

Liverpool John Moores University

Title: THE REFELCTIVE PRACTITIONER
Status: Definitive
Code: **7003PGTF** (104434)
Version Start Date: 01-08-2016
Owning School/Faculty: Education
Teaching School/Faculty: Education

Team	Leader
Paul Killen	Y

Academic Level: FHEQ7
Credit Value: 20
Total Delivered Hours: 32
Total Learning Hours: 200
Private Study: 168

Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Off Site	20
Tutorial	12

Grading Basis: 50 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Portfolio	AS1	Reflective Portfolio (A reflective account of progress against standards informed by research and policy)	100	

Aims

To enable participants to systematically develop and demonstrate evidence of competence in all national standards relation to qualified teacher status.
To enable participants 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 learning, teaching and assessment and other professional issues in teaching.

Learning Outcomes

After completing the module the student should be able to:

- 1 Demonstrate understanding and synthesis of theory and practice in relation to planning, monitoring, assessment; teaching and class management
- 2 Critically analyse, evaluate and reflect upon their own practice in relation to national standards and current research in learning, teaching and assessment
- 3 Demonstrate evidence of achievement of national standards relating to Qualified Teacher Status
- 4 Use skills in reflection on practice to consider target setting for the NQT year

Learning Outcomes of Assessments

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

Reflective Portfolio	1	2	3	4
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Outline Syllabus

Contextual Issues

Key theoretical perspectives on teaching and learning

Current issues in learning, teaching and assessment

Key theoretical perspectives on teaching and learning

Key theoretical perspectives on reflection and practice

Theoretical and subject-specific perspectives on assessment

Strategies for supporting assessment for learning

Barriers to Learning and Inclusion

Standards for QTS and the professional code of conduct of the General Teaching Council (England)

Professional and legal requirements and responsibilities

Statutory and non-statutory curricula frameworks for individual identified subject areas.

Learning Activities

Weekly progress meetings with subject mentors

Formative review meetings with professional mentors

Tutor and mentor led seminars

Structured lesson observations

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

Participation in activities covering the full range of professional responsibilities of a practising teacher

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
Interactive online learning activities
Independent study linked to recent and relevant literature/reading including: the writing of professional development statements at key points in the programme; participant monitoring of participant own progress using the school experience Journal; the compilation of a development Portfolio

Notes

This module introduces participants to the concepts of reflection on professional practice and aspects of current policy and research in relation to learning, teaching and assessment as well as other professional issues relating to teaching in 11-16 and 11-18 secondary schools. Issues will be considered in the context of the practice of teaching and the current standards relating to QTS.