



**CORPORATE AND ACADEMIC SERVICES**

Part 1: Basic Data					
Module Title	Knowledge for Teaching in Secondary Initial Teacher Education: Classroom-Based Enquiry				
Module Code	UTXGRV-30-M	Level	M	Version	1.2
Owning Faculty	ACE	Field	Education – Non Modular		
Contributes towards	PGCE Secondary Initial Teacher Education				
UWE Credit Rating	30	ECTS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	None	
Valid From	September 2012		Valid to	September 2018	

<b>CAP Approval Date</b>	04/05/12
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Part 2: Learning and Teaching	
<b>Learning Outcomes</b>	<p>On successful completion of this module trainees will be able to demonstrate that they:</p> <ol style="list-style-type: none"> <li>1. Have developed a comprehensive, up-to-date knowledge of the relevant subject curriculum to an appropriately high level; (A)</li> <li>2. Can apply a secure knowledge of relevant subject-specific pedagogies to planning creatively and setting appropriately challenging tasks for all learners; (A)</li> <li>3. Know how to plan and conduct a small-scale, classroom-based 'action enquiry' in a systematic and independent way using primary and secondary sources and appropriate methodological approaches; (A)</li> <li>4. Can articulate a rationale for how planned interventions in their subject teaching are informed by an understanding of how young people learn; (A)</li> <li>5. Are able to be self-critical and capable of adopting a critically ethical stance in relation to their practice; (A)</li> <li>6. Take responsibility for improving their teaching through engagement with data, research, literature and other professional sources; (A)</li> <li>7. Have a critical understanding of developments in their subject; (A)</li> </ol>

	<p>8. Know how to use local and national statistical data to evaluate the effectiveness of their teaching and plan and implement further interventions to support learners' attainment; (A)</p> <p>9. Know how learning progresses in terms of development of key concepts and skills including literacy and numeracy; (A)</p> <p>10. Anticipate learners' common subject-specific misconceptions and understand how to support learners in overcoming these and other barriers to learning. (A)</p>
Syllabus Outline	<p>Current national educational policy, curriculum and priority areas, including: preparation for teaching learners with Special Educational Needs and Disabilities; preparation for teaching in a diverse society, including Black and Minority Ethnic learners and learners for whom English is an Additional Language; Behaviour management; developing high standards of literacy; safeguarding and 'e-safety'.</p> <p>Curriculum, pedagogy and assessment.</p> <p>Subject specialist and subject pedagogical knowledge.</p> <p>Subject specialist National Curriculum and public examination specifications and assessment requirements.</p> <p>Formative interrogation and use of data to improve pupil attainment.</p> <p>Practitioner classroom-based research: methodologies and methods; ethics; theory and examples of small-scale action enquiries.</p> <p>Evidence-based professional knowledge and professional learning communities.</p>
Contact Hours/Scheduled Hours	<p>This 30 credit module uses the co-requisite Professional Development, Professional Practice, and Subject Knowledge for Teaching modules to co-deliver and embed aspects of the module learning outcomes.</p>
Teaching and Learning Methods	<p>Scheduled learning: This includes whole cohort lectures, seminars, module tutorials, structured school/college placement-based work, subject knowledge workshops, demonstrations, directed tasks, field work/study visits, technology-enhanced learning through online engagement and e-mail contact.</p> <p>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.</p>
Reading Strategy	<p>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.</p> <p>All <b>essential reading</b> 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.</p> <p>If <b>further reading</b> 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.</p> <p>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.</p>

Indicative Reading List	<p>Burton, D. and Bartlett, S. (2005) <i>Practitioner Research for Teachers</i>. London: Paul Chapman Publishing.</p> <p>Capel, S., Leask, M. and Turner, T. (eds) (2010) <i>Readings for Learning to Teach in the Secondary School: A companion to M level</i>. London: Routledge.</p> <p>Faultley, M. and Savage, J. (2010) <i>Secondary Education: Reflective Reader</i>. Exeter: Learning Matters Ltd.</p> <p>Koshy, V. (2005) <i>Action Research for Improving Practice: A Practical Guide</i>. London: Paul Chapman Publishing.</p> <p>McDonagh, C., Roche, M., Sullivan, B., Glenn, M. (2011) <i>Enhancing Practice through Classroom Research: A teacher's guide to professional development</i>. London: Routledge.</p> <p>Sewell, K. (ed) (2008) <i>Doing Your PGCE at M-Level: A Guide For Students</i>. London: Sage.</p> <p>Shulman, L. S. (2004). <i>The wisdom of practice: Essays on teaching, learning, and learning to teach</i>. S. Wilson (Ed.) San Francisco: Jossey-Bass, Inc.</p> <p>Wilson, E. (2009) <i>School-based Research: A Guide for Education Students</i>. London, Sage.</p>
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<b>Part 3: Assessment</b>	
Assessment Strategy	<p>The first task will be undertaken in the school/college placement and offers the opportunity to identify and plan a small scale action enquiry that can be undertaken with a class/group of young people.</p> <p>The theme for the enquiry will focus on individual training needs and/or current national educational priorities and/or school improvement. The theme for the action enquiry to be selected from a menu of topics including national priority areas and linked to individual training needs and/or school improvement priorities.</p> <p>Within the enquiry the planning of an intervention will require reading and research. Evidence of background reading will be represented in an annotated bibliography of 1250 words critically evaluating the relevance of the sources.</p> <p>The Professional Tutor in the school/college will provide formative feedback on the proposal and annotated bibliography.</p> <p>The second task requires the intervention to be carried out in the school/college placement.</p> <p>An evaluation report will then be completed and marked by the University Tutor. The formative feedback and annotated bibliography will be submitted as appendices to the written report.</p>

Identify final assessment component and element	<b>Component A</b>	
% weighting between components A and B (Standard modules only)	<b>A:</b>	<b>B:</b>
	N/A	
<b>First Sit</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <i>(as % of component)</i>	
A written evaluation of the small scale, classroom-based action enquiry process, critically reflecting on the implementation, effectiveness and impact of the classroom intervention; with proposal feedback and annotated bibliography as appendices. 5,000 words.	PASS/FAIL	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <i>(as % of component)</i>	

<b>Resit (further attendance at taught classes is not required)</b>		
<b>Component A</b> (controlled conditions) <b>Description of each element</b>	<b>Element weighting</b> <i>(as % of component)</i>	
A written evaluation of the small scale, classroom-based action enquiry process, critically reflecting on the implementation, effectiveness and impact of the classroom intervention; with proposal feedback and annotated bibliography as appendices. 5,000 words.	PASS/FAIL	
<b>Component B</b> <b>Description of each element</b>	<b>Element weighting</b> <i>(as % of component)</i>	
If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.		