

Liverpool John Moores University

Title: Developing Reflective Professional Practice in the Primary School
Status: Definitive
Code: **7126PREF** (124682)
Version Start Date: 01-08-2019
Owning School/Faculty: Education
Teaching School/Faculty: Education

Team	Leader
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Academic Level: FHEQ7 **Credit Value:** 20 **Total Delivered Hours:** 132
Total Learning Hours: 200 **Private Study:** 68

Delivery Options

Course typically offered: Standard Year Long

Component	Contact Hours
Lecture	40
Off Site	40
Online	20
Seminar	10
Tutorial	2
Workshop	20

Grading Basis: 50 %

Assessment Details

Category	Short Description	Description	Weighting (%)	Exam Duration
Essay	AS1	Essay 3000 words equivalent	80	
Reflection	AS2	Reflection 1000 words equivalent	20	

Competency	Teaching Practice
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Aims

To enable students to systematically develop, demonstrate and critically reflect on evidence of competence in all national standards relating to qualified teacher status.

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 on learning, teaching and assessment and professional issues in teaching.

Learning Outcomes

After completing the module the student should be able to:

- 1 Demonstrate knowledge and critical understanding of key professional concepts in the context of teaching in the primary phase.
- 2 Critically analyse, reflect upon 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 education in Primary phase.
- 3 Use skills in reflection on practice developed during the module to consider target setting/action planning for the NQT year.

Learning Outcomes of Assessments

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

Essay	1	2
Reflection	3	

Teaching Practice

Outline Syllabus

Contextual issues:

The Teaching Standards and the professional conduct of teachers.

An overview of professional and legal requirements relating to teachers' responsibilities, including safeguarding and child protection.

The Primary National Curriculum, frameworks, initiatives and qualifications within the primary sector.

Theoretical/reflective issues:

Key theoretical perspectives on learning to teach.

Current issues in research into learning, teaching and assessment and professional issues within the primary sector.

Key theoretical perspectives on reflection and practice.

Preparation for the induction period for NQTs.

Theories of learning and child development.

Introduction to assessment theories and strategies.

Introduction to catering for diversity, including EAL learners, SEND learners and G&T learner.

Classroom management and behaviour for learning.

Team work and working with other practitioners.

Developing parental partnerships.

Learning Activities

Keynote lectures will introduce major themes relating to professional and theoretical areas listed in the syllabus

These will be followed up in phase based seminar groups and workshops.

Fieldwork in placement schools will involve both supervised teaching and school-based research focused on the completion of structured tasks and associated reflection.

Students will be provided with group and individual tutorial support and guidance related to additional reading, completion of a portfolio detailing evidence of competence in relation to QTS standards, reflective tasks and theoretically informed reflection which is focused on professional development.

Notes

This module will introduce students to the concepts of reflection on professional practice. Students will be introduced to aspects of child development, learning theories, current policy and research relating to learning, teaching and assessment and professional issues in the primary school context. Issues will be considered in the context of the practice of teaching and the standards presented in government circulars and orders.

Students will collate evidence against the Teaching Standards in a QTS Portfolio and will track their progress and attainment against the Teaching Standards in a Tracking Document. In order to successfully complete the module, students will have to demonstrate, through their professional practice of at least 120 days in school, that they have successfully met the current national standards for teachers. This will be validated through evidence presented in the QTS portfolio and moderation of final placement outcomes.