

CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data	
Awarding Institution	UWE BRISTOL
Teaching Institution	UWE BRISTOL, YEOVIL COLLEGE
Delivery Location	UWE BRISTOL, Frenchay Campus YEOVIL COLLEGE, UCY
Faculty responsible for programme	ACE
Department responsible for programme	Education
Modular Scheme Title	
Professional Statutory or Regulatory Body Links	
Highest Award Title	FdA EDUCATIONAL SUPPORT
Default Award Title	DIP HE EDUCATION
Fall-back Award Title	DIP HE EDUCATION
Interim Award Titles	CERTIFICATE Educational Support CERT HE EDUCATION
UWE Progression Route	BA HONS EDUCATION IN PROFESSIONAL PRACTICE
Mode(s) of Delivery	FT / PT
Codes	UCAS: JACS:
	ISIS2: Primary Award: X990 Primary Target: FdA Educational Support (Yeovil) – X19D43
Relevant QAA Subject Benchmark Statements	QAA Guidance Education studies QAA Guidance Foundation Degrees
CAP Approval Date	21 st February 2013
Valid from	September 2013
Valid until Date	September 2019
Version	6

Part 2: Educational Aims of the Programme

This programme is designed to provide a means by which experienced support staff, employed within an educational environment, can obtain a recognised qualification specific to their field and become more effective in their role by an increased reflection on practice. Successful students will be able to apply for progression to a relevant Honours degree.

The aims of the programme are to:

- Develop an understanding of the variety of roles played by professionals and practitioners in both formal and informal educational settings, enabling students to locate their own place and contribution to educational processes developing personal and professional skills
- Provide students with broad and balanced knowledge and understanding of the principal features of education and theoretical perspectives in order to enhance their ability to construct reasoned arguments about educational issues
- Broaden students' knowledge of educational practice from beyond their specific setting into the local, national and international arena.
- Enable students to become accomplished, flexible practitioners who are able to respond to the needs of learners in educational settings
- Provide a vocationally specific curricula in which academic study is closely integrated with reflection and investigation of work based practice
- Enhance a range of professional, academic and lifelong learning skills, knowledge and understanding in support of workplace and academic learning, enhancement of current practice and preparation for career development and further study.

Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)

Students following this programme are expected to work or volunteer in a practice setting. This setting may be anywhere where educational processes takes place – informal or formal – and will include care homes/centres, businesses, arts organisations, voluntary or community based organisations, museums, leisure centres, health centres, prisons, youth work, play work, as well as colleges, primary, secondary and special schools, nurseries, and children's centres. These contexts will enable students to use and apply their knowledge and skills as acquired during their course of study and to reflect upon their practice in the workplace to develop it further. Students will be required to pass a Professional Practice module detailing their experiences across the programme in relation to the supporting of learners in practice. Students will be required to reflect and evaluate their skills and knowledge of educational support in their work setting.

Part 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

A Knowledge and understanding of:

1. relevant theories and established principles within education policy and practice and an awareness of the way in which policy is developed;
2. ethical perspectives in relation to policy and practice relating to the role of adults working in educational settings ;

3. a range of contextual factors surrounding policy, including sociological and environmental, that have influence upon the role of adults within educational settings;
4. their own value positions compared to those of other professionals and organisations working to support teaching and learning in educational contexts;
5. how their work impacts upon wider educational policy and practice, recognising the limits of their own knowledge;
6. issues of equality, diversity, inclusion and social justice related to education policy and the practice of teaching and learning in a broad range of educational settings.

B Intellectual Skills: *As a result of completing this programme, students will be able to:*

1. use and organise coherently, relevant ideas and perspectives to interpret and/or explore the area of study;
2. compare and contrast some methods and techniques for obtaining data and solving problems;
3. select appropriate techniques to critically evaluate the relevance and significance of data collected in identifying and resolving problems;
4. apply underlying concepts and principles in a range of contexts;
5. use reflection in the learning process to develop personal theories and refine professional practice;
6. discuss how ethical issues can be addressed in their area of study.

C Subject/Professional/Practical Skills of supporting learning: *As a result of this programme, students will be able to:*

1. demonstrate appropriate teaching, learning and care when working with pupils, colleagues, parents/carers including working within Health and Safety and the educational context's guidelines and procedures;
2. perform professional tasks exercising personal responsibility and a capacity to make decisions appropriate to the role of educational support
3. identify appropriate theoretical, professional and/or research based sources and use appropriately in the practice of teaching and learning in educational settings
4. plan and execute a small scale enquiry in a systematic manner discussing the suitability of alternative approaches;
5. identify overall important aspects of work-based experience and compare, contrast and evaluate aspects of the experience;
6. articulate a reflective and effective orientation to their professional practice as educational supporters
7. communicate effectively with learners, colleagues, parents/carers and other practitioners.

D. Transferable Skills and other attributes (generic)

As a result of this programme, students will be able to

1. interact effectively within a group, giving and receiving information and ideas, modifying responses where appropriate and developing effective professional relationships;
2. locate and use effectively the full range of learning resources, including ICT across a range of contexts;
3. evaluate own strengths and weaknesses, challenge received opinion and develop own criteria and judgement;
4. communicate effectively with children, young people and parents/carers and colleagues;

5. organise and present ideas, concepts and numerical information using a variety of presentational modes;
6. take responsibility for own learning, accommodating new principles and understandings;
7. communicate effectively in a manner appropriate to the area of study and report on procedures in a clear and concise manner in a variety of formats;
8. identify key elements of problems, applying appropriate methods to their solution.
9. Work in collaboration with others including staff and students giving and receiving information and ideas and modifying responses where appropriate

Learning Outcomes:	UTGPGY-30-1 Thinking and Learning	UTGSX-30-1 Positive interaction with learners	UTGSY-30-1 The Voice of the Learner	UTGQ4-30-1 Child Deve and the Life Course	UTGT5-30-2 Education for social justice and equality	UTLGA7-30-2 Independent Study	UTT-GTA-30-2 Reflective Professional Practice	UTGT4-30-2 Partnership Working
A) Knowledge and understanding of:								
1. relevant theories and established principles within education policy and practice and an awareness of the way in which policy is developed;	✓	✓	✓	✓	✓	✓	✓	
2. ethical perspectives in relation to policy and practice relating to the role of adults working in educational settings ;	✓	✓	✓	✓	✓	✓	✓	✓
3. a range of contextual factors surrounding policy, including sociological and environmental, that have influence upon the role of adults within educational settings;	✓	✓	✓	✓	✓	✓	✓	
4. their own value positions compared to those of other professionals and organisations working to support teaching and learning in educational contexts;	✓				✓	✓		✓
5. how their work impacts upon wider educational policy and practice, recognising the limits of their own knowledge;	✓				✓		✓	✓
6. issues of equality, diversity, inclusion and social justice related to education policy and the practice of teaching and learning in a broad range of educational settings.		✓			✓			✓
(B) Intellectual Skills								
use and organise coherently, relevant ideas and perspectives to interpret and/or explore	✓	✓	✓	✓	✓	✓	✓	

[illegible]

interact effectively within a group, giving and receiving information and ideas, modifying responses where appropriate and developing effective professional relationships;	✓	✓	✓	✓	✓	✓	✓		✓
locate and use effectively the full range of learning resources, including ICT across a range of contexts;	✓	✓	✓	✓	✓	✓	✓		✓
evaluate own strengths and weaknesses, challenge received opinion and develop own criteria and judgement;	✓	✓	✓	✓	✓	✓	✓		✓
communicate effectively with children, young people and parents/carers and colleagues;	✓	✓	✓	✓	✓	✓	✓		✓
organise and present ideas, concepts and numerical information using a variety of presentational modes;	✓	✓	✓	✓	✓	✓	✓		✓
take responsibility for own learning, accommodating new principles and understandings;	✓	✓	✓	✓	✓	✓	✓		✓
communicate effectively in a manner appropriate to the area of study and report on procedures in a clear and concise manner in a variety of formats;	✓	✓	✓	✓	✓	✓	✓		✓
identify key elements of problems, applying appropriate methods to their solution.	✓	✓	✓	✓	✓	✓	✓		✓

Part 4: Student Learning and Student Support

Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

Students participating in the FdA Educational Support as full time students are required to be in a workplace either in a paid capacity or as a volunteer, for a minimum time of 15 hours per week. The full time version of the programme is taught at UWE Bristol. Part time students many of whom are studying at Yeovil College are required to be in a workplace for minimum of 12 hours per week. This is supported through a work-based mentor alongside an academic tutor.

Participants on the FdA Educational Support will be understood as ‘work-based learners’ as stated in the UWE Work Based Learning Policy (2010)

- *WBL is aimed at learners who are employed or in a recognised relationship with an external organisation/employer;*
- *Work-based learners may be undertaking paid or unpaid work in various forms including traditional employment, part-time or self employment, entrepreneurial activity or voluntary*

Part 4: Student Learning and Student Support

forms of engagement;

- *WBL is primarily concerned with learning opportunities that are not contrived for study purposes but occur in the workplace or its contemporary equivalents, and arise from working. Thus work is the vehicle through which the curriculum is critically explored.*

Thus the programme provides opportunities for learning in and from workplaces, developing a critical reflection process on this learning. It will take every opportunity to enhance learners' skills, knowledge and understanding alongside increased critical self-awareness and insight into their own personal potential. The assessment for modules throughout the programme will draw upon the professional experience gained from the workplace setting. This work based approach to student learning forms a development within the area of continuing professional development for a group of educationalists currently operating in a variety of educational environments. This programme seeks to develop practicing educationalists who understand what they are doing and are able to engage in enhancing the educational process in their settings.

On the FdA Educational Support programme teaching is a mix of scheduled, independent and work based learning. The hours of contact time vary according to mode of study – full time or part time but will adhere to the policy at UWE Bristol for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of activities as described below with specific allocation identified within module specifications.

On average for a full time student, it will be distributed as 6 hours face to face contact + 5 hours work-related learning time + 1 hour's electronic contact for a full time student.

On average for a part time student, contact time is distributed as 4 hours face to face contact + 2 hours work-related learning time

In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated. Specific support is available to all students in developing and enhancing their study skills through contact with the Programme Manager, the module leader, library support, Technology Supported Learning – online study skills, virtual learning environments; Peer Assisted Learning (PAL) ; personal academic tutors allocated at the start of the programme and technical and resource support through the Education Resource Centre.

Scheduled learning includes lectures, seminars, tutorials, project supervision, demonstration, practical classes and workshops; work based learning. Scheduled sessions may vary slightly depending on the module specification.

Independent learning includes hours engaged with essential reading, case study preparation, assignment preparation and completion etc. Scheduled sessions may vary slightly depending on the module specification.

Work-based learning: will include a practice placement arranged by the student either paid or voluntary; students may also have opportunities to visit other educational settings

Part 4: Student Learning and Student Support

throughout their programme to broaden their experience and professional knowledge.

Description of any Distinctive Features

Students are work based learners and as such the distinctive approach to teaching and learning throughout the programme relates to the development of reflective practice. Students are encouraged to reflect upon their work contexts and make links with the wider concepts of educational theory and policy and adheres to the Education Department statement of pedagogic principle (see Appendix 1). In this respect the programme bridges the academic learning environment with the work environment drawing the best learning opportunities and experiences from each context where relevant and enabling the student to develop in understanding of the educational process.

Part 5: Assessment

A: Approved to [University Regulations and Procedures](#)

Assessment Strategy

All approaches to diagnostic, formative and summative assessment rely upon the students' capacity to draw upon their experience of the workplace. This practical professional experience whether paid or unpaid work is essential for success on this Foundation Degree. Formal assessment currently includes the following:

- a range of small scale enquiries based in the workplace
- reflective and evaluative accounts or audits of initiatives, interventions, specific practices that might take place in the workplace
- a range of module specific directed tasks to be undertaken within the workplace – some of which will form part of the summative assessment task
- creation of portfolios that evidence the experiences occurring in the workplace through completion of witness statements, observational reports, reports on practice, logs and journals, planning documents etc
- written assignments, essays and prepared papers that involve reflection together with further reading to enhance insight to a specific topic area
- oral presentations and posters on module related topics which have the potential to be reproduced for use in the workplace

Each of the assessment points include stated assessment criteria which are drawn from the domains listed below. These form assessment criteria for several programmes within the Education Department but are particularly useful for the FdA programmes in that they encourage levels of reflection and enquiry around work place settings. The assessment criteria come at level 1 and level 2 so I have listed both for the purposes of this programme specification document.

The assessment criteria for this programme are Education Department and are included in the appendices for this programme specification.

Assessment Map

The programme encompasses a range of **assessment methods** including; essays, posters, presentations and written reports. These are detailed in the following assessment map:

Assessment Map for FDA EDUCATIONAL SUPPORT

Instructions: Add the Component (A or B) to the appropriate column for each Module Number and add the weighting for that assessment in brackets (as per the examples given) Add further columns as necessary*		8 minute individual presentation	Group presentation	Poster presentation	Observation in workplace context	Portfolio of directed tasks	Written essay – title identified by module leader	Written reflective report	Report on small scale enquiry
Compulsory Modules Level 1	Thinking and Learning UTTGPY-30-1	A (25)					B (75)		
	Positive interaction with Learners UTTGSX-30-1		A (25)				B (35)	B (40)	
	The Voice of the Learner UTTGSY-30-1	A (25)							B (75)
	Child Development and the Life Course UTTGQ4-30-1	A (25)						B (75)	
Optional Modules Level 2	Education for social justice and equality UTTGT5-30-2			A (25)			B (75)		
	Independent Study UTLGA7-30-2								100%
	Partnership Working UTTGT4-30-2		A (25)					B (75)	
	Enhancing Subject Knowledge UTLGJ3-30-2	A (25)						B (75)	
	Reflective Professional Practice UTTGTA-30-2				A (25)			B (75)	

Part 6: Programme Structure

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including:

level and credit requirements

interim award requirements

module diet, including compulsory and optional modules

Full time students will be following the programme provided at UWE Bristol, Frenchay Campus

ENTRY	Year 1	Compulsory Modules	Optional Modules	Interim Awards
		UTTGPY-30-1 Thinking and Learning	None	Certificate Educational Support (60 credits x level 1 completed)
		UTTGSX-30-1 Positive interaction with learners		
		UTTGSY-30-1 The Voice of the Learner		Cert HE Educational Support (completion of 120 credits x level 1)
		UTTQQ4-30-1 Child Development and the Life Course		
				Other requirements:
	Year 2	Compulsory Modules	Optional Modules	Interim Awards
		UTTGT3-30-2 Reflective Professional Practice	UTTGT5-30-2 Education for social justice and equality	Other requirements:
			UTLGA7-30-2 Independent Study	
			UTTGT4-30-2 Partnership Working	
			UTLGJ3-30-2 Enhancing Subject Knowledge	
			UTTGTQ-30-2 Independent Study (Presentation)	
			UTTGT3-30-2 Independent Study (Written)	
GRADUATION				

Part time:

The following structure diagram demonstrates the student journey from Entry through to Graduation for a typical **part time student**. The part time route is provided at Yeovil College

ENTRY	Year 1	Compulsory Modules	Optional Modules	Interim Awards
		UTTGSY-30-1 The Voice of the Learner	None	Certificate Educational Support (60 credits x level 1)
		UTTGSX-30-1 Positive interaction with learners		
				Other requirements:
		UTTGPY-30-1 Thinking and Learning		
	Year 2	Compulsory Modules	Optional Modules	Interim Awards
		UTTQQ4-30-1 Child Development and the Life Course	UTTQJ3-30-2 Enhancing Subject Knowledge	Cert HE Educational Support (120 credits x level 1)
				Other requirements:
		UTTGT4-30-2 Reflective Professional Practice	UTTGT5-30-2 Education for social justice and equality	
	Year 3	Compulsory Modules	Optional Modules	Interim Awards
		UTTGT4-30-2 Reflective Professional Practice (continued)	UTLGA7-30-2 Independent Study	
			UTTGT4-30-2 Partnership Working	
			UTTGTQ-30-2 Independent Study (Presentation)	
			UTTGTQ-30-2 Independent Study (Written)	
				Other requirements:

Part 7: Entry Requirements

Applicants must provide evidence which demonstrates to the University's satisfaction that they can benefit from study at levels 1 and 2 and are likely to achieve the required standard.

Applicants will normally need to have had two years experience of working in an educational setting which may have been with children, young people or adults and have achieved a qualification in English/literacy and mathematics /numeracy, equivalent to at least Level 2 of the National Qualifications Framework.

This evidence will normally take the form of:

- English Functional Skills (2012)
- Key Skills: Literacy level 2
- Cambridge ESOL qualification level 2
- Skills for Life level 2 does not expect written work so if this qualification is presented tutors are recommended to require evidence of skills in written work
- five subjects at GCSE / O level standard
- two subjects at GCE Advanced level supported by three subjects at GCSE at Grade C or above
- BTEC National Diploma
- GNVQ Level III
- Validated Access Course
- European or International Baccalaureate
- Evidence of experiential learning not previously assessed by or contributing to the awards of other institutions or bodies which is open to scrutiny and where necessary assessment. Such evidence may take the form of reports which the candidate has prepared as part of their professional duties

We welcome applications from those who do not have the entry requirements outlined. The University will consider applications on the basis of evidence of personal, professional and educational experience which indicate an applicant's ability to meet the demands of a degree. We like to give such applicants every opportunity to show that they have the motivation and ability to succeed in their chosen programme of study however we would always require evidence of equivalence to the minimum required academic or professionally accredited study.

Students who do not meet the minimum academic entry requirements but have significant life and/or work experience will be considered on the basis of evidence of personal, professional and educational experience which indicate an applicant's ability to meet the demands of a foundation degree.

We like to give such applicants every opportunity to show that they have the motivation and ability to succeed in their chosen programme of study.

Candidates not currently working in an educational setting will have a preliminary interview to gauge suitability for the course and ability to engage in professional work. Students must, by the beginning of the course, either be in full time work or have the minimum equivalent to a minimum of 15 hours per week.

Part 8: Reference Points and Benchmarks

Description of **how** the following reference points and benchmarks have been used in the design of the programme:

QAA Benchmark statements for Foundation Degrees have been drawn upon in the writing of this programme specification to ensure that the programmed level learning outcomes are appropriate and cover the necessary areas of learning

QAA Education Studies benchmark statements have also been considered. In this case there are some aspects that are met in the top up level 3 programme BA Hons Education in Professional Practice rather than the FdA but this is deemed to be appropriate. There are aspects of these benchmarks that are met in the first two years of the foundation degree.

[University strategies and policies](#)

UWE WORK BASED LEARNING POLICY (2010)

UWE Assessment Regulations 2012-13

Department of Education : Statement of Pedagogic Principle

Department of Education Guidance for Assessment

Department of Education : Assessment Criteria

What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning? This could include consideration of stakeholder feedback from, for example current students, graduates and employers.

Students past and present, employers, and a wide range of UWE services have been consulted for the review of this programme. The detail of their comments and perceptions can be found in the Design Consultation Document.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the [University's website](#).

Appendices:

Appendix 1 Assessment Criteria

Appendix 2 Statement of Pedagogic Principle

Appendix 1

Department of Education

ASSESSMENT CRITERIA

A: Conceptual Domain (Core for every assessment)

- L1 The assignment demonstrates that the student can identify and use relevant ideas and perspectives for purposes of reflection upon issues under study.
- L2 The assignment demonstrates that the student can use and organise coherently relevant ideas and perspectives to interpret and/or explore issues under study.

B: Literature Domain

- L1 The assignment demonstrates that the student has an awareness of appropriate literature and its relevance to the task.
- L2 The assignment demonstrates that the student has an awareness of appropriate literature and can discuss its relevance to the task.

C: Contextual Domain

- L1 The assignment demonstrates that the student has an awareness of contextual factors (eg personal, locational, historical, political etc) influencing the area of study.
- L2 The assignment demonstrates that the student can differentiate contextual factors (eg personal, locational, historical, political etc) influencing the area of study.

D: Research Domain

- L1 The assignment demonstrates that the student can plan for and execute a small scale enquiry in a systematic manner, showing how their thinking was affected as the enquiry unfolded.
- L2 The assignment demonstrates that the student can plan for and execute a small scale enquiry in a systematic manner, showing how their thinking was affected as the enquiry unfolded and showing that they can discuss the suitability of alternative approaches.

E: Ethical Domain

- L1 The assignment demonstrates that the student has an awareness of ethical issues arising in or associated with the area of study.
- L2 The assignment demonstrates that the student has an awareness of ethical issues arising in or associated with the area of study and can discuss how these relate to practical cases.

F: Values Domain

- L1 The assignment demonstrates that the student can clearly identify and articulate their own value position and where relevant, the value position of others in relation to the area of study.
- L2 The assignment demonstrates that the student can clearly identify and articulate their own value position and where relevant, compare it with the value position of others in relation to the area of study.

G: Action Domain

L1 The assignment demonstrates that the student has awareness of a relationship between theory and practice in the workplace, and can use reflection to develop a personal theory and refine professional practice, with due regard to issues of equity and social justice.

L2 The assignment demonstrates that the student can identify and articulate a relationship between theory and practice in the workplace, and can use reflection to develop a personal theory and refine professional practice, with due regard to issues of equity and social justice.

H: Negotiated Domain

In addition to criteria specified under domains A-F, we accept the possibility of tutor and student negotiating an appropriate assessment criterion, to encompass specific elements of significance not addressed through the existing criteria. With tutors new to the programme it is important that such negotiated criteria are approved by the relevant Award Manager.

Appendix 2

Statement of Pedagogic Principle

Relationship of pedagogic principle to Department of Education mission

Our statement of pedagogic principle has been developed to maintain and enhance the quality of all of the Department programmes. It is based on a commitment to partnership with teachers and learners in a variety of workplaces and especially with schools, colleges, the rest of the university, and the wider academic and international community.

Basic to our pedagogic principle is enquiry into, and improvement of, the educational experience and achievement of all learners, informed by a commitment to inclusivity, expanding opportunity, equality, internationalism and social justice.

We are concerned to research our pedagogic principle and practice in order to develop ourselves to be able to make a difference to students' experience of becoming, and developing as, professionals; through these students, we are concerned to make a difference to the clients (pupils, students, patients etc) with whom they work.

The goals of our pedagogic principle

The goals of our pedagogic principle are to:

- place the lived experience of the workplace at the core of professional learning;
- enable students to relate this lived experience to other vital learning experiences provided by the university;
- facilitate skilled, justifiable and ethical actions;
- develop critical analysis of orthodoxies, and generate new ways of conceptualising issues and questions;
- provide a conceptual basis for the particular roles of the university tutors and the other practitioners who work with our students, identifying and respecting the unique yet interdependent contribution of each;
- help us to comply with external requirements on our courses in ways that are congruent with our underlying values and beliefs;
- give coherence to our work in ITE, CPD and research;

- give meaning to the notion of professional wisdom.

The reflective process

Our pedagogic principle achieves these goals by making an intellectually demanding statement of what it means to be a reflective practitioner within a moral framework. We argue that this reflective practice calls for, and develops:

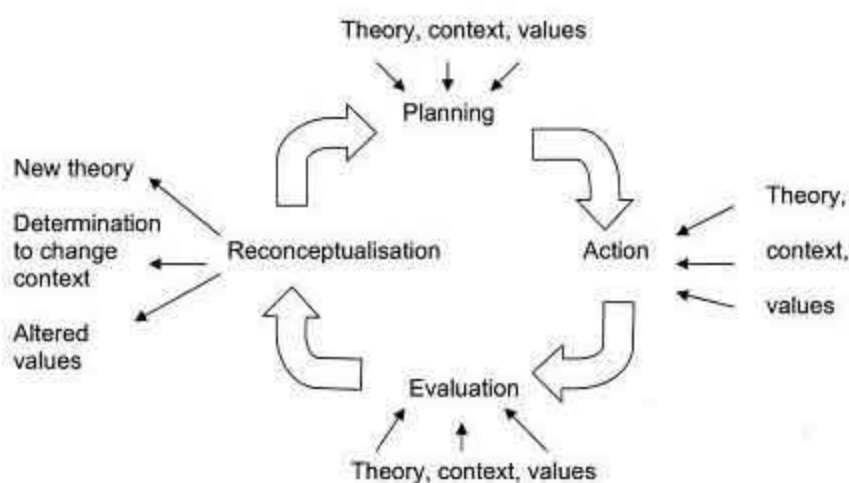
- open-mindedness about one's actions and their effects, taking account of evidence about, and from learners, colleagues and managers;
- responsibility, taking account of long-term effects as well as immediate outcomes;
- whole-heartedness, which involves a honest examination of one's values and actions;
- a realistic approach, which is informed by the characteristics of the particular context in which the student is working.

Reflection is therefore a demanding intellectual process in which plans, actions, and evaluations are informed by a wide range of criteria including:

- the general context (including the values of the societies within which the professional is operating, the current legal context, and historical insights);
- the specific context (including the attitudes of learners, colleagues and managers, institutional policies, values and ethos, the characteristics of the learners, recent institutional history);
- personal values;
- theories (including espoused theories providing philosophical, sociological, psychological insights, insights from specific pieces of research, insights from professional literature such as specific teaching schemes etc) and personal implicit theories (including pedagogical knowledge and craft knowledge premised on the lived experience of the learning environment).

When new actions are planned, taken and evaluated against this framework, new thinking, as well as new actions, emerge.

These basic ideas can be summarised in the following diagram:



This model recognises that professional decisions are contextually based, but it also recognises the professional's responsibility to question, and seek to influence, aspects of any given context.

The complexity of the decision-making and the contradictory nature of messages from different theories can often only be resolved by reference to values. In this sense the model never reduces the teacher to technician nor teaching to the automated operation of a decision-making matrix.

The model can be used over different timescales and with different emphasis at different stages of professional development, from novice to expert.