

STRANMILLIS UNIVERSITY COLLEGE
A College of Queen's University Belfast

**Bachelor of Education
Primary**

Year 3

Professional Studies and Placement 3

SPS 3001

Module Guide

2018 -2019

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Course Tutors:

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Mrs J. Gardiner

Ms Melanie Mckee

Mrs Jill Magennis



Introduction

Welcome to this course!

As part of your B Ed programme there will be a course in ***Professional Studies and Placement***. This is one module in each year. These courses are at the core of your professional preparation for teaching and will give you the opportunity to explore a wide range of issues in the context of relevant theoretical frameworks. These will underpin your professional development.

This course will consider a range of issues related to the theme.

Rationale

This course is about helping you to

- think about a range of issues which have a bearing upon your professional development.
- making sense of classrooms.
- make sense of working with children.
- think more systematically about teaching.
- become a competent teacher who is able to make rational and informed choices in classrooms.

The rationale for this course is also based upon the idea of the ***reflective teacher***, the teacher who gives serious and critical consideration to their work and to the options it presents. ***Reflective teaching*** is applied in a cyclical or spiraling process, in which teachers monitor, evaluate and revise their practice continuously. For more information on this consult the **GTC publication 'Teaching: The Reflective Profession' (2007)**.

Module Content

The Module will:

In the context of developing competence in teaching strategies and techniques and classroom management, this module will help students to:

- consolidate and develop knowledge and understanding gained in Years 1 and 2
- consider continuity and progression within Schemes of Work
- focus on the issue of differentiation in terms of pupil need, outcomes, behaviour and assessment
- develop an increased repertoire of pedagogical skills
- compile a portfolio of evidence reflecting their developing competence through being placed in a phase related context; i.e. within a Foundation stage/Key Stage 1 class and a Key Stage 2 class.

Students will be placed in a **Foundation Stage/Key Stage 1** class and a **Key Stage 2** class for day visits and short blocks of School Based Work. Students will also be given

an opportunity to complete a short placement in a Special School. Students will be supported by a **supervisor** in college and in school

Learning Outcomes

Students should demonstrate;

- A critical awareness of a range of issues regarding FS/KS1 or KS2 classroom
- An increased development of the GTCNI competences established in Years 1 and 2
- A developing level of competence in planning and preparing short schemes of work
- A high level of ability in selecting appropriate content from the areas of learning within the Northern Ireland Curriculum
- A critical awareness of the need to differentiate pupils' work
- A developing competence to manage several work/ability groups within the classroom
- An increased competence in compiling a portfolio of significant artefacts of evidence regarding their developing competence
- The capacity and willingness to engage in critical reflection about their developing competence
- An increased ability to form good working relationships with pupils and significant others
- An increased awareness of the needs of pupils with mild/moderate learning difficulties

Transferable Skills

Students should:

- have an ability to organise and articulate opinions.
- be competent users of ICT in presentations and assignments.
- develop the ability to function effectively as part of a team.
- develop an ability to work effectively in the school environment.

Teaching and Learning

During the study of this module students will experience a variety of teaching and learning methods and techniques. They will gain knowledge and understanding through lectures, seminars, workshops, peer group discussions and debates, presentations, independent study time and working with children in school. The input of experienced practitioners and other external agencies involved in Education will provide additional input and insight into current educational debate and issues within primary education.

Compulsory element

- Compulsory attendance at all Professional Studies classes
- Coursework submission
- Students must pass the practical element of the placement in order to complete the module successfully.

GTC NI Competences

The Course will refer to the four main competence areas:

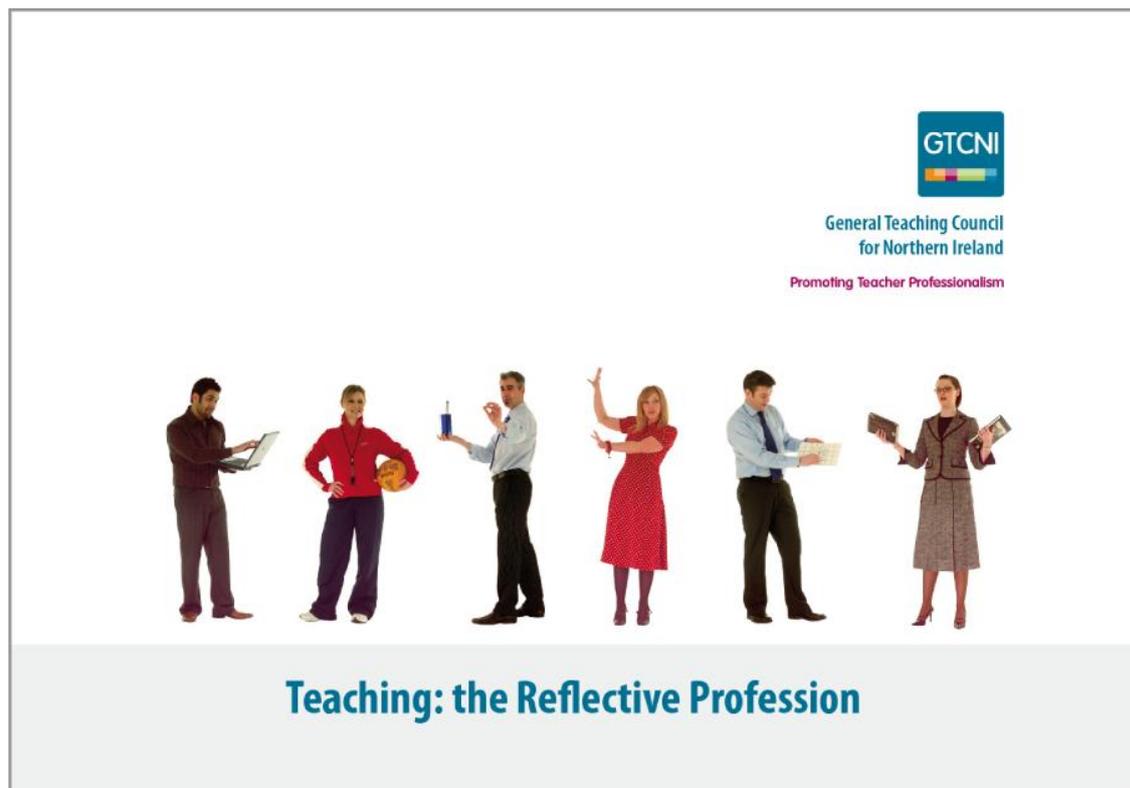
Professional Knowledge and Understanding

Planning and Leading

Teaching and Learning

Assessment

The course will hopefully help students to realise some of the key skills for higher education e.g. Employability.



Partnership with schools

Central to your professional preparation is the great emphasis placed on SBW and the acquisition of *professional competences*. Details of these professional competences are available on the www at the URL below

http://www.gtcni.org.uk/uploads/docs/GTCNI_Bookmarked%20Final%2013th%20June%2007.pdf

It is recognised that some competences can best be developed and extended during the school-based aspect of the course. Schools and College are in close partnership to ensure the maximum development of these competences.

The roles of the partners in Initial Teacher Education are clearly spelt out in the **Teacher Education Partnership** handbook with which you should become familiar. Copies of this are available for consultation in the library and on the www at the URL below

www.deni.gov.uk/teacher_education_partnership_handbook-3.pdf

Host schools and teachers

Your host teachers will all receive:

- Advice about the teaching requirements we have of students in their third year of Initial Teacher Education
- The advice given to College Tutors about supervision
- Report on Teaching forms for their use
- The grid of Competence Descriptors

Class teachers will be given a copy of any Report on SBW Reporting forms completed by College Tutors.

Student Feedback

Based on feedback received by students that completed this module in September 2016-2017

1. The following features received positive feedback

- Guest speakers and input from classroom practitioners
- The visits and feedback provided by Principals on placement
- Support and feedback provide by SBW tutors
- Organisation of module and open lines of communication
- School based work briefing and guidance
- Spread of day visits and the timing of day visits close to the block practice
- A varied range of interesting seminars

2. Changes for 17/18:

No specific changes

Pattern of School Based Work

You will be placed in a school for one academic year. In Year 3 you will have four day visits. In total. Visits are to allow you to get to know the children you will be teaching and their needs, abilities and interests. Your visits will also allow you to discuss your teaching programme with your host teachers and carry out set tasks to prepare you for your block practice.

Then 7 week **teaching block** comprises of:

Week	Day visit	FS/KS1 STUDENTS	KS2 STUDENTS
Week 7 (Wed) 17th Oct '18	School Visit 1	Chosen Phase (FS/KS1)	Chosen Phase (KS2)
Week 13 (Wed) 28th Nov '18	School Visit 2	Other Phase (KS2)	Other Phase (FS/KS1)
Week 20 (Tues) 15th Jan '19	School Visit 3	Chosen Phase (FS/KS1)	Chosen Phase (KS2)
Week 22 (Wed) 30th Jan '19	School Visit 4	Other Phase (KS2)	Other Phase (FS/KS1)

Chosen phase – Monday 18th February- Friday 15th March 2019(4 weeks – 25-28 weeks)

Other phase – Monday 18th March 2018 - Friday 5th April 2019 (3 weeks – 29-31 weeks)

This will be organised as follows:

Chosen Phase

- **One** day of observation - Monday 18th February 2019
- Tuesday 19th February 2019 - teach **2** lessons
- Wednesday 20th February 2019 - teach **3** lessons
- From Thursday 21st February 2019 – teach **4** lessons per day

Other phase

- **One** day of observation - Monday 18th March 2019
- Start teaching on Tuesday 19th March – teach **2** lessons that day.
- Wednesday 20th March – teach **3** lessons that day.
- From Thursday 21st March - **4** lessons will be taught each day

- Wednesdays are **full** days with the normal teaching load

**Professional Studies and Placement 3 Course
Schedule 2018-2019**

Week	Date	FS/KS1 Lectures, seminars & school visits Wednesdays 9-11am LT1/TEL12	KS2 Lectures and seminars & school visits Wednesdays 9-11am LT1 /CSR2
4	26 th Sept	Module Introduction(LT1) Course overview and module assessment outline (J. Gardiner)	
		Characteristics of the FS and KS1 curriculum (TEL12) (Dr Dunn)	Characteristics of the KS2 curriculum (CSR5) (J. Gardiner)
5	3 rd Oct	Child Protection and Safeguarding Dr Bronagh McKee	
6	10 th Oct	Effective Teaching and Learning at FS/KS1 Mrs Helen Morton The Model PS, Carrickfergus	Effective Teaching and Learning at KS2 Mrs Janet Erskine Waringstown PS (tbc)
7	17 th Oct	Day visit 1 Chosen phase (FS/KS1)	Day visit 1 Chosen phase (KS2)
8	24 th Oct	The Role of the adult in play- based learning (Mrs Magennis)	Classroom environment (Ms M.McKee)
9	31 st Oct	Reading Week	

10	7th Nov	Supporting learners with visual and hearing Impairments Education Authority Advisers (Mr. Stephen Porter & Wendy Martin)	
11	14 th Nov	Special School placement (week beginning 12 th November – 16 th November 2018)	
12	21 st Nov	Planning for play based learning (Dr Jill Dunn and Mrs Magennis)	
13	28th Nov	Day visit 2 Other phase (KS2)	Day visit 2 Other phase (FS/KS1)
14	5 th Dec	Organising, assessing and recording play (Mrs. Magennis)	Active learning (M.McKee)
15	12 th Dec	Assignment Submission Wednesday 12th December 2018 by 12 noon	
16-18		Christmas Break (3 weeks)	
19	7 th	Assessment period	
20	Tues 15 th Jan	Day Visit 3 (chosen phase FS/KS1)	Day Visit 3 (chosen phase KS2)

21	23 rd Jan	<p align="center">School Based work briefing (TEL 12) 9.00am -10.15 (J. Gardiner) Preparing for play based learning on placement (Tel 12) 10.15am 10.45am (Dr. Dunn)</p>	
22	30 th Jan	Day Visit 4 (other phase KS2)	Day Visit 4 (other phase FS/KS1)
Weeks 25-31	18 th Feb – 5 th April	School Based work – 7-week block - Mon 18th Feb- Fri 5th April 2019 Weeks 25-28 chosen phase Weeks 29-31 other phase	
		Easter Break (3 weeks) 8th -26th April 2018	
35	1 st May	<p align="center">School Based work review Formative Profiles Module review and evaluation (J.Gardiner)</p>	
36	8 th May	Completion of Formative Profile/consultation with main tutor and sign off	
	13 th - 27 th May	Assessment Period	

School information

Find out and record

- Background on the school (location, catchment area, etc)
- Significant times (school starts, break-time, lunchtime, etc.)
- Number of pupils, teachers, classes
- Facilities in the school (library, ICT resources, etc.)
- Range of extra-curricular activities

Important documentation

- It would be worthwhile asking the school for copies of the following policies
 - Pastoral care
 - Child protection
 - Positive behaviour
 - Marking

(The school may prefer that you simply read these documents rather than have a copy).

General Advice

You will spend 4 weeks in your chosen phase and 3 weeks in your other phase

Students who opt to take the module 'Learning through a Play based curriculum' will spend 4 weeks in a nursery setting. Details regarding placement and preparation for this block will be given within this module.

General Advice - Foundation Stage/Key Stage 1

During this block of SBW and depending on your chosen phase you will:

- Spend either 3 or 4 weeks with the Foundation Stage/Key Stage 1 class
- Use the **observation time** of this Key Stage block to observe and make final preparations for teaching
- Act as a teaching assistant when not teaching
- Engage in PDMU – related activities and extra-curricular activities if requested
- Maintain a file of all your lesson preparations and post lesson reviews

Detailed Advice

While in your **Foundation Stage/Key Stage 1** class

- Teach 4 **lessons/activities** each day, with as far as possible, one activity in the afternoon.
- Write a post lesson review for **one** lesson each day and have this review in your file beside the lesson to which it applies.
- Construct **schemes** of work when a series of **three or more** related lessons are being taught.

- You should aim to teach the **full range** of the Northern Ireland Curriculum subjects with a greater emphasis on *language and literacy* and *mathematics and numeracy*.
- Try, on occasions, to teach your lessons consecutively, managing the transition between activities.
- Try to incorporate ICT into your teaching.

General Advice - Key Stage 2

During this block of SBW and depending on your chosen phase you will:

- Spend either 3 or 4 weeks with the Key Stage 2 class you worked with on your day visit.
- Use the **observation time** of this Key Stage block to observe and make final preparations for teaching.
- Act as a teaching assistant when not teaching.
- Engage in PDMU – related activities and extra-curricular activities if requested.
- Maintain a file of all your lesson preparations and post lesson reviews.

Detailed Advice

While in your **Key Stage 2** class

- Teach 4 **lessons/activities** each day, with as far as possible, one activity in the afternoon.
- Write a post lesson review for **one** lesson each day and have this review in your file beside the lesson to which it applies.
- Construct **Schemes** of work when a series of **three or more** related lessons are being taught.
- Plan to engage in a range of organisational patterns – whole class, group teaching and individual support.
- You should aim to teach the **full range** of the Northern Ireland Curriculum subjects with a greater emphasis on *language and literacy* and *mathematics and numeracy*.
- Negotiate with your class teacher to take age appropriate mental mathematics sessions.
- Try to teach some aspect of number.
- Try, on occasions, to teach your lessons consecutively, managing the transition between activities.
- Try to incorporate ICT into your teaching.

Teaching File

Your file should contain the following information:

- First page:
 - Name
 - Student number
 - Name of school
 - Principal's name

- Year groups (for each phase)
- Names of class teachers
- A brief description of the school in general and of the pupils with whom you are working – if you wish to include a list of names, use first names only
- Lesson plans for each lesson that you teach
- Evaluations for each lesson that you teach (using the post lesson review format)
- Some examples of resources and pupils' work – be selective!
- Tutors' reports on teaching observed – reports may be retained in a separate section or placed beside the lesson that was observed
- Any other relevant materials or information

You must have your file with you every day in school.

Evaluating your teaching

In keeping with the spirit of the **GTCNI document 'Teaching the Reflective Profession'** you will mentally evaluate each taught lesson. You are also required to write a post lesson review per day. It is to judge the effectiveness of your teaching and to judge whether the learning outcomes were achieved. Start by thinking about assessment and use the **Post Lesson Review** as a guide.

Documentation that you are required to complete

- **School Report Form:** You will be given one of these forms. The front of the form will be completed by the student and left with the class teacher who will complete the back of the form. The form will be returned to Stranmillis by the Principal.
- **Attendance Form:** to be completed by the student and submitted to the schools' desk in the Academic office at the end of SBW.
- **Travel Claim Form** (where applicable): to be completed by the student and submitted to the schools' desk at the end of SBW.
- **Formative Profile**
You will also reflect upon your development of the GTCNI Teacher Competences through an Action Plan and the Formative Profile based on your block placement.

Assessment of the course

The module assessment requires a **written assignment** worth 20% and a **SBW placement** worth 80% of the module total marks.

The written assignment for the Professional studies element is as follows:

FS/KS1 students

Assignment Title

Critically reflect on the nature of effective teaching and learning in the Foundation Stage/Key Stage One classroom. You should make reference to your professional experience, relevant policy and to theory and research.

KS2 students

Assignment Title

*With reference to your school experience in Years 1 and 2 and to academic theory and research, critically reflect on the nature of effective learning and teaching in KS2 with reference to at least **one** of the following areas;*

- Classroom environment
- Behaviour management
- Connected learning
- Active learning
- Inclusion and differentiation
- Monitoring and assessment
- Technology enhanced learning
- Outdoor learning

Word length: 1000 words

Submission date: 12 noon on Wednesday 12th December 2018

The coursework assignment constitutes **20%** of the total module mark for PSP3

Assignments must be submitted to the Academic office in Central building with the appropriate coursework coversheet attached. Additional detail regarding the coursework assignment will be provided by course tutors.

Harvard Referencing System

Details are located within the BEd programme handbook and are also available on QoL. Please ensure that you follow the conventions within this guide carefully during the completion of your coursework assignment.

Feedback

Provisional marks (subject to Internal Board of Examiners' and External Examiner's approval) will *normally* be provided within 4 working weeks of the submission date.

Avoiding plagiarism

Students are encouraged to use the originality checking web site 'Turnitin' to help them avoid the suspicion of plagiarism. Staff may avail of their right to put through Turnitin coursework which has been submitted electronically if they feel this is necessary. If coursework has been submitted as a hard copy, the tutor may ask a student to e-mail an electronic copy of the assignment. Alternatively, a tutor may use a search engine web site if he or she is suspicious about the originality of sections of a student's writing.

QUB conceptual equivalents marking criteria

The Level 3 scale will be used to assess the coursework assignment for this module.

Attendance

The B.Ed. is a full-time professional degree course and full attendance is therefore an important expectation in all modules. Module guides will indicate where compulsory attendance at specific modules/lectures is a requirement to pass the module. Where attendance becomes a matter of concern, cases will be reported to and adjudicated by the Board of Examiners.

In all normal circumstances where a student's attendance falls below 80% there will be a 5 mark reduction in the final module score. Should a student's attendance be less than 70%, this will result in a 10 mark reduction in the final module score. **Should these reductions result in a student falling below the threshold to pass the module, sanctions will be applied, full details of which are contained in the document entitled *Attendance Penalties* which can be found on the student intranet.**

It is the student's responsibility to ensure he/she is signed in for every session. Any queries relating to signing-in must be raised by the student with the lecturer during the session as attendance registers will not be amended retrospectively.

All students should note that medical and permitted absences do not lower the attendance threshold. Students should inform themselves of procedures to report medical absences or absences due to special circumstances: such submissions will be considered by the Board of Examiners.

In this module attendance at seminars will be formally recorded and assessed by seminar tutors.

Appeals regarding School Based Work BEd primary 2018-2019

Students have the right to notify the Board of Examiners regarding any aspect of School Based Work (SBW) that they did not find satisfactory. **Please note the matters you report should be of a serious nature.** This would include information regarding adverse personal circumstances encountered during the period of SBW placement, which you believe affected your work and progress. It is university college practice to allow students 10 working days after the period of School Based Work to make their case.

You should, however, note the following

- **Verbal complaints cannot be accepted – you must make your case in writing.**
- **Please write in a professional manner – bear in mind that all documents are 'discoverable'. This is a legal term meaning that they can be seen by other professionals (this could possibly include members of staff of the host school –if they requested access)**
- **The matters you raise must be *factually accurate* and of a *serious nature*.**

- **The letter must be received by close of business *10 working days* after the last date of your placement. *Only in very exceptional circumstances will a letter be accepted after this date e.g. in the case of you being hospitalised.***

The final date for lodging appeals is 10 working days following the last day of school - based work placement.

N.B. All letters should be received by close of business on that date.

- **You should address the letter, marked *private and confidential*, to**

Dr P.Eaton
Director of teaching and learning
Stranmillis House
Stranmillis University College
BELFAST
BT9 5DY

This letter should be handed into the Academic Office. You will be issued with a receipt to indicate that this has been lodged. It is important that you retain this receipt as proof of lodging your appeal.

A formal appeal process is set out in the Student Handbook.

Keeping in Touch

- In the event of school closure (mid-term break, Baker days, heating failure, exceptional closures etc.) please inform the schools' desk (Tel No: 028 9038 4344 or email to schools@stran.ac.uk) as soon as possible.
- If you are absent for any reason during SBW (including the observation period), please inform both the school and the schools' desk (Tel No: 028 9038 4344 or email to schools@stran.ac.uk) as soon as possible.
On your return to college please complete the relevant self-certification form and submit a doctor's certificate if necessary to the central administration office (Central Building).
- If you are seeking permission to be absent for a non-medical reason please forward your request to schools@stran.ac.uk , giving as much notice as possible.
- If you know that you will not be teaching on a particular day/morning/ afternoon, please inform the schools' desk.
It would also be helpful to inform your college tutor.

If you are experiencing any difficulties, the university college tutor who is responsible for you during SBW should be contacted in the first instance.

If this is not possible, contact Dr Patricia Eaton Director of Teaching and Learning.

Child Protection Guidance

Child Protection Co-ordinator

Stranmillis University College, Belfast

b.mckee@stran.ac.uk Tel: 028 90 384 405

Children and young people have a fundamental right to be protected from harm.

Everyone in school plays a key part in protecting children and keeping them safe. There are three vital aspects to this role:

- Creating a safe and supportive environment for children
- Recognising pupils who are at risk or suffering from harm
- Taking appropriate action.

You can contribute to creating a safe and supportive environment for children through your work ethos and professionalism and in the way you communicate with and respond to children directly. By re-familiarising yourself with key indicators of adversity, you will increase the likelihood of recognising when a child is at risk or suffering from harm. Most importantly, if you are concerned about a child you can take appropriate action by reporting your concern immediately.

This information summary tells you what to do if you are concerned about a pupil during your school-based work and where you can get information or help. It is important that you become familiar with your school's legal child protection and safeguarding duty. We strongly suggest that you use the check list contained in this information prior to and during your first day of school-based work (see below).

School's role in child protection:

- Your school will have a designated person/teacher for pastoral care or child protection. This person is responsible for all child protection matters affecting pupils at the school
- Your school must have a child protection policy. This may be contained within a safeguarding policy or as a separate document. You can ask for a copy of this if you would like to see it
- All schools in Northern Ireland must follow the legislation and guidance from the Department of Education and Education and Library Boards
- If a school is worried about a pupil's welfare, they must refer this to the appropriate services, usually the Gateway Team to Children's Social Work Service (see contacts below)
- Schools may wish to inform parents that they have made a referral but they should NOT contact parents if they think that this could put a child at risk of harm

Your role in child protection:

- In general, students must be observant of children's learning, classroom behaviour and social relationships
- If you are concerned about the welfare of a pupil, you must report this to the designated person/teacher in your school immediately

- If the designated person/teacher is unavailable, you must report your concern to your class teacher
- If a report about a pupil's welfare is made during school-based work, you must inform any of the College Child Protection Co-ordination Team that you have done so.
- If you are unhappy with decisions made in school about your concern, you must report this to any of the College Child Protection Co-ordination Team immediately
- If you are concerned about a child, you should NOT approach the parent/guardian or discuss your concern with anyone else unless designated i.e. designated teacher.

School-based work checklist

- Read the NSPCC child protection document
- Read the College Child Protection Policy (internal website)
- Revisit your child protection class notes provided in first year
- Read your school Child Protection Policy
- Find out who the school Designated Teacher is
- Ensure to keep a copy of this information leaflet at all times
- Keep a note of contacts handy at all times
- Relax, take a deep breath and good luck with your visit.

These are the key documents which set out your school's responsibilities for child protection and are available in Stranmillis University College Library:

- ACPC (2005) Regional Policy and Procedures. Belfast: ACPC
- DENI (1999) Pastoral Care in Schools: Child Protection. Belfast: DENI

Internal Contacts:**Child Protection and Safeguarding Team 2017-2018**

Bronagh McKee Child Protection & Safeguarding Co-ordinator		Central Building First Floor Tel: 028 90 384 405 Email: b.mckee@stran.ac.uk
Noel Purdy Deputy Child Protection & Safeguarding Co-ordinator		Central Building Ground Floor Tel: 028 90 384 305 Email: n.purdy@stran.ac.uk
Michael Ievers (Post-Primary)		Orchard Building Tel: 028 90 384 474 Email: m.ievers@stran.ac.uk
Rachel Campbell (HPAS & Primary)		Orchard Building Tel: 028 90 384 443 Email: r.campbell@stran.ac.uk
Andy Brown (International)		Central Building Ground Floor Tel: 028 90 384 259 Email: a.brown@stran.ac.uk
Anita Gracie (PGCE)		Central Building First Floor Tel: 028 90 384 391 Email: a.gracie@stran.ac.uk
Brenda Mackay-Redmond (ECS)		Central Building Tel: 028 90 384 426 Email: b.mackayredmond@stran.ac.uk

Other Internal Contacts:

Dr Irene Bell, TEd Post Primary Chair
I.Bell@stran.ac.uk Tel: 028 90 384 388

Mr Andy Brown, TEd Primary Chair
a.brown@stran.ac.uk Tel: 028 90 384 259

Dr Noel Purdy, Head of Education Studies
N.Purdy@stran.ac.uk Tel: 028 90 384 326

External Contacts:

PSNI Inquiry Tel: 0845 600 8000

PSNI Crimestoppers Tel: 0800 555 111, Text: 180000.
Gateway to Children's Social Work Service Tel: 028 9050 7000.
Northern Ireland Social Services Departments (see attached).

Insert school details for easy access:

Name of Designated Teacher:

Designated Teacher contact:

The College Child Protection Co-ordination Team

Recommended Reading (Electronic Books)

Arthur, J. and Cremin, T. (2014) *Learning to Teach in the Primary School* London: Routledge. (available as e book in Stranmillis UC library)

Briggs, S. (2015) *Meeting Special Educational Needs in Primary Classrooms* London: Taylor and Francis (available as e book in Stranmillis UC library)

Browne, A. (2001) *Developing Language and Literacy 3-8*. [online]. SAGE Publications Ltd (available as e book in Stranmillis UC library)

Cohen, L., Manion, L and Morrison, I. (2012) *A Guide to Teaching Practice*, London: Routledge (available as e book in Stranmillis UC library)

Drake, J. (2013) *Planning for Children's Play and Learning*. London: Routledge (available as e book in Stranmillis UC library)

Glenn, A. (2013) *Play and Learning in the Early Years*. David Fulton Publishers (available as e book in Stranmillis UC library)

Hall, D. (2015) *ICT Handbook for Primary Teachers*. London: Taylor and Francis (available as e book in Stranmillis UC library)

Grigg, R. (2014) *Becoming an Outstanding Primary School Teacher*. [online]. Taylor and Francis. (available as e book in Stranmillis UC library)

Horner, C. and Ryf, V. (2007) *Creative Teaching: English in the Early Years and Primary Classroom*. David Fulton Publishers. (available as e book in Stranmillis UC library)

Kerry, T. (2010) *Cross-Curricular Teaching in the Primary School: Planning and Facilitating Imaginative Lessons*. London: Taylor and Francis. (available as e book in Stranmillis UC library)

Muijs, D. and Reynolds, D. (2001) *Effective Teaching: Evidence and Practice*, London: Paul Chapman Publishing

Pollard, A., Black-Hawkins, K., Cliff Hodges, G. (2014), *Reflective Teaching in Schools*. London: Bloomsbury. (available as e book in Stranmillis UC library)

Pound, L. and Lee, T. (2010) *Teaching Mathematics Creatively*. [online]. London: Routledge. (available as e book in Stranmillis UC library)

Pritchard A. (2013) *Ways of Learning*, London: Routledge. (available as e book in Stranmillis UC library)

Whitebread, D. and Coltman, P. (2015) *Teaching and Learning in the Early Years*. (available as e book in Stranmillis UC library)