MODULE DESCRIPTOR

<table>
<thead>
<tr>
<th>TITLE</th>
<th>Enabling Environments</th>
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<tr>
<td>SI MODULE CODE</td>
<td>77-5360-00S</td>
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<td>CREDITS</td>
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<td>SUBJECT GROUP</td>
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<td>DEPARTMENT</td>
<td>Education, Childhood and Inclusion</td>
</tr>
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<td>MODULE LEADER</td>
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**MODULE STUDY HOURS (based on 10 hours per credit)**

<table>
<thead>
<tr>
<th>Scheduled Learning and Teaching Activities</th>
<th>Placement (if applicable)</th>
<th>Independent Guided Study</th>
<th>Total Number of Study Hours</th>
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<tr>
<td>36</td>
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<td>124</td>
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**MODULE AIM**

To develop knowledge and understanding of policy and practice relating to the development of enabling environments in educational contexts, and how to promote these.

**MODULE LEARNING OUTCOMES**

By engaging successfully with this module a student will be able to:

- Outline and describe key concepts, theories and principles relating to the educational learning environment and their impact on children and young people's development and learning
- Reflect on specific aspects of an educational learning environment and describe plans to improve outcomes for children and young people's learning and development
- Communicate the outcomes of the investigation in ways that are appropriate to purpose and to the expectations of academic and professional audiences.
- Access, use and explain specified sources of information and draw on these to inform the evaluation of an educational environment.

**INDICATIVE CONTENT**

- National and local policy in the area of providing enabling environments for children and young people's learning
- Key concepts, theories and principles relating to the provision of enabling environments in educational settings
- How enabling environments can impact on children and young people's learning and development
- The potential impact of the learning environment on the quality of learning and development
- The current scope for providing these opportunities
- Inclusive practice
- International examples of enabling environments underpinned by principles and theories of learning
- Utilising a range of professional expertise
LEARNING, TEACHING AND ASSESSMENT - STRATEGY AND METHODS

Students will be supported in their learning, to achieve the above outcomes, in the following ways:

- Seminars
- Mini-lectures
- Learning from peers through paired work, small group work and class activities
- Individual and/or small group tutorials
- Reading a range of information sources, including e-sources e.g. books, reports, peer-reviewed journal articles, policy and guidance documents,
- Professional learning in the workplace e.g. using a range of enquiry methods to review current practice and plan for development
- Reflection on own practice in relation to relevant professional standards and/or guidance e.g. QTS standards
- Problem-based learning e.g. use of case-studies
- Active learning e.g. role play
- Collaborative enquiry e.g. use of P4C approach
- Individual journal writing
- On-line activities e.g. conferencing
- Observing and analysing filmed practice and scenarios
- Review and practice of study skills e.g. use of Learn Higher
- Blackboard site including module documents, learning resources, digitalised texts and updated guidance in response to students’ questions and areas of difficulty

ASSESSMENT TASK INFORMATION

<table>
<thead>
<tr>
<th>Task No.*</th>
<th>Short Description of Task</th>
<th>SI Code</th>
<th>Task Weighting %</th>
<th>Word Count or Exam Duration**</th>
<th>In-module retrieval available</th>
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<td>1</td>
<td>Power point presentation</td>
<td>CW</td>
<td>100%</td>
<td>3000 words equivalent</td>
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FEEDBACK

Students will receive feedback on their performance in the following ways:

- Tutorial support and formative peer feedback early in the module
- Self-assessment on planning for the assignment in relation to the task assessment criteria
- Formative peer feedback on a draft of the account of findings of an investigation in relation to the assessment criteria
- Formative tutor feedback on a short extract of the account and presentation of findings in relation to the assessment criteria
- Summative written feedback for the assignments within 3 weeks of hand-in (excluding the SHU vacation period) identifying issues and points for development. This will show levels of achievement in relation to assessment criteria, identify strengths and identify key points for development

LEARNING RESOURCES FOR THIS MODULE (INCLUDING READING LISTS)

ANDERSON, Jane C (2010) *The de-cluttered school: how to create a cleaner, calmer and greener learning environment. Continuum*

BONNIE, Thomas (2014) *How to get kids offline, outdoors, and connecting with nature: 200+ creative activities to encourage self-esteem, mindfulness and wellbeing.* Jessica Kingsley Publishers
CHAPMAN, Laura and WEST-BURNHAM, John (2010) *Education for social justice: achieving wellbeing for all.* Continuum*


CUMMINGS, Colleen, DYSON, Alan and TODD, Liz (2011) *Beyond the school gates: can full service and extended schools overcome disadvantage?* Routledge *


HAYES, Denis (2009) *Learning and teaching in primary schools.* Achieving QTS

JOHNSON, Sarah Lindstrom, BURKE, Jessica Griffin, GIELEN, Andrea Carlson (2012) Urban students' perceptions of the school environment's influence on school violence. *Children and Schools, Volume 34, Issue 2*

INMAN, Sally, BUCK, Martin and YANDY, Miles (2003) *Enhancing personal, social and health education: challenging practice, changing worlds.* RoutledgeFalmer

KNIGHT, Sara (2011) *Forest schools for all.* Sage *


LEICESTER, Mal (2008) *Creating an inclusive school.* Continuum *


RICHMAN, Scott, PERMUTH, Steve and RICHMAN, Paula (2013) *Successful teaching: practical ideas and enabling questions.* Rowman and Littlefield


WRIGLEY, Terry (2006) *Another school is possible.* Blackwell Publishing

Key Texts *
## SECTION 2  MODULE INFORMATION FOR STAFF ONLY

### MODULE DELIVERY AND ASSESSMENT MANAGEMENT INFORMATION

#### MODULE STATUS - INDICATE IF ANY CHANGES BEING MADE

| NEW MODULE | Y |
| EXISTING MODULE - NO CHANGE | N |
| Title Change | N |
| Level Change | N |
| Credit Change | N |
| Assessment Pattern Change | N |
| Change to Delivery Pattern | Y |

Date the changes (or new module) will be implemented: **09/2015**

#### MODULE DELIVERY PATTERN

<table>
<thead>
<tr>
<th>Course Intake</th>
<th>Module Begins</th>
<th>Module Ends</th>
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<tr>
<td>1</td>
<td>16/01/2017</td>
<td>28/04/2017</td>
</tr>
<tr>
<td>2</td>
<td>15/01/2018</td>
<td>27/04/2018</td>
</tr>
<tr>
<td>3</td>
<td>14/01/2019</td>
<td>26/04/2019</td>
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Is timetabled contact time required for this module? **Y**

Are any staff teaching on this module non-SHU employees? **N**

If yes, please give details of the employer institution(s) below

What proportion of the module is taught by these non-SHU staff, expressed as a percentage?

#### MODULE ASSESSMENT INFORMATION

Indicate how the module will be marked

| *Overall PERCENTAGE Mark of 40% | Y |
| *Overall PASS / FAIL Grade      | N |

#### SUB-TASKS

Will any sub-tasks (activities) be used as part of the assessment strategy for this module? **N**

#### FINAL TASK

According to the Assessment Information shown in the Module Descriptor, which task will be the LAST TASK to be taken or handed-in? (Give task number as shown in the Assessment Information Grid in Section 1 of the Descriptor) **Task No. 1**

#### NON-STANDARD ASSESSMENT PATTERNS

MARK ‘X’ IN BOX IF MODULE ASSESSMENT PATTERN IS NON STANDARD, eg MODEL B, ALL TASKS MUST BE PASSED AT 40%.

NB: Non-standard assessment patterns are subject to faculty agreement and approval by Registry Services - see guidance. notes.

#### REVISIONS

<table>
<thead>
<tr>
<th>Date</th>
<th>Reason</th>
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<tr>
<td>Feb 2017</td>
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