

Cass School of Education

MA Education Development Programme



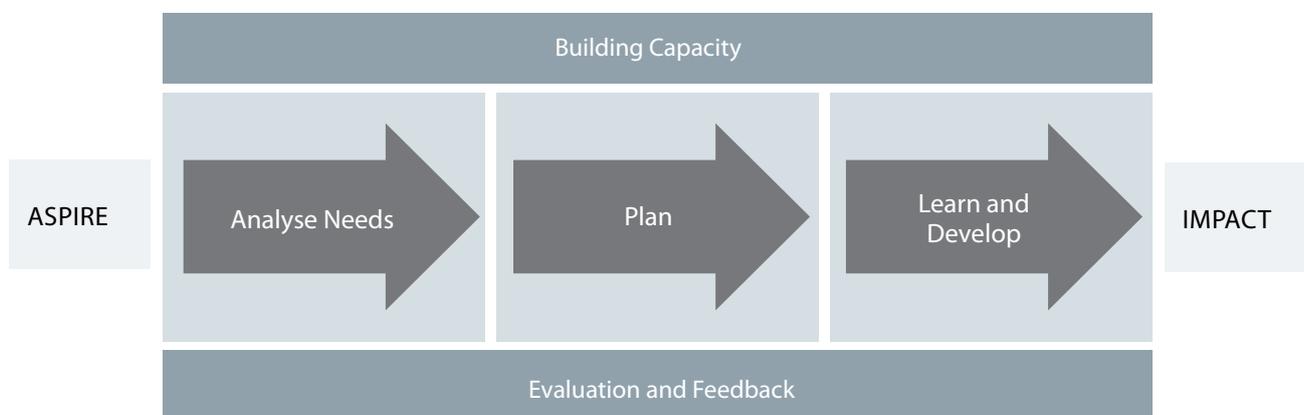


Overview

The MA Education offers a tailored programme to education professionals wishing to engage with new developments in learning and teaching. The programme is designed to build capacity through direct action and involvement in addressing identified issues. This involves a four step process: needs analysis, planning, learning and development and continuous evaluation.

Unique benefits

- Designed to effectively meet the school's strategic targets
- Flexible and tailored to the needs of the school
- Increases effectiveness and standards of teaching by building capacity
- Improves quality of student learning experiences and achievements
- Creates a positive impact on the individual, institution and the community.



Innovative teaching and learning

There are opportunities for partners to develop and practise skills of planning and evaluation. Learning activities are broken down into goal directed actions that can be individual or collective. Careful attention is paid to the cultural and historical context of partners through the practice of equal and democratic collaboration.

“The whole university team helps in ensuring that the programme fits the needs of the school rather than the university dictating the terms. They understand and are respectful of the need for the Master’s programme and the school to raise attainment and the pressures we are under.”

School Link Manager, MA Education External Evaluation



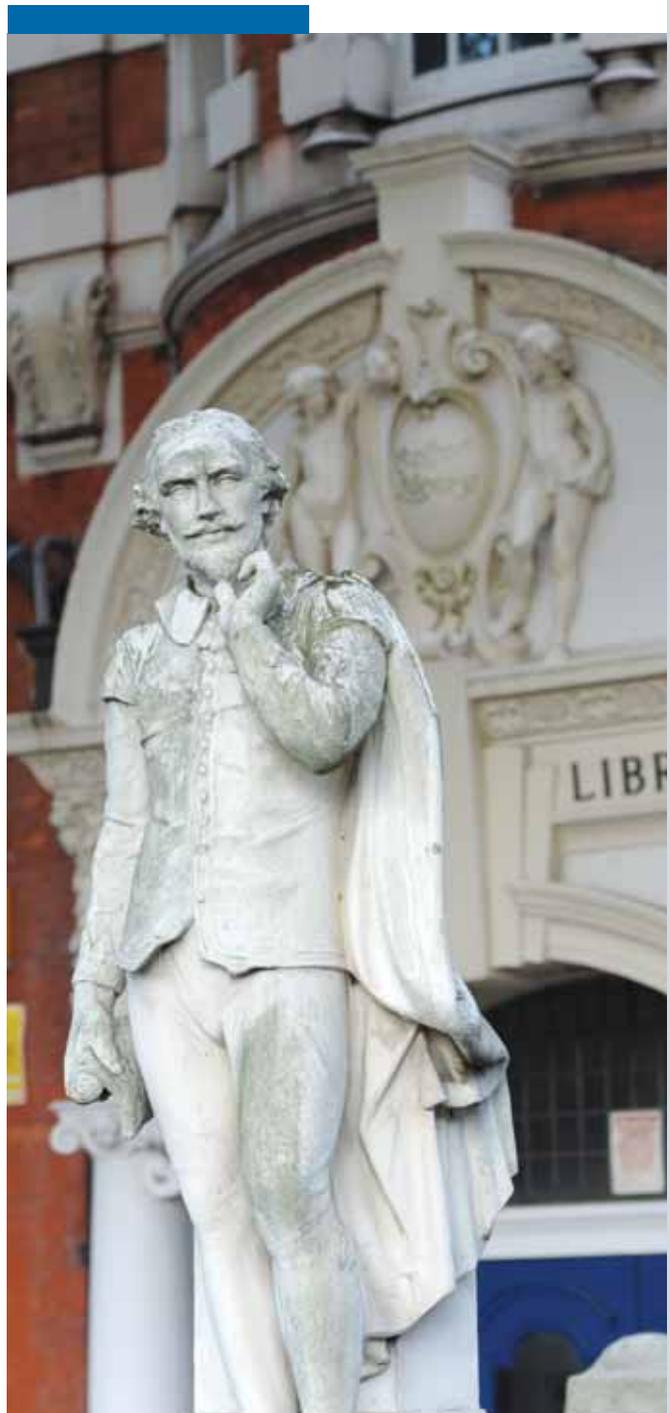
Programme routes

There are three programme routes available:

● Gold Standard ● Personalised ● Bespoke

Module list

- Assessment for Learning
- Creativity, Imagination and Learning
- Critical Approaches to Inclusive Education
- Culture and Diversity
- Curriculum Planning and Development
- Improving Practice through Action Research (60 credits, equivalent to 2 modules)
- Inter-professional Agency
- Leading Learning
- Leading, Planning and Assessing Award Bearing CPD
- Learning in Sustainable Schools
- Making Sense of Professional Learning and its Relationship to Pupil Learning
- Mentoring and Coaching
- Pedagogy
- Practice Based Enquiry
- Professional Development in the NQT Year
- Vision and Values: Building a Learning Community
- Critical Incidents in Teaching
- Learning and Play
- Understanding Mathematical Thinking: Calculation, Context and Problem Solving
- Understanding Reading Comprehension
- Leading to Inspire (60 credits, equivalent to 2 modules)
- Application of Learning Technologies in Educational Contexts.





The four-step process

	NEEDS ANALYSIS	PLANNING	LEARNING AND DEVELOPMENT	EVALUATION
GOLD STANDARD	Self-selected choice of modules.	Assignment topic negotiated to address issues in an individual context.	Face-to-face taught sessions or online tuition at given dates and times.	Individual participant evaluation of own learning and its impact on organisation context, pupil achievement and learning outcomes.
PERSONALISED	Programme constructed from existing modules to meet client needs.	<p>Joint planning team; UEL and client.</p> <p>Programme designed to meet client aims and objectives.</p> <p>Assessment tasks negotiated.</p>	<p>Face-to-face taught sessions or blended learning at negotiated dates and times.</p> <p>Some integration with work/professional activities in the client context.</p>	<p>Personalised evaluation of impact planned; UEL and clients.</p> <p>Supported evaluation of impact at level of participant learning, participant use of new knowledge and skills, organisation outcomes, pupil achievement and learning outcomes.</p>
BESPOKE	Programme constructed from modules jointly written with clients to meet specific local needs.	<p>Joint planning, review and development team; UEL and clients.</p> <p>Programme and modules designed to meet specific client aims and objectives.</p> <p>Content, outcomes, pedagogy and assessment tasks jointly planned.</p>	<p>Face-to-face taught sessions or blended learning at negotiated dates and times.</p> <p>Fully integrated with work/professional activities in client context.</p> <p>Flexible roles and responsibilities across UEL and client group in creating and supporting learning opportunities for participants.</p>	<p>Bespoke evaluation of impact planned; UEL and lead clients.</p> <p>Impact jointly evaluated at level of participant learning, organisation development and change, participant use of new knowledge and skills, pupil achievement and learning outcomes.</p>



Gold standard programme case study

Genevieve Andrade Head of Science, Forest Gate Community School

Needs analysis and planning

The modules were very relevant because they addressed school priorities. Within my subject area, the course content provided topics for discussion at departmental meetings, suggested new teaching strategies for us to try out, and enabled me to direct my staff to useful resources. It also helped me to refine my focus when carrying out observations of others as Head of Department.

The assessments allowed me to develop my own areas of interest, and to reflect on my practice. I have been able to disseminate to senior colleagues based on my increased knowledge of educational issues through doing the assessments.

Learning and development

As a department we shared ideas about formatively assessing our pupils. In the classroom, we used various Assessment for Learning strategies as 'snapshot' methods of assessment, such as having the students hold up their answers on whiteboards, using 'traffic lights', and thumbs up or down, to indicate their understanding, and no-hands questioning. This has resulted in more students being involved in class discussion, and the teacher differentiating more effectively by asking questions appropriate to the students' ability and potential. These practices have given teachers more frequent and accurate information about attainment levels.

The learning outcomes and criteria for success for each lesson are discussed with pupils so that they have a clearer picture of where they need to improve.

Discussion groups are fun and stimulating; they have been very valuable, due to people sharing ideas. Outside of the taught sessions, I have found that discussions continue in the staff room on a regular basis. I talk to colleagues who are in the study group more than I would have done before, and we enjoy listening to each other's perspectives.

Evaluation

Doing the MA has given me a sense of achievement and motivated me as a teacher. It is personally very satisfying. Learning new things myself has given me greater empathy with the learners I teach; I am reminded that it is not always easy to learn.

The tutor encourages us to evaluate the modules as we progress through them. She understands the way the group works best, and adapts the sessions accordingly. The main effect of doing the MA has been the increased engagement of the pupils. One way in which this has been achieved by getting them to be more reflective among themselves, and in doing so I have learnt more about them and their learning needs. I can therefore provide better support for each individual than I did before.



Personalised programme case study

Kevin Wyre Deputy Head Teacher, Oaks Park High School

Redbridge is one of the highest-achieving local authority areas for student attainment at 16 (GCSE) and 18 (A-Level) in England. It has consistently been in the top quartile for school performance since national league tables were collated. UEL has worked with a consortia of three schools to deliver Master's-level CPD since April 2009.

Needs analysis

The three schools in the consortia (Oaks Park High School, Woodbridge High School and Seven Kings High School) are described by recent inspections as either Outstanding or Good with outstanding features. The senior managers for Continuing Professional Development had a clear action plan of how to improve the training offered to their staff members. They wanted a personalised course that would develop staff in line with school Action Plan priorities.

Kevin Wyre, a Deputy Headteacher at Oaks Park High School, explains:

“The programme is good for the school because it allows us to offer staff development at Master’s level, and is good for teachers because it allows them

to develop themselves within realistic and attainable time and financial parameters. This helps us keep and improve our best teachers; something we value at this outstanding school because it improves the learning outcomes for students.

The course has also changed how we engage with education literature and policies and helped colleagues to understand how to research and evaluate their own practice and critique the work of others. We wanted to change how teachers engage with improving learning and teaching for their students by basing practice on the latest evidence. Another strength is the fact that the course allows staff to share success and exchange ideas with colleagues in both school and consortium partners to improve practice.”

Each teacher on the Master’s will have an individualised Practice Based Enquiry that reflects their own and the school’s needs.



Planning

The UEL team worked closely with all three CPD leads in the schools to ensure that school outcomes taken from the school action plan and staff development priorities were built into each module and supported by the planned content.

As Kevin explains:

“The course is personalised to our requirements because we have regular planning sessions with the tutors at UEL where units are discussed and planned. We have planned and run several very successful modules so far and we are seeing the benefits in terms of staff practice. Teachers are aware that the modules do reflect their particular context and both the schools and their personal career development needs.”

Learning and development

The programme is flexible and can respond to needs and opportunities. The University of East London has international links and teachers from the Netherlands spent two days in Redbridge schools discussing teaching and learning in both countries.

This presented both sets of students a chance to reflect on the strengths and weaknesses of their school systems for meeting global, national, local and individual student needs.

“I had a wonderful opportunity to chair a panel session where teachers from the Netherlands and Redbridge were able to ask challenging questions about how schools are structured, how teaching is organised and how effectively student needs are being met in each system. All the teachers and tutors from both universities became aware that each school system had its own unique strengths, but the problems were similar.”

Evaluation

UEL has a robust evaluation process and worked with the schools to evaluate impact, both formal and informal. This supports the further development of the programme. Having a key focus for each module has meant that there is more evidence gathered to support evaluation of the area, as Kevin explains:

“Student and school feedback is important for us and we can see how it has been used to develop the programme with UEL. We are valued as part of the programme and we are seeing changes in how participants are developing their thinking and willingness to accelerate developments in practice.”



Bespoke programme case study

Laura Hewer Head Teacher, Earlham Primary School

Earlham Primary School is a large, ethnically diverse school in Newham, London. UEL has worked with the Head Teacher, Laura Hewer to design and deliver the Masters' level Continuing Professional Development (CPD) programme since Autumn 2009.

Needs analysis

The school's most recent government inspection had described Earlham as a good school with outstanding features. The Senior Management Team had a clear action plan, which included a focus on 'quality first' teaching.

The majority of their learners have English as an Additional Language (EAL), so teachers' thorough understanding of pedagogical principles in relation to this was essential. In addition, the school needed to implement new government guidance in relation to assessment, which it wanted to do in a way which would have maximum impact for their pupils.

Another key need of the school was supporting staff to become more autonomous and confident in making pedagogical decisions which were best for their pupils. As Laura explains:

"The reason it has worked so successfully here is that we have been able to tie it into the school action plan. We have been able to use UEL's expertise to prepare for the coming changes in education by having modules on outstanding teaching and learning – back to basics that you know you will be able to afford – consistent quality teaching by class teachers. It is important that we become self supporting as a school."

The needs analysis led to modules being designed which focused on the key areas which would have the most impact on teaching and learning.

These were:

- Pedagogy and Learning (in relation to learners of EAL)
- Assessment for Learning (with a focus on feedback to pupils)
- Leading Learning (teachers having autonomy over decision making in their classrooms)
- Practice Based Enquiry (an opportunity to carry out a small classroom based project).



Planning

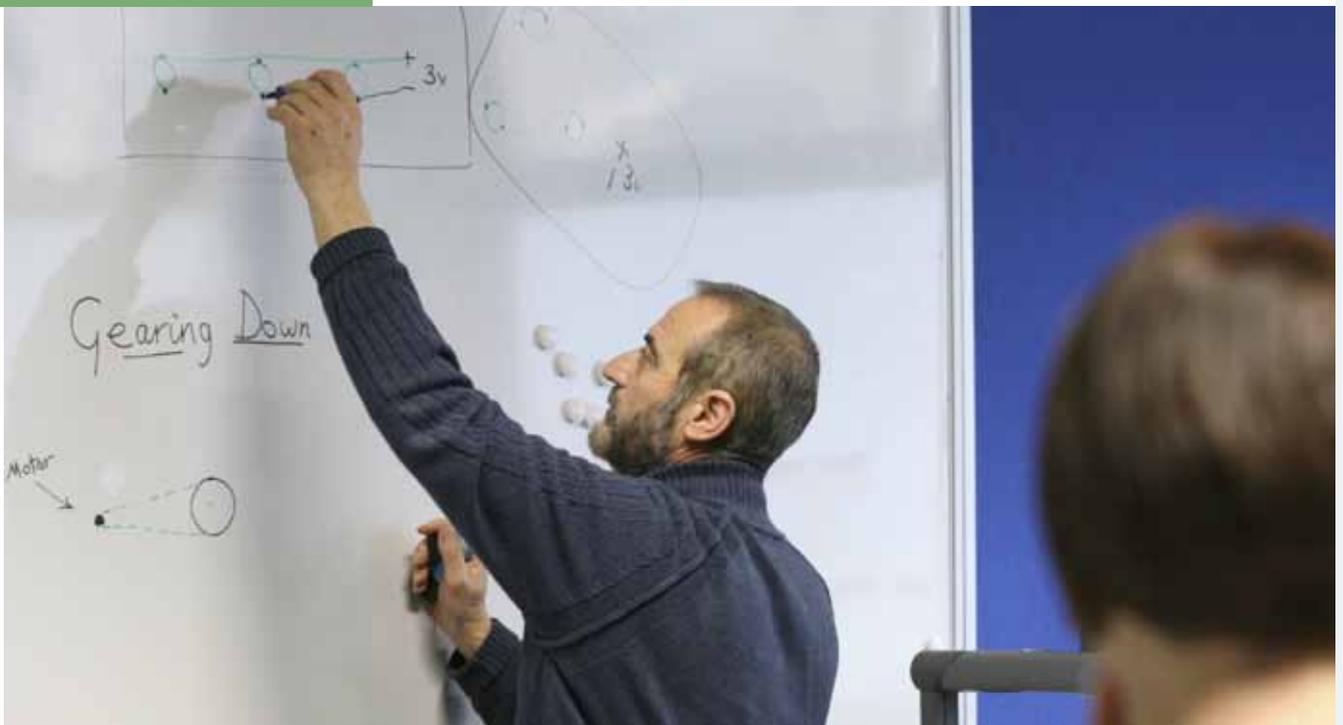
The UEL team worked closely with the Headteacher and key members of staff in relation to each module to ensure that school outcomes taken from the school action plan were built into each module and supported by the planned content. Laura says:

“We have worked with an extremely supportive tutor who fully understood our school context. It is difficult for schools to understand at first how they can design

a Master’s level module when staff do not have Master’s degrees themselves. When you’ve planned one module and understood how it works in practice it becomes much easier.

The strength of working this way is that you as a school can decide where to put the emphasis – what aspects are for all staff and which are just for specific groups.”





Learning and development

The UEL team worked flexibly with the school to provide external input for whole staff meetings and study groups. There has also been an emphasis on encouraging key members of staff to be involved in delivery, particularly the Headteacher and other senior staff members.

This works to support a sustainable model where senior staff are supported to plan and deliver at Master's Level. Activities were designed to be integrated fully into the day to day practice of teachers, and deep level reflection was encouraged and expected. As Laura explains:

"It also makes you spend far more time on a topic than would usually happen in staff meetings and colleagues have learnt

much more from having a longer term focus. It is obvious that people learn better this way – this is how we teach children – it is the spiral curriculum idea. The idea of having a theme in depth is something I would always now do, because I think it is more effective and manageable for teachers – it stops intervention overload. Having the heads and deputies learning alongside other people means that distributed leadership is happening – developments are not being done to staff they are developed with them. Informally I have heard staff talking about theory and pedagogy, which has never happened in other schools I have been in. Because we have taught it!"





Evaluation

UEL has worked with the school to evaluate impact in various ways, both formal and informal. This has supported the further development of the programme, offered evidence for the impact of the learning, and fed key points back into the action plan. Having a key focus each module has meant that there is more evidence gathered to support evaluation of the area. Laura tells us:

“We used past evaluations to monitor progress so far and respond to needs. It has also led to changes to school policies and procedures. However, not all outcomes can be quantified – those of us that have engaged with it all feel that we think differently, read differently and know how to research and evaluate our own practice. There would be no point starting unless you had the expectation that you would change the way people think and teach, and you need the commitment to allow this to happen by letting people experiment and share the successes and reflect on learning points.”



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