

M09B

Listening to and Understanding Children, Parents and Carers – Application & Reflection

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| 1. | Short Code | M09B |
| 2. | Title | Listening to and Understanding Children, Parents and Carers – Application & Reflection |
| 3. | Level | 7 |
| 4. | Credit Points | 30 |
| 5. | Start Term | Autumn Spring Summer |
| 6. | Subject | Special Educational Needs and Disability (work with children, parents and carers) |
| 7. | Module Leader | Brian Lamb |
| 8. | Accredited by | |
| 9. | Module Requisitions | |
| | (oo) Pre-requisite | M09A, or you are concurrently enrolled on M09A (i.e. you are enrolled on both modules of the same topic) |
| | (pp) Programme Restriction | None |
| | (qq) Level restrictions | None |
| | (rr) Other restrictions or requirements | None |
| 10. | Automatic deferral | No |
| 11. | <p>Aims</p> <ul style="list-style-type: none"> • To develop participants' knowledge and understanding of listening to and consulting with children, parents and carers and how this can be done effectively. • To develop participants' ability to use a range of approaches in listening to and understand children, parents and carers. • To develop participants' skills in listening to and understanding of children, parents and carers. • To develop participants' abilities to reflect on their own skills in listening to and understanding children, parents and carers. | |
| 12. | <p>Learning Outcomes</p> <p>Knowledge On successful completion of this module, students will have knowledge and understanding of:</p> <ol style="list-style-type: none"> 1. Ways and approaches to listening to and understanding the views of children, parents and carers. 2. Reflected on ethical and power issues relating to listening to and understanding children, parents and carers. <p>Skills On successful completion of this module, students will be able to:</p> <ol style="list-style-type: none"> 3. Use a range of approaches to listen to and understand the views of children, parents and carers. 4. Evaluated different approaches to listening to and understanding the views of children, parents and carers. 5. Reflect on their own skills in listening to and understanding the views of children, parents and carers. 6. Work in a manner that is sensitive to safeguarding issues. 7. Apply knowledge to practice in a real world context. | |

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| 13. | <p>Syllabus</p> <p>Practical ways of listening to and understanding children, parents and carers through review of approaches used in students' current context.</p> <p>Review and evaluation of research into ways of listening to and understanding children, parents and carers.</p> <p>Methods of evaluating own practice in listening to and understanding children, parents and carers.</p> <p>Action research as a means of reflecting on and evaluating practice in students' own context .</p> <p>Safeguarding children.</p> |
| 14. | <p>Learning and teaching will be via distance education using Real Training's online Virtual Learning Environment, Campus Online.</p> <p>Students access the study topics, including the learning activity instructions and supporting content through Campus Online.</p> <p>Campus Online is an integrated environment that:</p> <ul style="list-style-type: none"> • Guides the student through the module, giving instruction of what to do to complete the module's series of Learning Experiences. These experiences are designed to cover the Learning Outcomes so that the student can pass their assessments. • Allows students to manage and track their progress through the activities and assessments. • Enables students to submit their evidence and assignments, and receive feedback from their tutors. <p>As this module is focused on Application & Reflection, the Learning Experiences are based around Practical activities that encourage the student to apply their learning in their workplace. These are supported by other activities that promote Review and Reflection and provide access to relevant Theory and Policy, Case Study and Exercises.</p> <p>These activities include:</p> <ul style="list-style-type: none"> • Reflection on practice, structured through 'learning log' online entries. • Formative exercises such as multiple choice quizzes with instant feedback, and self-assessment scales. • Problem-based learning scenarios. <p>There is access to supporting content including:</p> <ul style="list-style-type: none"> • Directed reading of selected papers, book chapters, specialist online materials. • Use of case study examples, videos and other learning materials. <p>Campus Online also supports a collaborative learning environment with:</p> <ul style="list-style-type: none"> • Fellow students via peer review, presentations by students, group forums and participation in online discussion forums including action learning sets. • Interaction with tutors and learning coaches including receiving feedback, support (for learning, technical questions and course administration) via private messaging and forums. • Both students and tutors via forums and webinars (online seminars, live and recorded) by tutors and visiting professionals and academics. <p>Assessment is through coursework assignments covering the 7 learning outcomes and will consist of two assignments (numbers in brackets refer to learning outcomes assessed):</p> <ul style="list-style-type: none"> • Reflective analysis (3000 words or equivalent): Reflective log on the current practice in either listening to and understanding children or listening |

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| | <p>to and understanding parents and carers in students' current context, in comparison to research findings (2,3,5,6,7)</p> <ul style="list-style-type: none"> • Practice analysis (3000 words or equivalent): Plan, transcribe and review a meeting with a parent/child OR review and develop your practice with regard to listening to and understanding children, parents or carers. (1,2,4,7) <p>Delegates, should they wish to and where a word equivalence option is given, will be encouraged to produce a portfolio of evidence including the use multimedia approaches where suitable but will not be penalised for using text based submissions.</p> |
| 15. | Assessment Weighting |
| | Seen examination % |
| | Unseen examination % |
| | Coursework (no examination) 100% |
| | Seen examination % |
| 16. | Timetabled examination required No |
| 17. | Length of exam N/A |
| 18. | <p>Learning materials</p> <p><u>Essential</u></p> <p>The online module guide contains the learning materials and instructions and this is supplemented by web based materials as the programme is delivered via distance learning. Where appropriate, web-based learning materials will include:</p> <p>Directed use of Teaching Agency/DfE Materials for the advanced study in the five areas of SEND. Multimedia online training materials produced by the Institute of Education for the TA/DfE for use across the education sector. Available at: www.education.gov.uk/lamb/</p> <p>Directed use of Teaching Agency/DfE Training Materials for teachers of children with Severe, Profound and Complex Learning Difficulties. Multimedia online training materials produced by Real Group and The Schools Network for the TA/DfE for use across the education sector. Available at: www.education.gov.uk/complexneeds/</p> <p>Directed use of appropriate legislation, Government guidance and reports.</p> <p>The online module guide also contains a full reading list. This may be supplemented with further advice to individual students where appropriate. Students are expected to include their personalised reference list in their assignment.</p> <p>The resource bank area of the module website.</p> <p><u>Recommended</u></p> <p><i>A Literature Review of Research into Parental Aspirations and Parental Involvement in Young People's Education</i> (2003) cfbt http://www.cfbt.com/pdf/91079%20litreview.pdf (Accessed 26 June 2012).</p> <p>Armstrong, F., Moore, M., (2004) <i>Action research for inclusive education: changing places, changing practices, changing minds</i>. Routledge/Falmer</p> <p>Aitken, S., and Millar, S. (2004) <i>Listening to Children</i>. Glasgow: Sense Scotland/ CALL Centre and Scottish Executive Education Department.</p> <p>Cutler, D., and Frost, R. (2001) 'Taking the Initiative: Promoting Young People's Involvement in Public Decision Making in the UK', <i>The Carnegie</i>, United Kingdom.</p> <p>Dee, L. (2006) <i>Improving Transition Planning for Young People with Special Educational Needs</i>. Open University Press.</p> <p>Digman, C., Soan, S. (2008) <i>Working with parents: a guide for education professionals</i>. Sage London.</p> <p>Harding, E., and Atkinson, C. (2009) 'How EP's Record the Voice of the Child',</p> |

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Haines, S., Ruebain, D., *Education, disability, and social policy*. Policy Press. 2011.

Lewis, A., Porter, J. (2007) 'Research and Pupil Voice' in L. Florian (ed) *Handbook of Special Education*, London:Sage, pp 222-32.

Warnock, M., Norwich, B., Terzi, L. (2006) *Special Educational Needs: A New Look*.

Thomas, N., Phillipson, J., O'Kane, C. and Davies, E., *Children and Decision Making: Toolbox and Training Pack*. International Centre for Childhood Studies, University of Wales, Swansea, United Kingdom.

Snelgrove, S. 'Mad, Bad and Sad: Developing a Methodology of Inclusion and a Pedagogy for Research Students with Intellectual Disabilities', *International Journal of Inclusive Education*, 9, pp.313-29.

UNICEF (2007) *A Human Rights Based Approach to Education for All*, New York, Paris: UNICEF, UNESCO.