CORPORATE AND ACADEMIC SERVICES

Part 1: Basic Data						
Module Title	Professional Development in Primary Initial Teacher Education					
Module Code	UTXGQG-30-M		Level	M	Version	1.3
Owning Faculty	ACE		Field	Education – Non Modular		
Contributes towards	PGCE Primary Initial Teacher Education					
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard	
Pre-requisites	None		Co- requisites	UTXGQR-30-3; UTXGQS-30-3; UTXGQT-30-M		
Excluded Combinations	None		Module Entry requirements	None		
Valid From	September 2012		Valid to	September 2018		

CAP Approval Date	04/05/12 26/03/13 20 May 2014

Part 2: Learning and Teaching	
Learning Outcomes	On successful completion of this unit, trainees will be able to: 1. 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; (A&B) 2. 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; (A&B) 3. 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; (A&B) 4. Use reference to a wide range of literature to engage in planned, systematic and critical analysis and evaluation; (A&B) 5. 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; (A&B) 6. 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; (A&B) 7. Know how to manage and foster desirable behaviour effectively to promote

learning; (A&B)

8. Recognise how to deal with potential barriers to learning; (A&B)

9. Implement strategies to deepen learners' knowledge and understanding in a range of key skills including communication, numeracy, literacy and ICT; (A&B)

10. Be able to reflect critically on professional values and practice, demonstrating honesty and integrity and a sense of moral purpose; (A&B)

11. 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. (A&B)

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; Preparing for induction and future on-going professional development.
Contact Hours/Scheduled Hours	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.
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 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.
Indicative Reading List	Arthur, J. & 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 |

| **Part 3: 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. |
| Identify final assessment component and element | **Component A** |

% weighting between components A and B (Standard modules only)	**A:** **P/F**	**B**: **P/F**

First Sit	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Presentation 15 minutes (1500 word equivalent)	Pass/Fail
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. Essay 3000 words	Pass/Fail

Resit (further attendance at taught classes is not required)	
Component A (controlled conditions) **Description of each element**	**Element weighting** **(as % of component)**
1. Presentation 15 minutes (1500 words equivalent)	Pass/Fail
Component B **Description of each element**	**Element weighting** **(as % of component)**
1. Essay 3000 words	Pass/Fail
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.	