

Masters in Teaching and Learning Summary of Outcomes from Regional Consultation Events

The TDA undertook a series of consultations, with one in each Government Office region, between the 17th June and the 8th July 2008. The consultation was with ITT providers, many of whom also provide early professional development programmes, and members of their partner schools, including head teacher and teachers, some of whom were NQTs.

The purpose of the consultation was to seek views of participants on the:

- Content and design of the MTL programme
- The delivery of the programme
- The assessment of teachers' progress on the programme.

Below is a summary of the outcomes from those discussions.

There were a number of factors that those attending the consultations thought should be taken into account when developing the programme. These are in line with those highlighted in *Being the Best for Our Children* and include the need to:

- personalise both the programme content and delivery to meet teacher and school needs
- balance theory with practice
- ensure the content leads to improving teacher quality and raising standards
- develop skills in reflection on practice, critical thinking and analysis
- ensure the centrality of enquiry and the use of evidence

Question 1a Building on ITT and induction programmes, and focusing on intended outcomes, what would you include in the content of the MTL programme:

- for all participants
- as options for participants?

Four main areas of **content** for the MTL programme, with ECM embedded, were identified. These areas were identified as the content appropriate for all participants, but with the potential of being extended as specialisms for individual participants.

Content area 1

- teaching and learning, with particular attention to personalisation
- assessment for learning and the use of performance data for pupil tracking

Content area 2

- subject knowledge for teaching
- curriculum and curriculum development, literacy, numeracy, 14-19 developments and ICT

Content area 3

- how children and young people develop, how they learn, and the management of their behaviour
- inclusion, including SEN, EAL

Content area 4

- leadership and management, including for subjects or curriculum areas
- working with others, collaboratively, in and beyond the classroom – the school workforce and the children's workforce, and working with parents and carers

Question 1b How would you design the MTL programme so that it progressively deepens and broadens professional skills and expertise through enquiry and the use of evidence, and is personalised to meet individuals' needs?

A summary of the outcomes of the discussion identified aspects that the **design** should take account of, including:

- each teacher's individual starting point and professional needs, and the needs of the school and its context
- the needs of the NQT, ensuring they are not overburdened and are able to focus on developing practical skills
- the development of skills in reflection, analysis, enquiry and the use of evidence and research findings throughout the programme
- the provision of learning opportunities, at Masters level, that progressively broaden and deepen professional knowledge, skills and understanding in a staged process moving from the classroom to the whole school and beyond the school
- a balance between learning opportunities for all participants on MTL and specific learning opportunities that will enable each of them to further develop particular expertise as the programme unfolds

Question 2 Drawing on your experience of how teachers learn and develop in a school context, how would HEIs and schools work together to deliver the programme?

Collaboration at institutional and personal levels was considered essential for the successful **delivery** of the MTL. Much of the discussion focused on the role of the coach and the tutor. A need for clarity of roles was emphasized and a summary of the outcomes of the discussion highlighted that:

- the in-school coach and the HEI tutor, with their teacher on the MTL programme, should be at the centre of the collaborative delivery of MTL
- the coach and tutor should share some roles and responsibilities for teacher learning, such as planning with the teacher a personalised route through the MTL programme
- a key role for coaches should be to facilitate personalised learning opportunities for the teacher
- a key role for tutors should be to undertake assessments and aspects of quality assurance

Question 3 How could participants' progress, at Masters-level, be assessed in a way that is rigorous and relevant, while non-burdensome?

A summary of the outcomes of the discussion on **assessment** highlighted that:

- assessment needs to meet the requirements of the QAA benchmarks in order to demonstrate attainment at Masters level
- HEIs would need to moderate assessments to ensure that they provide secure evidence of attainment at Masters level
- new forms of assessment, consistent with the practice-based nature of the MTL, would need to be developed

Using the outcomes from consultation

The next stage in the development process is to develop a national framework for MTL that can be used by providers of MTL to develop the programme and that is tight enough to gain national consistency, but flexible enough to develop a programme to meet local needs. The TDA will work with a range of national experts to develop this framework, using the outcomes from consultation as a starting point. Once this framework has been reviewed by social partners and representatives from schools, HEIs and local authorities, it will be used as a basis for those providing MTL, for roll out from September 2009, to develop their MTL programmes.