

EP938-30 PGCE International - Primary Professional Enquiry

26/27

Department

Centre for Teacher Education

Level

Taught Postgraduate Level

Module leader

Kirsty Weeks

Credit value

30

Module duration

42 weeks

Assessment

100% coursework

Study location

Distance or Online Delivery

Description

Introductory description

Professional Enquiry sessions represent an opportunity for students to meet together in a virtual classroom environment in multi-disciplined groups to discuss their experiences and learn more about the variety of approaches to the planning, delivery and assessment of their subject, as well as offering a theoretical insight into the political and academic origins of many of the ideas circulating in international education today.

[Module web page](#)

Module aims

1. To develop the knowledge and understanding needed to be an effective teacher in an international setting using both University and school based context for developing professional attributes, understanding and ambition.
2. To facilitate critical engagement with a range of professional classroom and cultural issues using experiences with specialist staff and / or pupils designed to highlight key features of /

for professional study and practice in an international setting.

3. To create consistent levels of challenge and support in a collaborative international setting.
4. To develop reflective capacity through engaging in evidence-based dialogue that is focused on classroom behaviours and the impact these have on learners in international settings.
5. To introduce classroom-based enquiry as a pedagogic device for innovating classroom practice and improving outcomes for pupils in a range of international settings.

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.

Students will be expected to engage critically and analytically with a range of theories and models which underpin effective teaching and learning in international education settings. They will develop the skills, knowledge and understanding required to be an effective teacher and to understand the impact this has on pupil progress in a range of international contexts.

The Professional Enquiry course will be University-led through online induction, lectures and seminars. Sessions examining the use and practice of key aspects of pedagogy including those issues identified by the government (region or international context), as national and international priorities will be examined through observation (and / or innovation where appropriate) and subsequently critically analysed. Throughout the course students will develop and continue to build towards a vision for outstanding learning and teaching in an international context that will underpin their practice on teaching placements.

Learning outcomes

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

- Recognise and respond to the barriers associated with underachievement in schools and the responsibility of the teacher to move learning/learners on.
- Critically engage with and reflect on recent and current developments in international education.
- Identify the key principles underpinning leading edge approaches, methods and debates currently being used in international education.
- Demonstrate knowledge and understanding of relevant legislation and policies underpinning the professional role of the teacher.
- Draw on recent and current approaches, methods and debates in teaching and learning to improve own practice.
- Show awareness of the diverse needs of learners, and to understand and apply a range of strategies to meet these needs.
- Present a well-reasoned and appropriately substantiated argument, drawing on evidence from a variety of sources and synthesising ideas as appropriate.

Indicative reading list

[Specific reading list for the module](#)

Research element

For the main assignment, students will choose an area of interest to form the focus of a case study. This focus could be aligned to the iQTS Teachers' Standards taking a comparative from local and national context with contrasting case studies in the international system, or a related area of pedagogy or policy. The theoretical, policy and evidence bases for the chosen topic will be examined in critical detail and the student will compare its implementation within the context of the (usually) two international education settings, reflecting and evaluating on the effectiveness and impact on their own teaching. There will be an expectation that the case study will focus on specific classes and will utilise school data, on both a macro and micro level.

International

This is an international teaching course and as such is focused on international education and practice.

Subject specific skills

To develop the knowledge and understanding needed to be an effective international teacher using both University and school based context for developing professional attributes, understanding and ambition.

To facilitate critical engagement with a range of professional and classroom issues using experiences with specialist staff and/or pupils designed to highlight key features of/for professional study and practice.

To create consistent levels of challenge and support in a collaborative setting.

To develop reflective capacity through engaging in evidence-based dialogue that is focused on classroom behaviours and the impact these have on learners.

To introduce classroom-based enquiry as a pedagogic device for innovating classroom practice and improving outcomes for pupils.

Transferable skills

The course promotes reflection. It allows students to share their professional experiences in a semi-structured environment that draws on the essential links between the theory and classroom practice, adding richness and depth to their understanding of the topics.

Study

Study time

Type	Required
Tutorials	1 session of 1 hour (0%)
Total	300 hours

Type	Required
Work-based learning	5 sessions of 5 hours 30 minutes (9%)
Online learning (scheduled sessions)	12 sessions of 2 hours 30 minutes (10%)
Online learning (independent)	10 sessions of 2 hours 30 minutes (8%)
Placement	141 hours 30 minutes (47%)
Private study	45 hours (15%)
Assessment	30 hours (10%)
Total	300 hours

Private study description

Research and work in relation to pre and post session tasks and Master's level assignments.

Costs

No further costs have been identified for this module.

Assessment

You must pass all assessment components to pass the module.

Assessment group A4

	Weighting	Study time	Eligible for self-certification
Assessment component			
Issues in International Education	100%	30 hours	No
Select an international education issue and explore how this is relevant to your school or setting			

Reassessment component is the same

Feedback on assessment

Summative: Centre for Teacher Education generic level 7 (M) feedback sheet.

Availability

Courses

This module is Core for:

- Year 1 of TEPQ-X35J Postgraduate Certificate in Education International (PGCEi) (Primary) (Fully online assessment)
- Year 1 of TEPQ-X35M Postgraduate Certificate in Education International (PGCEi) (Primary) (In-person assessment)
- Year 1 of TEPQ-X36U Postgraduate Certificate in Education Primary iQTS (age 3-7 years) (Fully online assessment)
- Year 1 of TEPQ-X37U Postgraduate Certificate in Education Primary iQTS (age 3-7 years) (In-person assessment)
- Year 1 of TEPQ-X36B Postgraduate Certificate in Education Primary iQTS (age 5-11 years) (Fully online assessment)
- Year 1 of TEPQ-X37B Postgraduate Certificate in Education Primary iQTS (age 5-11 years) (In-person assessment)