

## **Course Descriptor: Course 1**

### **Title: CTs Engaging in Personal and Professional Enquiry**

*Proposed First Delivery 09/09*

*Level 11 – 30 SCQF Credits*

*Course Organiser – Zoe Williamson*

### **Rationale: Aims and Guiding Themes**

The MTeach courses follow a progressive structure. This is the first course of the MTeach degree, which leads to Chartered Teacher award. There will be no possibility of exemption from this course through accreditation of prior experiential learning (APEL).

### **Course One: CTs Engaging in Personal and Professional Enquiry**

The focus for this course is on the teacher, and their conceptions of, and practices in, learning and teaching. Participants will have the opportunity to critically examine, in a collaborative manner, knowledge and skills that they have established and to build on this expertise. The course will allow participants to both gain an *overview* of their learning and teaching practices and to consider one aspect in some depth. They will encounter perspectives on learning and teaching from the educational literature, which are likely to be valuable tools for progressing critical, informed reflection and systematic enquiry into classroom practice.

The course will also provide induction and scaffolded support for participants to develop knowledge, understandings and skills required to further their professional development at Masters level, including those for reading and writing and presentation.

### **Prior requirements**

This course will be undertaken as the first compulsory course within the Chartered Teacher programme. It will be a required core course in the Masters in Teaching award.

### *Learning outcomes*

Successful completion of the course will allow participants to:

- ♣ identify and explore some of the key issues faced in the process of self-study inquiry;
- ♣ locate and plan their own personal and professional development within the context of the relevant Professional Frameworks;
- ♣ gain a clear overview of their current conceptions of, and approach to, learning, teaching and assessment;
- ♣ develop skills in analysing and reporting on learning/teaching activities and on progress in learning and development, using systematically collected evidence;

- ♣ analyse the strengths and limitations of differing representations of learning, teaching and assessment;
- ♣ demonstrate critical reflection on personal and professional values, knowledge and actions and the consideration of the impact of these on practice;
- ♣ connect up current theoretical, policy and research perspectives on learning and teaching with the realities of day-to-day practice in creating a positive, effective climate for learning.

### **Indicative Content**

Individual sessions will interweave the exploration of specific aspects of participants' current approach to learning, teaching and assessment with a critical examination of how perspectives on learning and teaching can inform practice. Participants will be expected to critique the perspectives on learning and teaching that are presented on the basis of the goodness of their fit with practice in a particular context and to consider ways in which evidence from practice can inform frameworks for understanding learning and teaching. The relationship between theory and practice will be presented as being iterative, with ideas for understanding learning and teaching informing practice, and practice in turn informing the ways in which we think about teaching. Opportunities will therefore be provided to enable participants to identify and reflect on personal and social values attitudes and beliefs that influence participants' current practice. Understandings of impact on learners and learning and how this might be ascertained will be explored. Practical skills to support and demonstrate systematic reflection on, and enquiry into, practice will be introduced and developed. A range of approaches will be used to develop critical reading/ writing study skills.

Participants will develop and maintain a learning journal.

In summary participants will have the opportunity to:

- ♣ explore what it means to be a teacher and a Chartered Teacher and how this is characterised and what differences this could make;
- ♣ explore and develop some of the key processes involved in analysis of, and critically informed reflection on, personal and professional growth;
- ♣ demonstrate understanding of their own expertise in teaching, learning and assessment through systematic investigation and critical evaluation of one aspect of their current practice;
- ♣ reflect critically on relationships between theory, research and practice in order to inform ongoing development;

- ♣ reflect on personal and professional values, knowledge and actions and consider the impact of these on practice.

### **Learning and Teaching Approaches**

The taught component of the course will consist of 36 hours contact time, normally delivered over 5 x 5hour sessions and 2 x 3 hour sessions.

The taught sessions will consist of a combination of small group and plenary discussions structured in a number of different ways around a variety of activities and ‘interactive’ presentations by the tutors. To allow participants to take forward their assignments in an appropriate manner, with the support of formative feedback, support via e-mail will be employed, as well as face-to-face support.

Participants will be expected to invest the amount of independent study associated with a postgraduate course. However, steps will be taken to try to ensure that this independent study is not an unsupported or isolated activity. In addition to the small group activities that will take place during the formally timetabled sessions, participants will be strongly encouraged to form ‘self-help’ groups that will be a means of staying in contact with each other outside of the sessions to take forward the work of reflecting on course content and progressing the assignment as well as encouraging the formation of communities of good practice.

### *Course Team and Organisation*

This is not a conventional item within a validation descriptor but it is important to highlight that in a course that will be delivered through a partnership agreement there will be regular meetings/communication with a structured agenda to ensure that all teaching participants have a common view of the course’s purposes, activities, ethos and approach. It is important that these are clear and mutually agreed and understood, with any difficulties being dealt with effectively.

### **Assessment tasks and contexts**

#### *Key matters*

Assignments will be expected to involve considerable self-reflection on personal and professional development and professional action, in relation to the CT Standard. Within the context of their current work setting, participants will be asked to conduct a focussed exploration into one aspect of their current practice, in which they critically analyse and reflect upon **how** and **why** they adopt a particular strategy or strategies. They will demonstrate the ways in which they have begun to consider how to ascertain the nature and extent of impact achieved. This will involve analysis of observations/documentation/visual representations of participants’ own practice.

Participants are also required to produce verification of their work as a true representation of their approach, activities and achievements.

Detailed guidance and formative feedback on assignments and activities designed to progress work on the self-study for an individual's assignment will be provided during the course. Implicit in the design of the assignment is the building of a raised awareness of the ways in which documentary and empirical evidence can be used to substantiate, inform, challenge and disseminate developing professional knowledge and understanding.

### **Assessment**

#### ♣ Self - assessment

Participants will establish and maintain a reflective learning journal. They will also locate and plan their own personal and professional development within the context of relevant Professional Standard Frameworks *e.g.* SFR, CTS (1500 words). The learning journals will not be formally assessed but the resultant processes and products will contribute to the summative assessment of the course.

#### ♣ Peer assessment

A range of opportunities will be provided throughout the course for participants to share and receive peer feedback on thinking, learning and practice.

♣ Summative assessment will be equivalent to a written submission of 6000 words in length.

### **Self-study**

Participants will conduct a self - study enquiry into an aspect of their current practice in which they will draw on a range of sources to critically analyse, reflect upon and discuss **how** and **why** they adopt a particular strategy or strategies. A detailed and analysed trail of evidence will be required a) to support claims made in the self study b) to demonstrate the ways in which the evidence links to selected aspects of the CT Standard. The context will be participants' current work setting.

### **Assessment criteria**

In meeting the summative assessment, participants will:

- ♣ demonstrate an understanding of the processes involved in carrying out a self-study inquiry;
- ♣ provide a clear overview of current conceptions of learning/teaching /assessment;
- ♣ provide analysis of the strengths and limitations of one or more representations of learning, teaching and assessment;
- ♣ demonstrate that meaningful connections have been made between current research perspectives on learning and teaching with practice in creating a positive, effective learning environment;

- ♣ demonstrate critical and informed reflection on one aspect of practice and its impact on learners and learning;
- ♣ Show a critical awareness of the varying perspectives that currently impact upon the way you approach and teach the selected aspect;
- ♣ provide evidence to demonstrate that the relevant aspects of the SCT have been met;
- ♣ demonstrate a standard of academic writing appropriate to an SCQF Level 11 course;
- ♣ appropriate use of an accepted convention for citations and referencing.

Each Chartered Teacher course or equivalent requires 300 hours of student effort. An *example* of the balance of activity is shown below:

<b>Activity</b>	<b>Learning Hours</b>
Course One sessions 1 – 8	36 hours
Inter-sessional Tasks	30 hours
Core readings	55 hours
Elective reading	45 hours
Assignment preparation	60 hours
Writing/Presentation of task	30 hours
Reflection, planning & portfolio development	44 hours

### **Indicative bibliography for Course One**

*\* denotes key texts*

N.B. In addition, other key readings on policy, professionalism and pedagogy, including excerpts from the bibliography from will be provided on e-reserve.

**\*Burton, D. and Bartlett, S. (2005) *Practitioner Research for Teachers*. London Paul:Chapman**

**or We suggest that one of you buys one text and a course colleague buys the other**

**\*Baumfield, V., Hall., and Wall, K. (2007) *Action Research in the Classroom* London:Sage**

McGregor, D. (2007) *Developing Thinking, Developing Learning:A Guide to Thinking Skills in Education* Maidenhead: Open University Press

Banks, F. and Mayes, A.S. 2001. *Early Professional Development for Teachers*.

London: David Fulton Publishers in association with the Open University.

Bauman, Z. (2000) *Liquid Modernity* Bristol: Polity Press

Blythe, T. 1998. *The Teaching for Understanding Guide*. San Francisco: Jossey-Bass.

Brighouse, Tim (1991) *What Makes a Good School?* Stafford: Network.

Brooks, J. G. and Brooks M.G. 1993 *In Search of Understanding – the case for constructivist classrooms*. Alexandria, Virginia: ASCD.

- Bryce and W.M.Humes (eds) (2008) *Scottish Education* (third edition), Edinburgh University Press
- Crook, C. 1996. *Computers and the collaborative experience of learning*. London: Routledge.
- \*Davis, B., Sumara, D., Luce- Kapler, R. (2007 2<sup>nd</sup> edition) *Engaging Minds: Changing Teaching in Complex Times*. London:Routledge**
- Davis, B., Sumara, D., and Simmt, E. (2006) *Complexity and Education: Inquiries into Learning, Teaching and Research* New Jersey:Lawrence Erlbaum Associates
- Day, C (2004) *A Passion for Teaching* London:Routledge Falmer
- Entwistle, N., Skinner, D., Entwistle, D. and Orr, S. 2000. Conceptions and Beliefs about “Good Teaching”: an integration of contrasting research areas. *Higher Education Research and Development*, 19, 1, 5-26. (provided by tutors)
- Eraut, M. (1994). *Developing professional knowledge and competence*. London: The Falmer Press.
- Galton, M. (2007) *Learning and Teaching in the Primary Classroom* London: Sage
- Hargreaves A. (2003) *Teaching in the Knowledge Society* Buckingham:OUP
- McCormick, C.B., Pressley, M. 1997. *Educational Psychology: Learning, Instruction, Assessment*. New York: Longman.
- Mason, J. (2002) 2<sup>nd</sup> edition *Qualitative Researching* London:Sage
- Mercer, N. and Hodgkinson, S. (eds.) (2008) *Exploring Talk in School : Inspired by the Work of Douglas Barnes*. London:Sage
- Mercer, N. 2000. *Words & Minds: How we use language to think together*. London: Routledge.
- Moon, J. (2006) *Learning Journals ( 2<sup>nd</sup> Edition)* London:Routledge
- Moon, J. (2004) *A Handbook of Reflective and Experiential Learning* Oxon:Routledge Falmer
- Moore, A. (2000) *Teaching and Learning pedagogy, curriculum and culture*. London:Routledge Falmer
- Newton, L.( ed.) 2002 *Teaching for Understanding Across the Primary Curriculum*. Clevedon: Multilingual Matters Ltd.
- Perkins, D. (2003) *Smart Schools :From Training Memories to Educating Minds* The Free Press
- Pollard, A. (2002) *Readings for Reflective Teaching* London:Continuum International
- Pollard, A. (2008) *Reflective Teaching 3rd Edition: Evidence-informed Professional Practice* London:Continuum International
- Paterson, L. (2000), 'The parliament and civic Scotland', ch. 5 in *Education and the Scottish Parliament*, Edinburgh: Dunedin Academic Press, pp. 62-77.
- Paterson, L. (2005), 'The Dilemmas of Education and of Democracy', at [www.institute-of-governance.org/onlinepub/paterson/education\\_democracy.html](http://www.institute-of-governance.org/onlinepub/paterson/education_democracy.html)
- Paterson, L. (2008), 'Beyond devolution or pre-independence?', in T.G.K.Bryce and W.M.Humes (eds), *Scottish Education* (third edition), Edinburgh University Press, pp. 982-990. [attached]
- \* Poulson, L and Wallace, M. (eds) (2003) *Learning to Read Critically in Teaching and Learning Reading and Writing for Postgraduates*. London:Sage**
- Sachs, J. (2003) *An Activist Teaching Profession* Buckingham:OUP
- Schon, D.A. (1991). *The reflective practitioner: how professionals think in action*.

Aldershot: Ashgate

Sharman, C., Cross, W., and Vennis, D. 1995. *Observing Children, A Practical Guide*. London: Cassell.

Simpson, M. and Tuson, J. 1995. *Using Observation in Small-Scale Research: A Beginner's Guide*. Edinburgh: SCRE.

\* **Thompson, P. (ed) (2007) *Doing Visual Research with Children and Young People* London:Routledge**

Watkins, C, Carnell,E. and Lodge, C. (2007) *Effective Learning in Classrooms* London: Paul Chapman Publishers

Wiske, M. S. (ed.) 1998. *Teaching for Understanding: Linking Research with Practice*. San Francisco: Jossey-Bass.

Wrigley, T. (2006) *Another School is Possible* London: Bookmarks

### Journals

Academic journals are a valuable source of reading. Key articles will be specified but participants should search for relevant material, using a database, and by checking recent issues of education/training journals held by University libraries. The University's library homepage provides links to electronic journals and other useful databases.

### Web sites

The web provides a convenient way of accessing government reports and other relevant resources. It is not practical to provide a comprehensive list of sites (though some will be recommended by tutors), however key Scottish sources of reports are listed below.

The General Teaching Council for Scotland

[www.gtcs.org.uk](http://www.gtcs.org.uk)

Learning and Teaching Scotland

[www.ltscotland.org](http://www.ltscotland.org)

The Scottish Executive

[www.scotland.gov.uk](http://www.scotland.gov.uk)

The Scottish Parliament

[www.scottish.parliament.uk](http://www.scottish.parliament.uk)

On Line articles

<http://www.ingentaconnect.com>