STUDENT AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Professional Development in Primary Initial Teacher Education				
Module Code	UTLGS5-30-3	Level	3	Version	3
Owning Faculty	ACE	Field	Secondary and Lifelong Learning		
Contributes towards	PGCE in Primary Initial Teacher Education Professional Graduate Certificate in Primary Initial Teacher Education				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co- requisites	UTLGQR-30-3; UTLGQS-30-M UTLGS6-30-3	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	September 2018		Valid to	September 2024	

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; 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 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. 4. Engage with issues and current practices relating to safeguarding pupils, 5. Understand guidance and practice on promoting the spiritual, moral, cultural, mental and physical development of pupils, including promoting fundamental British values 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; 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, 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; 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; 10. Be able to reflect on professional values and practice, demonstrating honesty and integrity and a sense of moral purpose;
Syllabus Outline	Statutory responsibilities of teachers; Teachers' Standards and other requirements set by external professional bodies; Theories of learning and related issues such as environments for and sites of learning; 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 Ethnicities; The pastoral role of the teacher; Working with parents, carers and wider communities; Inter-professional collaboration and leadership; Transitions; 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/setting 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

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<td>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.</td>
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<td>Indicative Reading List</td>
<td>Arthur, J. and Cremin, T. (2010) *Learning to teach in the Primary School* (2nd Edition) London: Routledge

Bruce, T. (2006) *Early childhood. A guide for students.* London: Sage

Hayes, D. (2008) *Foundations of Primary Teaching* 4th Ed. London: Routledge

Knowles, G. (2009) *Ensuring Every Child Matters*. London: Sage

Moyles, J. (2007) *Beginning Teaching. Beginning Learning in Primary Education.* 3rd ed. Maidenhead: Open University Press

Pollard, A. (2008) *Reflective Teaching: evidence-informed professional practice 3rd edition* London: Continuum International Publishing Group Ltd.

Pollard, A. ed. (2002): *Readings for Reflective Teaching*. London: Continuum International Publishing Group

University of Bristol. Graduate School of Education (2010) *The Bristol Guide: professional responsibilities and statutory frameworks for teachers and others in schools.* Bristol: University of Bristol Document Summary Service

Woolfolk, A., Hughes, M. & Walkup, V. (2008) *Psychology in Education.* Harlow: Pearson</td>
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Part 3: Assessment	
Assessment Strategy	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.

Identify final assessment component and element	Component A	

% weighting between components A and B (Standard modules only)	A: 100%	B:

First Sit	

Component A Description of each element	Element weighting (as % of component)
1. Written reflection (4,500 words including 1,500 word appendices).	100%
Component B Description of each element	Element weighting (as % of component)
2. N/A	

Resit (further attendance at taught classes is not required)	

Component A Description of each element	Element weighting (as % of component)
1. Written reflection (4,500 words including 1,500 word appendices).	100%
Component B Description of each element	Element weighting (as % of component)
2. N/A	

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.

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First CAP Approval Date	4th May 2012			
Revision CAP Approval Date	31/05/2017 30/05/2018	Version	2 3	RIA 12370 RIA 12656