

## Liverpool John Moores University

Title: Developing Reflective Professional Practice  
Status: Definitive  
Code: **6100ITT** (125100)  
Version Start Date: 01-08-2021

Owning School/Faculty: Education  
Teaching School/Faculty: Education

Team	Leader
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**Academic Level:** FHEQ6      **Credit Value:** 30      **Total Delivered Hours:** 49

**Total Learning Hours:** 300      **Private Study:** 371

### Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Lecture	10
Online	20
Placement/Practice	120
Seminar	15
Tutorial	4

**Grading Basis:** 40 %

### Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Reflection	Reflection	Critical Incident Analysis (3000 words equivalent)	50	
Report	Report	Evaluation of planned sequence of lessons (3000 words equivalent)	50	

### Aims

*To enable students to employ a range of techniques for reflection and analysis to*

*critically review and evaluate their own school-based practice in relation to current research and policy in teaching and learning and professional issues in schools. To explore the relationship between theory and practice of planning for continuity and progression and learning impact in the classroom.*

## **Learning Outcomes**

After completing the module the student should be able to:

- 1 Demonstrate understanding of key theoretical frameworks and concepts in relation to reflective practice in their professional context.
- 2 Use skills in reflection on practice to analyse and evaluate their own practice in relation to national standards and selected aspects of recent research on learning, teaching and assessment and professional issues in secondary education
- 3 Analyse, apply and evaluate key pedagogic principles in relation to the their planning of units of work.
- 4 Analyse, apply and evaluate key issues in relation to planning and delivering effective teaching in their subject/phase.

## **Learning Outcomes of Assessments**

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

Critical incident analysis	2	1
Evaluation of planned lessons	3	4

## **Outline Syllabus**

*Standards for QTS and the professional code of conduct of the Department for Education (England)*

*Professional and legal requirements relating to teachers' responsibilities*

*Key theoretical perspectives on learning to teach*

*Current issues in research into learning teaching and assessment and professional issues within the sector*

*Observing teaching and learning*

*Developing as a practitioner*

*Key theoretical perspectives on reflection and practice*

*Models of critical reflection*

*The reflective practitioner*

*Approaches to Critical incident analysis*

*Practice based development as a trainee teacher*

*Approaches to Pedagogy and Assessment of and for Learning*

*Curriculum frameworks for the subject /phase*

*Planning for progression in learning*

*Unit of work planning and evaluation*

*Effective lesson planning and evaluation*

*Personalised Learning*

## **Learning Activities**

Lectures, seminars, workshops, online learning and practical activities may cover the key knowledge and concepts in planning for progression. Group and individual tutorial may enable students to negotiate small-scale research activities

Different modes of collaborative teaching, enabling participant to focus on particular aspects of the planning and teaching process according to participant development point and needs

Direct sustained experience of independent planning, teaching, assessment and evaluation

Structured school-based tasks, which introduce participant to a wide range of reading, research and other literature

Independent study linked to recent and relevant literature/reading

## **Notes**

This module is part of the undergraduate Opt in QTS programmes. It will introduce students to the concepts of reflection on professional practice and aspects of current policy & practice issues relating to planning learning, teaching & assessment and professional issues in the schools sector. Issues will be considered in the context of the practice of teaching and education policy.