

'Transforming teaching for schoolteachers'

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Abstract

Our programme is a specifically developed response to how fast school environments have changed over the last few years with the creation of Academies, MATs and TSAs and the decline in Local Authority school improvement services to schools. This has led the Centre for Professional Education at Warwick to take Masters teaching in Post Graduate Education out to schools, to help them deal with their rapidly transforming environments and help them to develop the specialist skills that they need in areas such as reflective practice and leadership.

Aims:

- To work with schools regionally and beyond.
- To develop school staff through delivering high quality CPD over a three year time frame to enable staff to successfully become Masters qualified whilst in full-time teaching practice.

There are two versions of our programme, one for our former PGCE students as an individual route MA upgrade, and the other route delivered off campus to school cohorts.

The International Context

As comparative analysis shows, education systems such as Singapore and Finland that consistently 'come out on top' develop capacity from the bottom up, and rely heavily on methodologically rigorous research-based knowledge to inform their practice. (BERA: 2014)

National Profile

Staff involved in this programme are actively involved in roles in these organizations:

Leadership Preparation and Development Research Interest Group (RIG), British Educational Leadership and Management Administration Society (BELMAS): www.belmas.org.uk/Rig-LD/Overview



International Committee, International Professional Development Association (IPDA): www.ipda.org.uk



British Educational Research Association (BERA) Blog: <https://www.bera.ac.uk/blog/developing-a-cohesive-strategy-for-leading-learning-inside-education>

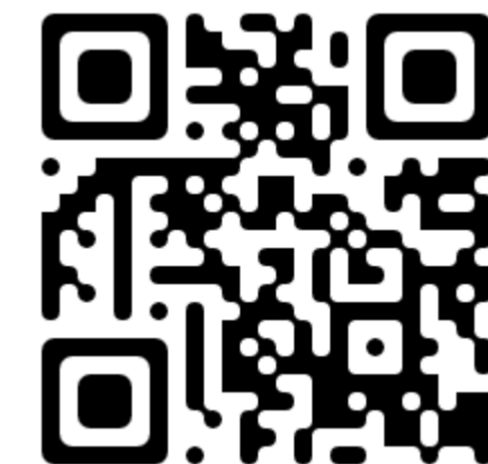


Teachers as Researchers: the MA in Professional Education

Over the last decade there has been an increasing growth in the understanding of using evidence-based research in education at a school level. The CPE at Warwick believe very much in this Practitioner-led Disciplined Enquiry. Our programme has been developed as a co-constructed course with local schools, providing on-going and sustained input in the form of a Masters. The structure of the course is deliverable off-campus in school cohorts, and can be in twilight, INSETs or Intensive Saturdays, whatever suits the school environments.

The potential impact of studying a three year part-time Masters alongside full-time teaching can be witnessed across:

- Learning and Teaching
- School improvement
- Pupil issues
- Staff retention
- Leadership and Management



MA in Professional Education

<http://www2.warwick.ac.uk/education-ma>

Twitter: @BiltonProfLearn



researchED Rugby

<https://researchedrugby.wordpress.com>



Centre for the use of Research and Evidence in Education (CUREE)

www.curee.co.uk



The Role of CPD on Teachers' Learning

Our collaborative MA programme combines the elements of CPD with the intellectual demands of MA level study.

In order for Continuous Professional Development to impact on teaching and learning, it needs to be:

- Personalised
- Reflective
- Sustained
- Iterative
- Collaborative
- Focused
- Constantly evaluated and reviewed (Galdin-O'Shea:2015)

MA level qualifications add the following elements to CPD:

- Reflectivity
- Criticality
- Analytical skills (Thomas: 2016)

The role of postgraduate study for teachers encourages:

- Participation in MA study leading to paths of promotion
- Analysis of recent educational developments and change
- Effective utilisation of Systems Leadership structures (O'Grady and Cottle:2015)

<https://www.atl.org.uk/help-and-advice/performance-management/continuing-professional-development.asp>

References

- The British Educational Research Association/The Royal Society for the Encouragement of Arts, Manufacturing and Commerce (2014) *The Role of Research in Teacher Education: Reviewing the Evidence*. Online. www.bera.ac.uk/wp-content/uploads/2014/02/BERA-RSA-Interim-Report.pdf (Accessed 25 April 2016).
- Galdin-O'Shea, H. (Eds) 2015, Leading 'disciplined enquiries' in schools, in C. Brown. *Leading the Use of Research Evidence in Schools*, pp.90-106. Institute of Education Press: London.
- O'Grady, A. and Cottle, V. (Eds) 2015, *Exploring Education at Postgraduate Level: Policy, Theory and Practice*, Oxon: Routledge.
- Thomas, L. (2016) Aspirations for a master's level teaching profession in England. *Professional Development in Education*, 42(2), pp.218-234.