STRANMILLIS

THEORIES GRADUATE

OPPORTUNITIES

STUDENTS RESEARCH

EDUCATION LITERACY M-LEVEL

ACADEMIC CHILDREN

MASTER'S

LEADERSHIP STUDY

EFFECTIVE GIFTED STRUCTURE DEBATE LEARNING

DEVELOP

RELEVANT SKILLS

Stranmillis University College

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

Our postgraduate and career-long professional learning programmes are research informed and designed to drive educational excellence and impact..

In partnership with TAYT , the College offers tailored Masters-level and professional development programmes for school leaders, teachers and teaching assistants, designed to drive whole school improvement and the development of exceptional education professionals .

A highly flexible programme, Masters level modules available through the TAYT programme encompass a a very broad range of contemporary educational issues and areas, including:

Learning leadership
Addressing underachievement and diversity in education
Childhood adversities and disadvantage
Safeguarding in the digital world
International perspectives on bullying
Social, behavioural, emotional and wellbeing
Blended learning & digital literacy i and ii
Investigating learning difficulties in mathematics
Teaching and learning in autism
School and classroom management in autism
Sensory, social and emotional wellbeing
Teacher as action researcher
Advanced teaching, learning and assessment
Communities of practice and learning partnerships
Teaching skills and practice development i, ii and iii
Digital citizenship
A curriculum approach to digital skills
Developing best practice in STEM education
Developing leadership skills in STEM education
Healthy minds, healthy bodies
Safeguarding children and young people
Understanding the process of sensory provision for children's learning and personal development
Wellbeing in the early years
Early intervention
Global and shared education and the new age connected classroom
Outdoor learning
Evidence based practice:developing your impact
Strategic and operational leadership: from culture and vision to school/college improvement
Contempory issues in early childhood
Quality pedagogy
Critical perspectives on working with parents

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.

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

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.

BLENDED 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 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

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

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

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 - COMPULSARY MODULE

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.

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 addresses the improvement of achievement in 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. It explores 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 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 . This module analyses existing models for collaborative and interconnected learning and facilitates the exploration of effective methods of working in practice.

TEACHING SKILLS AND PRACTICE DEVELOPMENT I, II AND III

This module offers the opportunity to review teaching, learning and assessment while developing new ideas to improve practice. New methods and strategies for active and participative learning are reviewed 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 module, with participants aupported in developing 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.

DIGITAL CITIZENSHIP

This module will explore global and cyber citizenship in the 21st century school/college in the development of a digital competence framework. It considers how the Universal Design for Learning (UDL) framework and neuroscience research can be used to improve inclusivity. The role of Gaming in developing cognitive, creative and collaborative skills will also be considered and students will critically assess cyber awareness strategies and skills within the whole-school curriculum. The impact of cyber citizenship as a digital competence will be addressed.

A CURRICULUM APPROACH TO DIGITAL SKILLS

The module considers a curriculum approach to digital skills and will be of particular interest to those involved in education. The course will investigate digital skills in the context of the digital divide and digital literacy through a curriculum approach to whole-school development. Students will critically reflect on digital skills needs at a whole-school level to improve pupil literacy and innovation in pedagogy for digital skills.

DEVELOPING BEST PRACTICE IN STEM EDUCATION

The Developing Best Practice in STEM Education module will explore the learning theories and cognitive development in STEM Education from Early Years through to end of KS2 and the transition phase to KS3. It aims to develop conceptual understanding within STEM Education and encourages the use of hands-on classroom activities to support engagement and learning within STEM areas such as science and technology. The digital skills agenda and the prominent position which computing education continues to have dictates that thinking skills and computational thinking through STEM learning is of high importance.
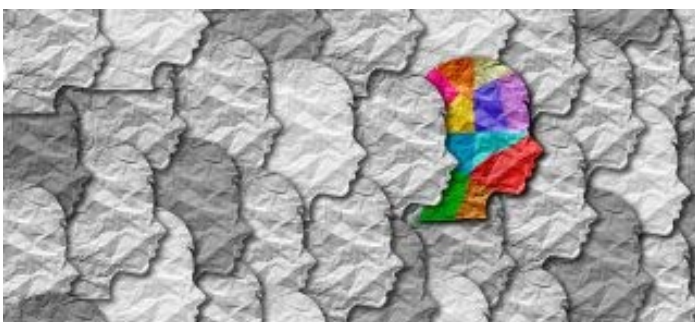
DEVELOPING LEADERSHIP SKILLS IN STEM EDUCATION

This module will develop the students' planning and STEM enquiry skills across the primary school. STEM skills from Early Years to Key Stage 2 will be explored and planning for transition in STEM learning across Key Stages within the primary school and into Key Stage 3 will emphasise the critical position these teachers play in the pupils' learning journey.

HEALTHY MINDS, HEALTHY BODIES

The module explores the interplay between mental and physical health, the mental health needs of children and young people and the impact of mental ill-health on learning and development. Topics include: the neuroscientific links between adversity, mental health and wellbeing; bereavement, suicide and self-harm; childhood trauma, maltreatment and mental health; indicators of mental ill-health; and working with organisations to address psychological and physical wellbeing proactively and collaboratively.

SAFEGUARDING 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.

UNDERSTANDING THE PROCESS OF SENSORY PROVISION FOR CHILDREN'S LEARNING AND PERSONAL DEVELOPMENT

The growth in the use of sensory supports in educational and non-educational settings has significantly risen since the Sensory Processing Difficulties was formally recognised as a feature of ASD in 2013. However, autistic children, young people and adults are not the only group impacted by sensory issues. A recent audit of sensory provision in NI (Beck et al.,2021) has highlighted a lack of practitioner confidence in

evaluating sensory need and providing effective sensory provision in the schools.

This module, based on current cross-professional research, will explain sensory processing difficulties and their link with:

- *Cognition and Learning,*

- *ADHD,*

- *ASD,*

- *Motor skill development,*

- *SBEW – Anxiety, Depression and Trauma*,

and aims to encourage and support your active application of this knowledge in your setting, on a daily basis, at the point of need.

WELLBEING IN THE EARLY YEARS

The module addresses the importance of early intervention to promote the health and wellbeing of young children. Emotional, psychological and social wellbeing will be analysed in line with the main government strategies and educational policies. It is important for Early Years educators to consider how individual and environmental resources around children can be strengthened to ensure wellbeing.

EARLY INTERVENTION

This module, targeted towards early years professionals. working with young children and those supporting older children who have experienced early disadvantage, encourages students to critically reflect on definitions of early intervention, the developmental significance of the first 1001 days of life and the impact of this on outcomes for children. The module will provide students with a thorough understanding of the national and international policy context of early intervention. Best practice for working with very young children will be considered, alongside what constitutes quality early intervention. A range of early intervention services and programmes will be explored, including those targeting children with special educational needs.

Students will develop the ability to access and critically review literature, work collaboratively with peers and critically reflect on the implications of their learning for practice.

GLOBAL AND SHARED EDUCATION AND THE NEW AGE CONNECTED CLASSROOM

This module aims to explore the developing partnership environment for sustainable education. Working within Education is important for the module though allied professional contexts will be facilitated. Diverse worlds and mutuality are an important part of the citizenship and social responsibility side of the global education priorities. The module will offer an experiential route through partnership working in cooperation with a range of stakeholders. Guest inputs will form an important part of the module experience. The module is coursework-based and students will have the opportunity to be creative and develop new ways of enhancing their own learner experience or curriculum using global and shared education

OUTDOOR LEARNING

The module investigates the scope, benefits and difficulties of providing learning opportunities outdoors and presents Early Years and Primary School professionals with a range of empirical evidence which will enhance their understanding of effective teaching outdoors. Although the module takes a cross-curricular approach, the focus is on outdoor play, world around us and numeracy, and encouraging participants to reflect critically on outdoor learning provision in their own settings.

EVIDENCE BASED PRACTICE:DEVELOPING YOUR IMPACT

This module aims to support the practitioner and middle to senior teacher or tutor as they develop their strategy for whole department self assessment and practitioner research. A range of research informed methods of measuring impact will be explored for schools or colleges who wish to become research schools or colleges. Quality and continuous improvement will be explored from an evidence based perspective.

Content covered will include: practitioner research, lesson research study, observation and case study methods and narrative inquiry. Mixed methodologies will also be considered to support school/college wide teaching and learning data analysis and continuous development planning. School and college quality improvement plans will be considered and a range of case study scenarios will be explored.

The module is coursework-based with a range of options for assessment. Reflective learning will inform the process of critical self study on the module for the developing practitioner and research school/college.

STRATEGIC AND OPERATIONAL LEADERSHIP: FROM CULTURE AND VISION TO SCHOOL/COLLEGE IMPROVEMENT

The second module is very focused on the skills of the educational leader and how this impacts the whole organisation. Developing a collaborative approach to leadership using distributed approaches to team development and the promotion of a collective vision is a key part of the initial leadership journey. The module will then progress leaders by focusing on resources and building capacity within teams as they work to operationalise often strategic or challenging change initiatives in the workplace. 10X and the skills economy require outcome-focused deliverables, particularly at the current time. The assessment for the module will align to the school/college development plans, with a whole-school/college plan for improvement, affording the student the opportunity to develop and inform practice while on the course.

CONTEMPORY 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

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.

EARLY YEARS LEADERSHIP

This module offers leadership support for those who are aspiring or current Early years leaders. The module seeks to respond to changing policy developments, offering best practice examples from a range of Educational leaders. The module will address an array of management and leadership issues such as: collaborating with a range of professionals; leading a multi-professional team; the concept of professionalism; resilience and wellbeing strategies for services, 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 an organisational level. A wide range of assessment methods will be employed including preparations for interviews and developmental tasks. Practitioners with leadership experience or aspiring leaders will benefit from developing new and enterprising ideas for practice. Some students will develop new ways to promote leadership within the curriculum, while others will develop a wider nursery or school/-based strategy for enterprise education utilising effective leadership strategies and paradigms. This module is jointly delivered with the Learning Leadership module.

WELLBEING IN THE EARLY YEARS

The module addresses the importance of early intervention to promote the health and wellbeing of young children. Emotional, psychological and social wellbeing will be analysed in line with the main government strategies and educational policies. It is important for Early Years educators to consider how individual and environmental resources around children can be strengthened to ensure wellbeing.

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.