

Liverpool John Moores University

Title: Developing Reflective Professional Practice
Status: Definitive
Code: **7001MML** (122273)
Version Start Date: 01-08-2019

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

Team	Leader
Rick Tynan	Y

Academic Level: FHEQ7
Credit Value: 30
Total Delivered Hours: 40
Total Learning Hours: 300
Private Study: 290

Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Online	20
Placement/Practice	30
Seminar	16
Tutorial	4

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Reflection	Reflection	Critical Incident Analysis Placement 1 (3000 words equivalent)	50	
Reflection	Reflection	Critical Incident Analysis Placement 2 (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.

Learning Outcomes

After completing the module the student should be able to:

- 1 Demonstrate critical understanding of key theoretical frameworks and concepts in relation to reflective practice in their professional context.
- 2 Demonstrate critical understanding of key concepts in the context of teaching in the primary or secondary education sector.
- 3 Apply skills in reflection on practice to critically 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 primary or secondary education

Learning Outcomes of Assessments

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

Critical incident analysis	2	1
Critical incident analysis	3	

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

Learning Activities

Seminars

Practice based work

On line learning

Tutorials

Notes

This module is part of the PG Diploma in Education delivered in collaboration with Tarleton Academy

This module will introduce students to the concepts of reflection on professional practice and aspects of current policy & research relating to 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