Quality First Teaching for SEN

Linwood Teaching School Alliance (LTSA) in partnership with the University of Winchester

School Direct PGCE General Primary with SEN

Module 3

Exploring the Curriculum

Summary of the Module

Trainees consolidate and deepen their understanding in order to ensure secure knowledge of all subjects in the primary curriculum. They have opportunities to enhance their subject and pedagogical knowledge of a chosen subject that leads to an investigation within a practical classroom setting. Trainees have generic input on designing investigations and analysing data from school-based enquiry in order to draw conclusions about effective practice.

As well as an understanding of teaching and learning, trainees consider the planning, assessment and evaluation of the teaching of subjects within the Primary curriculum. There are opportunities to further explore cross curricular approaches to learning. The development of subject knowledge and classroom-based approaches in all areas of the curriculum is at the heart of the module leading to a subject-based investigation in a practical classroom context. Trainees develop an understanding of approaches to ethical responses to working with young children within a professional context.

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Learning outcomes (at Level 6)

1. Deepen understanding and subject knowledge relating to aspects of the curriculum and how children develop as learners in these areas

2. Investigate how pedagogical choices impact on children's learning

3. Demonstrate skills of professional enquiry to develop their role as an informed practitioner

4. Apply theoretical understanding in order to contextualise classroom practice

5. Understand the cognitive curriculum and how children develop learning to learn skills

6. Develop understanding of how children establish early core /functional skills in reading, writing and numerosity

7. Investigate school based accelerated learning approaches

In addition, at Level 7

8. Synthesise theory and practice in order to support coherent and well-structured responses to curriculum developments

9. Make good connections and explore key ideas in order to justify approaches to teaching and learning across the curriculum.

Module Experience and Organisation

Both modules ensure experience of the Primary curriculum and trainees are given school based training and grounding in all the different subjects in the Autumn Term. Additional training is available throughout the year at the University for core subjects.

You will have taught sessions within each subject area and have the opportunity to develop your thinking about one curriculum area in detail. This taught module enables you to develop your knowledge and understanding of the different subject areas, concurrently with your school based experience in mainstream and special school settings.

You will have full access to the University of Winchester's student support resources which include their online intranet.

Assessment

Trainees will choose to explore and investigate one subject area in depth and devise their own individual questions in order to carry out a school-based enquiry leading to a written submission.

The Assignment

The assignment for this module takes the form of an individually designed investigation into one aspect of trainees' own professional practice relating to SEN that they wish to develop further, within the context of their chosen subject. Students should choose a subject and aspect of professional practice based on their experience so far, in order to explore and investigate one aspect of SEN in greater depth.

This should :
- Be classroom based
- Require the student to keep a journal throughout the research placement, including reflections and evaluations of observations
- Develop an investigation into the trainee's own practice, working with small groups of children

Trainees will choose to explore and investigate one subject area in depth, which may be the same or differ from that studied for the Introduction to the Curriculum module. Trainees will have support from their allocated assignment tutor to devise their own question to investigate.

 Trainees will submit a 4,000 word assignment detailing this investigation.

Presentation of the assignment

The submitted assignment should conform to the University guidelines for written assignments and will be marked against the PGCE Level 7 marking criteria. When writing this assignment, students must ensure that they have provided;

• an abstract summarising the context of their investigation, including the question being investigated (up to 250 words which are not included in the word count)

• a rationale and literature review which provide a clear context and justification for the area of professional enquiry and includes a critical analysis of current research and thinking around the chosen question (up to 1,500 words)

• an outline of the research methods used, including how the investigation was carried out and why this approach was chosen, how the focus group or groups were chosen and how any ethical issues were addressed (approximately 300-500 words)

• the findings of the investigation should be clearly and appropriately presented, and these findings discussed and critically analysed with reference to relevant literature and research. (approximately 1,500-2,000 words)

• a conclusion which clearly identifies implications of the investigation on classroom practice (approximately 3-500 words)

• an appendix of relevant material which might include;

  o an account of the pilot study, if carried out

- o samples of raw data collected, for example children's work, transcriptions
- o any letters of permission, consent,
- o sample pages from journal
- o reflections from peer feedback and discussion
- o any other relevant material

The appendix should only include sample material that has been referred to within the main body of the assignment.

Whilst trainees may choose the same subject for both curriculum assignments, they must ensure that the literature review for Exploring the Curriculum closely reflects the focus of their investigable question. This may require trainees to draw on some of the same key texts used for their Introduction to the Curriculum assignment but the primary focus for Exploring the Curriculum should be drawn from journals and appropriate primary sources. If trainees have chosen the same subject that they submitted for the Introduction to the Curriculum assignment, it is essential that they do not repeat this content and that the written submission for Exploring the Curriculum presents new and original material.

PGCE assignment generic marking criteria

These marking criteria are based on expectations for Level 7 marking at the University of Winchester as set out in Appendix 4 of the Academic Regulations for Taught Programmes 2011

Subject Bibliography

ART & DESIGN
Eisner, E.W. (2002) The Arts and the Creation of Mind, Yale: Yale University Press.
Herne, S. Cox, S. & Watts, R. (Eds) (2009) Readings in Primary Art Education, Bristol: Intellect
Gentle, K. (1988) Children and Art Teaching, London: Routledge.
Prentice, R. (ed.) (1995) Teaching Art and Design, London: Cassell.

ENGLISH
Brien, J. (2011) Teaching Primary English. London: SAGE
Cox, R. (2011) Primary English Teaching: An introduction to Language, Literacy and Learning. Leicester: SAGE/UKLA
Cremin, T. (2009) Teaching English Creatively. Routledge: London
Mercer, N. & Hodgkinson, S. (2008) Exploring Talk in School: Inspired by the work of Douglas Barnes. London: SAGE

DT
Davies, D. and Howe, A (2003) Teaching Science and Design and Technology in the Early Years, London: David Fulton
Hope, G. (2006) Teaching Design and Technology at Key Stages 1 and 2 (Achieving QTS),Exeter: Learning Matters
Ritchie, R. (2001) Primary Design and Technology; a process for Learning, London, David Fulton
Spendlove, D. (2008) 100 Ideas for teaching Design and Technology, London, Continuum
GEOGRAPHY
Butt, G. (2011) Geography, Education and the Future, London: Continuum;
Catling, S and Willy T. (2009) Teaching Primary Geography (Achieving QTS), Exeter: Learning Matters;
Major, B. (2011) 'Geography as journey and homecoming,' Geography, Vol 90(1).pp.39-43;
Scoffham, S. (2010) Primary Geography Handbook, Sheffield: Geographical Association.

HISTORY
Cooper, H. (2006) History 3-11 a guide for Teachers London: David Fulton
Hughes, P, Goddard, G, Cox, Kathleen. (2000) Primary history curriculum guide, London : David Fulton
O'Hara, Lucy; O'Hara, Mark (2001) Teaching history 3-11: the essential guide,London: Continuum
Turner Bisset, R. (2005) Creative teaching History London: David Fulton

ICT
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Duffty J., (2006) Extending knowledge and Practice in ICT, Exeter: Learning Matters
Allen.J.Potter,J Sharp, J Turvey, K. (2007) Knowledge, understanding and Practice Primary ICT Exeter, Learning Matters. Third edition.

MATHS
Barmby, P., Bilsborough, L., Harries, T. and Higgins, S. (2009) Primary Mathematics; Teaching for Understanding. OU Press: Maidenhead
Dickson, L., Brown, M. and Gibson, O. (1984) Children Learning Mathematics; A Teachers Guide to Recent Research. Casell: London
Haylock, D. (2010) Mathematics Explained for Primary Teachers. Sage: London
Rowland, T., Turner, F., Thwaites, A. and Huckstep, P. (2009) Developing Primary Mathematics Teaching. Sage : London
Ryan, J. and Williams, J. (2007) Children's Mathematics 4-15. OU Press: Maidenhead

PRIMARY LANGUAGES
Martin, C. (2008) Primary Languages: effective teaching and learning. London, Learning Matters
Mimnagh, J. and Lister, S. (2010) Integrating Primary Languages into the Curriculum A Practical Guide London: Routledge

Satchwell, P. (1996) The present position in England. In E. W. Hawkins (Ed) Thirty years of language teaching London: CILT

Sharpe, K. (2001) Modern Foreign Languages in the primary school the what, why and how of early MFL teaching Oxon, Taylor and Francis

MUSIC

Burnard, P. and Murphy, R. (2013) Teaching Music Creatively, London: Routledge

Hallam, S. and Creech, A. (2010) Music Education in the 21st Century in the United Kingdom: achievements, analysis and aspirations, London: Institute of Education.

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PE

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 Doherty, J. and Brennan, P. (2008) Physical education and development 3-11: a guide for teachers London: Routledge

Lavin, J. (2008) Creative approaches to physical education: helping children to achieve their true potential London : Routledge

Pickup, I., Price, L., Shaughnessy, J. and Trace, M. (2008) Learning to teach primary PE Exeter : Learning Matters

RE

Eaude, T. (2006) Children's spiritual, moral and cultural development, Exeter: Learning Matters

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Grimmitt, M (2000) Pedagogies of Religious Education: case studies in the research and development of good pedagogical practice in RE, Great Wakering: McCrimmon

Hampshire, Portsmouth and Southampton Councils (2004/2011) Living Difference: The agreed syllabus for Hampshire, Portsmouth and Southampton, Winchester: Hampshire County Council

SCIENCE

Harlen, W. and Qualter, A. (2009) The teaching of science in primary schools. 5th edition. London:David Fulton

Loxley, P., Dawes, L., Nichols, L. and Dore, B. (2009) Teaching Primary science-Promoting enjoyment and developing understanding. London:Pearson

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Ward, H., Roden, J., Hewlett, C. and Foreman, J. (2008) (Eds.) Teaching science in the primary classroom: A practical guide. 2nd Edition. London:SAGE

Research Methods Bibliography

NB: There is a wealth of recent relevant literature on the conduct of small-scale research. The list below is indicative only. Avoid the very general texts that give an overview of research methods. Concentrate on specific texts that address the sort of data collection that you are doing.

BERA (2011) Revised Ethical Guidelines for Educational Research Southwell: BERA

Cohen, L., Bell, R., Manion, L. and Morrison, K. (2011) 7th edition Research Methods in Education. London: Routledge

Denscombe, M. (2007) 3rd edition The Good Research Guide* Maidenhead : OUP

Fraser, S. Lewis, V. Ding, S. Kellett, M. & Robinson, C. (2003) Doing Research with Children and Young People London: Sage/Open University

Ghaye, A. & Ghaye, K. (1998) Teaching and Learning Through Critical Reflective Practice London: David Fulton

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McNiff, J. and Whitehead, J. (2009) 3rd ed You and Your Action Research project*. London: Routledge.

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Silverman, D. (2010) 3rd edition Doing Qualitative Research: a practical handbook London: Sage

Journals: Educational Action Research
                British Educational Research Journal
                Reflective Practice
                Educational Review