

EP315-15 Introduction to Secondary English Teaching

24/25

Department

Centre for Teacher Education

Level

Undergraduate Level 3

Module leader

Holly Heshmati

Credit value

15

Module duration

10 weeks

Assessment

100% coursework

Study locations

University of Warwick main campus, Coventry Primary
School Placement

Description

Introductory description

This module takes place in term 1 and/or 2 and is specially designed to introduce you to English curriculum and pedagogy in the Secondary school age range. You will explore your subject from a new perspective through engaging sessions at university led by teaching fellows and visiting teachers and have opportunity to support teaching and learning in practice through creating teaching and learning resources for schools in partnership. Through engagement in English education you will have the opportunity to raise awareness of and encourage engagement with English education within the local community. The module is hosted by the Centre for Teacher Education (currently rated 'Outstanding' by OFSTED). Anyone who completes the module is automatically eligible for an interview for the Postgraduate Certificate in Education (PGCE) initial teacher training course (providing all entry requirements for Initial Teacher Training are met).

Module aims

1. To develop knowledge and understanding about the UK education system and what it is like to be a secondary English teacher.
2. To develop knowledge and understanding of English education.
3. To develop key transferable skills through engagement with 11-18 education.
4. To develop skills in personal reflection on professional practice.
5. To relate educational theory to education practice.

Outline syllabus

This is an indicative module outline only to give an indication of the sort of topics that may be covered. Actual sessions held may differ.

The theory which underpins the practice of English teaching is explored through seminars led by CTE Teaching

Fellows. The seminars begin by discussing the current context of the UK education system and national curriculum

before exploring a range of key themes in education such as how students learn, how ideas develop in the school

curriculum and using assessment for learning and specific aspects of pedagogy relating to the teaching of English. As

part of the module you engage in English education through developing materials, resources and teaching approaches to support learning in English. You will develop your practical understanding of the teaching of English Indicative activities might include: developing learning resources, providing exemplar materials to a professional brief, producing online learning resources. To prepare for and support you for this you will participate a series of workshops at the university.

These are highly interactive, practice based sessions, delivered by university tutors and visiting teachers from local secondary schools. Sessions cover topics such as pitching and sequencing resources to support learning, overcoming barriers to learning and effective questioning.

Learning outcomes

By the end of the module, students should be able to:

- Critically analyse and reflect on key issues in English education in school.
- Critically reflect on practice in teaching English in school.
- Apply learning theory to school English teaching practices.
- Demonstrate professional skills in collaboration and effective communication with young people.

Indicative reading list

The reading list held by the University Library (via TALIS Aspire) will be kept up to date in accordance with developments in the subject area. Davison, J. & Dowson, J. (2010) Learning to teach English in the Secondary School Fleming, M. & Stevens, D. (2010) English Teaching in the Secondary School, London: David Fulton Goodwyn, A. (2011) The expert teacher of English, Oxon: Routledge Green, A. (2011) Developing the Reflective English Teacher Johnson, A. (1998)

QTS English for Secondary Teachers: An audit and Self Study Guide, Letts Stevens,D. & McGuinn,N. (2004) in The Art of Teaching Secondary English Oxon: Routledge Neelands, J., (2004) Beginning Drama 11-14, 2nd Edition, David Fulton.

Interdisciplinary

Through exploring the teaching and pedagogy of your subject you will consider and build connections between your subject, educational theory, the psychology of learning and cognition and also consider elements of policy, society and sociology. You will develop your written communication skills in producing both academic and professional evidence-informed rationales for practice.

Subject specific skills

You will develop skills relevant for teaching and the development of practice such as communication, collaboration and reflection. You will also develop skills relevant to the academic study of education such as analysis and critique. The module will also develop your skills in the pedagogy of your subject.

Transferable skills

Critical Thinking- Reasoning and Problem Solving- Active Lifelong Learning -Communication (verbal and written)- Teamwork and working effectively with others- Information literacy (research skills)- ICT Literacy- Citizenship (local and global)- Ethical Values- Intercultural learning and diversity awareness- Professionalism- Organisational awareness

Study

Study time

Type	Required
Lectures	2 sessions of 1 hour (1%)
Seminars	7 sessions of 2 hours (9%)
Practical classes	7 sessions of 2 hours (9%)
Assessment	120 hours (80%)
Total	150 hours

Private study description

No private study requirements defined for this module.

Costs

No further costs have been identified for this module.

Assessment

You must pass all assessment components to pass the module.

Assessment group A1

	Weighting	Study time
Critical review on an issue in English Education	50%	60 hours
A short planning and reflection piece (500 words) on a chosen issue in English Education followed by a group video presentation discussing the issue and implications for teaching English.		
Academic Poster	50%	60 hours
A poster presentation of a learning resource, artefact or materials designed to support children's learning in English with a supporting rationale relating to secondary English curriculum, learning or pedagogic theory.		

Feedback on assessment

Formative: During the course of the module students will have the opportunity to submit one annotated bibliography

and their planning sheet for the academic poster for either written or audio feedback.

Summative: A written feedback sheet and in-text comments will be provided on each component.

Availability

There is currently no information about the courses for which this module is core or optional.