

# Masters in Educational Practice



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Module Catalogue  
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Please note that this Module Handbook can be made available in other formats, such as Braille, audio tape, large print, on disc or on coloured paper. Please contact the MEP Office to request a suitable format to meet your needs.

Whilst this handbook was deemed correct at the time of going to press, The School of Social Sciences, Cardiff University, reserves the right to withdraw or amend information and or content at its discretion.

# Introduction

Welcome to the Masters in Educational Practice Programme.

There are seven core modules in total. These modules are designed to support and develop your professional practice as Newly Qualified Teachers.

This unique (part-time) distance learning Masters programme will be delivered via a virtual learning environment - Learning Central - and one day module Learning Event Days (at which attendance is compulsory) where modules will be launched by the module convenors.

You are required to engage in a number of core formative tasks and summative assessments, via Learning Central, which will support your learning and development through the programme.

Discussion forums will be used to discuss core formative tasks and summative assessments via Learning Central with your peers/mentors and module leaders.

Each module will have specifically tailored methods of assessment which are detailed in this catalogue and described in full on Learning Central.

**The modules will be delivered in the following sequence.**

## Year 1

SIT801 – Introduction to Teachers' Professional Enquiry – (15 credits)

SIT802 – Behaviour Management – (15 credits)

SIT800 – Child and Adolescent Learning and Development (0-19) – (15 Credits)

## Year 2

SIT809 – Developing Literacy and Numeracy across the curriculum – (30 credits)

SIT810 – Overcoming the impact of poverty on pupil attainment and developing inclusive approaches to pupils with ALN. – (30 credits)

## Year 3

SIT807 – Leadership – (15 credits)

SIT808 – Teacher Inquiry Project – (60 credits)

You must successfully complete module SIT801 – Introduction to Teachers' Professional Enquiry (15 credits) - before progressing with the programme.

You must also complete module SIT807 – Leadership – in order to progress to module SIT808 – Teacher Inquiry Project.

## SIT801 - Introduction to Teachers' Professional Enquiry (15 Credits)

### Module summary

This introductory module offers insights into the model of professional learning that underpins the MEP programme. It introduces the three key modes of learning adopted by the programme: the notion of the reflective practitioner and systematic enquiry; the role played by the mentor and the nature of the mentoring relationship; and the approach to e-learning. The module aims to provide a research-informed introduction to these key areas and to develop your knowledge and critical understanding of the nature of effective professional learning for teachers in the twenty-first century. Contents will include an induction to MEP expectations and establishment of key milestones as well as an orientation to working and writing at Master's level. The vision of professional development underpinning this module constructs teachers as critical and engaged practitioners. It is premised on the belief that teachers need to be the drivers of change and improvement, not simply the implementers of policy.

The objective is to provide you with an understanding of the issues involved in adopting a critical and reflective stance towards your own practice and the practice of others. Module content involves an exploration of three main topics:-

- > modes of professional learning including reflective practice, enquiry, mentoring and e-learning;
- > developing a critical stance in relation to practice, theory and evidence;
- > appreciating the spectrum of data types available for teachers and schools to utilise and to generate themselves to enable systematic evaluations.

### Learning outcomes:

On completion of the module you should be able to:-

### Knowledge and comprehension

- > identify and discuss the use of different forms of evidence for investigating contemporary classrooms, schools and pupils;
- > critically evaluate current educational data types and sources at national, local/regional and own school and classroom levels;

### Intellectual skills (application and analysis)

- > make links between theory, research evidence and their own practice to develop critical reflection;

### Discipline specific (including practical skills)

- > critically consider and appraise their own professional development with respect to generating useful insights into teaching and learning in their classrooms;
- > identify, work with and evaluate different forms of evidence to inform professional judgements and effective practice.

### How the module will be delivered

The module is structured around day-to-day classroom practice so that teachers in their student roles can draw upon work-based, experiential professional learning and interrogate this using research-informed material, such as journal articles, published literature and government reports.

The module contents and learning outcomes will be delivered using:

- > online and face-to-face support from HEI tutors and programme mentors, including a one-day learning event and face to face briefing events;
- > collaborative work with fellow programme participants and other professionals/experts both within and outside of your school;
- > meetings on an individual tutorial and/or seminar group basis, supported by programme tutors and mentors;
- > self-directed tasks and individual study time for wider reading and course work completion.

The majority of the module content will be delivered through the Cardiff VLE with online professional learning resources and relevant research evidence, including for example, case studies and illustrative material on effective professional practice within Wales and from the wider international community.

### Skills that will be practised and developed (transferable skills)

As a teacher undertaking further professional formation you will acquire and develop a range of valuable skills which are discipline specific, as well as more general 'employability' skills including:-

- > the ability to collect, analyse and interpret a range of complex data;
- > the utilisation of a range of appropriate qualitative and quantitative research tools and skills;
- > the use and application of information technologies;
- > the ability to communicate and present ideas and findings in a variety of ways, for example in writing, during asynchronous on line discussions and orally;
- > the ability to problem solve and work individually and in small collaborative teacher groups as part of a professional network.

### How the module will be assessed

**Formative Assessment:** will be provided primarily through the mentor with small groups. You will be required to complete a range of learning tasks for discussion in these face to face gatherings or during asynchronous on-line forum events. These will not contribute to the overall mark for the module, but will allow students to explore ideas and assess their progress and to identify aspects of their work which need strengthening in preparation for the summative assignment.

**Summative Assignment:** This will be a coursework assignment based on a reflective critique of a pupil 'data portrait'. This portrait will draw on a variety of different forms of data that is held about a particular pupil. You will critically evaluate the effectiveness of the different data sources and how these can be interpreted in relation to a range of issues such as the pupil and their learning; your own practice; and local and national educational issues. Guidance, with lecturer and mentor inputs, will be given during module delivery and you should make reference to published literature found through your own research and through the module material to help frame your reflective analysis. This will include material from your own professional journal, online sources, published journals and chapter titles available as PDFs within the module.

Summative assignment feedback will be communicated on a Module Assignment proforma which specifies relevant criteria and supplies written assessor comments with a percentage mark. Results will be published using Learning Central and student number identifiers. An assessor's generic overview commentary will also be published, highlighting strengths and weaknesses observed across the various assignment titles and elements. The assessment will be made using the Cardiff School of Social Sciences Master's-level Assessment Framework.

### The opportunity for reassessment in this module

If a student assignment receives a score of less than 50% at first attempt, students will be permitted one further attempt during the module re-sit period. A capped mark of no more than 50% can be awarded for a re-sit.

### Syllabus content

The material in this module will help students as beginning teachers to understand the relevance of different approaches to professional learning in their development. It will support them in considering the role of reflection and criticality in practitioner enquiry and in acquiring answers to important questions arising in the normal day to day classroom and school situated realities. It will illustrate how teachers' professional enquiry is not only a process but also a professional stance which moves beyond replicating and which requires critical reflective thought. The module content and set learning and assessment tasks will encourage critical thinking and an evaluative stance on various data sets and key educational practice initiatives.

The intention is to create reflective practitioners who are committed to the concept of continual professional development and who appreciate that successful teachers adopt the stance of professional enquiry.

As beginning teachers on the professional learning journey of the MEP, you are expected to engage regularly with key texts and online material on the Learning Central VLE and undertake required wider reading to inform your discussions with peers and mentors. Regular and systematic participation will help facilitate:-

- > capacity to recognise diversity in types of information and data;
- > development of an independent standpoint when interpreting various sources of information;
- > opportunities to reflect on how action research works in real life settings and to consider its appropriateness for differing research topics.

**A detailed reading list for this module will be available on Learning Central.**

Type of assessment	% Contribution	Indicative titles	Duration (if applicable)	Approx. date of Assessment
Coursework (3000 words)	100	Analysing and critiquing a pupil data set		10 November 2015 (Interruption of Study students returning in Autumn) 1 March 2016 (Interruption of Study students returning in January)

## SIT802 - Behaviour Management (15 Credits)

### Module summary

The overall aim of this module is to enable you to critically evaluate educational theory and examples of good practice related to the relationship between classroom management and the behaviour of children and adolescents. The module will facilitate reflection, deepen practitioners' insights into their practice and support them to develop effective approaches to classroom management. It will engage you in questioning your practice and developing it by deepening your understanding of learners and the social interactions which take place within classrooms. The relationship between effective planning for learning, teaching and behaviour management will be examined. A further dimension will be the development of the relevant professional knowledge and skills to be able to identify children and adolescents at risk and/or in need of further support and act appropriately.

The module will:

- > provide a critical overview of effective behaviour management practices;
- > identify specific evidence-based strategies which have demonstrated impact in a range of contexts;
- > provide opportunities to engage critically with professional and academic literature to deepen understanding of factors contributing to a range of behaviours in children and adolescents and responses to them;
- > enable you to reflect on your own practice and further develop and evaluate your behaviour management strategies.

### Learning outcomes:

On completion of the module you should be able to:

### Knowledge and comprehension

- > critically reflect on a range of internal and external factors affecting the behaviour of children and adolescents in different learning settings;
- > develop the ability to reflect critically on your own behaviour and understand how it influences the behaviour of learners;

### Intellectual skills (application and analysis)

- > develop critically-informed ways to develop the curriculum, your relationship with learners and the learning environment in order to improve classroom behaviour, through engagement with research and the wider knowledge base;

### Discipline specific (including practical skills)

- > develop teacher enquiry skills of data tracking, observation and critical incident analysis to explore behaviour issues which are relevant to your contexts;
- > critically appraise your own approaches to classroom and behaviour management.

### How the module will be delivered

The majority of the module content will be delivered through the Cardiff VLE with online professional learning resources and relevant research evidence, including for example, case studies and illustrative material on effective professional practice within Wales and from the wider international community.

The VLE will guide your progress through recorded lectures, expert "talking heads", suggestions for role play, pre-recorded scenarios and tasks to be completed in the classroom. All activities will be matched to directed reading available from the University's e-library.

The module will be predominantly classroom based and will draw upon your own experiences in their classrooms and the quality of pupils' learning experiences as the basis for reflecting on and improving their professional practice. Specific reading tasks will be set that match the practical based inquiry of the teachers. You will be required to apply behaviour management theories in your own schools and to assess your success with guidance from the VLE and from your personal and school mentors.

You will have the opportunity to work collaboratively within and across schools through a range of learning networks and will have the opportunity to discuss your progress with other teachers locally and in an online module forum.

### Skills that will be practised and developed (transferable skills)

Students as teachers undertaking further professional formation will acquire and develop a range of valuable skills which are discipline specific, as well as more general 'employability' skills including:-

- > the ability to collect, analyse and interpret a range of complex data including core school data;
- > the use and application of information technologies;
- > the ability to communicate and present ideas and findings in a variety of ways, for example, in writing, during asynchronous online discussions and orally;
- > the ability to problem solve, and work individually and in small collaborative teacher groups as part of a professional network.

### How the module will be assessed

#### Formative Assessment

Formative assessment will be provided primarily through the mentor with small groups. You will be required to complete a range of learning tasks for discussion in these face to face gatherings or during asynchronous on-line forum events. These will not contribute to the overall mark for the module, but will allow students to explore ideas and assess their progress and to identify aspects of their work which need strengthening in preparation for the summative assignment.

#### Summative Assessment

The assessment will be based on developing a planned intervention in the area of classroom and behaviour management. A behavioural issue faced in practice will be identified and, through the use of a series of observations based upon using critical incidents, a brief description of the nature of the issue will be generated which will include the key factors and influences that contribute to it and the appropriateness of current responses. The assignment will set out a plan for an intervention to improve the identified behaviour which will detail the different steps being taken and how their success will be evaluated. The assessment will contain a strong reflective element, indicating how your practice and professional thinking have been influenced by the ideas explored within the module.

If an assignment receives a score of less than 50% at first attempt, you will be permitted one further attempt during the module re-sit period. A capped mark of no more than 50% can be awarded for a re-sit.

Type of assessment	% Contribution	Indicative titles	Duration (if applicable)	Approx. date of Assessment
Coursework (3000 words)	100			24 November 2015 (Interruption of Study students returning in Autumn) 24 May 2016 (Interruption of Study students returning in January)

### Syllabus content

This module enables you to engage in the theory and practice of behaviour management in a range of school contexts.

The content will introduce a range of behaviour management theories and provide teachers with initial strategies for their implementation. It will identify key texts and provide access to professional training and advice. The intention is to create reflective practitioners who are committed to the concept of continual professional development and who understand that successful behaviour management is a skill rather than an inherent personal quality.

You are expected to use the VLE regularly and to engage in wider reading and discussion, thus enabling you to:

- > identify key theories and recognise which theories are appropriate to their needs;
- > evaluate their implementation and reflect on their own practice;
- > identify atypical behaviour and address the needs of individual pupils.

**A detailed reading list for this module will be available on Learning Central.**



## SIT800 - Child and Adolescent Learning and Development (0-19) (15 Credits)

### Module summary

This module will provide you with an understanding of the principles of child and adolescent learning and development, whilst requiring you to apply the insights you gain to inform and enhance your own professional practice in schools. It will introduce you to the key frameworks that have shaped our current understanding of how children and adolescents learn and develop cognitively, socially, linguistically and emotionally. The module content will therefore cover key aspects of developmental psychology, constructivism and social constructivism. The module will also introduce and engage with debates about children's social development and socialisation, emotional development and intelligence and new insights offered by neuroscience. It will:

- > ensure that your understanding of child and adolescent learning and development is grounded in research evidence, theory and academic literature at M-Level;
- > challenge you to evaluate current methods for supporting children's and adolescents' progression;
- > require you to apply your understanding of child and adolescent learning and development to the design of learning activities and interactions in their pedagogical practice and to reflect on these processes and outcomes.

### Learning outcomes:

On completion of the module you should be able to:

### Knowledge and comprehension

- > demonstrate an advanced level of knowledge and understanding of the ways in which children and adolescents learn and develop (cognitively, socially, emotionally, linguistically);
- > show a critical understanding of current educational approaches to supporting child and adolescent learning and development;

### Intellectual skills (application and analysis)

- > engage critically with a range of sources such as text books, journal articles, online training materials and reports related to child and adolescent learning and development, evaluating their relevance to individual practice contexts;
- > develop critically informed ways to optimise learning activities and interactions to support child and adolescent learning and development;

### Discipline specific (including practical skills)

- > critically appraise your own professional practice with respect to child and adolescent learning and development.

### How the module will be delivered

The majority of the module content will be delivered through the Cardiff VLE with online professional learning resources and relevant research evidence, including for example, case studies and illustrative material on effective professional practice within Wales and from the wider international community.

The VLE will guide your progress through recorded lectures, expert "talking heads", suggestions for role play, pre-recorded scenarios and tasks to be completed in the classroom. All activities will be matched to directed reading available from the University's e-library.

The module will be predominantly classroom-based and will draw upon your own experiences in your classrooms and the quality of pupils' learning experiences as the basis for reflecting on and improving your professional practice. Specific reading tasks will be set that match your practical based inquiry. You will be required to apply the knowledge and understanding acquired relating to child and adolescent development to your own professional practice in your schools and to assess your success with guidance from the VLE and from your personal and school mentors.

You will have the opportunity to work collaboratively within and across schools through a range of learning networks and will have the opportunity to discuss your progress with other teachers locally and in an online module forum.

### Skills that will be practised and developed (transferable skills)

As teachers undertaking further professional formation you will acquire and develop a range of valuable skills which are discipline-specific as well as more general 'employability' skills including:-

- > the ability to collect, analyse and interpret a range of complex data including school data and research evidence;
- > the use and application of information technologies;
- > the ability to communicate and present ideas and findings in a variety of ways, for example, in writing, during asynchronous on line discussions and orally and in discussions with your mentor;
- > the ability to problem solve, and work individually and in small collaborative teacher groups as part of a professional network.

### How the module will be assessed

Whilst demonstrating knowledge and understanding of the module content (below) is key to successful progression in this module, the assessment is also designed to test higher order skills associated with analysis, application and (self-) evaluation in educational practice. Assessment is, therefore, based upon a summative task which combines academic study with critical reflection on practice and application of ideas in professional contexts.

#### Formative Assessment

Formative feedback will occur in discussion with your mentor and professional colleagues via tutorials and small group discussions, as well as in online feedback from peers and mentors on ideas which are developed as the participants engage with the learning tasks.

#### Summative Assessment

The assessment will require you to undertake a mini-case study (vignette) of a small group or individual pupil based on an aspect of learning or development covered within the module. It will be based on an initial articulation of a practice-based concern or issue linked to a relevant theoretical construct or piece of research evidence and will demonstrate how these have contributed to deepening understanding of the chosen issue and potential strategies to enrich outcomes for learners.

The case study will be aimed at colleagues as a professional audience, providing a critical evaluation of what has been learned and how this relates to specific planned developments for future practice.

Type of assessment	% Contribution	Indicative titles	Duration (if applicable)	Approx. date of Assessment
Coursework (3,000 words)	100	The case will be based on a practice-based concern or issue linked to a relevant theoretical construct or piece of research. It will demonstrate how these have contributed to deepening understanding of the issue chosen and potential strategies to enrich outcomes for learners.	N/A	8 December 2015 (Interruption of Study students returning in Autumn) 13 September 2016 (Interruption of Study students returning in January)

### The potential for reassessment in this module

If a student assignment receives a score of less than 50% at first attempt, students will be permitted one further attempt during the module re-sit period. A capped mark of no more than 50% can be awarded for a re-sit.

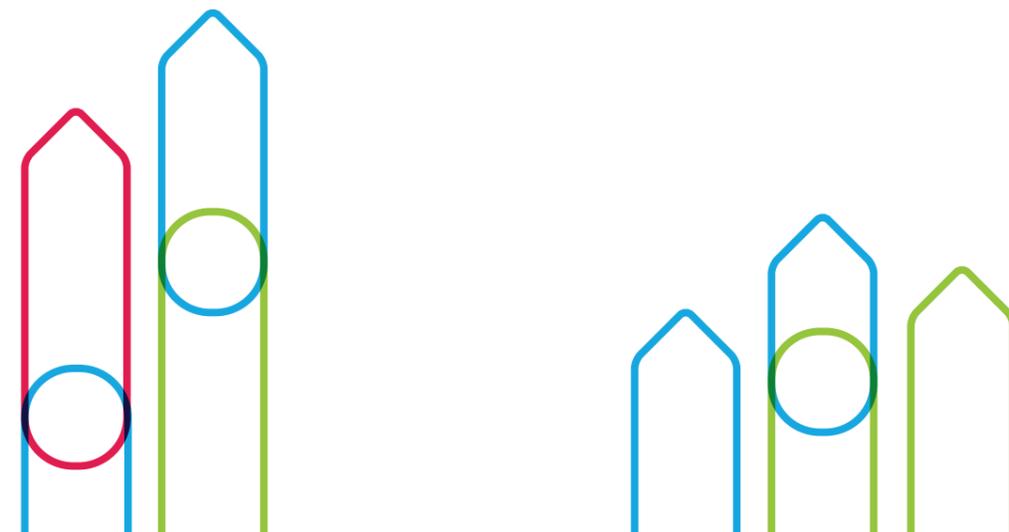
### Syllabus content

This module will provide MEP participants with an understanding of the principles of child and adolescent development, whilst requiring them to apply the insights they gain to inform and enhance their own professional practice in schools.

The content will be wide-ranging and all of the areas of learning outlined below will cover children's and adolescents' development from birth to around 19 years of age. The content will include:

- > introduction to theories of learning and development, cognitive development and developmental psychology.
- > constructivism and social constructivism.
- > social development.
- > emotional development.
- > language, learning and communication.
- > physiology of the child and adolescent brain, including recent developments in neuroscience.
- > staging, delay, disorder and deviation.

**A detailed reading list for this module will be available on Learning Central.**



## SIT809 – Developing Literacy and Numeracy across the curriculum

### Module summary

The module builds on the understanding of effective learning developed through the programme. It focuses on the policies and practice currently in use in Wales that aim to improve pupil attainment in literacy and numeracy. It will:

- > explore participants' understanding of how children and adolescents develop their numeracy and literacy skills and understandings;
- > develop participants' critical understanding of how teachers support learners to develop their numeracy and literacy skills in the context of their subject specialism or phase;
- > critically explore policy-implementation and school based responses, both local and national, within Wales and beyond, aimed at developing literacy and numeracy;
- > support participants' engagement with research evidence, theory and academic literature at M-Level in this field;
- > challenge participants to develop their ability to plan small scale interventions and learn from their own and others' practice according to their subject specialism or phase.

### Learning outcomes:

On completion of the module a student/teacher should be able to:

### Knowledge and comprehension

- > demonstrate an advanced level of knowledge and understanding of definitions and concepts of literacy and numeracy development within the Welsh Context;
- > display a critical understanding of key theoretical frameworks, debates and research evidence relating to literacy and numeracy development;
- > critically reflect on the factors contributing to underachievement in literacy and numeracy development for learners and the consequences for their engagement in education;
- > show a critical understanding and appreciation of current educational approaches to supporting literacy and numeracy development and to tackling underachievement across the curriculum as appropriate to subject specialism or phase.

### Intellectual skills (application and analysis)

- > engage critically with a range of sources related to literacy and numeracy development and with their relevance to individual practice contexts.
- > develop evidence informed ways to optimise learning activities and interactions to support literacy and numeracy development and tackle underachievement;
- > evaluate critically their own practice in relation to both literacy and numeracy and reflect on the impact of both on learners;
- > identify and analyse whole school approaches to developing an effective approach to literacy and numeracy and demonstrate an understanding of challenges/barriers/enabling factors in their own school contexts.

### Discipline specific (including practical skills)

- > apply principles of literacy and numeracy development to the design of learning activities and interactions in the context of pedagogical practice;
- > ritically reflect on their own professional practice with respect to literacy development for learners;
- > evaluate current approaches to supporting literacy and numeracy development in their own settings.

### How the module will be delivered

The module will be delivered in a blended format. The blended format of the module will involve students in a face-to-face learning event, which will provide an overview of the module and introduce key ideas, literature and resources. Participants will also access learning resources online and will engage with learning materials within the MEP VLE (Learning Central). Resources will include those provided by Welsh Government, alongside bespoke resources developed and provided by the University and its HEI partners.

The VLE will guide teachers' progress through recommended resources to include videos, readings and core and extended activities. A core component of teaching and learning will be an online task. Students will be required to post their responses to an online learning group and participate in the discussion. This will be supported by external mentors and monitored by academic staff. The module will draw extensively upon teachers' own experiences in their classrooms and the quality of pupils' learning experiences as the basis for reflecting on and improving professional practice. Specific reading tasks will be set that match the practice based inquiry of the teachers. The students – as classroom teachers – will be required to design learning activities that develop pupils' literacy and numeracy and to assess their success with guidance from the VLE and their mentors. Participants will have the opportunity to work collaboratively within supported learning groups and will have the opportunity to discuss their progress in an online module forum.

### Skills that will be practised and developed

Participants will acquire and develop a range of skills which are discipline specific as well as more general 'employability' skills including:-

- > the scholarly use of library and internet resources;
- > the ability to communicate and present ideas and conclusions in a variety of ways; (e.g. documenting an intervention to support literacy, providing reflections on this, engaging in asynchronous on line discussions with peers and mentors and undertaking a oral presentation);
- > critical reflection on professional practice;
- > the ability to analyse, evaluate and synthesise knowledge from a range of different sources;
- > peer-learning and professional communication skills within learning groups.

### How the module will be assessed

Participants will identify from reading and critically analysing the literature a particular focus for enhancing learners' development of literacy and/or numeracy in their teaching contexts. They will implement a small-scale intervention in their own setting. Within a 5000 word written assessment they will critically reflect on how the intervention has helped to improve the learning of the pupils and their own practice.

The assignment will include:-

- > a summary of what exactly was undertaken in the classroom with learners;
- > a brief evaluation of the intervention;
- > implications for practice in the future.

Type of assessment	% Contribution	Indicative titles	Duration (if applicable)	Approx. date of Assessment
Coursework (5000 words)	100	Report of an intervention		12th April 2016

### The opportunity for reassessment in this module

If a student assignment receives a score of less than 50% at first attempt, students will be permitted one further attempt during the module re-sit period. A capped mark of no more than 50% can be awarded for a re-sit.

### Syllabus content

This module will provide students with the opportunity to explore the theory and practice of teaching literacy and numeracy within a variety of school contexts and with an emphasis on cross curricular learning. The aim is to create teachers who understand how to support pupils to develop their literacy and numeracy across the curriculum.

Participants are expected to use the VLE and engage in wider reading and discussion, thus enabling them to:-

- > identify key theories and recognise which theories are appropriate to their needs;
- > evaluate their implementation and reflect on their own practice;
- > improve their pedagogic expertise.

## SIT810 – Overcoming the impact of poverty on pupil attainment and developing inclusive approaches to pupils with ALN

### Module summary

This module requires students to examine and understand two of the key challenges facing the Welsh education system; overcoming the impact of forms of poverty on pupil attainment and providing an inclusive education that meets the needs of pupils with Additional Learning Needs (ALN).

It will critically explore different notions of poverty and of ALN and the barriers and issues at both classroom and school level that affect children and young peoples' engagement with school and learning and which may impact upon their attainment. As such, students will develop a deep understanding of the concept of effective and inclusive pedagogies and their role in overcoming the effects of poverty and other forms of social and emotional disadvantage. Students will enquire into pupils' learning experiences as a basis for developing effective classroom strategies. Working with 'pupil voice' will thus be explored as a core professional learning strategy.

### Learning outcomes:

On completion of the module a student/teacher should be able to:

### Knowledge and comprehension

- > demonstrate an advanced level of knowledge and understanding of the key concepts of poverty and inclusion and how they can inform and enrich teachers' practice;
- > develop understanding of the complex factors that constitute types of poverty and the impact these can have on learning and attainment in children and young people;
- > demonstrate a comprehensive understanding of how children's development, participation and learning can be affected by ALN;
- > explore the developing knowledge base and research into 'pupil voice' and understand its role in enabling children and young people to contribute to teachers' understanding of teaching and learning;
- > engage critically with a range of research into effective and inclusive pedagogical approaches and how they might overcome barriers to learning and engagement.

### Intellectual skills (application and analysis)

- > engage critically with a range of sources related to ALN and overcoming the impact of poverty on attainment and evaluating their relevance to individual practice contexts;
- > critically evaluate their own classroom practice in relation to supporting pupils with ALN and overcoming the impact of poverty on attainment;
- > demonstrate understanding of the school-level policies and practices which can both create barriers to and enable the development of more inclusive and effective educational provision.

### Discipline specific (including practical skills)

- > develop their ability to conduct a reconnaissance of their current provision, including the use of 'pupil voice';
- > explore whole school approaches and systems, evaluating the usefulness of these approaches;
- > analyse the challenges/barriers/enabling factors in supporting pupils with ALN and overcoming the impact of poverty on attainment.

### How the module will be delivered

The module will be delivered in a blended format. The blended format of the module will involve students in a face-to-face learning event, which will provide an overview of the module and introduce key ideas, literature and resources. Participants will also access learning resources online and will engage with learning materials within the MEP VLE (Learning Central). Resources will include those provided by Welsh Government, alongside bespoke resources developed and provided by the University and its HEI partners.

The VLE will guide teachers' progress through recommended resources to include videos, readings and core and extended activities. A core component of teaching and learning will be an online task. Students will be required to post their responses to an online learning group and participate in discussion. This will be supported by external mentors and monitored by academic staff. The module will draw extensively upon teachers' own experiences in their classrooms and the quality of pupils' learning experiences as the basis for reflecting on and improving professional practice. Specific reading tasks will be set that match the practice based inquiry of the teachers. The students – as classroom teachers – will be required to design learning activities that develop pupils' literacy and numeracy and to assess their success with guidance from the VLE and their mentors. Participants will have the opportunity to work collaboratively within supported learning groups and will have the opportunity to discuss their progress in an online module forum.

### Skills that will be practised and developed

Participants will acquire and develop a range of skills which are discipline specific as well as more general 'employability' skills including:-

- > the scholarly use of library and internet resources;
- > collection, organisation and analysis of small-scale qualitative data including pupil voice;
- > critical reflection on professional practice;
- > the ability to analyse, evaluate and synthesise knowledge from a range of different sources;
- > peer-learning and professional communication skills within teacher learning groups.

### How the module will be assessed

#### The opportunity for reassessment in this module

If a student assignment receives a score of less than 50% at first attempt, students will be permitted one further attempt during the module re-sit period. A capped mark of no more than 50% can be awarded for a re-sit.

### Syllabus content

This module will provide students with the opportunity to explore a highly challenging area of professional practice. The topics are designed to provide a structured approach to exploring these through carrying out a reconnaissance into an area of practice and to enable students to learn how to work effectively with 'pupil voice' as a valuable tool for professional learning. The topics and tasks provide a systematic and supported exploration of these issues within the context of the students' own schools, with particular pupils in mind. It will ensure that participants apply understanding of the ethical issues involved in working with pupil voice and that they gain confidence in challenging orthodoxies to develop practice which is informed by the knowledge base about the factors which affect attainment at school for groups of pupils who experience poverty. Topics ensure

Type of assessment	% Contribution	Indicative titles	Duration (if applicable)	Approx. date of Assessment
Course work (5000 words)	100	Report of a reconnaissance		6th September 2016

that students build their pedagogical practice in conjunction with searching questions about effective and inclusive pedagogies. They further consider the wider implications for future development of their own teaching and also of school policies and practices.

#### The core resources provided will allow students to:-

- > critique simplistic analyses and develop appropriate responses in areas that are widely acknowledged as not fully understood;
- > relate their own professional practice to a range of pedagogical approaches and models;
- > critically analyse the use of terminology such as 'special educational needs', 'inclusion', 'poverty' and 'labelling';
- > develop understanding of the need for teachers to understand school experiences from pupils' perspectives in order to support learning;
- > establish a critical understanding of how to enquire using qualitative methods to elicit pupil voice as a prime data source, including ethical considerations, collection, organisation and analysis of this type of data;
- > critically explore strategic approaches at a school level intended to impact on the attainment of children and young people.

A core requirement of the module is that participants apply understanding of factors affecting the attainment of pupils who experience forms of poverty to the design of learning activities and interactions in their pedagogical practice and wider aspects of school life, as appropriate, and reflect on these processes and outcomes.

## SIT807 – Leadership

### Module summary

Participants will develop a critical understanding of 'leadership' as a complex concept. They will explore the impact of contemporary contexts on professional learning and analyse relevant theoretical perspectives including teacher leadership, leadership for learning, professional networks and collaborative professional development. They will critically evaluate school, local and national contexts and legislation related to bringing about sustainable change that supports the learning of children and young people. This is applied to the design of a strategy for working positively, ethically and inclusively with colleagues and the wider community to bring benefits to pupils in the school and / or beyond.

This module explores leadership of pedagogical change related to theoretical perspectives on teacher leadership and bringing about change. It prepares participants for Module 9 'Undertaking, Evaluating and sharing Action Enquiry'. Collegiate practice is problematised and participants are required to reflect critically on the challenges and responsibilities of agentive professional identity.

### Learning outcomes:

On completion of the module a student/teacher should be able to:

#### Knowledge and comprehension

- > demonstrate good knowledge and understanding of key concepts of teacher leadership, leadership for learning, professional networks and collaborative professional development;
- > demonstrate a comprehensive understanding of how change can be initiated and generated by teachers and of the complex collaborative dynamics which are involved in enacting teacher leadership and the effective development of professional networks.

#### Intellectual skills (application and analysis)

- > demonstrate a critical understanding of their own professional attributes in relation to leading change and inquiry in complex school contexts;
- > critically assess practices from their own and other contexts and evaluate opportunities and limitations for practice innovation.

#### Discipline specific (including practical skills)

- > develop a focus for an inquiry based innovation that brings benefits for pupils and has the potential positively to influence practice beyond the individual classroom;
- > share, justify and defend the outcomes of their professional enquiry in appropriate formats and to relevant audiences.

### How the module will be delivered

Participants will attend a one-day face-to-face learning event, which will provide an overview of the module and present key ideas, underpinning research and evidence.

The VLE will provide access to recommended resources, including reports, best practice case studies, journal articles and other appropriate resources. This structured engagement with reading, together with interaction with a mentor and other course participants, will develop a supportive, informed and critically reflective approach.

Participants will, as appropriate, work in their own schools, or with teachers at other schools to explore the possibilities, opportunities and constraints of collaborative enquiry and professional development and to assess how these impact on pupils' outcomes and or wider school issues. In this way, the main site of learning will be situated in classrooms and schools and promoted through engagement with networks, including mentors, as part of a wider community of practice.

### Skills that will be practised and developed

Participants will acquire and develop a range of skills including the ability to:

- > apply the benefits of engagement in scholarship and research to personal practice and to other settings;
- > develop skills of critical analysis to be applied to personal practice and other settings;
- > demonstrate a critical understanding of the nature, scope and limitations of research, professional knowledge and theory relevant to the leadership and management of educational institutions;
- > work individually and with others and, as appropriate, provide leadership and promote collaborative working and networking;
- > summarise key findings and present these to others, justify and defend a point of view and listen and respond to others

### How the module will be assessed

Engagement with the structured materials on the VLE, together with interactions with a mentor and other participants will provide the main source of formative feedback.

Assessment will be in the form of a coursework portfolio which will be structured to provide evidence of three key stages of planning an effective practice innovation (i) overall design (ii) implementation and (iii) evaluation of an innovation that draws on collaborative working to bring about benefits to pupils in the school and/or beyond. Each stage will draw on and reference appropriate sources of literature and existing research evidence. The evaluation

### Syllabus content

The module provides structured opportunities to engage with literature and research evidence in relation to school leadership, teacher leadership, professional identity formation and collaborative professional development. In particular, the module will draw together key themes, research evidence and best practice to support classroom-based enquiry to focus on the role of teachers as leaders in the initiation of change and provide opportunities for teachers to reflect on their role in this process.

of the plan will require participants to incorporate feedback from others, based on a presentation of their design. The evaluation will include a self-reflection on the participant's own leadership style and contribution to the strategy and its implementation. The focus of the strategy will be negotiated with the participant's mentor and school manager. As appropriate, each stage will draw on data gathered using techniques developed and applied in prior modules.

#### The opportunity for reassessment in this module

If a student assignment receives a score of less than 50% at first attempt, students will be permitted one further attempt during the module re-sit period. A capped mark of no more than 50% can be awarded for a re-sit.

Type of assessment	% Contribution	Title	Duration (if applicable)	Approx. date of Assessment
Coursework (3,000 words)	100	To be negotiated		26 January 2016



## SIT808 – Teacher Inquiry Project

### Module Summary

Participants taking this module learn how to conduct teacher inquiry into an intervention to enhance pupil learning, developing an area of practice which extends the professional development undertaken in previous modules in relation to one or more of the core MEP themes (literacy, numeracy, reducing the impact of poverty on attainment, ALN, behaviour management). Reflective practice is a further core theme which is embedded within the inquiry. Inquiry itself is explored as a critically informed practice. Participants engage with the literature on teacher inquiry, and learn how to develop a focus which aims to improve pupil learning, based on developing deep understanding of the purposes and practices of teacher inquiry. They design and carry out an inquiry which is informed by critical reading of relevant literature and policy-making within the field and which is conducted ethically, and they produce a rationale which is fully contextualised. They learn how to design an inquiry which is methodologically sound, developing and justifying methods which are appropriate to eliciting relevant data. In a research report, participants analyse the data, draw conclusions to inform future practice and make recommendations, demonstrating that they are aware of limits and constraints as well as the benefits of conducting the inquiry, and that they have designed a feasible and worthwhile project which should improve pupil learning and bring wider benefits to colleagues and the school. This builds upon the preceding module 'Leadership' which establishes responsibilities towards the wider school and community, as well as to other colleagues, as an integral part of inquiry.

#### The overall aims of this module are thus to:

- provide an overview of current teacher inquiry methodologies and a critical appraisal of the purposes and practices of teacher inquiry;
- provide critical review of teacher inquiry methods and analytical approaches;
- explore and engage with the existing knowledge base, policy-making and research as a basis for designing inquiry;
- consider the wider implications and potential of teacher inquiry by problematising the concept of 'impact' and 'dissemination' in practice-based contexts and teacher networks.

#### Learning outcomes:

#### On completion of the module a student/teacher should be able to:

#### Knowledge and Comprehension

- engage critically with the literature on teacher inquiry and its role in practice improvement and practitioner development;
- understand the requirements of ethical inquiry and make an evaluation of how their inquiry will meet ethical demands.

### Intellectual skills (application and analysis)

- gather, collate and analyse data in ways which are well-organised, ethical, rigorous and reflect understanding of current practices in teacher inquiry;
- analyse inquiry findings and arrive at professional judgements which demonstrate the capacity to challenge orthodoxies and think independently in relation to core educational issues and practices related to the inquiry focus.

### Discipline Specific (Including Practical Skills)

- evaluate the inquiry and reflect critically on how it has succeeded in meeting its aims to develop practice to improve outcomes for pupils;
- draw out implications/proposals for further action and the potential wider impact of the inquiry on the practice of others.

### How the module will be delivered

The module will be delivered in a blended manner. This will include a one-day learning event that will introduce the participants to how to carry out a teacher inquiry based on a range of skills, knowledge and understanding, providing a foundation for rigorous planning, execution and reporting. In addition students will take part in a range of on-line tasks to develop the rationale and inquiry focus and the proposed methodology and inquiry methods, including ethical considerations. Each participant will receive feedback from their peers, following reading of key literature about teacher inquiry which has been introduced on the regional event day. Mentoring sessions in schools will be provided in order to support planning and implementation of the inquiry. Participants will have access to electronic resources, research bases and HEI online library facilities. HEI tutors will provide feedback on draft work to support individual study.

### Skills that will be practised and developed

The module will contribute to:

- the development of the scholarly use of library and computing services and internet resources and of appropriate writing, presentation and computing skills;
- critical reflection on professional practice;
- application of critical analysis and problem solving; communication and critical thinking;
- peer-learning and professional communication skills within professional learning networks.

These skills will be applied and assessed through a summative assignment, formative peer group tutorial and online work, individual tasks and one-day workshop events.

### How the module will be assessed

**Summative assessment:** a portfolio of the enquiry project

The portfolio will include: a critically informed rationale for teacher enquiry leading to a focused research question; a review of appropriate literature; an evaluation of the ethical considerations involved; a justification of the methodology and methods adopted; a presentation and analysis of data; a discussion of findings; a critical evaluation of the limitations of the research; analysis of the implications for practice; a plan for dissemination and wider impact and the identification of questions for further research.

Formative assessment is provided by peer feedback via an online task on the rationale for inquiry (tutor-monitored) and also during workshop presentations on face-to-face regional teaching days as well as by the HEI tutor via online support for draft work and by the mentor during individual support sessions. HEI tutors provide formative feedback on work-in-progress before the submission date to allow participants time to incorporate their advice into the final draft.

**Summative assessment:** coursework is parallel double-marked. The final grade is agreed by both markers with the HEI tutor providing the agreed grade and agreed feedback comments.

#### The opportunity for reassessment in this module

If a student portfolio receives a score of less than 50% at first attempt, students will be permitted one further attempt during the module re-sit period. A capped mark of no more than 50% can be awarded for a re-sit.

Type of assessment	% Contribution	Title	Duration (if applicable)	Approx. date of Assessment
Portfolio of teacher inquiry project	100	As described above		8th November 2016

### Syllabus content

The module syllabus is based on three core themes supporting teacher enquiry which are explored during Learning Event Days, in online tasks and via guidance for independent study.

#### 1. Designing a Teacher Inquiry Project:

- a. exploring teacher inquiry in theory and practice; becoming a teacher researcher; 'critical' questions for inquiry; rationale for inquiry; forms of change; being a change agent through inquiry;
- b. understanding the contexts for inquiry: classroom, school, inter/national, social, cultural;
- c. engaging with the knowledge base; literature review, grey literature, critical reading.

#### 2. Developing Teacher Inquiry:

understanding action research in theory and practice; methodology; designing an intervention; developing methods; analytical approaches; ethics; collecting and managing data.

#### 3. Learning from the inquiry

Analysing data; reviewing the teacher inquiry process; identifying and sharing findings; planning for sustainable change and meaningful impact.



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