



STRANMILLIS | 100  
UNIVERSITY COLLEGE

*Shaping education since 1922*



**TAYT**  
Teach As You Train

THEORIES STRANMILLIS  
LITERACY GRADUATE  
EDUCATION OPPORTUNITIES  
M-LEVEL STUDENTS RESEARCH  
ACADEMIC CHILDREN

# MASTER'S

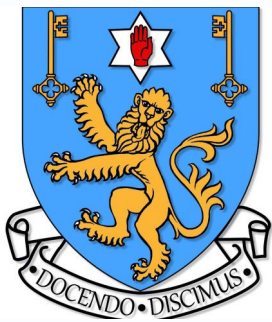
LEADERSHIP DEBATE STUDY  
EFFECTIVE GIFTED STRUCTURE DEBATE LEARNING  
DEVELOP RELEVANT SKILLS





## Stranmillis University College

Stranmillis is a specialist education-focused College of Queen's University Belfast, part of the prestigious Russell Group. For over a century, through excellence teaching, research and scholarship, the College has been shaping educational practice and policy in education and unlocking the potential of children and young people, locally, nationally and internationally



Our undergraduate, postgraduate and career-long professional learning programmes are research informed and designed to deliver pedagogy and practice excellence - for teachers, by teachers.

The College offers tailored Masters-level and professional development programmes for school leaders, teachers and teaching assistants, designed to drive whole school improvement and develop the skills, knowledge and practice of exceptional education professionals in vital areas such as:

- Leadership and Management
- Underachievement and Diversity
- Teaching Skills and Practice
- Pastoral Care and Special Educational Needs
- Early Years Education
- Safeguarding
- Social, Behavioural, Emotional and Wellbeing



## TAYT Program

Teachers in UAE has developed the TAYT® (Teach As you Train) Program in partnership with Stranmillis University College to offer tailored Masters—level course for school leaders, teachers and teaching assistants, designed to drive whole school improvement.

The TAYT Program provides pathways into teaching and leadership in National and International Schools in The UAE. The degree programmes are delivered by Stranmillis University College and validated by Queen's University, Belfast.



### Benefits to Schools in UAE

- Ensure the highest quality teaching - Stranmillis University College will take a lead role in ensuring only the most suitable candidates are admitted to the program
- A focus on filling the gaps in the most difficult roles/ campuses within UAE Schools— particularly in key areas such as STEM subjects.
- The TAYT® Program will create a continuity culture and encourage development of teachers into leadership. All selected teachers will be issued with a 2 year contract of service. Through TAYT, completion of the Masters' programme takes three years, which provides an added incentive for contract renewal.

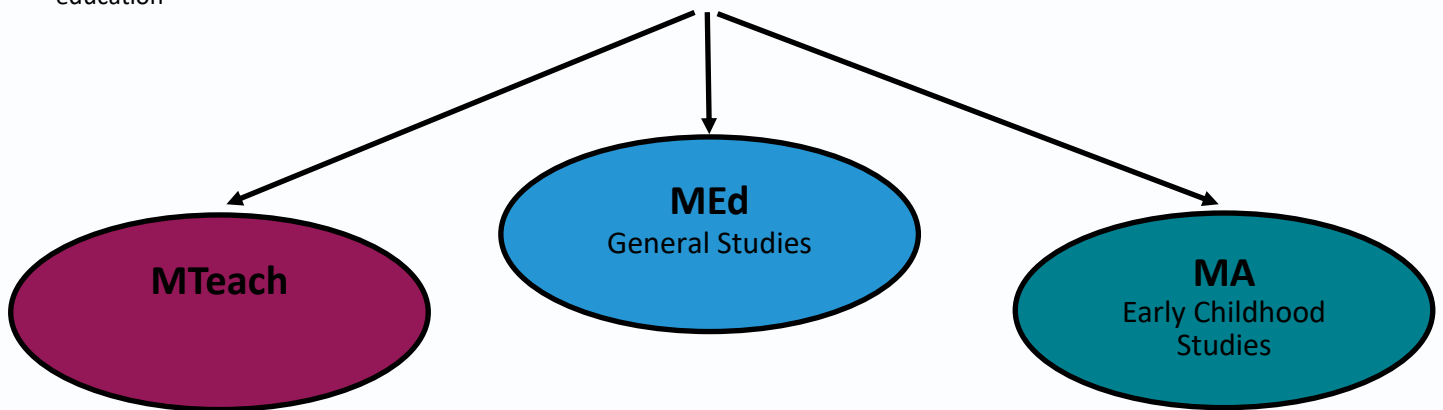
## M-Level Programmes

Our M-level programmes and modules have been designed to provide professional learning pathways to enhance the skills, competencies and career-long personal development of teachers and education-related professionals. The programmes enable students to:

- engage in and inform debate on major issues in education
- reflect in-depth on the relationship between theory and practice in a professional context
- develop professional competencies in specialist areas
- discuss and evaluate research and best practice in education

- critically appraise, design and conduct research
- reflect on personal and professional development

Our MTeach, MEd (General Studies) and MA (Early Childhood Studies) Stranmillis and TAYT can provide a flexible suite of Master's programmes for senior leaders, teachers and early years professionals to drive whole school improvement, enhance the skills, and knowledge of teachers to ensure the delivery of best and next practice in key areas of educational practice and pedagogy.



### Audience:

- School leaders
- Experienced teachers looking to progress to management

### Focus:

- Leadership and Management
- Whole school improvement
- Action research

### Study

- Students must complete at least two MTeach specific modules

### Audience:

- Practicing teachers looking to develop specific skills and knowledge to drive best and next practice

### Focus:

- Best and next practice
- Pedagogy
- Educational research and scholarship

### Study

- Modules can be taken from any M-Level pathway

### Audience:

- Experienced early educational professionals - 0-8 years

### Focus:

- Development of world-class early years education provision to ensure children have the best start in life

### Study

- Students must complete at least two MA specific modules



### LEARNING LEADERSHIP

The module explores and analyses the concept of effective leadership at different levels, the relationship between effective leadership and school performance and the key issues affecting educational provision. Leadership and management style and issues are examined in the context of personal professional practice and the influence of leadership and innovation on effective teaching and learning.



### ADDRESSING UNDERACHIEVEMENT AND DIVERSITY IN EDUCATION: POLICY AND PRACTICE

The module considers the impact of diversity, difference, disadvantage and learning difficulty in schools; exploring 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.



### CHILDHOOD ADVERSITIES AND DISADVANTAGE

The module provides an in-depth analysis of the critical perspectives associated with disadvantage, the impact on children and young people and the intervention role of schools and educational settings. It also examines policy and practice developments regarding disadvantage; the role of education professionals in recognising and responding to the factors associated with disadvantage; the significance of developmental neuroscience and global education-based preventative intervention; and international models of good practice.

### CHILDREN AND YOUNG PEOPLE

This module covers issues related to safeguarding and trauma-informed practice in schools and related professional settings and the impact of adverse childhood experiences (ACEs) on learning and development e.g. child maltreatment, domestic violence, parental mental ill-health and substance abuse, social disadvantage etc. The module highlights how safeguarding practice contributes to improving outcomes for children from pre-school through post-primary and explores the importance of post pandemic nurture and attachment in classrooms and strategies to support transitions post lockdown. Other topics include the teacher/practitioner's role, becoming a trauma-informed organisation and early intervention and prevention.

### SAFEGUARDING IN THE DIGITAL WORLD

In today's increasingly online world, increased ownership of mobile devices such as smartphones and tablets has resulted in 24/7 access to the internet. Despite the many social and educational benefits that the internet has brought, access to online technology has also exposed children and young people to increased risk, with parents and educators often at a loss as to how best to keep them stay safe. The module examines a wide range of issues relating to safeguarding in a digital world. Students will consider the balance between positive and negative technological experiences, and will examine recent national and international research into the online experiences of children and young people. Students will also learn more about the legal and policy context of digital safeguarding in relation to the misuse of digital technologies, abusive images of children, and child sexual exploitation. Attitudes of young



people towards sexting will be explored along with relevant theoretical underpinnings. Responses to digital safeguarding issues will be critically investigated including preventative strategies through the curriculum. The module will be relevant to all those working with children and young people, as well as those with a broader interest in education and technology.

### INTERNATIONAL PERSPECTIVES ON BULLYING

This module examines international research into best practice in tackling bullying in schools including physical and verbal bullying, cyberbullying, homophobic bullying and disablist bullying. In each case there will be a focus on the nature, extent and impact of bullying on children in primary and post-primary schools and on possible preventative and reactive interventions on a whole-school and individual classroom level. Students are encouraged to consider the relevance of the research for their own educational contexts.



### SOCIAL, BEHAVIOURAL, EMOTIONAL AND WELLBEING (SBEW)

Supporting pupils with social, emotional and behavioural difficulties can often be challenging. The module considers a range of topics including Developmental Trauma and Attachment; Social and Emotional Learning; Mental Health and Well-being; Positive Behaviour Management; and ADHD. The aim is to help practitioners identify underlying issues and promote pupil emotional health and wellbeing.

### BLENDED LEARNING & DIGITAL LITERACY 1

This module identifies appropriate blended learning models for school-based practice using a range of theoretical and best practice principles. Students will critically reflect on the approach to blended learning as a form of mediated learning within a professional context (education or industry). By the end of the module students should be able demonstrate new scholarship in the area of blended learning modality for



teaching, learning and assessment. The module will critically evaluate the professional learning experience of blended learning inclusive of teacher, leader and pupil voice using an evidence-based education approach.

### BLENDDED LEARNING & DIGITAL LITERACY 2

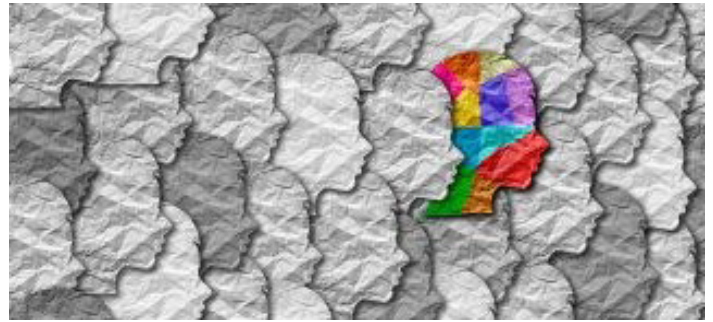
This module critically reflects on the concept of learning communities and a community of inquiry approach to blended learning: teacher presence, social presence and cognitive presence. Students learn to evaluate the paradigm of blended learning in terms of active, participative learning and



assessment and the inclusive nature of a hybrid learning model. Students will demonstrate scholarship (new knowledge and theory) from practice in the field of ePedagogy and the importance of building and cultivating learning communities.

### INVESTIGATING LEARNING DIFFICULTIES IN MATHEMATICS

This course offers students the opportunity to develop their knowledge and understanding of the problems learners with dyscalculia and other mathematics learning difficulties experience. Students will examine critical issues and debates surrounding the definition, characteristics and possible underlying causes of dyscalculia and they will analyse the similarities and differences between dyscalculia and other mathematics learning difficulties. Students will explore the range of cognitive processes involved in learning mathematics, including the role of memory. The influence of home, school and society on the development of mathematics will also be



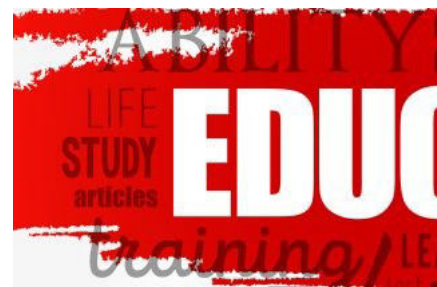
considered, including the impact of mathematics anxiety. Issues relating to identification of mathematics learning difficulties will be addressed and students will become familiar with a range of formal and informal screening procedures.

### TEACHING AND LEARNING IN AUTISM (20 CATS)

The module examines the distinct thinking styles in autism and provides strategies for addressing the learning needs of students with autism. This will include models of cognitive processing and their impact on the student's experience of the world; strategies of formal and informal assessment of cognitive processing; and the use of assessment to individualise educational planning. Students will be provided with strategies to address differences in learning and help students with autism engage with the curriculum in a meaningful way. All teaching and learning strategies will be delivered with a practical focus and within the context of the Northern Ireland Curriculum.

### SENSORY, SOCIAL AND EMOTIONAL WELLBEING (20 CATS)

The module examines and extends understanding of how sensory and emotional differences impact on students with autism and explores how the autistic student experiences the classroom and school environment. The sensory elements of the module address the neurological base of sensory difficulties in autism and explore individual sensory systems and how they are affected by autism. The module also looks at practical strategies to address sensory issues within



the classroom and the school environment, and how teachers can use sensory strategies to promote access to the curriculum. The module also looks at anxiety management within the school and classroom environment; common triggers and anxiety escalation for students with autism and proactive anxiety and emotional regulation strategies to prevent escalation of anxiety and promote emotional wellbeing.

### **SCHOOL AND CLASSROOM MANAGEMENT IN AUTISM (20 CATS)**

The module explores the components of an 'autism competent environment' and how these can be implemented and promoted from the classroom, to the school and to the whole school community. This includes strategies for classroom management, tailoring the environment and the best use of resources to promote engagement with the curriculum. Working on relationships and fostering communication between all school staff and positive communication with parents, family members and external agencies will also be explored as well as building whole-school strategies for the development of a positive and inclusive school culture. All strategies explored will be based on research and will provide students with practical strategies and examples on the education of pupils with autism.

### **RESEARCH METHODS**

Research Methods is normally required to be completed before a student starts their dissertation. The module covers the areas required for effective educational research including; qualitative and quantitative research methods and techniques; the quasi-experimental approach; research method selection; questionnaire design and analysis; research and project preparation; and reporting the findings.



### **MTEACH PATHWAY MODULES**

For students on the MTeach pathway, at least two of the taught modules must be from the below modules and they will undertake a research study rather than a dissertation.

Learning Leadership can also be studied as an MTeach module.

### **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 students 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

Schools and other related organisations increasingly work less in isolation and more in local, national or even international networks, forming strategic partnerships, sharing staff and delivering joint programmes for pupils. This module will analyse existing models for collaborative and interconnected learning and facilitate the exploration of effective methods of working in practice.

### TEACHING SKILLS AND PRACTICE DEVELOPMENT I, II AND III

This module offers you an opportunity to review teaching, learning and assessment while developing new ideas to improve practice. New methods and strategies for active and participative learning for all students are reviewed and considered in order to promote a deeper understanding of the psychology of education and introduce opportunities for



improved teaching, learning and assessment practices.

Research-informed teaching and learning is at the heart the second part of this of this module. Participants are supported in the development of a range of pedagogic improvements. Areas of investigation will include: special educational needs, technology-enhanced teaching and learning, eAssessment and problem-based learning practices.



The enterprising educator and/or leader is at the core of the third part of this module which explores new and enterprising ideas for classroom practices and/or projects. Some students 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.

### ADDRESSING UNDERACHIEVEMENT AND DIVERSITY 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 STUDY (60 CATS)

This module provides 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. This normally involves research into policy, teaching and learning or curriculum related projects.



### MA EARLY CHILDHOOD STUDIES MODULES

For students on the MA pathway, at least two of the taught modules must be from the below modules. Learning leadership can also be taken as an MA module.

#### CONTEMPORARY ISSUES IN EARLY CHILDHOOD

This module provides students with a thorough understanding of a wide range of theories and perspectives on early years care and education, plus relevant legislation, guidelines, policy and the latest research, allowing practitioners to re-examine and rethink their methods and practices. The module encourages students to discuss and consider implications for service development and the construction of developmentally appropriate practice with children aged 0 to 8 years.

#### CRITICAL PERSPECTIVES ON WORKING WITH PARENTS

Parental engagement is a key factor in improving educational outcomes. The module examines the rationale for working with parents to engage them in their child's learning, looking at historical perspectives, current policy and issues such as newcomer and refugee families. Students will be challenged to reflect on, and consider, their own practice in working with parents to enhance a child's learning and development.

#### QUALITY PEDAGOGY

The module encourages critical debate on quality pedagogy in early childhood and the implications for practitioners, children and parents. It examines different pedagogical models, such as the Scandinavian approach. It also looks at the psychological, philosophical and sociological influences which have informed thinking and encourages students to reflect critically on existing practice, research evidence and policy changes.





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### ADMISSION REQUIREMENTS

Applicants will normally hold a relevant 2:2 Honours degree or above in a related discipline, and preferably a professional teaching qualification (with the exception of MA Early Childhood Studies). Those who do not meet the requirements above may be considered on an individual basis, where there is evidence of relevant experience.

### PROGRAMME STRUCTURE

A full Master's programme consists of 180 CAT points, usually 4 x 30 CAT point taught modules plus a dissertation or research study (MTeach) worth 60 CAT points - with students normally taking two 30 CAT modules in each of 2 academic years followed by dissertation / research study in the 3rd year.

### ENTITM-LEVEL QUALIFICATION

An M-Level qualification is awarded to students who have completed 180 points at M-level. An M-Level Qualification may be awarded with distinction on the recommendation of the Board of Examiners.

### PRIOR ACCREDITATION

Stranmillis University College recognises and supports existing professional development activities whether these are part of induction, early professional development, threshold assessments or programmes of staff development and performance management. All students who have successfully completed a PGCE at Master's level will be eligible to apply for 30 CAT M-level credit towards a Master's. Applicants may also seek accreditation for completed school-based professional development activities. Application for credit transfer and exemption must be made upon enrolment

### MODE OF STUDY?

Teaching and learning is delivered online via live classes and virtual learning activities. Students must have access to suitable technology to take part fully in the sessions

### ASSESSMENT

There are no written examinations. Modules are assessed by coursework.

### CONTACT

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