



Module Specification

Professional Development in Primary Initial Teacher Education

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Part 1: Information

Module title: Professional Development in Primary Initial Teacher Education

Module code: UTLGQG-30-M

Level: Level 7

For implementation from: 2023-24

UWE credit rating: 30

ECTS credit rating: 15

Faculty: Faculty of Arts Creative Industries & Education

Department: ACE Dept of Education and Childhood

Partner institutions: None

Delivery locations: Not in use for Modules

Field: Secondary Education and Lifelong Learning

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: Classroom Based Enquiry: Primary Education 2023-24, Core Teaching in Primary Education 2023-24, Professional Practice in Primary Initial Teacher Education 2023-24

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: Not applicable

Features: Not applicable

Educational aims: See Learning Outcomes

Outline syllabus: 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;

Preparing for induction and future on-going professional development.

Part 3: Teaching and learning methods

Teaching and learning methods: This 30 credit module uses the co-requisite Professional Practice, Subject Knowledge for Teaching and Knowledge for Teaching: Classroom-Based Enquiry modules to co-deliver and embed aspects of the module learning outcomes.

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.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Demonstrate high levels of engagement, personal scholarship and commitment to transforming their own practice within professional learning communities through critical reflection to ensure effective practice

MO2 Organise and utilise an extensive 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

MO3 Articulate the complex relationships between policy, learning theories and practice in the classroom/other educational settings and sites of learning recognising that effective teaching requires ongoing reflection, enquiry, evaluation and re-conceptualisation

MO4 Use reference to a wide range of literature to engage in planned, systematic and critical analysis and evaluation

MO5 Demonstrate a commitment to the transformation of the life chances of all learners and be able to interpret and respond to the complex contextual factors relating to children's learning, development and potential

MO6 Demonstrate the capacity to become an outstanding educator through critical engagement with the knowledge, understanding and skills of teaching and learning and the accountability for children's attainment, progress and outcomes

MO7 Know how to manage and foster desirable behaviour effectively to promote learning

MO8 Recognise how to deal with potential barriers to learning

MO9 Implement strategies to deepen learners' knowledge and understanding in a range of key skills including communication, numeracy, literacy and ICT

MO10 Be able to reflect critically on professional values and practice, demonstrating honesty and integrity and a sense of moral purpose

MO11 Systematically evaluate and critically review their own practice responding well to constructive feedback from colleagues in order to improve their teaching and children's learning

Hours to be allocated: 300

Contact hours:

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Total = 300

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/index.html) via the following link <https://uwe.rl.talis.com/index.html>

Part 4: Assessment

Assessment strategy: Trainees are required to reflect on their practice on a weekly basis, these reflections will form the basis of the assessment of this module. In the

first assessment trainees are expected to relate their reflections within a theoretical framework.

The second assessed element requires trainees to reflect critically on their professional development and practice and is informed by trainees' evidence of meeting the Teachers' Standards collated in the Professional Development Portfolio. Trainees are required to review their development as a teacher over the course of the PGCE programme, identifying their strengths and ongoing areas for further development during their induction year. It is expected that the reflections will be supported by theory

Assessment components:

Written Assignment (First Sit)

Description: Written assignment - reflection on behaviour management in settings

4500 words (including up to 1500 words for appendices)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO10, MO11, MO2, MO3, MO4, MO5, MO6, MO7, MO8, MO9

Written Assignment (Resit)

Description: Written assignment - reflection on behaviour management in settings

4500 words (including up to 1500 words for appendices)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO10, MO11, MO2, MO3, MO4, MO5, MO6, MO7, MO8, MO9

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Primary Initial Teacher Education General (with Mathematics)[Frenchay] PGCE
2023-24