

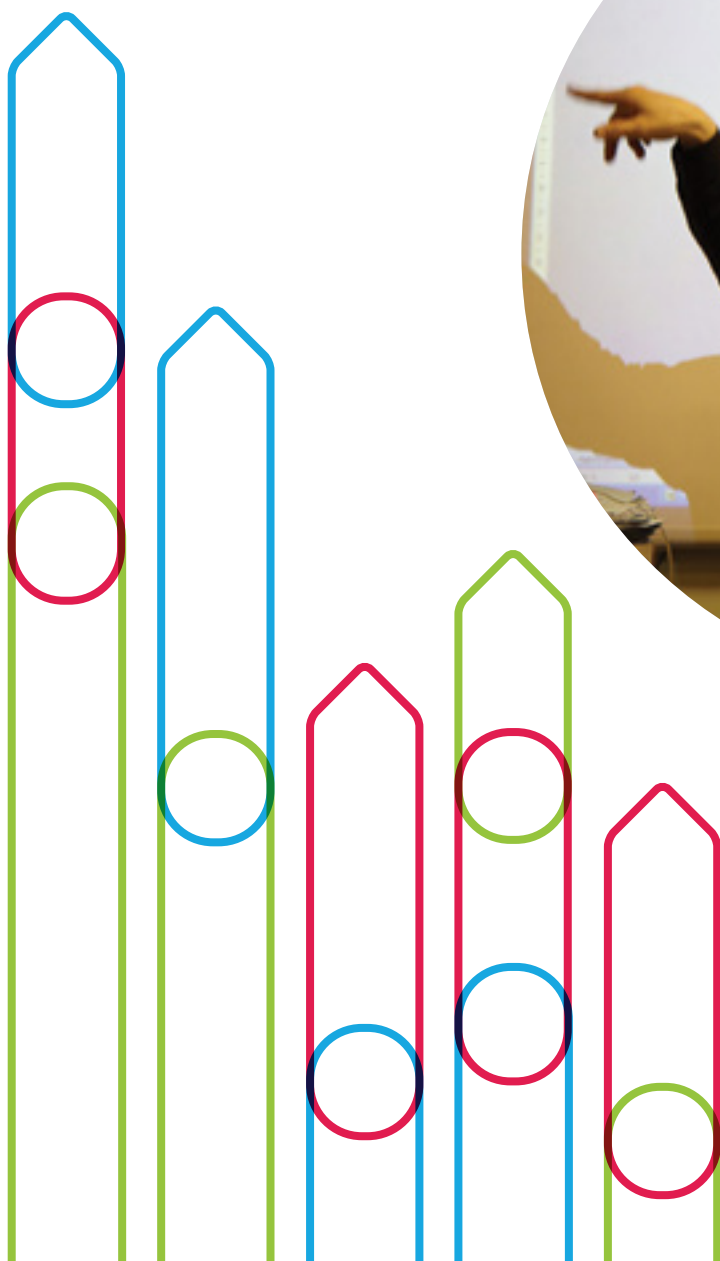
Masters in Educational Practice



Llywodraeth Cymru
Welsh Government

www.cymru.gov.uk

Module Catalogue Year 1
Academic Session - 2013-14



Contents

1 Introduction

Module outlines

2 SIT801 - Introduction to Teachers' Professional Enquiry

3 SIT800 - Child and Adolescent Learning and Development (0-19)

4 SIT802 - Behaviour Management

Please note that this Module Handbook can be made available in other formats, such as Braille, audio tape, large print, on disc or on coloured paper. Please contact the MEP Office to request a suitable format to meet your needs.

Whilst this handbook was deemed correct at the time of going to press, The School of Social Sciences, Cardiff University, reserves the right to withdraw or amend information and or content at its discretion.

You should retain this book as it also contains general information which will be relevant to your studies throughout the programme.

Introduction

Welcome to the Masters in Educational Practice Programme.

There are nine core modules in total. These modules are designed to support and develop your professional practice as Newly Qualified Teachers.

This unique (part-time) distance learning Masters programme will be delivered by a virtual learning environment, called Learning Central, and one day module learning events (which require compulsory attendance) where modules will be launched by the module leaders. During the module learning events students will be introduced to their mentors who will help support students learning in schools and via Learning Central.

Students are required to engage in a number of core formative tasks and summative assessments via Learning Central which will support your learning and development through the programme.

Discussion forums will be used to discuss core formative tasks and summative assessments via Learning Central with your peers/mentors and module leaders.

Each module will have specifically tailored methods of assessment which are detailed in this catalogue and described in full on Learning Central.

The modules will be delivered in the following sequence.

Year 1

1. SIT801 - Introduction to Teachers' Professional Enquiry - (15 credits)
2. SIT800 - Child and Adolescent Learning and Development (0-19) - (15 Credits)
3. SIT802 - Behaviour Management - (15 credits)

Year 2

4. SIT803 – Literacy - (15 credits)
5. SIT804 – Numeracy - (15 credits)
6. SIT805 - Additional Learning Needs - (15 credits)
7. SIT806 - Reducing the impact of poverty on attainment - (15 credits)

Year 3

8. SIT807 – Leadership - (15 credits)
9. SIT808 - Action Inquiry Project - (60 credits)

Students must successfully complete module SIT801 - Introduction to Teachers' Professional Enquiry - (15 credits) before progressing to Year 2 of the programme. Students must also complete module SIT807 – Leadership in order to progress to module SIT808 - Action Inquiry Project.

Students will be provided with a further module catalogue prior to commencement of Year 2 and 3 modules.

Module 1

SIT801 - Introduction to Teachers' Professional Enquiry (15 Credits)

Module summary

This introductory module introduces the model of professional learning that underpins the MEP programme. It introduces the three key modes of learning adopted by the programme; the notion of the reflective practitioner and systematic enquiry; the role played by the mentor and the nature of the mentoring relationship; and the approach to e-learning that has been adopted. The module aims to provide a research-informed introduction to these key areas and to develop the students' knowledge and critical understanding of the nature of effective professional learning for teachers in the twenty first century. Contents will include an induction to MEP expectations and establishing key milestones as well as orientation to working and writing at Master's level. The vision of professional development underpinning this module constructs teachers as critical and engaged practitioners. It is premised on the belief that teachers need to be the drivers of change and improvement not simply the implementers of policy.

The objective is to provide students with an understanding of the issues involved in adopting a critical and reflective stance towards their own practice, and the practice of others. The module content involves an exploration of three main topics:-

- Modes of professional learning including reflective practice, enquiry, mentoring and e-learning;
- Developing a critical stance in relation to practice, theory and evidence;
- Appreciating the spectrum of data types available for teachers and schools to utilise and to generate themselves to enable systematic evaluations.

Learning outcomes:

On completion of the module a student/teacher should be able to:-

Knowledge and Comprehension

- Identify and discuss the use of different forms of evidence for investigating contemporary classrooms, schools and pupils ;
- Critically evaluate current educational data types and sources at National, local/regional and own school and classroom levels.

Intellectual Skills (Application And Analysis)

Students/ Teachers should be able to:-

- Make links between theory, research evidence and their own practice to develop critical reflection

Discipline Specific (Including Practical Skills)

Students/ Teachers should be able to:-

- Critically consider and appraise their own professional development with respect to generating useful insights into teaching and learning in their classrooms;
- Identify, work with and evaluate different forms of evidence to inform professional judgements and effective practice.

How the module will be delivered

The module is structured around day-to-day classroom practice so that teachers in their student roles can draw upon work-based, experiential professional learning and interrogate this using research-informed material such as journal articles and reports.

The module contents and learning outcomes will be delivered using:

On line and face-to-face support from HEI tutors and programme mentors including a one-day lecture programme and face to face briefing events;

- Collaborative work with fellow programme participants and other professionals/experts both within and without their school ;
- Meetings on an individual tutorial and/or seminar group basis, supported by programme tutors and mentors;
- Self-directed tasks and individual study time for wider reading and course work completion.

The majority of the module content will be delivered through the Cardiff VLE with on line professional learning resources and relevant research evidence including, for example, case studies and illustrative material on effective professional practice within Wales and from the wider international community.

Skills that will be practised and developed (transferrable skills)

Students as teachers undertaking further professional formation will acquire and develop a range of valuable skills which are discipline specific as well as more general 'employability' skills including:-

- the ability to collect, analyse and interpret a range of complex data;
- the utilisation of a range of appropriate qualitative and quantitative research tools and skills;
- the use and application of information technologies ;
- the ability to communicate and present ideas and findings in a variety of ways, for example, in writing, during asynchronous on line discussions and orally;
- the ability to problem solve, and work individually and in small collaborative teacher groups as part of a professional network.

Full details of assessment titles will be available on Learning Central

How the module will be assessed

Formative assessment will be provided primarily through the Mentor with small groups. Students will be required to complete a range of learning tasks for discussion in these face to face gatherings or during asynchronous on-line forum events. These will not contribute to the overall mark for the module, but will allow students to explore ideas and assess their progress and to identify aspects of their work which need strengthening in preparation for the summative assignment.

Summative assignment feedback will be communicated on a Module Assignment proforma which specifies relevant criteria and supplies written assessor comments with a percentage mark. Results will be published using Learning Central and student number identifiers. An assessor's generic overview commentary will also be published highlighting strengths and weaknesses observed across the various assignment titles and elements. The assessment will be made using the Cardiff School of Social Sciences Master's-level Assessment Framework.

Summative Assignment:

This will be a coursework assignment based on a reflective critique of pupil achievement data and how these can be interpreted in relation to a range of issues both national and local in focus. Guidance with lecturer and Mentor inputs on a range of suitable subjects will be given during the module delivery and students may choose from a list of on-line sources published journal and chapter titles available as PDFs to help frame their specific responses.

The opportunity for reassessment in this module

If a student assignment receives a score of less than 50% at first attempt, students will be permitted one further attempt during the module re-sit period. A capped mark only of 50% can be awarded for a re-sit.

Type of assessment	% Contribution	Indicative titles	Duration (if applicable)	Approx. date of Assessment
Course work (3000 words)	100	Analysing pupil data and information in order to provide a critically reflective account as to its' implications for classroom practice		

Syllabus content

The material in this module will help students as beginning teachers understand the relevance of different approaches to professional learning in their development. It will support them in considering the role of reflection and criticality in practitioner enquiry and acquiring answers to important questions arising in the normal day to day classroom and school situated realities. It will illustrate how teachers' professional enquiry is not only a process, but a professional stance which moves beyond replicating and which requires critical reflective thought. The module contents and set learning and assessment tasks will encourage critical thinking and an evaluative stance on various data sets and key recent and contemporary educational practice initiatives.

The intention is to create reflective practitioners who are committed to the concept of continual professional development and who appreciate that successful teachers adopt the stance of professional enquiry. Students as beginning teachers on the professional learning journey of the MEP are expected to engage regularly with key texts and on line material on the Learning Central VLE and undertake required wider reading to inform their discussions with peers and mentors. Regular and systematic participation will help facilitate:-

- capacity to recognise diversity in types of information and data;
- development of an independent standpoint when interpreting various sources of information;
- opportunities to reflect on how Action Research works in real life settings and to consider its appropriateness for differing research topics.

A detailed reading list for this module will be available on Learning Central.

Module 2

SIT800 - Child and Adolescent Learning and Development (0-19) (15 Credits)

Module summary

This module will provide MEP participants with an understanding of the principles of child and adolescent learning and development, whilst requiring them to apply the insights they gain to inform and enhance their own professional practice in schools. It will introduce participants to the key frameworks that have shaped our current understanding of how children and adolescents learn and develop cognitively, socially, linguistically and emotionally. The module content will therefore cover key aspects of developmental psychology, constructivism and social constructivism. The module will also introduce and engage with debates about children's social development and socialisation, emotional development and intelligence, and new insights offered by neuroscience. It will:

- Ensure participants' understanding of child and adolescent learning and development is grounded in research evidence, theory and academic literature at M-Level.
- Challenge participants to evaluate current methods for supporting children's and adolescents' progression. Require participants to apply their understanding of child and adolescent learning and development to the design of learning activities and interactions in their pedagogical practice, and to reflect on these processes and outcomes.

Learning outcomes:

On completion of the module a student/teacher should be able to:-

Knowledge and Comprehension

- Demonstrate an advanced level of knowledge and understanding of the ways in which children and adolescents learn and develop (cognitively, socially, emotionally, linguistically).
- Show a critical understanding of current educational approaches to supporting child and adolescent learning and development.

Intellectual Skills (Application And Analysis)

Student /Teachers will:

- Engage critically with a range of sources such as text books, journal articles, online training materials and reports related to child and adolescent learning and development, evaluating their relevance to individual practice contexts.
- Develop critically informed ways to optimise learning activities and interactions to support child and adolescent learning and development.

Discipline Specific (Including Practical Skills)

Students / teachers will:

- Critically appraise their own professional practice with respect to child and adolescent learning and development.

How the module will be delivered

Teachers will access learning resources online and will engage with learning materials within the MEP VLE provided by the WG and supplemented by the University.

The VLE will guide teachers' progress through recorded lectures, expert "talking heads", suggestions for role play, pre-recorded scenarios and tasks to be completed in the classroom. All activities will be matched to directed reading available from the University's e-library.

The module will be predominantly classroom-based and will draw upon teachers' own experiences in their classroom and the quality of pupils' learning experience as the basis for reflecting on and improving their professional practice. Specific reading tasks will be set that match the practical based inquiry of the teachers. Teachers will be required to apply the knowledge and understanding acquired relating to child and adolescent development to their own professional practice in their schools and to assess their success with guidance from the VLE and their personal and school mentors.

Teachers will have the opportunity to work collaboratively within and across schools through a range of learning networks and will have the opportunity to discuss their progress with other teachers locally and in an online module forum.

Skills that will be practised and developed (transferable skills)

Students as teachers undertaking further professional formation will acquire and develop a range of valuable skills which are discipline-specific as well as more general 'employability' skills including:-

- the ability to collect, analyse and interpret a range of complex data including school data and research evidence;
- the use and application of information technologies;
- the ability to communicate and present ideas and findings in a variety of ways, for example, in writing, during asynchronous on line discussions and orally, and in discussions with the mentor;
- the ability to problem solve, and work individually and in small collaborative teacher groups as part of a professional network.

How the module will be assessed

Whilst demonstrating knowledge and understanding of the module content (below) is key to successful progression in this module, the assessment is also designed to test higher order skills associated with analysis, application and (self-) evaluation in educational practice. Assessment is, therefore, based upon a summative task which combine academic study with critical reflection on practice and application of ideas in professional contexts.

Formative Assessment

Formative feedback will occur in discussion with the mentor and professional colleagues via tutorials and small group discussions, as well as online feedback from peers and mentors on ideas which are developed as the participants engage with the learning tasks.

Summative Assessment

The assessment will require the teacher to undertake a mini-case study (vignette) of a small group or individual pupil based on an aspect of learning or development covered within the module. It will be based on an initial articulation of a practice-based concern or issue linked to a relevant theoretical construct or piece of research evidence, and demonstrate how these have contributed to deepening understanding of the issue chosen and potential strategies to enrich outcomes for learners.

The case study will be aimed at colleagues as a professional audience providing a critical evaluation of what has been learned and how this relates to specific planned developments for future practice.

The potential for reassessment in this module

If a student assignment receives a score of less than 50% at first attempt, students will be permitted one further attempt during the module re-sit period. A capped mark only of 50% can be awarded for a re-sit.

Type of assessment	% Contribution	Indicative titles	Duration (if applicable)	Approx. date of Assessment
Course work (3000 words)	100	The case will be based on a practice-based concern or issue linked to a relevant theoretical construct or piece of research. It will demonstrate how these have contributed to deepening understanding of the issue chosen and potential strategies to enrich outcomes for learners		

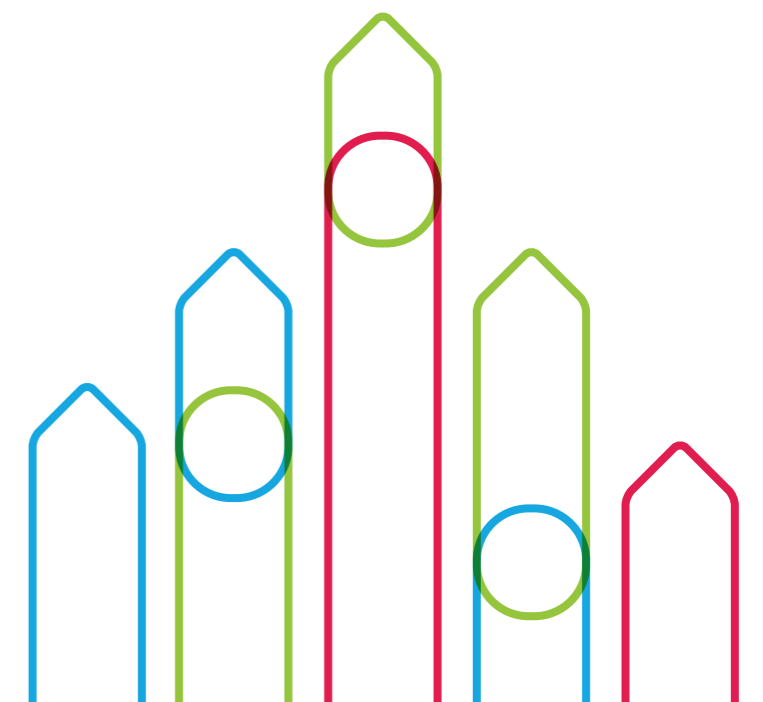
Syllabus content

This module will provide MEP participants with an understanding of the principles of child and adolescent development, whilst requiring them to apply the insights they gain to inform and enhance their own professional practice in schools.

The content will be wide-ranging, and all of the areas of learning outlined below will cover children's adolescents' development from birth to around 19 years of age. The content will include:

- Introduction to Theories of Learning and Development, i.e., Cognitive Development and Developmental Psychology.
- Constructivism and Social Constructivism.
- Social Development.
- Emotional Development.
- Language, Learning and Communication.
- Physiology of the Child and Adolescent Brain, including Recent Developments in Neuroscience.
- Staging, Delay, Disorder and Deviation.

A detailed reading list for this module will be available on Learning Central.



Module 3 SIT802 - Behaviour Management (15 Credits)

Module summary

The overall aim of this module is to enable students to critically evaluate educational theory and examples of good practice related to the relationship between classroom management and the behaviour of children and adolescents. The module will facilitate reflection, deepen practitioners' insights into their practice and support them to develop effective approaches to classroom management. It will engage students in questioning their practice and developing it by deepening understanding of learners and the social interactions which take place within classrooms. The relationship between effective planning for learning, teaching and behaviour management will be examined. A further dimension will be to develop the relevant professional knowledge and skills to be able to identify children and adolescents at risk and/or in need of further support, and act appropriately.

It will:

- > provide a critical overview of effective behaviour management practices;
- > identify specific evidence-based strategies which have demonstrated impact in a range of contexts;
- > provide opportunities to engage critically with professional and academic literature to deepen understanding of factors contributing to a range of behaviours in children and adolescents and responses to them;
- > enable teachers to reflect on their own practice and further develop and evaluate their behaviour management strategies.

Learning outcomes:

On completion of the module a student/teacher should be able to:-

Knowledge and Comprehension

- > critically reflect on a range of internal and external factors affecting the behaviour of children and adolescents in different learning settings;
- > develop the ability to reflect critically on their own behaviour and understand how it influences the behaviour of learners;

Intellectual Skills (Application And Analysis)

Student /Teachers will:

- > develop critically-informed ways to develop the curriculum, their relationship with learners, and learning environment in order to improve classroom behaviour, through engagement with research and the wider knowledge base;

Discipline Specific (Including Practical Skills)

Students / teachers will:

- > develop teacher enquiry skills of data tracking, observation and critical incident analysis to explore behaviour issues which are relevant to their contexts;
- > critically appraise their own approach to classroom and behaviour management;

How the module will be delivered

Teachers will access learning resources online and will engage with learning materials within the MEP VLE provided by the WG and supplemented by the University.

The VLE will guide teachers' progress through recorded lectures, expert "talking heads", suggestions for role play, pre-recorded scenarios and tasks to be completed in the classroom. All activities will be matched to directed reading available from the University's e-library.

The module will be predominantly classroom based and will draw upon teachers' own experiences in their classroom and the quality of pupils' learning experience as the basis for reflecting on and improving their professional practice. Specific reading tasks will be set that match the practical based inquiry of the teachers. Teachers will be required to apply behaviour management theories in their own schools and to assess their success with guidance from the VLE and their personal and school mentors.

Teachers will have the opportunity to work collaboratively within and across schools through a range of learning networks and will have the opportunity to discuss their progress with other teachers locally and in an online module forum.

Skills that will be practised and developed (transferrable skills)

Students as teachers undertaking further professional formation will acquire and develop a range of valuable skills which are discipline specific as well as more general 'employability' skills including:-

- > the ability to collect, analyse and interpret a range of complex data including core school data;
- > the use and application of information technologies ;
- > the ability to communicate and present ideas and findings in a variety of ways, for example, in writing, during asynchronous on line discussions and orally;
- > the ability to problem solve, and work individually and in small collaborative teacher groups as part of a professional network.

How the module will be assessed

Formative Assessment

Engagement with the course materials, learning tasks will be continually assessed and use online multiple choice questionnaires and formative quiz style tasks.

Formative feedback will also occur in discussion with the mentor and professional colleagues via tutorials and small group discussions.

Summative Assessment

The assessment will be based on developing a planned intervention in the area of classroom and behaviour management. A behavioural issue faced in practice will be identified and through the use of a series of observations, based upon using critical incidents, a brief description of the nature of the issue will be generated which will include the key factors and influences that contribute to it, and the appropriateness of current responses. The assignment will set out a plan for an intervention to improve the identified behaviour which will detail the different steps being taken and how the success of these will be evaluated. The assessment will contain a strong reflective element indicating how students' practice and professional thinking have been influenced by the ideas explored within the module.



Type of assessment	% Contribution	Indicative titles	Duration (if applicable)	Approx. date of Assessment
Course Work	100	Plan for behavioural improvement (3,000 words)		

The potential for reassessment in this module

If a student assignment receives a score of less than 50% at first attempt, students will be permitted one further attempt during the module re-sit period. A capped mark only of 50% can be awarded for a re-sit.

Syllabus content

This module enables teachers to engage in the theory and practice of behaviour management in a range of school contexts

The content will introduce a range of behaviour management theories and provide teachers with initial strategies for their implementation. It will identify key texts and provide access to professional training and advice. The intention is to create reflective practitioners who are committed to the concept of continual professional development and who understand that successful behaviour management is a skill rather than an inherent personal quality.

Teachers are expected to regularly use the VLE and engage in wider reading and discussion, thus enabling them to:

- > identify key theories and recognise which theories are appropriate to their needs;
- > evaluate their implementation and reflect on their own practice;
- > identify atypical behaviour and address the needs of individual pupils.

A detailed reading list for this module will be available on Learning Central.

Cardiff School of Social Sciences
Cardiff University
Glamorgan Building
King Edward VII Avenue
Cardiff
CF10 3WT
www.cf.ac.uk/socsi

MEP office
Tel: (029) 208 70947
Email: walesmep@cardiff.ac.uk

