

Liverpool John Moores University

Title: Reflective Practice
Status: Definitive
Code: **7010PGEY** (117654)
Version Start Date: 01-08-2016

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

Team	Leader
Diane Boyd	Y
Diahann Gallard	

Academic Level: FHEQ7
Credit Value: 20
Total Delivered Hours: 142
Total Learning Hours: 200
Private Study: 58

Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Lecture	72
Off Site	40
Seminar	8
Tutorial	2
Workshop	20

Grading Basis: 40 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Reflection	AS1	THREE PIECES OF REFLECTIVE PRACTICE SUBMITTED FOLLOWING EACH PLACEMENT	100	

Aims

This module aims to enable students to demonstrate the professional attributes and skills of an early years teacher, with the relevant and appropriate knowledge, skills

and understanding to become an effective and reflective practitioner in an early years setting.

Learning Outcomes

After completing the module the student should be able to:

- 1 Critically reflect upon their developing professional practice
- 2 Demonstrate a critical understanding of key factors that influence learning and teaching in the early years
- 3 Demonstrate a critical awareness of the historical and theoretical underpinning of early years practice

Learning Outcomes of Assessments

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

ASSIGNMENT 1	1	2	3
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Outline Syllabus

Overview of the Early Years Foundation Stage, the National Curriculum and Primary National Strategy

Theories of learning and children's development

Learning through play and exploration

The role of the environment and the adult in supporting learning

Planning, organising and managing the learning environment

Assessment for learning and supporting individual needs

International models and alternative Early Years curricula

Child Protection and Safeguarding children

English as an additional language

Developing parental-partnerships

Key legislation and professional requirements

Research skills

Inclusion

Personal professional development

Health and well-being

Team Working and Collaboration

Use of Outdoors

SEN and G&T

Sustained and shared thinking

Behaviour and conflict resolution

Transitions

Gender

Writing at M Level

Learning Activities

This module will be taught through a combination of lectures, seminars, group work, workshops, fieldwork and tutorials. Sessions will focus on relevant theory and research and will encourage participative and applied approaches to learning. School based placements and specific directed tasks will enable students to relate the theory of learning and teaching to early years practice

Notes

This module will introduce students to the standards presented in the revised standards for the recommendation of qualified teacher status (2007) . It will support them in the achievement of those standards through school placements, university sessions and reflection. It will culminate in the production of reflective review in which students will critically examine their own practice, the theory and research which underpins it, and their progress towards the standards. Students will spend a minimum of 18 weeks in school and the specified time in the module summary details the minimum amount to be spent on guided study and reflection.