

MSc Professional Education and Leadership

Programme and Pathways

2015 - 2016

Career-Long Professional Learning Opportunities

<http://www.stir.ac.uk/postgraduate/programme-information/prospectus/education/professionaleducationandleadership/>

Introduction

The School of Education has worked in partnership with local authorities over a number of years to develop a suite of highly-regarded professional education programmes designed to impact directly on professional practices and pupils' learning experiences and outcomes.

During 2013-15 researchers at the School of Education worked with a wide range of practitioners from our partner local authorities on three government-funded research and development projects. The findings of these have greatly informed this exciting new programme, which is offered for the first time in 2015. It offers an opportunity for participants to further develop their professional learning and leadership practices in a supportive, flexible, creative and challenging learning environment.

Building on the success and impact of previous programmes, it is also designed taking account of current policy and the Professional Standards framework (GTCS, 2012) to offer participants the opportunity to develop leadership at all levels through developing a critical and enquiring stance to practice.

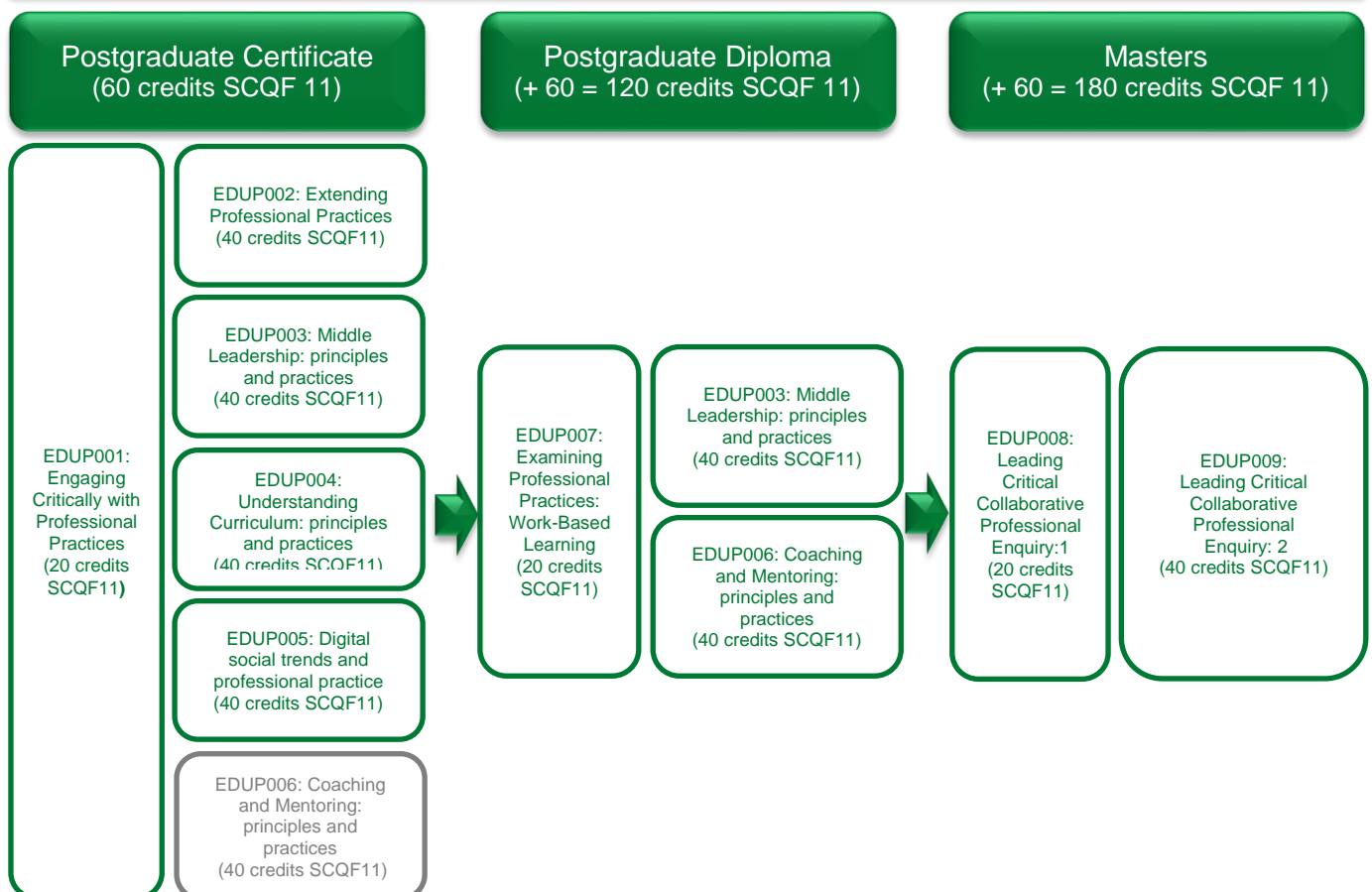
The benefits of the programme will extend not only to participants but also to colleagues and the wider school community and will lead to the development of strong professional networks both within and beyond the course.

The Programme and Pathways

The following optional Postgraduate Certificate pathways have been developed to meet individuals' professional learning interests and career aspirations.

- Advanced Professional Practice
- Middle Leadership
- Curriculum
- Coaching and Mentoring
- Digital Social Trends and Professional Practices (Autumn 2016)

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Postgraduate Certificate Pathways

Year One:

In year one students have an opportunity to select one of four pathways (Advanced Professional Practice, Middle Leadership, Curriculum and Coaching & Mentoring (and Digital from 2016)) to meet their individual professional learning interests and career aspirations. Each of the postgraduate certificate pathways starts with the core online module *EDUP001 Engaging critically with professional practices* (20 credits at SCQF level 11) and is completed with a selected 40 credit module at SCQF level 11.

Advanced Professional Practice Pathway

This pathway aims to support practitioners' leadership development through critical engagement with research, policy and practice leading to the improvement of educational practices which impact on outcomes for children and young people in their setting and/or wider educational community.

The modules:

EDUP001 Engaging critically with professional practices (20 credits at SCQF level 11)

The aim of this module is to introduce criticality as a foundation for effective professional learning and leadership in contemporary education in order to bring about enhanced capacity for self and system evaluation.

plus

EDUP002 Extending professional practices (40 credits at SCQF level 11)

The aim of this module is to develop understanding and practices in early leadership through critical engagement with concepts in curriculum, pedagogy and assessment.

Middle Leadership Pathway

This pathway aims to develop an understanding of the principles underpinning middle leadership for those aspiring to lead and manage the improvement of educational practices which impact on outcomes for children and young people in their setting and/or wider educational community.

The modules:

EDUP001 Engaging critically with professional practices (20 credits at SCQF level 11)

The aim of this module is to introduce criticality as a foundation for effective professional learning and leadership in contemporary education in order to bring about enhanced capacity for self and system evaluation.

plus

EDUP003 Middle Leadership: principles and practices (40 credits at SCQF level 11)

The aim of this module is to provide a critical overview of theories, principles and concepts of middle leadership and the professional actions of the middle leader in order to contribute to school improvement.

Curriculum Pathway

This pathway aims to support practitioners' leadership development through critical engagement with curriculum theories and principles leading to changing practices and improvement in outcomes for children and young people in their setting and/or wider educational community.

The modules:

EDUP001 Engaging critically with professional practices (20 credits at SCQF level 11)

The aim of this module is to introduce criticality as a foundation for effective professional learning and leadership in contemporary education in order to bring about enhanced capacity for self and system evaluation.

plus

EDUP004 Understanding Curriculum: principles and practices (40 credits SCQF level 11)

The aim of this module is to develop understanding and practices in early leadership through critical engagement with significant theory, concepts and practices in the field of curriculum studies.

Coaching and Mentoring Pathway

This pathway aims to support the leadership development of practitioners to support the professional growth of others in their setting and/or wider educational community leading to the improvement of educational practices which impact on outcomes for children and young people in their setting and/or wider educational community.

The modules:

EDUP001 Engaging critically with professional practices (20 credits at SCQF level 11)

The aim of this module is to introduce criticality as a foundation for effective professional learning and leadership in contemporary education in order to bring about enhanced capacity for self and system evaluation.

plus

EDUP006 Coaching and Mentoring: principles and practices (40 credits at SCQF level 11)

The aim of this module is to develop leadership capacity and capability through critical engagement with theories, policies and practices relating to concepts of professional growth in education workplaces.

Digital Social Trends and Professional Practices Pathway

This pathway will be available 2016-2017.

Postgraduate Diploma

Year Two:

Year two starts with the core module *EDUP007 Examining Professional Practices: Work-Based Learning* (20 credits at SCQF level 11) and is completed with the selected 40 credit module at SCQF level 11. Students have an opportunity to select either *EDUP003 Middle Leadership: principles and practices* (40 credits at SCQF level 11) or *EDUP006 Coaching and Mentoring: principles and practices* (40 credits at SCQF level 11). **N.B.** Students who have completed EDUP003 in year one must do EDUP006 in year two and *vice versa*.

Middle Leadership

This pathway aims to develop an understanding of the principles underpinning middle leadership for those aspiring to lead and manage the improvement of educational practices which impact on outcomes for children and young people in their setting and/or wider educational community.

The modules:

EDUP007 Examining Professional Practices: Work-Based Learning

(20 credits at SCQF level 11)

The aim of this module is to provide a critical overview of methods of enquiry to examine professional practices within the workplace in order to identify issues for school improvement.

plus

EDUP003 Middle Leadership: principles and practices (40 credits at SCQF level 11)

The aim of this module is to provide a critical overview of theories, principles and concepts of middle leadership and the professional actions of the middle leader in order to contribute to school improvement.

Coaching and Mentoring

This pathway aims to support the leadership development of practitioners to support the professional growth of others in their setting and/or wider educational community leading to the improvement of educational practices which impact on outcomes for children and young people in their setting and/or wider educational community.

The modules:

EDUP007 Examining Professional Practices: Work-Based Learning

(20 credits at SCQF level 11)

The aim of this module is to provide a critical overview of methods of enquiry to examine professional practices within the workplace in order to identify issues for school improvement.

plus

EDUP006 Coaching and Mentoring: principles and practices

(40 credits at SCQF level 11)

The aim of this module is to develop leadership capacity and capability through critical engagement with theories, policies and practices relating to concepts of professional growth in education workplaces.

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Year Three:

Students complete their Master's degree through successfully undertaking the final modules in the programme: *EDUP008 Leading Critical Collaborative Professional Enquiry 1* (20 credits at SCQF level 11) and *EDUP009 Leading Critical Collaborative Professional Enquiry 2* (40 credits at SCQF level 11). These modules provide students with the opportunity to enact leadership in practice through planning and leading a critical collaborative professional enquiry in their work setting.

The modules:

EDUP008 Leading Critical Collaborative Professional Enquiry 1

(20 credits at SCQF level 11)

The aim of this module is to enable participants to develop a critical understanding of the principles and practices of collaborative professional enquiry (CPE) methodology, and through this understanding plan to lead CPE in their workplace to develop capacity and capability of colleagues in contributing to school improvement.

plus

EDUP009 Leading Critical Collaborative Professional Enquiry 2

(40 credits at SCQF level 11)

The aim of this module is to support participants to lead a collaborative professional enquiry (CPE) and evaluate the impact on both professional learning and the educational outcomes for children and young people in their workplace.

Methods of Delivery

All modules will be delivered through a blended learning format designed to facilitate both individual and collaborative work. The format is a mix of face-to-face seminar days, guided self-study, online and work-based learning.

This course is offered on a part-time basis. The period of study is normally three years for the MSc.

Expressing an interest

The University of Stirling requires you to apply for entry using the standard format for all postgraduate awards. Candidates will be required to:

- hold an initial qualification which is the first degree of a University or other Higher Education Institution; or qualification and /or experience which are deemed equivalent
- have a recognised teaching qualification

All students must have the support of their school / local authority and have access to a suitable setting in order to undertake work-based learning.

Dates

We are currently recruiting for the various Pathways to start at the University of Stirling in Autumn 2015. Face-to-face seminar days take place on Saturdays 9.00 – 3.30 p.m. at the University of Stirling.

Please see the University website for further details

<http://www.stir.ac.uk/postgraduate/programme-information/prospectus/education/professionaleducationandleadership/>

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