



## **Module Specification**

# Teaching and Leadership in the Early Years

Version: 2024-25, v1.0, 09 Jan 2024

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## Part 1: Information

**Module title:** Teaching and Leadership in the Early Years

**Module code:** UTTGYN-30-M

**Level:** Level 7

**For implementation from:** 2024-25

**UWE credit rating:** 30

**ECTS credit rating:** 15

**College:** College of Health, Science & Society

**School:** CHSS School of Education and Childhood

**Partner institutions:** None

**Field:** Primary, Early Childhood and Education Studies

**Module type:** Module

**Pre-requisites:** None

**Excluded combinations:** None

**Co-requisites:** None

**Continuing professional development:** No

**Professional, statutory or regulatory body requirements:** None

## Part 2: Description

**Overview:** This module enables trainees to continue to develop their knowledge and understanding of theories and practices in early years education and care. They will reflect on their professional development as trainee Early Years Teachers who will lead on implementing education programmes based on the Early Years Foundation Stage.

**Features:** Not applicable

**Educational aims:** To provide opportunities for self-reflection on the progress from trainee to early years teacher.

To develop a critical understanding of different theoretical approaches to leading on the curriculum in early years settings.

To enable reflection on ethical working with young children.

Further develop trainees' critical, evidence-based understanding of theories and practices in early years education and care, and to critique and use appropriate research evidence to improve practice and children's experiences and outcomes.

Support trainees to understand the wide range of factors that impact children and their learning environment, and to use current research to support their use of adaptive teaching and to create a positive and enabling environment to improve the outcomes of all children.

Provide opportunities to understand a range of strategies for assessing children's progress and how to use this to inform planning.

Support trainees to evaluate their practice using a range of strategies

Enable trainees to reflect on their professional learning, their underpinning values, and their vision for teaching and learning in the early years.

Support trainees to further develop and synthesise their professional learning in early years education and care.

**Outline syllabus:** Child development, attachment and wellbeing

Educational contexts of children

Assessment of learning and development

Collaborative and reflective models

Value of CPD

Inclusion & adaptive teaching

Transitions and KS1

Practitioner workload & wellbeing

Concepts of leadership & management in EY practice

### **Part 3: Teaching and learning methods**

**Teaching and learning methods:** Scheduled learning involves input from university tutors and expert colleagues within early years and school settings, and includes lectures, seminars, tutorials, practical classes, workshops and online engagement. Independent learning includes essential and extended reading, preparation for seminars, and assignment preparation and completion.

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

**MO1** Demonstrate an evidenced-based and applied understanding of child development, and of a wide range of factors that impact children and their learning environment.

**MO2** Demonstrate a critical understanding of a range of strategies for evaluating children's development and progress and how to use this to inform planning.

**MO3** Evidence a critical knowledge and understanding of working practices in the Early Years, the underpinning theoretical frameworks and current research, aimed to improve children's outcomes.

**MO4** Demonstrate a systematic, reflective and multi-stranded approach to evaluating practice.

**MO5** Synthesise and reflect on their professional learning, their underpinning values, and their vision for teaching and learning in the early years.

**MO6** Evidence and reflect on teamwork and leadership skills to enable them to take responsibility and lead on the implementation of educational programmes

**Hours to be allocated:** 300

**Contact hours:**

Independent study/self-guided study = 228 hours

Face-to-face learning = 72 hours

Total = 0

**Reading list:** The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://rl.talis.com/3/uwe/lists/F762EF70-2853-E6D5-81AA-5DC7CB59A40C.html?lang=en&login=1) via the following link <https://rl.talis.com/3/uwe/lists/F762EF70-2853-E6D5-81AA-5DC7CB59A40C.html?lang=en&login=1>

## Part 4: Assessment

**Assessment strategy:** This module will be assessed by a presentation (15 minutes plus 5 minutes questions and answers).

Assessment will have a clear focus on theory into practice, with a focus on professional learning and development.

Students will be facilitated to successfully complete the summative assessment through practice in seminars, peer assessment and self-assessment.

### Assessment tasks:

#### Presentation (First Sit)

Description: Presentation (15 minutes plus 5 minutes questions)

Focus on an area of professional development and learning

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5, MO6

#### Presentation (Resit)

Description: Presentation (15 minutes plus 5 minutes questions)

Focus on an area of professional development and learning

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

## **Part 5: Contributes towards**

This module contributes towards the following programmes of study:

Early Years with Early Years Teacher Status [Frenchay] PGCE 2024-25