



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Beginning a Career: Reflective Practice for Newly Qualified Teachers				
Module Code	UTLGJ4-30-M	Level	M	Version	3.1
UWE Credit Rating	30	ECTS Credit Rating	15	WBL module?	Yes
Owning Faculty	ACE	Field	Secondary Education and Lifelong Learning		
Department	Education	Module Type	Standard		
Contributes towards	MA Education; MA Ed (Early Years); PG Dip Education; PG Dip Education (Early Years); PG Cert Education; PG Cert Education (Early Years).				
Pre-requisites	None	Co- requisites	None		
Excluded Combinations	None	Module Entry requirements	None		
Valid From	Oct 2014	Valid to			

CAP Approval Date	Nov 2014
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will:</p> <ol style="list-style-type: none"> 1. have undertaken an induction support programme for Newly Qualified Teachers (NQTs) (Component A); 2. have either utilised two professional progress review points under the assessment framework for DfE (2014) <i>Induction for newly qualified teachers (England)</i>; or have utilised the school/ college setting's professional development programme to support their professional development, as appropriate (Component A); 3. have collected and critically reflected upon a range of evidence about progression through their induction year (Component A); 4. have shown critical awareness of how to identify and evaluate classroom evidence and to use this evidence to inform their teaching development (Component A); 5. have planned effectively for associated action on the basis of critical reflection and evidence, (Component A); 6. be able to evidence their support needs as an NQT and show awareness of where and how to access support as a teacher, including the use of a critical friend in the process of development (Component A); 7. be able, as critical and reflective practitioners, to write a reflective commentary on their professional learning through the induction period, with reference to

	<p>the relationship between theory and practice in complex situations (Component A);</p> <p>8. be able to engage confidently in academic and professional communications with others, reporting on action clearly, autonomously and competently, including the capacity to communicate the processes and outcomes of their learning (Component A).</p>
Syllabus Outline	<p>The 'syllabus' for the induction year is shaped by NCTL Induction Standards for NQTs, building upon the Qualified Teacher Status Standards.</p> <p>Priority areas for development will relate to the particular strengths and weaknesses of individual NQTs, but will encompass issues to do with professional values and practice; knowledge and understanding; and teaching.</p>
Contact Hours	<p>The module is not delivered through lectures and seminars. Other forms of contact and support provided will include:</p> <ul style="list-style-type: none"> • individual tutor support; • student study guidelines pack; • on-line access to digitised readings and other resources; • library access and on-line journals; • access to writing at M Level workshops. <p>Each student will be allocated a personal tutor who will provide one-to-one support, for example, responding to queries, giving formative feedback online for drafts of work to support the students writing at Masters Level, and marking final submissions providing summative feedback.</p>
Teaching and Learning Methods	<ul style="list-style-type: none"> • Institution based induction support (e.g. student's school/college) • Use of structured portfolio guidance, complemented by support workshops • Face-to face and e-tutorials • On-line guidance • Online-resources • Scheduled learning tutorials. <p>Independent learning includes hours engaged with essential reading, assignment preparation and completion etc.</p>
Key Information Sets Information	<p>N/A for M Level</p>
Reading Strategy	<p>All students 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. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.</p> <p>Any essential reading will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given or sold a print study pack or be referred to texts that are available electronically, etc. This guidance will be available either in the module handbook, via the module information on UWEonline or through any other vehicle deemed appropriate by the module/programme leaders.</p> <p>If further reading is expected, this will be indicated clearly. If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate,</p>

	students will be given guidance on how to identify relevant sources for themselves, e.g. through use of bibliographical databases.
Indicative Reading List	<p>BRYAN, H., CARPENTER, C. and HOULT, S. (2010) <i>Learning and Teaching at M Level</i> London: SAGE</p> <p>BUBB, S. (2014) <i>Successful Induction for New Teachers 2nd edn</i> London: SAGE</p> <p>CHEMINAIS, R. (2009) <i>Special Educational Needs for Newly Qualified Teachers and Teaching Assistants: A Practical Guide</i> London: David Fulton</p> <p>DfE (2014) <i>Induction for Newly Qualified Teachers (England)</i> London: DfE</p> <p>HILLIER, Y. (2005) <i>Reflective Teaching in Further and Adult Education 2nd edn</i> London: Continuum</p> <p>KNIGHT, O. and BENSON, D. (2013) <i>Creating Outstanding Classrooms: A Whole School Approach</i> London: David Fulton</p> <p>McGREGOR, D. (2011) <i>Developing Reflective Practice: a Guide for Beginning Teachers</i> Maidenhead: Open University Press</p> <p>POLLARD, A. (2008) <i>Reflective Teaching: Evidence-Based Professional Practice 3rd edn</i> London: Continuum</p> <p>ROFFEY, S. (2004) <i>The New Teacher's Guide: Survival Guide to Behaviour</i> London: Paul Chapman Publishing</p>

Part 3: Assessment

Assessment Strategy	<p>The portfolio will include:</p> <ul style="list-style-type: none"> • a critically, analytical commentary on an aspect of professional development as a newly qualified teacher in early teaching experiences • evidence to support each section • a reference list using the UWE Harvard system <p>The Reflective Commentary</p> <p>In order to demonstrate Masters' Level in reflecting on practice, students will need to:</p> <ul style="list-style-type: none"> • Identify and define the chosen area of development of teaching practice in relation to theoretical and other contexts / frameworks / references. • Produce evidence of the nature and quality of personal engagement. • Give evidence of systematic, critical reflection and analysis of their practice, including consideration of the nature, boundaries/definitions of the activity in question and the motives, causes and influences contributing to a particular development. • Demonstrate, where appropriate, the ability to synthesise and identify new and imaginative connections. • Illuminate the development of their awareness, identity and personal philosophy in relation to being a newly qualified teacher. <p>The reflective commentary (or commentaries) should also demonstrate engagement with relevant literature. Such engagement is a key feature of work at Masters' Level.</p> <ul style="list-style-type: none"> • Identification of relevant literature. This might include regulatory, official or inspection documentation such as national standards, frameworks and professional literature such as institutional policy documents. There must also be reference to academic literature,
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	<p>both recent and seminal texts, to show links from theory to practice.</p> <ul style="list-style-type: none"> Engagement with literature should show how it has helped with gaining insight into personal learning and how it is possible to use professional experience to challenge literature where appropriate. <p>Gathering Evidence The commentary should be supported with pertinent appendix material including:</p> <ul style="list-style-type: none"> extracts from any personal journal or learning logs; professional documents drawn up to contribute to the role of teacher in a significant way, such as teaching and learning plans and resources records and evaluations of staff development / training record of meetings with colleagues action plans for personal professional development reflections on the range of professional development opportunities accessed other relevant CPD activities <p>Each student will be allocated a tutor to support their studies. Students will meet with their tutor, or contact them via email, for advice and guidance on the evidence required for the portfolio and the reflective commentary.</p> <p>Assessment Criteria: ALM: Conceptual Domain (Core): The assignment demonstrates that the student can use and organise coherently relevant ideas, perspectives or theories to interpret and/or explore issues under study and in addition can critically analyse and/or evaluate those ideas, perspectives or theories showing the ability to synthesise and/or transform ideas in the process of developing an argument. CLM: Contextual Domain: The assignment demonstrates that the student has an awareness of the significance of relevant contextual factors (eg personal, locational, historical, political etc) influencing the area of study and is able to critically engage with the contextual significance. GLM: Action Domain: The assignment demonstrates that the student can explore the relationship between theory and practice in the workplace, and use reflection to develop personal theory and refine professional practice, with due regard to issues of equity and social justice, critically evaluating professional development needs and/or outcomes. Second Assessment Opportunity (further attendance at taught classes is/is not required)</p>
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Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A: 100%	B:
First Sit		
Component A (controlled conditions) Description of each element	Element weighting	
1. A structured portfolio equivalent to 5000 words including a reflective commentary of no less than 2,500 words, associated evidence and a witness statement of authenticity by a line-manager.	100%	
Component B Description of each element	Element weighting	

1.N/A	
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Resit (further attendance at taught classes is not required)

Component A (controlled conditions) Description of each element	Element weighting
1. A structured portfolio equivalent to 5000 words including a reflective commentary of no less than 2,500 words, associated evidence and a witness statement of authenticity by a line-manager.	100%
Component B Description of each element	Element weighting
1.N/A	

If a student is permitted a retake of the module under the University Regulations and Procedures, the assessment will be that indicated by the Module Description at the time that retake commences.