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| **PROGRAMME** |
| BA (Hons) Primary Education & QTS |

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| LEVEL | MODULE CODE | MODULE TITLE |
| 3 | PE303 | Working with Others |

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| TITLE OF ASSIGNMENT | WEIGHTING |
| Learning Journal | 50% |

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| DESCRIPTION OF TASK  This assignment will enable you to:   * consider the wider role of the teacher * be more prepared for job interviews * increase your awareness of the wider current issues in education * articulate and apply your professional philosophy   You will begin your essay with a statement of your philosophy of education as it stands at the significant transitional point of leaving college to enter the teaching profession. Your philosophy will have been influenced by many experiences. The essay is about personal development so it will involve the affective domain, i.e. feelings and motivation as well as intellect.    In writing your essay you should consider:   1. The development of your ideas over the three years with respect to teaching; 2. The theories and experiences that have influenced this development, including explicit reference to major educational theorists and items in your portfolio; 3. The development of your perception of yourself as a learner over the three years; 4. How your experience as a learner has shaped your views about teaching; 5. How your view of teaching and education fits into working with others and the legal frameworks of education; 6. How you will continue to develop as a learner as well as a teacher in the future.   In your essay you should acknowledge your initial ideas about teaching and learning prior to starting the course. For example at some point you will have made the decision to become a teacher, what influenced you in making that decision? Was it influential teachers who inspired you to become as good as the very best or those you feared who caused you to want to be much better? Many of these influences will be anecdotal and indeed your journal would be an ideal place to record such experiences which you can then use in your essay.  You will also hold initial reasons, possibly idealistic reasons, for wanting to teach, concepts of serving others, preparing children for success in life, influencing education and society in the future etc… Your journal should contain statements of your initial beliefs and how these beliefs and your philosophy of education develop through the course. In your essay you should consider how you have adapted, modified, changed your philosophy. What has been your attitude to change, preconceptions and challenge?  How have experiences in College, in school, with peers, with friends, with family, with teachers and tutors, with children, working on assignments etc…influenced your philosophy? In particular how has your reading of theorists influenced you? How has meeting the responsibilities and legalities of the role as student, teacher, observer, advisor and leader affected your philosophy? What about working with others? Your journal should contain the stories of overcoming problems, taking risks, vanquishing fears etc all of which you can cite and draw upon in your essay. Recording such experiences in your journal will provide the evidence you will require when writing your essay. Remember to use your journal like a diary, record those things of significance.  Within your philosophy will be your aspirations for yourself, the children you teach and education in the future. Consider how your experiences over the last three years have equipped you for your career and what have you learnt about yourself that will help you to meet your ideals. Identify how you as an individual teacher will provide models for young pupils to admire and emulate. Examine your personal integrity and professional enthusiasm. How will you develop this in school?  Remember the above is ‘guidance’, you may wish to raise many other questions and issues.  Contents:   * A statement of your philosophy of education (about 500 words) * Essay analysing the development of this philosophy (about 2000 words) * Appendix: Sections of the learning journal and other relevant materials but only if they are referred to in the essay. |

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| MODULE OUTCOMES TO BE TESTED   * demonstrate knowledge of a range of current issues in education * know the legal issues that may affect the teacher   07 QTS References  Q3a&b Q4, Q5, Q7 a & b Q9, |

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| ASSESSMENT CRITERIA  Knowledge and understanding 30%   * ability to enunciate your own educational philosophy * ability to develop a coherent argument   Use of Literary Sources 30 %   * ability to find current, relevant sources (may include internet sources) * ability to critique the sources * ability to extract salient points and elaborate on these   Use of School based / own learning evidence 30 %   * ability to analyse relevant experiences in schools * ability to analyse own learning * ability to select relevant extracts from learning journal   Quality of Communication 10%   * correct spelling, punctuation, grammar * correct referencing of texts |

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| **Mark Range** | **Knowledge and Understanding** | **Use of Literary Sources** | **Selection and analysis of Primary Evidence** | **Quality of Communication** |
| **A\***  **80+** | A confident understanding demonstrated through the clarity and originality of own philosophy. Its development is clearly charted through conflicts and controversies. Worthy of consideration for publication. | A scholarly approach resulting in an analysis and evaluation of sources used. Extended reading and use of articles. Clear evidence of how the interplay between the sources has influenced the developing philosophy. | A scholarly approach to the selection, analysis and evaluation of varied forms of evidence from teaching and learning in school and other situations. | Excellent presentation and communication. Consistently accurate referencing. |
| **A**  **70-79** | A perceptive understanding demonstrated through a clear statement of philosophy. Evidence of sustained thinking in charting the development which considers differing interpretations. | Critical judgement in the selection, analysis and evaluation of sources. Evidence of broad and balanced reading. Clear evidence of the synthesis of sources which have influenced the developing philosophy. | Critical judgement in the selection, analysis and evaluation of evidence.  A variety of forms of evidence from teaching and learning experiences used. | Concise communication in appropriate scholarly style with precision of phrasing. Accuracy of grammar, spelling and punctuation. Consistently accurate referencing. |
| **B**  **60-69** | A thorough understanding demonstrated through own statement of philosophy. A well constructed development capable of handling different views | Sound judgement in the selection, analysis and presentation of sources. Clear evidence of sources having impact on own developing philosophy. | Good judgement in the selection, analysis and evaluation of evidence. A range of teaching and learning experiences included | An academic written style which contributes to the clear communication of meaning. Mostly accurate grammar, spelling and punctuation. Accurate referencing |
| **C**  **50-59** | A sound understanding demonstrated through own statement of philosophy. A coherent structure within the development. | Effective description and analysis of sources. Linkages made between sources and own philosophy is clear. | Competent description and analysis of evidence related to teaching and learning. | Able to communicate meaning effectively in an appropriate academic style. Accurate use of common conventions of grammar, spelling and punctuation. Mostly accurate referencing. |
| **D**  **40-49** | Some understanding evident in the statement of philosophy. Able to discuss some of the factors which contributed to it. | Some ability to select appropriate evidence. An account where the balance is towards the descriptive rather than the analytical. | Some ability to select and describe appropriate evidence of teaching and learning with some attempt at analysis. | The basic conventions of Standard English are demonstrated. Style is not consistently academic but communicates meaning. Some minor errors in some referencing |
| **E**  **35-39** | A limited understanding of the relevant issues which seriously impairs the development of a coherent philosophy. | Minimal interpretation and analysis of sources. | Minimal interpretation and analysis of evidence. | Many inconsistencies and inaccuracies which impair communication. Inappropriate writing style. Inaccurate referencing |
| **F**  **34 & below** | Little or no understanding of the issues. Little or no attempt to develop a structured argument or discussion. | Little or no use of literary sources. | Little or no evidence presented. | Is unable to communicate meaning clearly. Inability to reference. |

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| DATE AND TIME OF SUBMISSION  Monday 18th May 2009  This assignment will be marked anonymously so you must use your student number rather than name.  *Note to students: Any work submitted after this date will receive a mark of zero. All requests for extensions must be submitted to the Programme Leader for approval before the date stated. Such claims must be on the standard pro forma and must be accompanied by corroborating evidence. Following the date of submission requests may be made for the Board of Examiners to take extenuating circumstances for non-submission into account. All such requests must be made on the standard pro forma and must be accompanied by corroborating evidence*. |

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| DATE ON WHICH MARKED WORK WILL BE AVAILABLE FOR COLLECTION  Graduation, 14 July 2009 |

PLAGIARISM

Note to students: Your attention is drawn to the College’s Code of Practice covering plagiarism. Penalties for work found to be plagiarised are severe and can include the withdrawal of the right to resubmit work and termination of studies. On the submission of the assignment you will be required to sign a declaration that the work is your own and that all sources have been properly acknowledged.