</p> <p>Wragg, T. (2011) <i>An Introduction to Classroom Observation (Classic Edition)</i>, Abingdon: Routledge.</p>

Part 3: Assessment	
Assessment Strategy	The module will be assessed in two components. The module assessment focuses on an innovative project undertaken in the setting/school placement and offers the opportunity for trainees to identify and plan a curriculum innovation that can be undertaken with a class/group of children. The first component will inform the development of the innovation through reading and research, to be represented in a literature review with an annotated bibliography, critically evaluating the relevance of the sources.

	<p>The second component requires the intervention to be carried out in the placement setting and subsequently an evaluation report to be completed.</p> <p>The first component will be submitted prior to implementation of setting/classroom-based innovation and the second after implementation and presentation of the project within the project placement setting.</p>
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Identify final assessment component and element	Component B	
% weighting between components A and B (Standard modules only)	A:	B:
	25	75
<b>First Sit</b>		
Component A Description of each element	Element weighting (as % of component)	
A supervised literature review of the current practice, policy and research landscapes within a specified subject domain informing the development of the curriculum innovation carried out and evaluated in Component B; accompanied by an annotated bibliography: 1,250 words.	100%	
Component B Description of each element	Element weighting (as % of component)	
A written commentary and evaluation of the implementation, effectiveness and impact of a setting/classroom-based innovation put into action by the trainee with reflection on the impact of their innovation on children's learning within their specified subject context/curriculum area: 3,750 words or equivalent.	100%	

Resit (further attendance at taught classes is not required)	
Component A Description of each element	Element weighting (as % of component)
A supervised literature review of the current practice, policy and research landscapes within a specified subject domain informing the development of the curriculum innovation carried out and evaluated in Component B; accompanied by an annotated bibliography: 1,250 words	100%
Component B Description of each element	Element weighting (as % of component)
A written commentary and evaluation of the implementation, effectiveness and impact of a setting/classroom-based innovation put into action by the trainee with reflection on the impact of their innovation on children’s learning within their specified subject context/curriculum area: 3,750 words or equivalent.	100%
If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.	