

Module Specification

Module Summary Information

1	Module Title	Subjects in Action
2	Module Credits	20
3	Module Level	5
4	Module Code	EDU5157

5	Module Overview
<p>The BA Primary Education with Qualified Teacher Status (QTS) programme provides high quality initial teacher training for those wishing to teach in primary schools and early years settings. It combines the nationally and internationally recognised academic award with the recommendation for QTS, which is awarded by the Department for Education.</p> <p>This module belongs to the Subject Study strand of the programme.</p> <p>This module will provide opportunities for you to develop your understanding and expertise in a specific subject area. You will develop professional skills and attributes through collaborative group work.</p> <p>You will:</p> <ul style="list-style-type: none"> • Plan collaboratively for a specific age group of children in the chosen subject with consideration of pupils' individual needs to differentiate and personalise the learning. • Develop inclusive practice. • Assess and monitor progress of children. • Consider intervention strategies to support progression. • Evaluate your own teaching. • Develop skills to be creative problem solvers of the opportunities within your subject, school and class. • Understand the role of the subject leader. <p>This module aligns to the overall philosophy and aims of the BA (Hons) Primary Education with QTS course by supporting you to develop the skills and knowledge to meet the diverse learning needs of children in a specialist area. You will develop the confidence to inspire children to achieve with innovative practice and work to overcome disadvantage and barriers to learning by personalising provision and adopting an inclusive approach.</p> <p>There will be opportunities for you to work in schools and take risks within a professional, safe and supportive community of practice. You will also develop professional relationships as collaborative work with peers sits at the heart of the module. Reflective and critical evaluation of research, policy and practice also supports you to develop your teaching practice. The delivery of the module affords opportunities to establish and develop links between theory and practice.</p>	

6	Indicative Content
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Examine a range of effective learning and teaching strategies

- Basing teaching and learning strategies in challenge, problem solving and research.
- Exploring creative and innovative teaching strategies.
- Adopting a constructivist approach.
- Intrinsically motivating strategies.
- Differentiation (different ways into the task whilst achieving the same goal).

- Employing approaches which are open to multiple forms of assessment.

Inclusive practice

- Ensuring optimum provision for all young people's needs and talents.
- Challenging Gifted and Talented Pupils.
- Supporting children with Special Educational Needs.

Effective planning

- Creating highly focussed lessons with sharp objectives
- Ensuring high levels of pupil involvement and engagement in learning
- Developing high levels of interaction for all pupils
- Exploring appropriate use of teacher questioning, modelling and explaining.
- Placing an emphasis on dialogue with opportunities for pupils to talk both individually and in groups.
- Creating an environment where pupils take responsibility for their own learning and work independently.
- The importance of encouragement and authentic praise to engage and motivate pupils.

Assessing learning

- The purpose of assessment.
- Assessment for Learning.
- Forms of assessment and their features.
- Tracking pupil progress.

Subject leadership

- Creating a culture and values system focussed on the learning of the individual student.
- Learning-centred (modelling, monitoring, dialogue).
- Distributed leadership to build capacity across the school.
- Collaboration - Building relationships with parents, communities and agencies.
- Leading change with professional learning.

Subject management

- Minimising within-school variation.
- Student voice and choice.
- Information and Communications Technology (ICT).
- School systems and structures.

7	Module Learning Outcomes	
	On successful completion of the module, students will be able to:	
	1	Evaluate pedagogical approaches to teaching and learning in the subject area. 30% weighting.
	2	Identify and justify strategies to ensure high quality teaching and learning. 30% weighting.
	3	Critically reflect on the impact of approaches to practices in the subject area. 30% weighting.
	4	Demonstrate an understanding of subject leadership. 10% weighting

8	Module Assessment		
Learning Outcome			
	Coursework	Exam	In-Person
1, 2, 3, 4	X		

9	Breakdown Learning and Teaching Activities	
Learning Activities	Hours	
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable	24	
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE	136	
Private Study (PS) includes preparation for exams	40	
Total Study Hours:	200	