

Liverpool John Moores University

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Title: REFLECTING ON PROFESSIONAL PRACTICE 1
Status: Definitive
Code: **7001MTM** (104213)
Version Start Date: 01-08-2016

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

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Academic Level: FHEQ7 **Credit Value:** 30 **Total Delivered Hours:** 37
Total Learning Hours: 300 **Private Study:** 263

Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Online	24
Seminar	7
Tutorial	6

Grading Basis: Pass/Not Pass

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	AS1	100	100	

Aims

To provide opportunities for educational professionals to:

explore the nature of enquiry and build on previous professional learning through dialogue, reflexivity and reading to further explore self attributes and argue for the professionalization of teaching

Learning Outcomes

After completing the module the student should be able to:

- 1 Demonstrate reflective engagement with practice in relation to relevant professional standards and show effective professional development planning
- 2 Generate and synthesise cogent arguments within a chosen area of education, for example relevant to subject area or specialism.
- 3 Understand and clearly articulate the different perspectives and theoretical frameworks that underpin educational issues relevant to your practice and context.
- 4 Demonstrate critical thinking and appropriate skills in information fluency and writing in order to communicate effectively and persuasively with an audience of peers
- 5 Professional learning through practitioner research and critical reflective enquiry which influences your own and your colleagues' practices and thinking, building on prior training, career experiences and development

Learning Outcomes of Assessments

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

CW	1	2	3	4	5
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Outline Syllabus

Engaging with relevant professional standards to inform professional activity with schools.

Child protection and working with different professional bodies.

Professional identities of teachers

Improving practice: the meeting of theory and practice in developing effective teaching and learning

Ethical practices and issues related to working with others.

Learning Activities

Learning activities will include HEI tutor and school coach input, group discussions

and activities, learning conversations, use of ICT such as Blackboard and other resources, action learning sets, action research/work related enquiries as appropriate, workshops, presentations, practical tasks, individual tutorials, directed readings and focused work-based practice, as appropriate.

Notes

Module 1 provides an introduction to professional enquiry and critical analysis of the self with comparisons of approach, building on the premise that participants should "think big but start small" with a view to gaining the necessary ground skills to complete module 2 on developing professional enquiry skills. Teachers who have 30 credits to bring forward from a PGCE may wish to forego this module and begin Module 2. Participants should engage in reflecting on and analyzing four critical incidents from their Induction year.