

Module Specification

Module Summary Information

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| 1 | Module Title | The Developing Child |
| 2 | Module Credits | 20 |
| 3 | Module Level | 4 |
| 4 | Module Code | EDU4139 |

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| 5 | Module Overview |
| <p>This module links to the overall philosophy and aims of the BA (Hons) Primary Education with Qualified Teacher Status (QTS) course. It will seek to develop your knowledge and understanding of the ways in which children develop in the early years and primary settings. There will be an emphasis on understanding typical child development and how to develop appropriate strategies to support all children.</p> <p>This module belongs to the Professional Studies strand of the programme.</p> <p>This module aligns to the overall philosophy and aims of the BA (Hons) Primary Education with QTS programme and the professional standards that underpin learning and teaching in primary and/or early years settings by responding to the developments in theory and practice relating to child development. It focuses on child development, planning and assessing so that all children can meet their potential. It will develop the link between theory and practice as part of the module will be delivered through first hand observation of school practices and the students own experiences during their school based training.</p> <p>The module links to the following Teachers' Standards (2012)</p> <p>T.S. 1 Set high expectations which inspire, motivate and challenge pupils</p> <p>T.S. 2 Promote good progress and outcomes by pupils</p> <p>T.S. 5 Adapt teaching to respond to the strengths and needs of all pupils</p> <p>T.S. 6 Make accurate and productive use of assessment</p> <p>The module will be predominantly delivered through seminars, visits to schools and practical teaching experiences.</p> <p>This module contributes to the programme philosophy to train high quality teachers to meet the needs of primary and early years' education; teachers who demonstrate commitment, creativity and confidence as the hallmarks of the Birmingham City University trained teacher. The focus of this module supports trainees as they begin to develop their understanding of the importance of child development to the role of the teacher in primary and early years' settings.</p> <p>This module supports the programme learning, teaching and assessment strategy through a focus on exploring current teaching and learning approaches and strategies. In a supportive environment provided by the placement school (through the School-Based Training modules), trainees will begin to</p> | |

develop and apply their knowledge and understanding of child development in the EYFS and Key Stages 1 and 2.

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| 6 | Indicative Content |
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Develop an understanding of typical child development in terms of social, emotional, physical and cognitive development.

Develop an understanding of the barriers to learning which can exist for children in terms of Special Educational Needs and Disabilities.

Identifying other barriers which can impact on a child's development – mental health and well-being, EAL and children from poor economic backgrounds. Assessment – introduction and considering the range of assessment strategies used in school.

Developing further the understanding of how teachers assess children's learning during the lesson and how this information is then incorporated into planning the next learning activities.

Understand the concept of planning for learning and the impact that it can have on classroom management.

Planning learning activities which will maintain pupil interest. Identifying a range of strategies which can be used in the classroom.

Know when and how to use differentiation appropriately in the classroom.

Working in groups to develop each other's lesson plans by considering differentiation strategies which are appropriate to meet the children's learning needs.

Peer feedback linked to the PDP. Trainees to then identify an action plan for what they need to work in order to improve the quality of the evidence gathered and the reflections written.

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| 7 | Module Learning Outcomes |
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On successful completion of the module, students will be able to:

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| 1 | Identify the critical factors that impact on children's development. |
| 2 | Demonstrate how assessment approaches impact on planning, teaching and learning in the school setting. |
| 3 | Explain how planning for learning is significant for effective classroom management. |
| 4 | Evaluate a range of strategies for differentiation to support learning. |

| 8 | Module Assessment | | |
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| Learning Outcome | | | |
| | Coursework | Exam | In-Person |
| 1-4 | x | | |

Assessment method – Portfolio of evidence (3,000 word equivalent)

The portfolio will contain:-

- A written essay demonstrating a theoretical understanding of typical child development, barriers to development which children can experience, and, the roles of assessment, planning and differentiation in supporting learning.
- Evidence from both school based and university based training which meets the Teachers' Standards and the module learning outcomes.

| 9 | Breakdown Learning and Teaching Activities | |
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| Learning Activities | Hours | |
| Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable | Scheduled learning will take place in spring term and will be 10 weeks of 2 hours which equals 20 hours plus two lectures of 2 hours. Total = 24 hours | |
| Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE | 48 hours | |
| Private Study (PS) includes preparation for exams | 128 hours | |
| Total Study Hours: | 200 hours | |