Module Code:	EDS512

Module Title:	**Supporting Teaching and Learning**

Level:	5	**Credit Value:**	20

Cost Centre(s):	GAPE	JACS3 **code**: Hecos code:	X300 100462

Faculty:	Social & Life Sciences	Module Leader:	David Thomas

Scheduled learning and teaching hours	30 hrs
Guided independent study	170 hrs
Placement	0 hrs
Module duration (total hours)	200 hrs

Programme(s) in which to be offered (not including exit awards)	Core	Option
FdA Learning Support	✓	☐
	☐	☐
	☐	☐

Pre-requisites
None

Module Aims

The principal aim of the module is to help students to develop their understanding of the role of learning support in the classroom and the skills required to be an effective practitioner within the context of their professional practice.

Intended Learning Outcomes

Key skills for employability

KS1	Written, oral and media communication skills
KS2	Leadership, team working and networking skills
KS3	Opportunity, creativity and problem solving skills
KS4	Information technology skills and digital literacy
KS5	Information management skills
KS6	Research skills
KS7	Intercultural and sustainability skills
KS8	Career management skills
KS9	Learning to learn (managing personal and professional development, self-management)
KS10	Numeracy

At the end of this module, students will be able to		Key Skills	
1	Identify, discuss and critically evaluate the role of the learning support practitioner and the necessary skills and competencies required to provide and enhance effective practice.	KS1	KS6
2	Outline, discuss and evaluate the key initiatives, policies and legislation linked to supporting children, young people and families within a setting.	KS1	KS3
		KS6	
3	Investigate and offer personal reflection upon the professional responsibilities of learning support practitioners within settings.	KS1	KS2
		KS9	
4	Evaluate the role of the learning support practitioner as part of a team approach within settings.	KS1	KS3
		KS9	
5	Appraise the purpose and importance of reflective practice in a professional context and reflect upon career progression to date and future professional goals.	KS1	KS3
		KS8	KS9

Transferable skills and other attributes

- Evaluation and reflection.
- Communication.
- Sharing ideas.
- Confidentiality.

- Improving own learning and performance.
- Analytical and problem solving skills.
- Working with others

Derogations

None

Assessment:

Indicative Assessment Tasks:

Students will gather a portfolio of evidence detailing their individual role as a learning support practitioner together with an evaluation of their responsibility within the setting. The portfolio will contain evidence of:

(A) A report which outlines the scope of the student's role as a learning support practitioner in relation to their job description and work place setting. The report will include discussion of difficulties encountered within their role, evidence of good practice (own practice and practice within their workplace setting) and reflection upon the support offered within their setting to underpin the delivery of an area of the curriculum or to support learners with ALN/SEN.

(B) An oral assessment considering the participants' considering their learning support career to date, the setting of targets for further career enhancement, CPD and progression and the setting of SMART targets to meet these personal and professional needs.

Assessment number	Learning Outcomes to be met	Type of assessment	Weighting (%)	Duration	Word count (or equivalent if appropriate)
1	1 – 4	Report	70%		2000
2	5	Oral Assessment	30%	10 mins	1000

Learning and Teaching Strategies:

A mixed approach will be taken to the delivery of the module, including: lectures, seminars, group work, individual tutorials, feedback, discussion and activities to encourage reflection and evaluation including directed self-study (work based learning tasks and observations).

Syllabus outline:

- To examine the continually expanding and evolving role of learning support practitioners within a range of educational settings and the broader context of children's services.
- To explore and discuss the increasingly diverse nature of learning support and its many different contexts.
- To identify the skills and competencies which are required to be an effective learning support practitioner.
- To recognise the responsibilities of learning support practitioners.
- To analyse and consider the role of the learning support practitioner within effective team-based approaches to offer effective support for learning and development.
- To explore key initiatives, policies and legislation linked to supporting/working with children, young people and families in a professional context.
- To consider the role of personal reflection in enhancing professional development and practice.

Indicative Bibliography:

Essential reading

Bolton, G. (2018), *Reflective Practice: Writing and Professional Development* (Fifth Edition). Sage Publications Ltd.

Hamersley-Fletcher, L., Lowe, M. and Pugh, J. (2006), *The Teaching Assistant's Guide.* London: Routledge.

Parker, M., Lee, C., Gunn, S., Heardman, K., Hincks, R., Pittman, M. and Townsend, M. (2014), *A Toolkit for the Effective Teaching Assistant* (Second Edition). London: Sage Publications Ltd.

Other indicative reading

Bentham, S. (2012), *A Teaching Assistant's Guide to Child Development and Psychology in the Classroom.* London: Routledge.

Blatchford, P., Russell, A. and Webster, R. (2012), *The Challenging Role of the Teaching Assistant.* London: Routledge.

Bosanquet, P., Radford, J., and Webster, R. (2015), *The Teaching Assistant's Guide to Effective Interaction: How to Maximise Your Practice.* Routledge.

Cheminais, R. (2009), *Special Educational Needs for NQT's and Teaching and Assistants* (Second Edition). London: Routledge.

Overall, L. (2007), *Supporting Children's Learning: A Guide for Teaching Assistants.* London: Sage Publications Ltd.

Reed, M. and Canning, N. (eds) (2010), *Reflective Practice in the Early Years.* London: Sage Publications.

Richards, G., and Armstrong, F. (Eds.). (2016), *Key issues for teaching assistants: working in diverse and inclusive classrooms.* Routledge.

Web-based sources

http://www.tda.gov.uk/support-staff/becoming-support-staff/roles/learning.aspx
http://www.tda.gov.uk/support-staff/developing-progressing/hlta/~/media/resources/supportstaff/hlta/hlta-standard11-guidance.pdf
https://www.education.gov.uk/publications/standard/publicationdetail/page1/RR161
http://www.vnc.org.uk/class/role2.htm

*Due to the individualised nature of the written evaluations the indicative reading list incorporates material that is generic and related to the development of skills rather than subject knowledge. Students will be offered advice as to subject specific materials within tutorials.