

Liverpool John Moores University

Title: Reflection in the Early Years
Status: Definitive
Code: **5501EYSTH** (123477)
Version Start Date: 01-08-2021

Owning School/Faculty: Education
Teaching School/Faculty: St Helens College

| Team | Leader |
|-----------|--------|
| Mia Smith | |

Academic Level: FHEQ5
Credit Value: 20
Total Delivered Hours: 40
Total Learning Hours: 200
Private Study: 160

Delivery Options

Course typically offered: Standard Year Long

| Component | Contact Hours |
|-----------|---------------|
| Lecture | 9 |
| Seminar | 20 |
| Tutorial | 1 |
| Workshop | 10 |

Grading Basis: 40 %

Assessment Details

| Category | Short Description | Description | Weighting (%) | Exam Duration |
|-----------|-------------------|--|---------------|---------------|
| Portfolio | AS1 | Part 1 - Individual Learning Plan 60% (2500 words) & Part 2 - Coursework Evaluation 40% (2000 words) | 100 | |

Aims

To encourage wider reflection on students' development as professionals through work based learning, and critical evaluation of their role and practice.

Learning Outcomes

After completing the module the student should be able to:

- 1 Evaluate personal and professional development.
- 2 Reflect critically upon own personal and professional development needs, and the strengths and challenges of the student's working environment.
- 3 Critically reflect on progress against own professional learning outcomes.

Learning Outcomes of Assessments

The assessment item list is assessed via the learning outcomes listed:

| | | | |
|-----------|---|---|---|
| Portfolio | 1 | 2 | 3 |
|-----------|---|---|---|

Outline Syllabus

Personal aims and goals with regards to learning and professional development, Reflection on module content in relation to workplace practice, assessment and analysis of role and responsibilities within the workplace, action planning, including identification of the support / resources needed to achieve goals. Consideration of current issues and how they impact upon workplace practice (e.g. New Government initiatives, policy changes and social pressures). Johari's window and other self-perception models. Use of ICT in relation to record keeping, assessment and organisation of settings, production of spread sheets and databases to enhance practice issues.

Learning Activities

Professional dialogue with peers, tutor and mentor, personal reflection, workshops, on line discussions, individual tutorial support, action learning sets.

Notes

This module focuses on the student at the centre of the students learning. It entails a thoughtful and analytical reflection on his/her current role and responsibilities, professional development and learning to date. Strengths, weaknesses, challenges and opportunities are identified, and personal motivations and aspirations considered. As a result, an action plan is designed in order to increase his/her professional capability. This might involve further reading, training or other professional activity. The evaluation is an opportunity to reflect upon the outcomes of the activity outlined on the action plan. The use of social learning networks will be encouraged in order to facilitate shared, sustained thinking. Links can be made with the written report in Inclusive Practice, in relation to personal value bases and barriers to inclusive practice from a personal perspective.