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| **Module Code** | | | **DIQ8230 and DIQ8235** |
| **Module Title** | | | Becoming a Subject Specialist Teacher |
| **School(s) involved in delivery** | | | School of Education and Professional Development |
| **Name of course (s)** | | | Certificate, Professional Graduate, Postgraduate Certificate and Postgraduate Diploma in Education (Lifelong Learning), |
| **Module Leader** | | | Gwyneth Allatt |
| **Location** | | | University and Consortium Centres |
| **Module type** | | | Compulsory |
| **Credit rating** | | | 30 |
| **Level** | | | 5 Intermediate |
| **Learning methods** | | | Lecture (20 hours)  Seminar (40 hours)  Fieldwork & External Visits/Observation of Teaching Practice (6 hours)  Work Based Learning (150 hours)  Guided/blended Independent Study (including portfolio development and observation of teaching practice) (84 hours) |
| **Pre-requisites** | | | None |
| **Recommended prior study** | | | None |
| **Co-requisites** | | | None |
| **Shared teaching** | | | DMQ8230/5 |
| **Professional body requirements** | | | Education and Training Foundation Professional Standards for Teachers and Trainers in Education and Training – England – 2014: UK Professional Standards Framework for Higher Education. Ofsted Common Inspection Framework for FEITE |
| **Graded or Non-graded** | | | Non-graded |
| **Barred combinations** | | | DMQ8230/5 |
| **Synopsis** | | | |
| The module reviews your practice as a trainee teacher. It explores your teaching values, knowledge of your subject specialism, and your knowledge and understanding of how you are learning to teach. You will learn how to identify and respond to students’ needs, and how to use suitable teaching, learning and assessment strategies to develop inclusive teaching and learning environments. You will evaluate your teaching effectiveness and develop yourself as a reflective practitioner. You will engage in personal and professional development planning, against the appropriate Professional Standards, to recognise and develop relevant subject specialist knowledge, behaviours and skills. This will include further development of English, maths and digital skills for yourself and for your students. | | | |
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| **Learning Strategy** | | | |
| Experiential learning based normally on a minimum of 50 hours teaching and/or training, supported by extensive reflection and self-evaluation. Constructive feedback on observed teaching sessions from experienced practitioners approved by the University. Modelling by teacher educators and mentors. Learning how to observe and interpret how others teach/train. Discussions with a specialist mentor. Peer mentoring. Taught classes, tutorials, small-group work. Self-managed learning sets. Presentations by trainees. A personal development planning process against the appropriate professional standards, supported by peers and tutors. Engagement with other trainees from the same and/or related specialist areas. | | | |
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| **Outline syllabus** | | | |
| A minimum of normally 50 hours practical teaching or training, in a range of contexts in Lifelong Learning. This will provide experience in the following areas:   * Developing professional values and identity as a tutor in the Lifelong Learning sector. Personal development planning in the context of initial teacher education for the Lifelong Learning sector and for lifelong learning more broadly. * Using models of reflection alongside research literature to interrogate and improve own teaching and the progress of students. Reviewing and evaluating own practice; reflecting on and using research findings and relevant literature to inform and develop future practice. Development of own ability to read and make informed use of academic and professional literature. * Analysis of own knowledge and skills requirements within the context of the specialist area. Identification of priorities for development and appropriate work on priority areas in relation to the appropriate professional standards. These priorities will normally relate to specific specialist subject knowledge and skills and those related to English, maths and digital technologies. * Applying theories and principles of subject specialist pedagogy, learning and assessment to the selection and use of effective teaching, learning and assessment strategies. Negotiation of learning needs and ways of encouraging and enabling the progress of all students. * Planning and use of teaching, learning and assessment activities to meet students’ needs and curriculum requirements. Design and use of resources to support teaching, learning and assessment, including the use of appropriate digital technologies. Development of communication and classroom management skills with a focus on behaviour management. Promotion and development of equality, diversity, differentiation and inclusivity within teaching and learning. * Recognising and supporting students’ English, maths and digital skills needs within the context of the specialist subject. Liaising with other professionals to support students’ needs. * The implications of professional and regulatory body standards and frameworks | | | |
| **Learning Outcomes** | | | |
| **Knowledge and Understanding:** | | | |
| 1 | Distinguish theories and principles relevant to teaching and learning in own specialist area. | | |
| 2 | Discuss values and principles of equality and diversity, including the promotion of inclusivity and differentiation. | | |
| 3 | Identify ways in which English, maths and digital technologies may be integrated into the subject specialist area. | | |
| 4 | Evaluate the process of learning to teach in relation to relevant theories of teacher learning and the appropriate professional standards. | | |
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| **Abilities:** | | | |
| 1 | Undertake guided practice in planning and enabling inclusive learning and assessment | | |
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| 2 | Use appropriate collaborative and reflective practice to evaluate and reflect on the specialist context | | |
| 3 | Reflect on, evaluate, develop and apply own knowledge and skills (including English, maths and digital) relevant to the teaching role and specialist subject. | | |
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| 4 | Reflect on, evaluate and articulate the process of learning to teach with reference to academic and professional literature and devise an action plan for further professional development in the context of the appropriate professional standards. | | |
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| **Assessment Strategy** | | | |
| **Formative Assessment:** | | | |
| Discussion of first drafts of assignments; face to face tutorials; electronic or other distance tutorial or discussion; group discussions and tutorials with peer, mentor and tutor feedback; presentations with peer and tutor feedback. Feedback arising from teaching observations and from discussions between the trainee and their mentor. | | | |
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| **Summative Assessment:**  The trainee will produce evidence that they have achieved the module outcomes (equivalent to 4,500 – 5,500 words approximately). Tutor referral is available. The module is not anonymously marked. | | | |
| **Assessment Tasks:**  **Both tasks must be passed.** | | 1. A Teaching Portfolio, containing   * Evidence of Personal Development * Records of, and tutor reports on, a minimum of four observations of the trainee’s teaching * Structured reflections on a range of specified themes. The reflections will refer to appropriate literature and will be supported by evidence drawn from records of the trainee’s own teaching (e.g. lesson evaluations, lesson plans and schemes of work). At least one reflection should be based on the trainee’s observation of an experienced teacher’s practice. * A critical discussion of how the trainee has been learning to teach and become a teacher. * Completion of a review and action plan agreed with tutor.   (Equivalent 4,000 words and covering outcomes K1-4, A1**-**4**)**  2. A Personal Skills Presentation, giving a reflective account of how the trainee identified appropriate learning outcomes, the knowledge and skills development achieved and how it enhances the trainee’s practice. The presentation may take the form of a seminar, a poster presentation, a website or another appropriate format. It should be appropriately researched, delivered and referenced.  (Equivalent to 1,500 words and covering outcomes A3- A4) *Final Assessment Task* | |
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**Assessment Criteria**

All assessment tasks should:

* Meet all module learning outcomes
* Demonstrate effective practical, professional and reflective skills, knowledge and values in own subject area
* Integrate relevant reading
* Demonstrate well-developed understanding of key issues
* Apply theory to practice where appropriate
* Be written and presented in a clear academic style

All assessment tasks must be completed

http://library.hud.ac.uk/my/DIQ8230/8235