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| **Key Information** |
| **Module: Professional Policy and Practice in Education****Module Code: MTETT3PPP/MTETT4PPP****Assignment Title: The Reflective Practitioner and Behaviour for Learning****Assignment Word Count /Weighting: 4000 words / 100% of module****Submission Date:****Mode of return: Available via Blackboard /Turnitin** |

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| **Assessment Criteria** |
| The assignment will be marked against the general assessment criteria for HE Level 6/7, which can be found in your programme guide and on your Blackboard VLE.Additionally you are required to demonstrate the following learning outcomes:At level 71. A systematic knowledge, conceptual understanding and critical awareness of the complexity of educational policy and its relationship to educational practice;
2. Systematic knowledge and conceptual understanding of relevant statutory and non-statutory requirements and policies relating to the professional role and responsibilities of a teacher, allowing students to evaluate critically current research, policy and practice, and to develop critiques of methodologies and propose new hypotheses;
3. The ability to evaluate critically the arguments, assumptions, abstract concepts and data, communicating their original understandings and critiques to a wide range of audiences.
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*Reflective activity is of vital importance to the teaching profession.  It underpins professional judgement and its use for worthwhile educational purposes.  It provides a vehicle for learning and professional renewal – and thus for defending the independence and integrity of teachers.*

                           Pollard, A. (2002) Readings for Reflective Teaching (p.xvi)

The complete assignment will comprise of four sections:

Section one:  Introduction (300 words approximately)

In this section:

• Suggest reasons why reflective practice is an important topic with reference to the complexity of educational policy and its relationship to educational practice

• Provide a structure for your approach to the topic

Section two:  literature review exploring the value and purpose of reflective practice (1000 words approximately)

In this section you will:

* demonstrate a critical understanding of the different theoretical perspectives on reflection;
* develop an informed position on the value of reflection for teaching and learning;
* compare reflective tools and justify which tool you might consider for reflection;
* support your discussion with relevant reading.

Section three:  reflective analysis of one or more critical incidents with **a focus on behaviour for learning**(1800 words approximately)

In this section you will present an example of how you have used a reflective approach to analyse one or more critical incidents focusing on an aspect of behaviour for learning, identifying next steps for you and the learner(s), including reference to your reflective journal 2.

It is important that you demonstrate understanding of the key aspect of behaviour for learning you are reflecting on through reference to theory, including the key text **Ellis, S. and Tod, J. (2015) Promoting behaviour for learning in the classroom effective strategies, personal style and professiona** available in the e-library.

Section four:  conclusion and implications for future practice (700 words approximately)

* reflect on how engaging with reflective methodology has impacted on your professional identity, values and philosophies and how this learning will shape your future practice in the classroom.

Appendix

**You must include your reflective journal two in your appendix.**

You may want to provide additional supporting evidence in the appendix which could include:

* annotated lesson plans
* lesson evaluations
* pupil progress/assessment records
* annotated pupil work
* extracts from a critical incident/reflective log

It is important that you refer to all material submitted in your appendix in your main essay

**Starting Points for Reading:**

Reflective Practice

Key text:  Bassott, B. (2016) [The Reflective Journal](https://www.dawsonera.com/abstract/9781137603494). London: Palgrave Macmillan.  3-book

Further reading:

Tripp, D. (2012) Critical incidents in teaching: Developing professional Judgement. Routledge

Journal articles:

Glaze, J. (2002) Stages in coming to terms with reflection: student advanced nurse practitioners' perceptions of their reflective journeys *Journal of Advanced Nursing*

Weblinks:

Brookfield’s Lenses Evaluation Exercises <http://sydney.edu.au/arts/teaching_learning/academic_support/four_lenses_index.shtml>

Critical reflections on teaching <http://www.weblearn.bham.ac.uk/prodait/resources/006_Critical%20Incident%20Analysis_artworked050107.pdf>

Driscoll’s Model <http://www.nottingham.ac.uk/nmp/sonet/rlos/placs/critical_reflection/models/driscoll.html>  (with examples of student reflective writing

Kolb’s Learning Cycle <http://learn.solent.ac.uk/mod/book/view.php?id=2732&chapterid=1112>

Moon’s Levels of Learning <http://skillsforlearning.leedsbeckett.ac.uk/preview/content/models/06.shtml>

See also the guide to reflective practice methodology and other reading available on Blackboard in Learning Resources.

Behaviour for Learning

Key texts:  Ellis, S. and Tod, J. (2015) [*Promoting behaviour for learning in the classroom effective strategies, personal style and professionalism*](https://www.dawsonera.com/abstract/9781315753980) available in the e-library

Ellis, S. and Tod, J (2019) [*Behaviour for Learning: promoting positive relationships in the classroom*](https://www.taylorfrancis.com/books/9781315232256)London: Routledge  available in the e-library

Key reading in the behaviour levelled resources document on Blackboard in Learning Resources.

The discussion prompts and weblinks in the behaviour for learning Menu of Learning Opportunities available in the behaviour wiki (link in learning resources) are useful starting points for reflections on teaching with a focus on behaviour.

Further reading:

Acton, R. and Glasgow, P. (2015) Teacher Wellbeing in Neoliberal Contexts: A Review of the Literature.

Alexander, R. (Ed). (2010). Children, their world, their education: Final report and recommendations of the Cambridge Primary Review. Oxon. England, Routledge

Bruce, C. (2010). Emotional literacy in the early years. Los Angeles ; London: SAGE.

Clough, P. et al (2004) Handbook of Emotional and Behavioural Difficulties

Deforges, C.  (2003) The Impact of Parental Involvement, Parental Support and Family Education on Pupil Achievements and Adjustment: A Literature Review

Garland, T. (2014) Self-Regulation Interventions and Strategies

Goleman, D. P. (1995). Emotional intelligence: Why it can matter more than IQ for character, health and lifelong achievement. New York: Bantam Books.

Gray, C. and MacBlain, S. (2015) Learning theories in childhood SAGE

Powell S., Tod, J. (2004) A systematic review of how theories explain learning behaviour in school contexts. In:

Research Evidence in Education Library. London: EPPI-Centre, Social Science Research Unit, Institute of Education

Harris, A.  and Goodall, J. (2007) Engaging parents in raising achievement- Do parents know that they matter?

Hawkins, K. (2017)  Mindful Teacher, Mindful School:  Improving Wellbeing in Teaching and Learning   London: SAGE

Rogers, B. (2015). Classroom behaviour: A practical guide to effective teaching, behaviour management and colleague support (Fourth ed.). Los Angeles: SAGE.

Rogers, B. (2009). How to manage children's challenging behaviour (2nd ed.). Los Angeles, Calif. ; London: SAGE.

Wagstaff, J. (2012). Classroom behaviour , 3rd ed., by Bill Rogers. Emotional and Behavioural Difficulties, 17(2), 216.

Journal Articles:

Becker, E.S., Goetz, T. Morger, V. and Ranelluci, J. (2014) The importance of teachers' emotions and instructional behavior for their students' emotions – An experience sampling analysis Teaching and Teacher Education, 2014, Vol.43, pp.15-26

Kennedy, E. (2015). The Revised SEND Code of Practice 0–25: Effective practice in engaging children and young people in decision‐making about interventions for social, emotional and mental health needs. Support for Learning, 30(4), 364-380

Mueller, C., Dweck, C., & Kruglanski, Arie W. (1998). Praise for Intelligence Can Undermine Children's Motivation and Performance. Journal of Personality and Social Psychology, 75(1), 33-52.

Stephanou, G. (2014) Feelings towards child–teacher relationships, and emotions about the teacher in kindergarten: effects on learning motivation, competence beliefs and performance in mathematics and literacy European Early Childhood Education Research Journal Volume 22, Issue 4, 2014

Watson, D., Emery, Carl, & Bayliss, Phillip. (2012). Children's social and emotional wellbeing in schools : A critical perspective. Bristol: Policy.

Zentall, & Morris. (2010). "Good job, you’re so smart": The effects of inconsistency of praise type on young children’s motivation. Journal of Experimental Child Psychology, 107(2), 155-163.

Weblinks:

DfE (2016) [Behaviour and Discipline in Schools](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

Adverse Childhood Experiences <https://www.wavetrust.org/what-are-adverse-childhood-experiences>

Teacher Toolkit  4 Reasons for Challenging Behaviour <https://www.teachertoolkit.co.uk/2016/03/17/4behaviours/>

‘What motivates children to learn’ No. 5 in [Deans for Impact The Science of Learning](https://deansforimpact.org/wp-content/uploads/2016/12/The_Science_of_Learning.pdf)

**Additional Assignment Guidance:**

**Ethical Considerations:**

If an assignment requires you to refer to a specific pupil and your placement school - these must not be named within the assignment and appendices. Any reference to names must be obscured.