Module 2 DIQ8230 and DIQ8235 Becoming a Subject Specialist Teacher

Overview

This module focuses on your development as a professional and subject specialist teacher.

 There are two assignments for this module:

- Assignment 1 Becoming a Subject Specialist Teacher (Teaching Portfolio 1)
- Assignment 2 Personal Skills Development

You will need to show that you have addressed all of the module outcomes. The assignment elements are designed to enable you to do this. The assignment outcomes are as follows:

Learning Outcomes

Knowledge and Understanding:

1. Distinguish theories and principles relevant to teaching and learning in own specialist area.
2. Discuss values and principles of equality and diversity, including the promotion of inclusivity and differentiation.
3. Identify ways in which English, maths and digital technologies may be integrated into the subject specialist area.
4. Evaluate the process of learning to teach in relation to relevant theories of teacher learning and the appropriate professional standards.

Abilities:

1. Undertake guided practice in planning and enabling inclusive learning and assessment
2. Use appropriate collaborative and reflective practice to evaluate and reflect on the specialist context
3. Reflect on, evaluate, develop and apply own knowledge and skills (including English, maths and digital) relevant to the teaching role and specialist subject.
4. Reflect on, evaluate and articulate the process of learning to teach with reference to academic and professional literature and devise an action plan for further professional development in the context of the appropriate professional standards.

In fully completing the assignments to an appropriate standard, you may be able to show that you are addressing specific Education and Training Foundation (ETF) Professional Standards (PS), as indicated in the tables provided in this handbook.

The following themes are seen as essential elements within the professional repertoire and activity of a teacher or trainer:

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- Behaviour Management
- Equality and Diversity and Social Justice
- Subject specialist pedagogy
- English and Maths
- Digital Literacies
- Professional Development

There is (intentionally) no separate module within the course dealing with them; instead, you are expected to develop appropriate skills, knowledge and understanding and to confront the associated pedagogical issues of each of these themes in each of the modules and to show that you have considered these through reflection.

Assignment 1 Teaching Portfolio 1: Overview of what you should include

Please note that more detailed information for each section is provided following the overview

Section 1 Personal Development Planning

- Initial Assessment at the start of the course
- Records of mentor meetings
- Review and Targets 1. Completed towards the end of the module: discussion of module outcomes, progress towards Professional Standards and action plan for module 3.

Section 2 Teaching and Observations

Teaching log (50 teaching hours plus wider evidence of involvement in the professional role) and four observations.

For each of your four observations you will need to include:

- O1 Preparation for Teaching
- O2 Lesson Plan
- O3 Tutor Feedback
- O4 Trainee Evaluation and Reflections
- Additional documentation e.g. learner profiles, resources and activities, progress and assessment records

Teaching Report Form completed by mentor or Head of Department (HoD).

(Forms O1 to O4 and the Teaching Report Form can be found on Brightspace).

Section 3 Structured Reflections

- Reflection 1 (600 words): Personal reflection: the values, knowledge, skills and attributes you bring to becoming a teacher in the sector
- Reflection 2 (600 words): Observation of an experienced teacher and/or co-teaching session with mentor/colleague
- Reflection 3 (600 words): Significant TLA theme of trainee's choice
- Reflection 4 (600 words): Significant TLA theme of trainee's choice
- Synoptic critical discussion *(1000 words)*

Assignment 1 Teaching Portfolio 1: Detailed Information about your Teaching Portfolio

Section 1 Personal Development Planning

Reviewing progress and setting targets

You will need to track your progress as you develop your teaching and learning skills and create action plans to ensure you are able to:

- meet the module outcomes
- address relevant key themes and essential elements
- develop your practice
- consider your progress against the Professional Standards

This should be carried out throughout the module, using the Mentor Meetings and Tutorials and Review and Targets 1 section of Pebblepad to record your action plans and progress.

Mentor meetings

You should set down the outcomes of regular meetings with your mentor, including action points. An important feature of the mentor meetings should be a focus on your professional development and specialist issues relating to the teaching of your subject, and this should be evident in what you record. The ETF Professional Standards should form the basis for discussion of your progress and to help specify your next targets for development.

It is recommended that you have a structured mentor meeting at least fortnightly if you are full-time and monthly if you are part-time.

Review and Targets 1

Complete Review and Targets 1 towards the end of Module 2 by:

- indicating which of the 20 Professional Standards you have met and which you are still working towards
- identifying areas for further development in English, maths, digital literacy and the ETF Professional Standards and producing an action plan

Arrange a meeting with your tutor to discuss your progress and agree your action plan.

Use the Review and Targets 1 section of Pebblepad to record the key points of your discussion and your action plan.

Section 2 Teaching and Observations

Teaching Log

Number of hours

You will need to keep a record of all your teaching in this section to show that you have completed **at least 50 hours** by the end of the module and that you are making progress towards the minimum requirement of 100 hours of teaching in the course.

Most people teach many more than 100 hours throughout the course. You should record the teaching hours for which you have had personal responsibility (e.g. in planning, teaching and learning, learner progress). These may be drawn from, for example:

- formal classroom based lessons
- lectures
- seminar
- tutorials
- workshops
- skills lessons
- enrichment activities

The hours you log should not exclusively be one sort of teaching and could include:

- whole class
- small groups
- one to one teaching or tutorials
- large groups e.g. lectures
- online teaching

Contexts

In order to show your development as a professional within the sector overall, you should record the contexts(s) within which you have been teaching as you undertake this course (e.g. Colleges of Further Education (FE), Sixth-form colleges, Adult and Community Education, Work-based learning providers, Offender learning, Voluntary organisations, Higher Education Institutions, Schools 14+, etc.).

You should show the breadth of experience you have gained in teaching which might consist of different:

- Qualifications
- Awarding Bodies
- Modules
- Units
- Levels
- Student cohorts (e.g. 14-19, adult learners etc.)

Wider Role

Becoming a professional teacher is not just about classroom practice and we also encourage you to develop your involvement in the wider role of the professional teacher and to record this involvement in the wider activities log. This might include, for example, attendance at team meetings, staff development, assessment and verification, moderation and standardisation, marketing, open evenings, curriculum development activities, parents' evenings, field trips etc. You should aim to observe other teachers where possible (you will need to do this at least once to meet the requirements of the module) and to visit and/or engage in different lifelong learning contexts.

Recording your teaching and involvement in other activities will provide a basis for reflecting on your development and for building your professional profile.

Observations of Teaching

You must include at least four successful observations of your teaching by approved observers and personal tutors in this mdule. At least one of these must be by a specialist in your subject.

For each observed session, you must include:

- The preparation/rationale form (O1). This is an important document which should explain your thinking in detail in relation to the lesson, with reference to relevant academic and professional literature which will help you to provide evidence for a range of module outcomes, ETF standards and essential elements
- The session plan (O2). This may be in any appropriate format. Templates are available or you might need to use the format as directed by your employer or placement
- The tutor feedback form (O3)
- Your reflections and evaluations on the lesson (O4). This should explain your thinking in detail in relation to the lesson you have taught as well as the feedback you have received from the observer. It should make reference to relevant academic and professional literature which will help you to provide evidence for a range of module outcomes, ETF standards and enable you to plan further developments
- Relevant lesson documentation such as: learner profiles, individual or personalised planning, resources, monitoring and assessment processes, schemes of work, records of learner progress and assessment

Who should undertake observations and complete O3?

For full time Pre-service trainees:

- 1 from centre based/University of Huddersfield approved tutor
- 1 from subject specialist
- 2 from an appropriate and suitably qualified and experienced person in the location of teaching experience (usually someone with experience of teacher education/ staff development/observation of teachers)

For In-service and part time Pre-service trainees:

- 3 from centre based/University of Huddersfield approved tutor
- 1 from subject specialist

Teaching Report Form

Towards the end of the module you should ask your mentor to complete the teaching report form which will provide you with valuable information relating to the direction of your action planning and professional development.

Section 3 Reflection

Teaching is a complex activity which depends on the ability to blend formal propositional knowledge with critical reflection and a range of personal attributes, skills and knowledge. The following themes are seen as essential elements within the professional repertoire and activity of a teacher or trainer:

- Behaviour Management
- Equality and Diversity and Social Justice
- Subject specialist pedagogy
- English and Maths
- Digital Literacies
- Professional Development

As previously indicated, there is (intentionally) no separate module within the course dealing with them; instead, you are expected to develop appropriate skills, knowledge and understanding and to confront the associated pedagogical issues of each of these themes in each of the modules and to show that you have considered these through sustained reflection.

Structured Reflections

This section of your portfolio needs to be genuinely reflective rather than descriptive. Reflections need to be based upon your own experiences, for example, observing a class, teaching a group, critiquing an activity in a Cert Ed / PGCE class or discussing an interesting piece of reading. You should consider your development in the module as a whole, discussing the process of learning to teach with reference to relevant academic and professional literature.

Reflection 1 (600 words): Personal reflection: the values, knowledge, skills and attributes you bring to becoming a teacher in the sector. This short article will follow on from your initial review and should be a personal account. What is it that makes teachers effective? What do you bring to the table? What do you need to develop? Use the 20 ETF Professional Standards as a guide (not a tick list).

Reflection 2 (600 words): Observation of an experienced teacher and/or co-teaching session with mentor/colleague. Use an appropriate observation template and/or plan and deliver a session. Reflect upon this work using a recognised reflective model.

Reflection 3 (600 words): Significant teaching, learning or assessment (TLA) theme of your choice. Use the Module Outcomes and the 20 ETF Professional Standards as a guide when choosing your theme.

Reflection 4 (600 words): Significant TLA theme of your choice. Choose a different theme to the one in Reflection 3. Aim to cover elements of the module outcomes that may not be elsewhere in your portfolio.

Synoptic Critical Discussion (1000 words): Pull together key ideas or themes from your work on this module. This synoptic element enables you to write and reflect on ideas and happenings that have been important during the module.

Assignment 2 Personal Skills Development

You will need to identify a relevant topic for your personal development which you undertake to develop during the course of this module. This could be:

- specific to you e.g. confidence, assertiveness, voice awareness
- arising from your initial assessment e.g. the use of digital technology
- arising from assignment feedback e.g. personal literacy
- something you have identified in your teaching or you have received as feedback e.g. behaviour management
- something you have identified in the module outcomes e.g. embedding English, maths, digital literacies
- something you have identified in the essential elements e.g. equality and diversity

Section 1: Proposal and planning

- Use the template provided on the following page to explain why you have chosen your topic and identify appropriate learning outcomes for yourself which you intend to achieve.
- Outline what you intend to do to address the issue you have identified e.g. any relevant academic or professional literature you might draw upon, training or professional development you might attend, observations and or professional discussions with experienced teachers.
- Propose an appropriate timetable for managing the work

Section 2: Outcome and reflection (1000 words)

You will need to discuss and reflect upon the results of your development, including:

- the knowledge and skills development you have achieved
- any changes to your original proposal including how and why these came about
- how the development might enhance your practice.

Section 3: Presentation of your Personal Skills Development to peers (15 minutes)

The professional presentation may take the form of a seminar, a poster presentation, a website or another appropriate format. Drawing on the work you have undertaken, it should be appropriately researched, delivered and referenced. You should upload the completed work to PebblePad, along with any tutor and/or peer feedback.

Section 4: References

Use the University's standard referencing system to list the sources you have referred to in this assignment (for example: books, official publications, organisational documents, journal articles, web pages, awarding body course specification documents).

The Course Handbook contains a section on academic referencing and your tutor will provide further advice if necessary.

Outline Proposal

DIQ8230/5 Becoming a Subject Specialist Teacher Module 2 Assignment 2

Personal Skills Development (PSD)

The purpose of the proposal is to begin the process of thinking about the topic for your PSD assignment. When you have a clear idea what this will be, draw up an outline of your thinking so that you can consult with your tutor.

Use the writing frame below, initially to make notes, and then once developed, submit this to your tutor.

What personal skill do you intend to develop and why? Give a brief overview of the thinking underpinning your choice and explain how it might impact on your teaching and on student learning in your subject-specialist area.
Suggest appropriate learning outcomes for yourself which you intend to achieve.
What do you intend to do to address the issue you have identified? e.g. any relevant academic or professional literature you might draw upon; training or professional development you might attend; observations and or professional discussions with experienced teachers.
Propose an appropriate timetable for managing the work.

Outline Proposal

DIQ8230/5 Becoming a Subject Specialist Teacher Module 2 Assignment 2

Professional practice, module outcomes and the ETF Professional Standards

You must address all module outcomes in this portfolio but you can choose how and where you address them. The table below provides suggestions for the ways you might address the outcomes and suggests related ETF Professional Standards (PS) which you might also consider relevant to the outcome.

Knowledge and Understanding:		
Learning Outcomes	**How you might address them in your teaching portfolio**	**Which ETF Professional Standards (PS) you might address**
KU1 Distinguish theories and principles relevant to teaching and learning in own specialist area.	The way in which you make visible your thinking about the lessons you teach will be important here and you will need to address theories and principles of teaching and learning and your subject specialism with reference to relevant academic and profession literature. You might write about this in one or more of the following: • O1 Rationales for your observed lessons which discuss theories and principles • O4 Reflections on observed lessons Also the way that you discuss your development as a teacher e.g. • Structured reflections • Synoptic critical discussion • Rationale for and reflection on your personal development	**PS1** Critically reflect on and evaluate your practices, values and beliefs to improve learner outcomes. **PS8** Develop and update knowledge of your subject specialism, taking account of new practices, research and/or industry requirements.
KU2 Discuss values and principles of equality and diversity, including the promotion of inclusivity and differentiation.	If the observed lessons you submit to the portfolio specifically address issues of **equality, diversity, inclusivity and differentiation** (adaptive teaching) you may address this through discussion of this in O1 Rationale and O4 Reflection and evaluation by the way you make visible your thinking and values relating to these issues. For various reasons, there may not be an opportunity to address this outcome through observed lessons. In this case you will need to ensure that you reflect on these issues in your structured reflections and/or the synoptic critical discussion You might also address this outcome depending on your choice of topic for personal skills development.	**PS1** Critically reflect on and evaluate your practices, values and beliefs to improve learner outcomes. **PS5** Value and champion diversity, equality of opportunity, inclusion and social equity.
KU3 Identify ways in which English, maths and digital	If the observed lessons you submit to the portfolio specifically address **English, maths and digital technologies**, you may address	**PS16** Select and use digital technologies safely and effectively to promote learning.

technologies may be integrated into the subject specialist area.	this through discussion of this in O1 Rationale and O4 Reflection and evaluation in the way you make visible your thinking and values relating to these issues. For various reasons, there may not be an opportunity to address this outcome through observed lessons. In this case you will need to ensure that you reflect on each of these issues in your structured reflections and/or synoptic critical discussion. This outcome could also be addressed depending on your choice of topic for personal skills development.	**PS17** Develop learners' mathematics, English, digital and wider employability skills.
KU4 Evaluate the process of learning to teach in relation to relevant theories of teacher learning and the appropriate professional standards.	This may be addressed through O4 lesson reflection and/or structured reflections and/or the synoptic critical discussion.	**PS1** Critically reflect on and evaluate your practices, values and beliefs to improve learner outcomes. **PS12** Understand your teaching role and responsibilities and how these are influenced by legal, regulatory, institutional and ethical contexts.
Abilities:		
A1 Undertake guided practice in planning and enabling inclusive learning and assessment	Your teaching eportfolio consisting of: - Teaching log showing a minimum of 50 hours of appropriate teaching - Lesson plans and relevant documents you have prepared such as learner profiles, resources activities - Evidence of your involvement in assessment process (eg. marking, assessing, learner progress and assessment records, moderation etc.) - O3 Observation of your teaching showing you have achieved the required standards - Records of mentor meetings - Teaching Report - Observation of other teachers and/or Co-teaching	**PS9** Critically review and apply your knowledge of educational research, pedagogy and assessment to develop evidence-informed practice. **PS3** Inspire, motivate and raise aspirations of learners by communicating high expectations and a passion for learning. **PS4** Support and develop learners' confidence autonomy and thinking skills, taking account of their needs and starting points. **PS11** Develop and apply your knowledge of special educational needs and disabilities to create inclusive learning experiences. **PS14** Apply motivational, coaching and skill development strategies to help learners progress and achieve. **PS15** Plan and deliver learning programmes that are safe, inclusive, stretching and relevant to learners' needs.

		PS18 Provide access to up-to-date information, advice and guidance so that learners can take ownership of their learning and make informed progression choices, PS19 Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement PS20 Develop enrichment and progression opportunities for learners through collaboration with employers, higher education and/or community groups.
A2 Use appropriate collaborative and reflective practice to evaluate and reflect on the specialist context	Records of mentor meetings Teaching Report Observation of other teachers and/or Co-teaching Structured reflections and synoptic critical discussion Personal development planning, review and action planning	**PS1** Critically reflect on and evaluate your practices, values and beliefs to improve learner outcomes. **PS10** Share and update knowledge of effective practice with colleagues, networks and/or research communities to support improvement.
A3 Reflect on, evaluate, develop and apply own knowledge and skills (including English, maths and digital) relevant to the teaching role and specialist subject.	O1 Rationale O2 Records of Lessons O3 Observation O4 Evaluations and Reflections Discussion of personal skills development Structured reflections Synoptic critical discussion Observation of other teachers and/or Co-teaching	**PS1** Critically reflect on and evaluate your practices, values and beliefs to improve learner outcomes. **PS8** Develop and update knowledge of your subject specialism, taking account of new practices, research and/or industry requirements. **PS16** Select and use digital technologies safely and effectively to promote learning. **PS17** Develop learners' mathematics, English, digital and wider employability skills.
A4 Reflect on, evaluate and articulate the process of learning to teach with reference to academic and professional literature and devise an action plan for further professional	Structured reflections Synoptic critical discussion O4 Evaluations and Reflections Discussion of personal skills development Personal Development planning through review action planning Observation of other teachers and/or Co-teaching	**PS1** Critically reflect on and evaluate your practices, values and beliefs to improve learner outcomes. **PS10** Share and update knowledge of effective practice with colleagues, networks and/or research communities to support improvement.

development in the context of the appropriate professional standards.		

Remember that the assignments are designed to be flexible and relevant to your stage of development; consequently, you might address the themes, outcomes and ETF standards in different ways, depending on, for example:

- the experiences and opportunities you engage with in practice
- what you submit in your teaching portfolio
- how you address the observations
- what you write about in your rationales, evaluations and reflections

Examples of different ways in which you might address the Professional Standards and themes:

1. You might choose to be observed teaching a lesson which focuses on the development of one or more of the following:

   - English
   - Maths
   - Digital Literacies
   - Equality Diversity Inclusion
   - Adaptive teaching

   Or an observed lesson might focus on an essential element e.g.

   - Behaviour Management
   - Equality and Diversity and Social Justice
   - Subject specialist pedagogy
   - English and Maths
   - Digital Literacies
   - Professional Development

   You might write in detail about your rationale for this focus in the O1 Preparation for Observation and might reflect specifically on the issue(s) in O4 Reflection and Evaluation.

2. You might choose to focus one of your structured reflections on a specific theme or essential element

3. You might choose a topic for personal skills development focussing on a relevant theme or essential element

4. You might discuss a specific theme/themes or essential element(s) in your Synoptic Critical Discussion which relates to your own experiences in, for example, observing a class, teaching a group, critiquing an activity in a Cert Ed / PGCE class or discussing an interesting piece of reading.

Please note, however, that developing your practice is not simply a case of documenting evidence: you will also need to make visible your professional values and how you have engaged in thinking about and reflecting on the process of teaching.

Taking into account feedback from and discussion with tutors and mentors in the Review and Targets section of the portfolio at the end of the module, you should:

- identify and discuss your progress towards addressing the Professional Standards and themes
- action plan to address anything you have not yet covered in the next practice based module.

Intermediate Assessment Criteria

All assessment tasks should:

- Meet all module learning outcomes
- Demonstrate effective practical, professional and reflective skills, knowledge and values in own subject area
- Integrate relevant reading
- Demonstrate well-developed understanding of key issues
- Apply theory to practice where appropriate
- Be written and presented in a clear academic style

All assessment tasks must be passed.