

Liverpool John Moores University

Title: Developing Professional Reflective Practice
Status: Definitive
Code: **7126SREF** (124670)
Version Start Date: 01-08-2021

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	(3000 word equivalent)	80	
Reflection	AS2	(1000 word equivalent)	20	

Competency	Teaching Practice
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Aims

To enable students to systematically develop and 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 LTA 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 concepts in the context of teaching in the 11-16 sector.
- 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 11-16 education.
- 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

Standards for QTS and the professional code of conduct of the Department for Education (England)

An overview of professional and legal requirements relating to teachers' responsibilities

National Strategies and qualifications for sector(s)

Vocational diplomas and work based learning

Theoretical/reflective issues

Key theoretical perspectives on learning to teach

Current issues in research into LTA and professional issues within the sector

Key theoretical perspectives on reflection and practice

CEDP and the induction period for NQTs

Learning Activities

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

These will be followed up in subject/sector 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 and aspects of current policy & research relating to learning, teaching & assessment and professional issues in the 11-16 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.