

# Module 3 DIQ9130 and DIQ9135 Being a Subject Specialist Teacher

## Overview

This module builds on previous generic and subject specialist development in two ways. Firstly, it contributes to your development of more advanced strategies and methods for promoting learning and, secondly, it involves a focus on specific specialist areas and the critical analysis of subject specialist pedagogy. The module achieves these purposes by enhancing your ability to reflect critically on, and to evaluate, teaching and learning; by recognising particular curriculum and professional challenges; and by developing your ability to respond to these concerns in sophisticated, innovative and creative ways. Key learning activities of the module are practical teaching experience and the engagement with other specialists through collaborative practice.

Key themes of the module are:

- The development of your subject specialist pedagogical knowledge and skills
- Concept of 'advanced teaching'
- Notions of innovation, creativity and sustainability in education
- Enhancing learning through the use of digital technologies
- A key feature of this module is the need to show the progress and development you are making as a teacher

There are two assignments for this module:

- Assignment 1 Being a Subject Specialist Teacher (Teaching Portfolio 2)
- Assignment 2 Subject Specialist Paper and Presentation

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. Review key pedagogical principles and their implications for teaching and learning in the specialist area.
2. Analyse the theoretical concepts of innovation and creativity in teaching and learning and their application to a particular specialist area.
3. Discuss ways in which learning can be supported or enhanced through the application of digital and other new technologies.
4. Analyse new developments impacting on professional practice within the specialist area.

5. Review and agree with tutor level of achievement on the course and an action plan for further professional development.

**Abilities:**

1. Achieve appropriate standards of professional practice,
2. Demonstrate respect for diversity and the ability to establish an inclusive learning environment.
3. Collaborate with other specialists to develop own professional practice.
4. Apply appropriate teaching strategies and methods within the specialist area.
5. Critically reflect on, evaluate and develop innovative and creative approaches to teaching and learning within the specialist area.
6. Attend Subject Specialist Conference at which a specialist paper is presented.

## Assignment 1 Teaching Portfolio 2: 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 2. Completed at the end of the module: discussion of module outcomes, achievement of professional standards and action plan

### **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 in the separate Observation Handbook and on Brightspace).

### **Section 3 Structured Reflections**

- Reflection 5 (600 words): Subject specialist pedagogy and pedagogic content knowledge
- Reflection 6 (600 words): Observation in another context and/or co-teaching session with a subject specialist mentor / colleague
- Reflection 7 (600 words): Significant teaching, learning or assessment theme of your choice in context of specialism
- Reflection 8 (600 words): Creativity and Innovation
- Synoptic critical discussion (1000 words)

# Assignment 1: Detailed Information about your Teaching Portfolio

## Section 1 Personal Development Planning

### Reviewing progress and action planning

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 2 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 2

Complete Review and Targets 2 towards the end of the course 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.

## Section 2 Teaching and Observations

### Teaching Log

Number of hours

## 23/24 Cert Ed Assignment Handbook

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 include the teaching hours for which you have had personal responsibility for its impact on learners (e.g. 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 module. 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 Structured 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 5** (600 words): Subject specialist pedagogy, pedagogic content knowledge and issues in the specialism

**Reflection 6** (600 words): Observation in another context and/or co-teaching session with a subject specialist mentor/colleague Use an appropriate observation template and/or plan and deliver a session. Reflect upon this work using a recognised reflective model.

**Reflection 7** (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 8** (600 words): Creativity and innovation.

**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 Subject Specialist Paper and Presentation

You will need to explore current literature and identify a relevant topic in your subject specialist area in order to be able to discuss key pedagogical principles and factors affecting teaching and learning within your specialist area.

You might consider:

- Approaches to teaching something specific in your specialism eg. the issues and/or challenges around the teaching of a specific topic
- Approaches to integrating and embedding eg. the issues and/or challenges of integrating English and Maths, digital technologies, sustainability, wellbeing, practical work experience etc. in the teaching of your subject
- The challenges of engaging students with something within your subject eg. writing, personal study, professional values
- The impact some type of change has on teaching and learning
- Exploring the use of technology within your specialist area to enhance specific learning
- Imaginative approaches to teaching and learning in specific topics
- The importance to subject learning of, for example, visits, residential etc. and how these are used to enhance learning

### Section 1: Proposal and planning

- Produce an outline proposal to explain why you have chosen your topic and identify learning outcomes which you intend to achieve.
- Outline what you intend to do to research and develop the topic 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: Specialist Paper (1500-2000 words)

Write and present a paper which discusses issues in teaching and learning in your subject specialist area (approximately 1,500 - 2,000 words).

### Section 3: Presentation of your Specialist Paper to peers

Drawing on the work you have undertaken, present your paper to peers (in your subject area as appropriate). The paper should be appropriately researched, delivered and referenced.

### 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.

*Preparatory activities, presentation and written paper in total are equivalent to 2,500-3,000 words.*

## 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.

<b>Knowledge and Understanding:</b>		
<b>Learning Outcomes</b>	<b>How you might address them in your teaching portfolio</b>	<b>Which ETF Professional Standards (PS) you might address</b>
<b>KU1</b> Review key pedagogical principles and their implications for teaching and learning in the specialist area.	<p>Specialist paper.</p> <p>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 <b>subject specialism</b> with reference to relevant academic and profession literature. You might write about this in one or more of the following:</p> <ul style="list-style-type: none"> <li>• O1 Rationales for your observed lessons which discuss your specialist subject</li> <li>• O4 Reflections on observed lessons</li> <li>• The way that you discuss your development as a specialist teacher e.g.</li> <li>• Reflections</li> <li>• Synoptic critical discussion</li> <li>• Rationale for and reflection on your specialist paper</li> <li>• Observation of another teacher and/or co-teaching</li> </ul>	<p><b>PS1</b> Critically reflect on and evaluate your practices, values and beliefs to improve learner outcomes.</p> <p><b>PS8</b> Develop and update knowledge of your subject specialism, taking account of new practices, research and industry requirements.</p> <p><b>PS9</b> Critically review and apply your knowledge of educational research, pedagogy and assessment to develop evidence-informed practice.</p>
<b>KU2</b> Analyse the theoretical concepts of	If the observed lessons you submit to the portfolio specifically address issues of	<b>PS1</b> Critically reflect on and evaluate your practices,

<p>innovation and creativity in teaching and learning and their application to a particular specialist area</p>	<p><b>innovation and creativity</b> you may address this through discussion in O1 Rationale and O4 Reflection and evaluation by the way you make visible your thinking and values relating to these issues.</p> <p>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 specialist paper.</p>	<p>values and beliefs to improve learner outcomes.</p>
<p><b>KU3</b> Discuss ways in which learning can be supported or enhanced through the application of digital and other new technologies</p>	<p>If the observed lessons you submit to the portfolio specifically address <b>digital technologies</b>, you may address this through discussion of this in O1 Rationale and O4 Reflection and evaluation the way you make visible your thinking and values relating to these issues.</p> <p>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</p> <p>This could also be addressed depending on what is selected for specialist paper.</p>	<p><b>PS16</b> Select and use digital technologies safely and effectively to promote learning.</p>
<p><b>KU4</b> Analyse new developments impacting on professional practice within the specialist area.</p>	<p>The topic of your specialist paper and presentation may address this outcome. If not, you should focus one of your structured reflections on discussing new developments (e.g impact on teaching and learning of current issues, policy, qualifications, student groups, teaching approaches, technology). Depending on what lesson you teach, there may be</p>	<p><b>PS8</b> Develop and update knowledge of your subject specialism, taking account of new practices, research and industry requirements</p>

	opportunities for discussion in O1 Rationale and O4 Reflection and evaluation.	
<b>KU5</b> Review and agree with tutor level of achievement on the course and an action plan for further professional development	Review section of the eportfolio	<p><b>PS1</b> Critically reflect on and evaluate your practices, values and beliefs to improve learner outcomes.</p> <p><b>PS12</b> Understand your teaching role and responsibilities and how these are influenced by legal, regulatory, institutional and ethical contexts.</p>
<b>Abilities:</b>		
<b>A1</b> Achieve appropriate standards of professional practice	<p>Your teaching eportfolio consisting of:</p> <ul style="list-style-type: none"> <li>• Teaching log showing a minimum of 50 hours of appropriate teaching</li> <li>• Lesson plans and relevant documents you have prepared such as learner profiles, resources activities</li> <li>• Evidence of your involvement in assessment process (eg. marking, assessing, learner progress and assessment records, moderation etc.)</li> <li>• O3 Observation of your teaching showing you have achieved the required standards</li> <li>• Records of mentor meetings</li> <li>• Teaching Report</li> </ul> <p>Observation of other teachers and/or co-teaching</p>	<p><b>PS9</b> Critically review and apply your knowledge of educational research, pedagogy and assessment to develop evidence-informed practice.</p> <p><b>PS3</b> Inspire, motivate and raise aspirations of learners by communicating high expectations and a passion for learning.</p> <p><b>PS4</b> Support and develop learners' confidence autonomy and thinking skills, taking account of their needs and starting points.</p> <p><b>PS14</b> Apply motivational, coaching and skill development strategies to help learners progress and achieve.</p> <p><b>PS15</b> Plan and deliver learning programmes that are safe, inclusive, stretching and relevant to learners' needs.</p> <p><b>PS18</b> Provide access to up-to-date information, advice and guidance so that learners can take ownership of their learning and make</p>

		<p>informed progression choices.</p> <p><b>PS19</b> Apply appropriate and fair methods of assessment and provide constructive and timely feedback to support progression and achievement.</p>
<p><b>A2</b> Demonstrate respect for diversity and the ability to establish an inclusive learning environment</p>	<p>Professional conduct in your practice.</p> <p>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:</p> <p>O3 Tutor feedback on lesson observation O1 Rationale and O4 Reflection and evaluation in the way you make visible your thinking and values relating to these issues.</p> <p>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.</p>	<p><b>PS5</b> Value and champion diversity, equality of opportunity, inclusion and social equity.</p> <p><b>PS6</b> Develop collaborative and respectful relationships with learners, colleagues and external stakeholders.</p> <p><b>PS11</b> Develop and apply your knowledge of special educational needs and disabilities to create inclusive learning experiences.</p>
<p><b>A3</b> Collaborate with other specialists to develop own professional practice.</p>	<p>Specialist conference paper and presentation</p> <p>Records of mentor meetings</p> <p>Reflections</p> <p>Synoptic critical discussion</p> <p>O4 Evaluations and Reflections on feedback</p> <p>Discussion of personal development planning in Review 2</p> <p>Observation of other teachers and/or co-teaching.</p>	<p><b>PS6</b> Develop collaborative and respectful relationships with learners, colleagues and external stakeholders.</p> <p><b>PS8</b> Develop and update knowledge of your subject specialism, taking account of new practices, research and industry requirements.</p> <p><b>PS10</b> Share and update knowledge of effective practice with colleagues, networks and/or research communities to support improvement.</p>

<p><b>A4</b> Apply appropriate teaching strategies and methods within the specialist area.</p>	<p>Teaching log showing a minimum of 50 hours of appropriate teaching Lesson plans and relevant documents such as learner profiles, resources, activities, progress and assessment records O3 Observation of your teaching showing you have achieved the required standards.</p>	<p><b>PS9</b> Critically review and apply your knowledge of educational research, pedagogy and assessment to develop evidence-informed practice. <b>PS3</b> Inspire, motivate and raise aspirations of learners by communicating high expectations and a passion for learning. <b>PS14</b> Apply motivational, coaching and skill development strategies to help learners progress and achieve. <b>PS15</b> Plan and deliver learning programmes that are safe, inclusive, stretching and relevant to learners' needs.</p>
<p><b>A5</b> Critically reflect on, evaluate and develop innovative and creative approaches to teaching and learning within the specialist area.</p>	<p>If the observed lessons you submit to the portfolio specifically address issues of <b>innovation and creativity</b> you may address this through discussion 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 specialist paper.</p>	<p><b>PS1</b> Critically reflect on and evaluate your practices, values and beliefs to improve learner outcomes.</p>
<p><b>A6</b> Attend Subject Specialist Conference at which a specialist paper is presented</p>	<p>Subject Specialist paper and Presentation</p>	<p><b>PS6</b> Develop collaborative and respectful relationships with learners, colleagues and external stakeholders. <b>PS8</b> Develop and update knowledge of your subject</p>

		specialism, taking account of new practices, research and industry requirements. <b>PS9</b> Critically review and apply your knowledge of educational research, pedagogy and assessment to develop evidence-informed practice.
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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
- the topic you choose for your specialist subject paper

## 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