



Module Specification

Reflective Practice for New Teachers

Version: 2023-24, v2.0, 25 Apr 2023

Contents

Module Specification	1
Part 1: Information	2
Part 2: Description	2
Part 3: Teaching and learning methods	3
Part 4: Assessment.....	5
Part 5: Contributes towards	8

Part 1: Information

Module title: Reflective Practice for New Teachers

Module code: UTLGJ4-30-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: None

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: The 'syllabus' for the induction year is shaped by NCTL Induction Standards for NQTs, building upon the Qualified Teacher Status Standards.

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.

Part 3: Teaching and learning methods

Teaching and learning methods: The module is not delivered through lectures and seminars. Other forms of contact and support provided will include:

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

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.

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.

Independent learning includes hours engaged with essential reading, assignment preparation and completion etc.

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

MO1 Have undertaken an induction support programme for Newly Qualified Teachers (NQTs)

MO2 Have either utilised two professional progress review points under the assessment framework for DfE (2014) Induction for newly qualified teachers (England); or have utilised the school/ college setting's professional development programme to support their professional development, as appropriate

MO3 Have collected and critically reflected upon a range of evidence about progression through their induction year

MO4 Have shown critical awareness of how to identify and evaluate classroom evidence and to use this evidence to inform their teaching development

MO5 Have planned effectively for associated action on the basis of critical reflection and evidence

MO6 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

MO7 Be able, as critical and reflective practitioners, to write a reflective commentary on their professional learning through the induction period, with reference to the relationship between theory and practice in complex situations

MO8 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

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/modules/utlgj4-30-m.html) via the following link <https://uwe.rl.talis.com/modules/utlgj4-30-m.html>

Part 4: Assessment

Assessment strategy: The portfolio will include:

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

The Reflective Commentary

In order to demonstrate Masters' Level in reflecting on practice, students will need to:

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.

The reflective commentary (or commentaries) should also demonstrate engagement with relevant literature. Such engagement is a key feature of work at Masters' Level.

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, both recent and seminal texts, to show links from theory to practice.

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.

Gathering Evidence

The commentary should be supported with pertinent appendix material including:

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

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.

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)

Assessment components:

Portfolio (First Sit)

Description: 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.

Weighting: 100 %

Final assessment: Yes

Group work: No

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

Portfolio (Resit)

Description: 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.

Weighting: 100 %

Final assessment: Yes

Group work: No

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

Part 5: Contributes towards

This module contributes towards the following programmes of study: