

NORTH WEST MASTERS IN TEACHING AND LEARNING

Head Teacher Information





Welcome to the North West Masters in Teaching and Learning (NWMTL)

The NWMTL federation consists of 8 universities, local authorities and schools (including training schools) in the NW that have worked together to develop a new, fully funded Masters Degree in Teaching and Learning.

The vision of the Masters in Teaching and Learning (MTL) is that participating teachers will become highly effective practitioners, enabling children and young people to realise their potential, regardless of their age, abilities or background. World class teaching is characterised by a sophisticated understanding of effective classroom practice, deep professional understanding and insightful engagement with children, young people and their parents and carers.



What is MTL?

The MTL programme is based on flexibility and personalisation of provision so that it can be tailored to fit the capacities of the developing teacher and to reflect the professional needs and experience of their school or setting. It involves practice-based learning opportunities, drawing on a wide range of expertise both within and beyond their setting, where participants will learn from reflective practice in collaboration with colleagues. The teacher will participate in problem solving and critical thinking and will be encouraged to construct their own evaluations by exploring ideas based on prior knowledge and experience, and applying these to new situations relevant to their own school context.

While the programme for the MTL is common to all the Higher Education Institutions (HEIs) in the NWMTL Federation, participants will register with one university. Support for participants will be provided by a tutor from the HEI and a School-Based Coach who will work in partnership.

When does it start?

The first phase of the MTL programme starts in the Summer Term 2010. It is expected that many people will begin the second phase in the Autumn term of 2010 and complete the three phases of MTL within three years.

Who is eligible for the MTL?

Admission to the fully funded programme is subject to the eligibility criteria defined by the Training and Development Agency for Schools and is confined in this cohort to newly qualified teachers (NQTs) working in maintained schools or settings in the NW who gained qualified teacher status (QTS) in 2008/9 and who started their employment from September 2009.

How much will the MTL cost my school?

The Masters in Teacher and Learning is fully funded for participants registered in 2009-10, with a total of £6806 per student being made available for the school-based elements of participants' learning. This unit of funding will see up to £1032 released to schools for each participant in the first phase of their course and up to £3300 and £2474 in phases 2 and 3. This can be used to cover coaching, student release and other costs as necessary.

How does an NQT apply?

Enrolment will be online via the NWMTL Website which can be accessed at www.nwmtl.org.uk

Enrolment opens on 15th January 2010.

Can MTL participants choose which university to study with?

At the online enrolment stage, the participant will be asked to indicate their preferences of HEI. It is anticipated that participants enrolling before the 5th February 2010 deadline will, wherever possible, be allocated their first choice.

Participants enrolling after the first deadline date of 5th February (enrolments will still be open up until the start of the Summer Term 2010) may be offered their first choice, but in the case of HEIs reaching their allocated numbers, they will be offered their second choice (subject to availability).

It is recommended that prospective MTL participants identify with senior school colleagues a School Based Coach (including the coach's preferred email address) and a preferred HEI, as they will need to include this information on the online enrolment form.

(NB: If there are problems in allocating a potential coach, participants can still enrol online without this information but it may delay registration with the HEI. It is the responsibility of the participating partner local authority to allocate a school based coach to a participant.)



Confirmation of an MTL place will be made within four weeks of successful online enrolment by the respective HEI. Subsequent registration as a postgraduate student will then follow. The common MTL programme has been developed by the NW Universities Federation and is common in each HEI. The chosen university is responsible for the assessment and award of the MTL.

Identifying a School Based MTL Coach

It is recommended that the in-school MTL coach will be:

- readily accessible to the MTL participant. For Phase 1 this most likely to be the induction tutor, but could be any suitable member of staff willing to take on the role;
- a qualified teacher with current teaching experience and some knowledge of NQT induction and the professional standards;
- a good communicator with effective interpersonal skills who is able to work closely with the participant in identifying developmental targets related to professional practice;
- someone who is committed to their own professional learning and willing to contribute to the culture of professional learning in your school;
- trained to work with MTL participants as an MTL School Based Coach.

How will coaches be trained for MTL?

A series of training sessions will be scheduled for each of the three phases of the MTL. All MTL School Based Coaches are required to undergo core training regardless of previous experience or qualifications. All training sessions for coaches will include travel and supply cover costs.

For Phase 1 there will be an initial full day's familiarisation with MTL and the role of the coach (core training) in March 2010. This will include information on the roles and responsibilities of the coach, university tutor and participant. It will also explain the structure and expectations of the MTL. This session will also include a Training Needs Analysis which will help to identify any additional support, which the coach might need.

Two optional half-day follow-up training sessions (based on the Training Needs Analysis) will be scheduled in May 2010. These will focus on developing the coaching process and supporting research-informed reflective practice.

A similar pattern of training will be available for Phases 2 and 3 of the MTL.

How do coaches book training events?

MTL Coach Training events will be organised in 30 venues across the North West Region. Coaches can attend any training event regardless of which university or local authority they are working with. As soon as a participant has identified their coach through the online enrolment form, the coach will be able to book training. Booking into events will be via an online booking portal on the NWMTL website (www.nwmtl.org.uk).

The aims of the MTL Programme

MTL will build on the previous training and experience through a progressive three phase professional learning framework.

Phase One: Developing

Phase One will build on the professional experience of the NQT and develop their Masters Level enquiry skills through practitioner research activity that investigates the impact of their practice on the outcomes of children and young people. They will take part in learning opportunities that address their individual professional needs and develop Masters Level professional skills of enquiry and critical engagement with the evidence base.

Phase Two: Broadening and Embedding

In Phase Two, participants will broaden and embed their professional practice with particular reference to the subject(s) and age phase they are teaching. This Phase involves engagement with four inter-related areas of content: teaching, learning and assessment; subject knowledge for teaching and curriculum development; how children and young people develop; leadership, management and working with others. This Phase aims to develop independent professional development planning including determining what will be the participant's focus for Phase Three.

Phase Three: Deepening

At Phase Three participants will further develop their practice within a specialist focus of school subject, age phase or aspect of teaching. It aims to develop confidence and ability to contribute to collaborative learning in the workplace and in the wider professional community.

MTL Programme content

(This will be the same in all NW consortium universities)

Module	Title	Credits
1	MTL Reflecting on professional practice 1	30
2	MTL Reflecting on professional practice 2	10
3	MTL Teaching, learning and assessment	20
4	MTL Curriculum development	20
5	MTL Inclusive practice	20
6	MTL Collaboration and leadership	20
7	MTL Professional enquiry 1	30
8	MTL Professional enquiry 2	30



Accreditation of Prior Certificated Learning (APCL)

Participants can claim APCL in certain, limited circumstances up to the value of 60 Masters level credits against modules within the MTL in one of the following ways:

Up to 30 credits into “Phase 1: Module 1” and
30 into “Phase 3: Module 7”;

or

30 credits into “Phase 1: Module 1” and
20 into any one module of “Phase 2”;

or

20 credits into any one module of “Phase 2” and
30 into “Phase 3: Module 7”

Participants can only APCL 30 PGCE credits into the MTL programme.

NB. In the enrolment for APCL, participants will have to show how the learning outcomes of their PGCE being claimed as 30 credits align to the learning outcomes of the MTL module 1. (APCL into Phase 2 and 3 will happen before participants embark on that module as NQTs cannot predict what they may APCL into Phase 2/3 at this stage. However, with regards to Heads of Department embarking on the MTL programme – they may decide where and what they want to APCL at the start, given their previous experience.)

What is the MTL teaching, learning and assessment strategy?

Participants will be supported by an MTL trained school based coach. She/he is an experienced teacher who engages in consultations and critical discussion of professional practice in relation to Professional Standards for Teachers and the MTL programme learning activities and outcomes. The coach will also assist in networking within and beyond the school. In parallel, participants are also supported by academic tutors from the university. The academic tutor will help develop critical thinking and academic writing to support Masters level work.

A personalised pathway will be negotiated between the participant, coach and tutor and will form a formal written learning agreement for each module that is used as a basis for professional development planning. This process will be aligned with performance management in Phase 2 onwards and will be monitored to ensure progress and relevance to the teacher's developing strengths, specialisms and areas for development.

The MTL is a pass/fail award. MTL assessments are driven by the innovative nature of the Masters in Teaching and Learning and draw upon the three elements below:

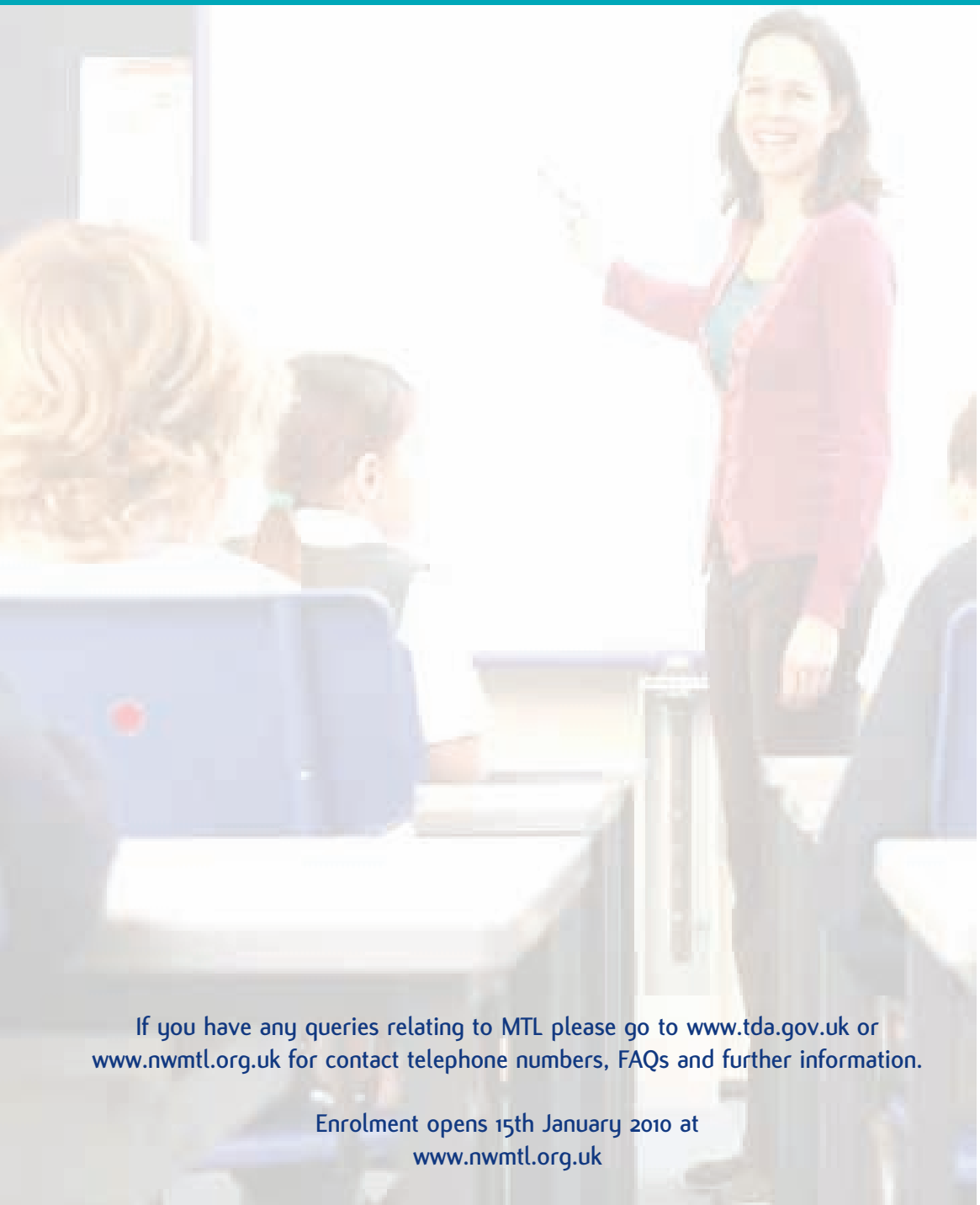
1. engagement with literature and research in order to explore the most effective teaching and learning strategies;
2. ensuring that the effectiveness of teaching and learning has a positive impact on the outcomes for children and young people;
3. developing and working as a lifelong learner continually enhancing personal professional practice.

The assessments within the programme are generally designed to focus on a work-based product or process integral to practice that is part of the normal professional development of the participant. Participants will produce a critical commentary through writing or an alternative presentational format that includes engagement with, evaluation and application of relevant literature and theory. The critical commentary will report on small-scale empirical investigations with clear conclusions leading from a systematic collection and analysis of data, or it will develop a conceptual argument in relation to their developing practice and how it impacts upon learning.

Within a collaborative and integrated approach, the School Based Coach will offer feedback on progress towards the MTL learning outcomes for each phase whilst the HEI tutor will undertake summative assessment. Together, they will support the participant in gathering evidence of practice in which the participant has been personally involved. On completion of an agreed assessment format, participants will have demonstrated the required range of professional knowledge and skills.



We look forward to receiving enrolments
for this new and exciting Masters Programme.



If you have any queries relating to MTL please go to www.tda.gov.uk or www.nwmtl.org.uk for contact telephone numbers, FAQs and further information.

Enrolment opens 15th January 2010 at
www.nwmtl.org.uk