Prifysgol Wrecsam
Wrexham University

Module specification

When printed this becomes an uncontrolled document. Please access the Module Directory for the most up to date version by clicking on the following link: Module directory

Module Code	EDS519
Module Title	Resilience, well-being and reflection for teachers
Level	5
Credit value	20
Faculty	Social and Life Sciences
HECoS Code	100454
Cost Code	GACC
Pre-requisite module	N/A

Programmes in which module to be offered

Programme title	Core/Optional
Certificate in Education (CertEd)	Core Module

Breakdown of module hours

Learning and teaching hours	30 hrs
Placement tutor support	0 hrs
Supervised learning e.g. practical classes, workshops	0 hrs
Project supervision (level 6 projects and dissertation modules only)	0hrs
Total active learning and teaching hours	**30** hrs
Placement / work based learning	0 hrs
Guided independent study	170 hrs
Module duration (total hours)	200 hrs

Module aims

The module integrates theory and practice to enhance students' understanding of resilience and well-being within their teaching careers.

It equips students with an awareness of the literature and research underpinning reflective practice, blogging, and resilience tools for personal and professional growth.

The module will provide students with the opportunity to analyse theories, principles, and practices for supporting well-being and resilience in their teaching contexts, while also applying resilience strategies to support their professional development.

Module Learning Outcomes –
At the end of this module, students will be able to:

1	Analyse and apply theoretical concepts of resilience and wellbeing to own teaching practice.
2	Evaluate the role of reflective practices in supporting wellbeing and professional development.
3	Create personal and professional development targets to support student teacher's wellbeing.

Assessment

Indicative Assessment Tasks:
This section outlines the type of assessment task the student will be expected to complete as part of the module. More details will be made available in the relevant academic year module handbook.

Portfolio

- **Academic Reflective Blog (75%)**

Students will complete two reflective vlog/written blogs throughout the module to document their learning journey and engagement with the key concepts of resilience, wellbeing and professional development.

Vlog/blog entries should demonstrate effective analysis of theoretical concepts related to resilience and wellbeing, with a focus on their application to the student's own teaching practice.

Students will also evaluate the effectiveness of reflective practice, reflective blogging, and hermeneutic dialogue as tools for supporting their wellbeing and professional development, using specific examples from their experiences to illustrate their analysis.

- **Personal Learning Plan (25%)**

Using the vlog/blog entries as a source of reflection, students will develop a personal learning plan outlining strategies for maximising career opportunities and personal wellbeing. The plan should include an examination of the relationship between personal wellbeing and career opportunities, drawing on relevant literature and research, as well as specific, measurable, achievable, relevant, and time-bound (SMART) targets for personal and professional development

Assessment number	Learning Outcomes to be met	Type of assessment	Duration/Word Count	Weighting (%)	Alternative assessment, if applicable
1	1-3	Portfolio	4000	Pass/refer	N/A

Learning and Teaching Strategies

The module will employ a range of learning and teaching strategies to provide a comprehensive and engaging educational experience. Lectures and workshops will establish a foundational understanding of key concepts such as resilience, wellbeing, reflective practice, and hermeneutic dialogue, effectively engaging learners and fostering active participation.

Active and inclusive learning strategies, including group work, flipped learning, and individual activities, will ensure diverse learning styles are accommodated and promote active engagement.

Reflective practice will be emphasised through regular blogging, encouraging students to document and critically analyse their personal and professional development. Hermeneutic dialogue will be facilitated through discussions and group activities, enabling students to share their experiences and interpretations. Case studies and practical examples will illustrate the application of resilience-building strategies and reflective practices in teaching contexts.

Technology integration, utilising platforms such as Moodle VLE and the Active Learning Framework (ALF), will enhance accessibility, flexibility, and collaboration.

Finally, dedicated support for personal development planning will guide students in creating and refining their personal learning plans, ensuring alignment with the module's aims and learning outcomes. These strategies align with the module's emphasis on active, reflective, and applied learning to support student success.

Welsh Elements

Tutorial support, assessment marking and feedback available through the medium of Welsh for all students.

Indicative Syllabus Outline

- Introduction to resilience and wellbeing in education
- Key concepts and frameworks of resilience and wellbeing
- The role of reflective practice in teaching and learning
- Reflective blogging: techniques and best practices
- Hermeneutic dialogue: Sharing perspectives and experiences
- Exploring the relationship between wellbeing and career opportunities
- SMART targets for personal and professional growth
- Maintaining resilience and wellbeing in a teaching career

Indicative Bibliography:

Please note the essential reads and other indicative reading are subject to annual review and update.

Essential Reads

Prendergast, L. and Lee, P. (2024), *Habits of resilient educators: Strategies for thriving during times of anxiety, doubt, and constant change*. London: SAGE.

Other indicative reading

Thompson, S and Thompson, N. (2023), *The critically reflective practitioner*. 3rd Edition. London: Bloomsbury Publishing.

Tummons, J. (2019) *PCET: Learning and teaching in the post compulsory sector*. London: SAGE.

Administrative Information

For office use only	
Initial approval date	Mar 25
With effect from date	Sept 25
Date and details of revision	
Version number	1