



**STRANMILLIS
UNIVERSITY COLLEGE**

A College of Queen's University Belfast

MASTER OF TEACHING (BLENDED LEARNING)

MTeach

The online Master of Teaching (MTeach) offers a blend of learning opportunities for the developing teacher or leader in education who aims to advance their practices while working.

Studying at a distance means you can also visit Stranmillis for support and supervision, and you can utilise our online facilities. If you prefer, you can study remotely by following an online programme of learning. MTeach students will have access to a single studies advisor throughout the programme, offering one point of contact and continuous learning support. All modules in the table below are 30 CATS unless otherwise noted.

Code	Module Title	Start Date
STR7001	Teacher as Action Researcher	Sept 20 & Jan 21
STR 7002	Advanced Teaching, Learning and Assessment	Sept 20 & Jan 21
STR7004	Communities of Practice and Learning Partnerships	Sept 20
STR7009	Learning Leadership	Sept 20 & Jan 21
STR7006 STR7007 STR7008	Teaching Skills and Practice Development (1, 2 & 3)	Jan 21
STR7003	Addressing Diversity and Underachievement in Education: Policy and Practice	Jan 21
EDC7024	Research Methods	Sept 20 & Jan 21
STR7010	Research Study (60 CATS)	Sept 20 & Jan 21

TEACHER AS ACTION RESEARCHER

The module compares and contrasts conceptualisations of teacher professionalism. It reviews research into teacher growth, learning, continuing education and professional development. It introduces a range of frameworks for a teacher's self-assessment and professional development planning. The module considers contexts of teacher professional development and teacher's ownership of their professional growth. The module supports individual and collaborative explorations of professional learning and development priorities.

ADVANCED TEACHING, LEARNING AND ASSESSMENT

The module will address the improvement of achievement in a class of learners through effective instruction and the matching of instructional strategies to school and learner needs. The module will identify forms of instructional practice linked through research to improved student achievement at various levels and in a range of subject areas. It will explore various dimensions of improved instruction including time management, resource development, teaching strategies, performance monitoring, student feedback, and classroom management. The module will explore concepts such as the thinking classroom, teaching for understanding and education through new technologies.

COMMUNITIES OF PRACTICE AND LEARNING PARTNERSHIPS

The enterprising educator and/or leader is at the core of this module. Practitioners with leadership experience or aspiring leaders will benefit from developing new and enterprising ideas for classroom practices and/or projects. Some learners will develop new ways to promote leadership within the curriculum, while others will develop a wider school-based strategy for enterprise education utilising effective leadership strategies and paradigms.

LEARNING LEADERSHIP

The module offers post-qualifying leadership support for those who are aspiring or current educational managers aiming to develop transformative competences in line with the new General Teaching Council of NI requirements (coming soon). Offering best practice examples from the practitioner team of current and past principals and middle managers who deliver the module, the programme of work will involve introductory skill development in areas such as: resilience and wellbeing strategies for schools/colleges, operational and strategic leadership, team and individual leadership through coach-mentoring and how to build communities of practice for shared and networked professional development at whole school/college level. A wide range of assessment methods will be employed including preparations for interviews and developmental tasks with a skills-focused reflective learning paradigm. Peer and group learning will permeate the module.

TEACHING SKILLS AND PRACTICE DEVELOPMENT 1, 2 AND 3

Teaching skills is a module that would suit early career educational professionals. Focusing on innovation methods and strategies, the module will support the development of thinking skills, playful learning, group learning techniques and problem based learning. Offered in three parts, the module will extend to developing technology enhanced teaching skills and strategies for enterprise education. Active learning and constructivism is at the core of this quality pedagogy module.

ADDRESSING DIVERSITY AND UNDERACHIEVEMENT IN EDUCATION: POLICY AND PRACTICE

The module will consider the impact of diversity, difference, disadvantage and learning difficulty in schools. It will explore appropriate literature to allow acquisition of knowledge bases and develop critical conceptual skills to decode and deconstruct prejudice. It will help students to understand and work with the contradictions of cultural life and will address models of deficit and low expectation that characterise the gap between traditional classroom materials and those used to teach disadvantaged students.



RESEARCH METHODS

Research Methods support you as a developing learning leader, offering guidance and mentorship as practitioners commence their educational study or enquiry for the MTeach.

Studies and projects will be supported in the area of educational diversity and underachievement, policy developments, teaching innovation and trials (individually and/or with teams), technology enhanced learning, peer learning, curriculum development and enterprising education.

RESEARCH STUDY

This module will provide students with an opportunity to apply their understanding of the steps involved in planning and conducting a research project, including models of best/next practice dissemination within a community of learning or shared learning context. The project may be whole-school related and/or case study focused for classroom improvements. This normally involves either research into policy, teaching and learning and/or curriculum related projects.

ACCREDITATION

Students who have acquired prior learning either from past professional experience or certified learning (e.g. PGCE) are invited to apply for the recognition of prior learning in order to claim possible advanced standing on the course. This will involve submitting a robust claim for learning with the studies advisor for the programme, as RPL advisor, where decisions about exemptions and advanced standing will normally be taken pre-enrolment. A prior learning claim can save a student both fees in line with RPL procedures, and, time, when a claim is successful. Up to one third of the course may be claimed in terms of prior learning. An advisor will work with all claimants to support their pre entry recognition of prior learning.

ENTITLEMENT TO THE AWARD OF MASTER OF TEACHING (MTEACH)

The award of Master of Teaching is awarded to students who have completed 180 points at M-level (four taught modules and a research dissertation). The degree of Master of Teaching may be awarded with distinction on the recommendation of the Board of Examiners. Students who have accumulated 60 points on the Masters may graduate with a Postgraduate Certificate and those who have accumulated 120 points may graduate with a Postgraduate Diploma.

ADMISSION REQUIREMENTS

Applicants will normally hold a relevant 2:2 Honours degree or above in a related discipline, and preferably a professional teaching qualification. Applicants who do not meet the requirements above may be considered on an individual basis, where there is evidence of relevant experience. Applicants may be required to attend an interview to determine their suitability for entry.

FINANCIAL ARRANGEMENTS

The module fee for 2020 2021 will be:

2020 -2021	10 CATS	20 CATS	30 CATS	60 CATS
NI / EU	341	682	1023	2047
GB	383	767	1150	2300
INTERNATIONAL	939	1878	2817	5633

Postgraduate Tuition Fee Loans are available to eligible students. For information please contact your Education Authority for further loan information. Please note students who are applying for a tuition fee loan must complete study within 3 years. Other payment options are available, such as payment in full or direct debit instalment plans. Please contact the College Finance Office for further information.



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