



STRANMILLIS
UNIVERSITY COLLEGE

A College of Queen's University Belfast

Year 1

MODULE

Personal and Professional Learning 1

**Course Guide
2009-2010**



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Personal and professional learning lies at the heart of the journey to becoming a successful teacher. In this module you will have the opportunity to develop your personal abilities in a range of areas including literacy, numeracy and ICT and will start to build professional competence in the classroom. School placement is central to professional preparation and occurs in each year of the undergraduate programme. All other parts of your programme also contribute to your professional development and in this module you will have the opportunity to draw all your learning together.

Learning Outcomes

By the end of this module you will be able to:

- Plan lessons in your applicable subject and other areas
- Deliver lessons competently in your applicable subject and other areas such as Learning for Life and Work (LLW)
- Reflect on your teaching using the General Teaching Council (GTC) competences
- Develop personal skills in ICT, literacy, numeracy and study skills

You will also develop the following skills:

- use ICT in your study and in their placement setting as appropriate;
- communicate effectively with peers, pupils and other professionals orally and in writing
- collaborate and plan as part of a team.

Timetable

The timetable for this module is as follows:

All students:

Monday 11-1 CLR12

Wed 11-1 CLR12

Thu 11-1 CLR12

Additionally there will be classes on:

Fri 9 -10.30 for **Business and Enterprise** students in BMS

Tue 11-12 (CSR5) and Thu 4-5 (Chemistry lab) for **Maths/Science** students

Thu 9-10.30 for **Religious Studies** students in CSR8A

Fri 9-10.30 for **Technology and Design** students in the Orchard Building

Professional Learning in College (weeks 1-28!!)

You will have the opportunity in college to address core issues concerning the curriculum and be facilitated in developing your planning and preparation for your experience in the classroom. Before you teach in school for the first time you will practise your presentation skills and receive and give constructive feedback.

These classes will sometimes take place with all year 1 students together, sometimes in subject groupings and sometimes in school placement groups. You will examine the Northern Ireland Curriculum and look at how your subject fits. The emphasis in Year 1 is on planning and you will have the opportunity to plan and deliver small micro-lessons before you begin teaching in school.

Placement

School placement is central to your professional learning. You will be placed in one school by the college for this academic year although there will also be visits to other schools. You will have **2 day visits** to your placement school in week 8 and a **five week block** in semester 2 from 22 February to 26 March 2010.

You will be placed with peers in partnership schools. This will involve shared planning, teaching and evaluation of lessons in your main subject area. In other aspects of the curriculum e.g. Learning for Life and Work (LLW), you will be working independently planning, teaching and evaluating lessons taught. By working together during some of your placement it is envisaged that the transition from student to student teacher will be a less daunting experience.

Assessment of school-based placement in Year 1 is on a **pass / fail** basis.

To pass school-based work you must show visiting tutors, your Heads of Departments, class teachers, teacher tutor and the principal of the school that you satisfy the following criteria, in line with the GTC Teacher Competences:

1. Display a positive and enthusiastic attitude
2. Be co-operative and helpful in school
3. Establish good relationships with individuals and pupil groups
4. Be able to plan individual lessons for a group of pupils or the whole class in subjects of the Northern Ireland Curriculum both independently and with peer/s
5. Identify appropriate learning outcomes for the lessons
6. Incorporate and use the basic techniques of lesson presentation skills
 - questioning
 - explaining

- instructing
- creating and using resources, including ICT
- using the chalkboard and ICT resources
- supervising pupils' work
- behavior management
- assess pupils' work in ways appropriate to the level of competence

7. Evaluate lessons taught and use critical reflection to guide future planning.

The teaching report form details the competences and professional skills that should be developed during your placement. You should use feedback from college tutors and teachers within the school to highlight areas that you are achieving in and identify areas that require development.

Resources

Much of the activity that you are requested to undertake within school is described in your course text books:

- **Brooks, V., Abbott, I., Bills, L. (2004)** *Preparing to Teach in Secondary Schools: A Student Teacher's Guide to Professional issues in Secondary Education*, OU Press.
- **Capel, S., Leask, M., Turner, T. (2001)** *Learning to Teach in the Secondary School: A Companion to School Experience*, Routledge Falmer.
- **Kyriacou, C. (2001)** *Effective Teaching in Schools, Theory and Practice*, Second Edition, Nelson Thornes
- **Kyriacou, C. (2001)** *Essential Teaching Skills*, Second Edition, Nelson Thornes

You should also make reference to useful websites (these are listed throughout your textbooks), for example, the Companion website www.routledgefalmer.com/companion/0145306752

The information you access from your placement school's inspection report (if available) www.deni.gov.uk will provide you with useful background information.

Study Skills (Weeks 1, 2, 9, 11, 12, 27, 28)

During these weeks you will be given support and guidance in study-skills to assist you with making the transition to higher education. The sessions will help you develop 5 key study-skills: awareness of what is required, self-evaluation, organization, confidence and good study habits.

ICT (Weeks 16-28)

Information to follow in Semester 2

Literacy and Numeracy (weeks 1-7)

This section of the course is underpinned by the recognition of the centrality of Numeracy and Literacy in the Post-primary Curriculum. It sets out to consider the important role of the post-primary teacher in facilitating pupils' acquisition and development of literacy and numeracy skills as well as subject knowledge. Numeracy, in this context, is defined as the mathematics an individual requires to operate in this numerate world and is a proficiency which is developed not just in mathematics but also in other subjects. It is more than an ability to do basic arithmetic. Literacy is defined as the acquisition of skills to help the individual become fluent in the use of written and spoken English.

The course also responds to recent developments in the Northern Ireland Curriculum and the changing emphasis in the statutory requirements, (The Education Order 2006) (The Education [Assessment Arrangements] [Foundation to Key Stage 3] Order 2007), with additional stress being placed on pupils' acquisition and development of "cross- curricular skills" such as "Using Mathematics" and "Communication", and the new requirement on teachers to assess these skills formally and report to parents.

This part of the module will raise awareness of whole-school Numeracy and Literacy issues and will consider the place of Numeracy and Literacy in the post-primary curriculum. Students will have an opportunity to consider the contribution of their main subject to a whole school policy on Numeracy and Literacy. They will have the opportunity to become aware of their responsibility as teachers for improving standards of Numeracy and Literacy across the curriculum. Students will also have the opportunity to reflect on their own standards of Numeracy and Literacy as they apply to the professional life of a teacher.

Learning for Life and Work (Weeks 9-12)

This section of the course is underpinned by a detailed recognition of the centrality of Learning for Life and Work (LLW) within the Northern Ireland Curriculum and its compulsory inclusion within it. It aims to consider the importance, and indeed the value, of this key area in helping young people to develop the fundamental skills, knowledge, qualities and dispositions that are pre-requisites for life and work in a modern society. The focus is on the acquisition of transferable skills, the capabilities necessary to produce more effective and flexible life-long learners and the importance of preparing young people to deal successfully with the demands of life and work as individuals, and as contributors to society, all within the context of an ever-changing local and global economy.

This section provides an overview of the content of the three strands of Personal Development, Local and Global Citizenship and Education for Employability. Students will be introduced to a variety of teaching skills and strategies appropriate to the different strands of Learning for Life and Work and will be required to plan and justify appropriate individual lessons to meet these requirements.

Assessment of Year 1 Personal and Professional Learning

This module will be assessed by gathering a portfolio of evidence to demonstrate that you have achieved the learning outcomes as described earlier in this guide and shown again below:

1. Plan lessons in their applicable subject and other areas (50%)

You will be expected to include in your portfolio

- 4 lesson plans and their associated resources in your main subject(s).
- a rationale of 500 words based on main subject(s) – further guidance will be given by subject tutors
- 2 lesson plans and their associated resources in LLW
- a rationale of 500 words based on LLW – further guidance will be given by subject tutors

This will be submitted by Wednesday 13 January at 12 noon to the Academic Office Central Building

2. Deliver lessons competently in their applicable subject and other areas such as LLW

This learning outcome will be assessed on visits from tutors during block placement. This element is pass/fail only but you **must pass** this element in order to pass the module as a whole.

3. Reflect on their teaching using the GTC competences (20%)

During your placement and at its conclusion you will be expected to demonstrate an awareness of your own ability and to be able to identify areas for improvement. Your Formative Profile Report will also form part of the evidence for this outcome. More information will be provided throughout the module as to the nature of evidence required for your portfolio. This element will be submitted at the end of semester 2.

4. Develop personal skills in ICT, literacy, numeracy and study skills (30%)

You will be given guidance throughout the course as to what constitutes evidence in these areas and dates for submission.

In order to satisfy the requirements of the assessment regulations for each module, students must achieve a minimum mark of 40%. A student failing the coursework element will be required to resubmit coursework and will be advised of resubmission dates (max mark 40%). Late submission of coursework assignments, without prior permission and/or a medical certificate, will incur a penalty of 5% per working day up to a maximum of 5 days after which a mark of ZERO for this element will be recorded. Please note that it is a requirement of this module that the practical teaching element must be passed for a pass to be awarded overall in the module.

A written assignment must not exceed the maximum word limit set for that assignment. Students are required to enter an accurate word count on the Assignment Cover Sheet. Tutors will not read or assess any part of the work which exceeds the word count by 10% - for example with a word limit of 2000, reading will cease at 2200 words.

Plagiarism

The University College regards plagiarism as a serious academic offence which may lead to disciplinary action being taken against the student concerned. Plagiarised material will be deemed to be passages from other works (including internet sources) incorporated without acknowledgement and with the intention of it being taken to be the candidate's own work. Plagiarised material will also be deemed to be passages from other assignments that the candidate has already submitted in partial satisfaction of degree requirements. Passages from other works may be quoted only if shown as quotations with acknowledgement of the sources and similarly may be paraphrased only if the sources are acknowledged. Please see [student study regulations](#) for further information.