



Learning Design & EDS BOOTCAMP 2023

Module: Professional Theory 1: Professional Identity

Programme: International Postgraduate Certificate in Education (iPGCE)

Team:



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iPGCE iQTS Professional Theory 1: Professional Identity



For investigative participation, action competence and group discussion.

- The aim of this 40 credit masters module is to challenge student teachers to reflect on the ways in which pupil aspiration can be developed **effectively** and **equitably** within schools **internationally** (SDGs 3, 4, + 5).
- Students will **identify barriers to learning** inside and outside the school environment (SDGs 3, 4, + 5). Students will consider the pupil as a learner, appreciating the diversity of learning needs (SDG 3, 4, + 5). Students will reflect on their own professional identity in relation to the philosophies and values which inform their development. This includes their reflection on **Education for Sustainable development** and global citizenship. (SDG 4)
- The principle of **inclusion** is the foundation of this module in respect of **gender, ethnicity, and disability**, the diversity of pupil learning needs and how pupils can attain their maximum potential addressing SDGs 4 & 5 directly. Understanding how to promote behaviours for learning will also be central to this module (SDGs 3, 4, + 5). Recognising the **impact of individual, community, and society**, on educational aspirations in school will also be explored (SDG 4).
- Students will be challenged to **engage critically** with theories of learning and teaching. They will be encouraged to develop an analytical approach to understanding the nature of learning theories and to assess their relevance to professional practice (SDG 4). We will examine **ESD** and its active and applied pedagogies as a key element of the module.
- Throughout this module, students will have the opportunity to synthesise their studies with practice and to relate their developing understanding of learning and teaching in their own classroom. This module will form a dynamic link between student's school and our online learning (SDG 4) and is an opportunity for students to develop their practice around **ESD** in their own, international, schools.

17 PARTNERSHIPS FOR THE GOALS



3 GOOD HEALTH AND WELL-BEING



4 QUALITY EDUCATION






5 GENDER EQUALITY



How specific learning objectives have been achieved:

At the end of the module students were able to:

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- Consider of the **pupil as a learner**.
 - Recognise the **diversity of learners** and their respective needs.
 - Understand principles and practices of **inclusive teaching**.
 - Critically engage with theories, research, and models of learning and teaching, **including ESD**, and relate these to their school contexts.
 - Engage in group discussion on the development of **inclusive practice**.
 - Understand the **impact** of **individual, community, and society**, on educational achievement and expectations in school.
 - **Critically reflect** on their personal and professional philosophies of education.
 - Critically analyse, **apply**, and evaluate pedagogical choices.

Through our intended outcomes we have sought to align with Collaborative, Normative, Critical Thinking, Self-Awareness, and Integrated Problem-solving Competencies.

How specific learning objectives were assessed:

Assessment will be provided through **formative tasks** such as **seminars** and **school-based** tasks, leading to a summative written submission that will provide a critical review of theory and research relating to a school-based context on a negotiated area of study. Here, learners will have the opportunity to **critically reflect on the development of ESD in their own practice**. Learners will also create a 10-minute **critical presentation** focusing on a theorist related to behaviours for learning in the context of their practice.



How SDGs have been included:



As a key element of the international teacher training programme the overarching focus of the module is on **SDG 4 Quality Education**. (Particularly 4.2, 4.4, 4.5, 4.6, 4.7 4.c)



Through having inclusion and wellbeing as the corner stone of our module we directly address **SDG 3 Good Health and Well-being** and **Gender Equality SDG 5**. (Particularly 3.5, 3.7, 3.9, 5.1, 5.2, 5.3, 5.b)



In working collaboratively with our students and mentors in the international sector we are also engaged in promoting **SDG 17 Partnerships for the goals** throughout the module. (particularly 17.6, 17.16)



In individual sessions we have also embedded links to other SDGs. The example we used in our planning was **SDG 11 Sustainable Cities**, where students create projects to engage their own pupils and schools with SDG 11.

How have the designed teaching and learning activities been delivered?

The activities have been delivered via a blended (Synchronous and Asynchronous) **online** and **placement-based** approach, based on a **transformative approach to pedagogy**. Students are guided both by their university tutors and lecturers on-line and their in-placement mentors. This is designed to develop the student teacher's critical reflection the development of their research informed practice and the **development of their agency**.

Students will be part of an **On-Line Community of Practice** on the module collaborating with, and learning alongside, other teachers in the international community. This will be facilitated through online discursive tools such as **discussion boards**, live **webinars** and **breakout groups**, **on-line polling tools** and synchronous and asynchronous observations of their practice and that of their mentors and colleagues in placement.

Students will learn through assimilating and handling the latest and most relevant research material and case studies. They will **discuss** and **debate** key issues and topics with their peers and mentors and will **apply** and **reflect** on their learning in their own schools with their own pupils.

