

MODULE DESCRIPTOR

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| **Module code** *(available from Student Administration)* | XBCICE6003 |
| **Module title** | Reflective Teaching Practice 1  |
| **Module level** | 6 |
| **Credit value** *(10, 20, etc. as appropriate)* | 30 |
| **Maximum student number** | 24 |
| **Prerequisites** (module code plus title *(italics)) (if there are no prerequisites state ‘None’)* | None |
| **Semester(s) / term(s) offered**  | Full-time students: Semester 1 onlyPart-time students: Year-long (Semesters 1 and 2) |
| **Delivery venue(s)** | Barnsley College |
| **First delivery** (this version) *(academic year only)* | 2022/23 |
| **All programmes on which this module is approved for delivery** | Professional Graduate Certificate in Education (Post-compulsory Education) |
| **School to which the module belongs** | Institute of Childhood and Education  |
| **Parent Department** | School of Teacher Education |

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| **Learning outcomes** |
| **Number** | On successful completion of the module, students will be able to: |
| 1 | Reflect critically upon their own emerging practice using triangulated feedback. **(PS1, 7, 9)** |
| 2 | Take independent responsibility for personal goal- setting, including targets, timelines and resources need to achieve each goal. |
| 3 | Develop and deploy high quality learning resources (including digital environments) that establish inclusive and challenging learning. **(PS 15, 16)** |
| 4 | Plan, deliver (using an appropriate range of teaching interventions, including 1:1 and peer coaching) and critically evaluate a series of lessons (75 hours in total) that utilise contemporary theory to support inclusive and active learning that will inspire and motivate students to achieve their potential. Within each lesson, identify strategies and approaches which support maths and English needs of learners. Plans and evaluations should be recorded in a log within your Reflective Teaching Practice 1 file. **(PS 3, 13, 14, 17)** |
| 5 | Drawing upon the relevant literature, devise and deploy formative assessment that reliably measures individual student progress and the outcomes of which inform future planning. **(PS 19)** |

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| **Indicative Module content** |
| This is a practical and integrative module in which trainees develop the skills of planning, delivering and assessing a minimum of 75 hours learning within their subject specialism, drawing upon the concepts covered in the modules, ‘*The Role of Theory and the Use of Evidence-Informed Practice in PCET’* and *‘Planning, and Assessing* *Learning in the PCET Context’*. Reflective practice is central to individual personal and professional development throughout the teaching practice period, with the trainee using a range of reflective thinking models introduced in the course of the module. The emphasis is upon learning being a collaborative, challenging, inclusive and student-centric exercise. The trainee will benefit from (at least) 4 observations of practice during the placement period, 2 from the ITT tutor and 2 from a subject specialist mentor. Following the feedback, the trainee is expected to share a detailed verbal rationale of the approaches to teaching, learning and assessment seen within the observed session.The module explores the values, beliefs, professional knowledge and interpersonal skills essential to the development of inclusive learning.  |

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| **Learning and teaching methods**A summary statement of learning and teaching methods used and the time allocated to each. |
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| Learning and teaching methodeg. lecture, seminar, tutorial, workshopEach must be easily classifiable into one of the three categories of Scheduled learning and teaching activities, Guided independent study and Placement / study abroad | Total student hoursie. the number of hours expected to be undertaken by each individual student, eg. actual placement hours | Intended group sizeRequired for timetabling planning purposes |
| Observation and feedback | 4 | 1 |
| Tutorial  | 4 | 1-6 |
| Guided independent study *(Balancing figure)* | 292 | 1 |
| Total hours *(10 per credit point)* | 300 |  |

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| **Learning resources**An indicative list of essential learning resources, including journals and websites, with essential reading identified as such. |
| **Essential Reading**Avis, J. and Fisher, R. (2018). *Teaching in lifelong learning: A Guide to Theory and Practice.* (3rd Ed.) Open University Press.Black, P. and Wiliam, D. (2006). *Inside the Black Box: Raising Standards Through Classroom Assessment (Inside the Black Box: Raising Standards Through Classroom Assessment).*  GL Assessment Ltd.Gregson, M. and Duncan, S. (2020) *Reflective Teaching in Further, Adult and Vocational Education. Bloomsbury* Academic. Lemov, D. (2020) *Teaching in the Online Classroom: Surviving and Thriving in the New Normal. Jossey-Bass.*Sherrington, T. (2019) *Rosenshine’s Principles in Action.* John Catt.**Further Reading**Jones, K. (2019) *Retrieval Practice: Research & Resources for every classroom: Resources and research for every classroom.* John Catt Educational Ltd.Lovell, O. (2020) *Sweller's Cognitive Load Theory in Action*. John Catt.**Journals***Active Learning in Higher Education**Journal of Further and Higher Education**Journal of Pedagogic Development***Websites**<https://repository.uel.ac.uk/item/852v3> <https://journals.sagepub.com/home/alh> <https://www.researchgate.net/publication/233205389_Becoming_a_lecturer_in_further_education_in_England_The_construction_of_professional_identity_and_the_role_of_communities_of_practice>  |

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| **Assessment**Any choices of assessment components available to students must be clearly indicated, with the alternatives detailed in separate rows. |
| Component form(eg, Essay *or* Online test)*Each must be entered in a separate row and be easily classifiable into one of the three categories of Written exams, Coursework and Practical exams* | Magnitude(eg. 2,000 words *or* 2 hours) | Weighting and/or Pass/Fail | Timing(Which semester and approximate timing within it, eg. mid- / end) | Learning Outcomes assessed(eg. 1, 2) |
| Portfolio  | 2,000 words equivalency | Pass/Fail | Beginning of Semester 1 (FT)Beginning of Semester 2 (PT)  | 3, 4, 5 |
| Written Reflection  | 1,000 words  | Pass/Fail | End of Semester 1 (FT)End of Semester 2 (PT) | 1, 2 |
| **FOR YEAR-LONG MODULES** – please indicate in the following boxes, the assessment(s), if the module is only studied for one semester. |
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| Are there any specific components that must be passed to pass the module overall? | Yes |
| Details of, and rationale for, components that must be passed (if applicable) | All components of assessments must be passed to pass the module. |
| Further details relating to assessment(eg. the make-up of any portfolio, non-standard marking criteria, ‘qualifying marks’ and marking schemes, how ethical approval is obtained for any research element of the module and how any research proposal or feasibility study contributes to the assessment and grading of the module) |
| **Assessment 1: Portfolio**Plan, deliver and utilise formative assessment within 75 hours of teaching your subject specialism. Prepare a verbal rationale to be presented to observers. **Assessment 2: Written Reflection**Identify at least 3 critical incidents and using a recognised reflective model, identify individual strengths and areas for focussed development. Use these insights to add to your development planEach assessment task is assessed on a pass/fail basis. All assessments must be passed for the module to receive a Pass grade.  |

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| **Other relevant matters**eg. details of where the module will be available to students on other programmes not detailed in the Learning Outcomes section above |
| Is this module available to Visiting / Study Abroad students (both incoming and outgoing) as a semester/ term-long module? | No |
| Is this module available to Visiting / Study Abroad students (both incoming and outgoing) as a year-long module? | No  |
| If the answer is ‘yes’ to either of these questions indicate here if the form/timing of assessment will need to be adjusted and how. | N/A |