

# CONTINUING PROFESSIONAL DEVELOPMENT

for teachers and learning support staff

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**University of Brighton**

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School of Education





# WELCOME

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The School of Education at the University of Brighton is one of the largest providers of education and training in the UK and has an outstanding reputation for developing professional opportunities for leaders, teachers and learning support staff.

We have a highly qualified, permanent teaching and research staff of over 90 experts who have a significant depth of professional subject knowledge, resulting in inspirational teaching and leadership. Their teaching strategies, skills and expertise enable participants to increase confidence; supporting school improvement plans and developing management, leadership and coaching skills.

We pride ourselves on our innovative and forward-looking philosophy, are active in the development of new ideas and quick to respond to initiatives. The content of our programmes draws on the latest research in education and considers ways in which this can be adapted to work for participants and those they teach. We offer award-bearing programmes and short courses as well as bespoke pathways for schools. All of our programmes ensure that participants will complete their studies having gained advanced professional knowledge, skills and understanding. Our aim is to inspire and support teachers and educators in all settings.



Lorraine Harrison  
Head of the School of Education

## CONTENTS

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### Courses for teachers

Postgraduate professional development framework	02
Postgraduate certificates	03
Education MAs	04
Short courses	05

### Courses for learning support staff

Part-time undergraduate degrees	08
Short courses	08

Bespoke courses	09
Consultancy	09
Evaluation and action-based research	09
How to find us	Back cover

# POSTGRADUATE PROFESSIONAL DEVELOPMENT FRAMEWORK

- A flexible framework combining academic study with work-based action learning and action research. Select from a range of taught and work-based modules to suit your own preferred learning style, interests and needs.
- You can complete a general or a specialist postgraduate certificate (PGCert) then build on that, if you wish, to gain a masters degree in Education.
- The programme is delivered part-time over three years at the Falmer campus during evenings and weekends.

## Attendance

Our programme includes taught sessions, online learning and face-to-face tutorials. Each credit module is typically delivered over eight two-hour evening sessions, five half day Saturday sessions, or a combination of both.

## Fees

Standard fees for 2014 entry are £1,680 for each year/stage of the programme. Tuition fees are generally subject to small inflationary increases within regulatory limits.

## YEAR/ STAGE **ONE**

### POSTGRADUATE CERTIFICATE

#### Engaging in Professional Development

- This stage encourages critical reflection of practice and provides an opportunity to develop and enhance understanding of key topics in the local context.
- Assessment is based on the application of learning to practice and evaluation of impact on teaching and learning.
- It consists of three 20-credit modules with a range of specialist routes.

## YEAR/ STAGE **TWO**

### POSTGRADUATE DIPLOMA

#### Leading Professional Development

- This stage provides the opportunity for more in-depth investigation of an area of interest.
- The aim is to provide a sound basis for undertaking masters-level enquiry and to gain confidence as a practitioner researcher.
- A further three 20-credit modules support depth of learning, building towards the focus for stage three.

## YEAR/ STAGE **THREE**

### EDUCATION MA

#### Practitioner Research (Investigating and Embedding Enhanced Practice)

- Stage three offers capacity for a structured research-based enquiry in an area of professional interest.
- Findings will have a direct impact on learners and others within an educational context.
- It will involve planning, implementation, analysis and dissemination of conclusions and recommendations.

## SUPPORT FOR NQTS AND EARLY PRACTITIONERS

In partnership with schools, we are developing a bespoke version of the masters framework which will enable NQTS and early practitioners to undertake a more flexible programme of masters-level study with us. This will be an adaptation of the standard framework detailed above, and will take into account the demands of the NQT year. Further information will be provided at the start of the academic year.



If you are interested in finding out about these opportunities, please contact Jess Hamlin:  
[j.s.hamlin@brighton.ac.uk](mailto:j.s.hamlin@brighton.ac.uk) to register your interest.

# POSTGRADUATE CERTIFICATE (PGCERT)

## PROFESSIONAL EDUCATION STUDIES: SPECIALIST ROUTES

The postgraduate certificate can be studied as a professional award in its own right or as the first stage of the postgraduate professional development framework. Our specialist routes include:

### Education Leadership and Management

This programme is designed for practising and aspiring leaders who wish to deepen their understanding of, and approaches to, management. It will enable you to capitalise on your time and approach to help get the best out of other people. You will link these activities to performance management and the school improvement plan.

### One-to-one Professional Learning Relationships

This programme is designed for those who have particular responsibility for tutoring, supervising, mentoring or coaching of colleagues. You'll discover how to maximise your time and approach in order to get the best out of other people. You will gain up-to-date knowledge about the development of one-to-one learning relationships, create frameworks for understanding the development of learning relationships and enhance your ability to extend and promote professional learning.

### Primary Mathematics Specialist Teacher Programme

This programme is designed for experienced and practising primary teachers who wish to deepen their understanding of mathematics and mathematics teaching and learning. This is an exciting programme which presents a set of big ideas in mathematics. Exploration of these ideas and their application in your mathematics teaching will encourage you to refresh your views of the subject, enabling you to strengthen connections in your own understanding and in how you present this to the children you teach.

### Mathematics for Secondary Teachers

This programme is for secondary teachers who wish to expand their understanding and professional practice of mathematics. The programme will ensure confidence and deep understanding of mathematical topics up to higher level GCSE. There is no minimum level of mathematics required; it is aimed at those who did not train in this area so there will be a mixed range of backgrounds and abilities enrolled on the course.



### Science for Secondary School Teachers

This programme is designed for those who teach chemistry for all or part of their timetable and will particularly benefit teachers who do not have chemistry as their main qualification. The programme will enable you to boost your chemistry skills and knowledge; gain up-to-date knowledge in the latest chemistry teaching methods, including ICT; increase your confidence and effectiveness in the classroom; and enhance your ability to promote learning in chemistry that is challenging and engaging for pupils.

### Strategies for Working with Autistic Learners

This programme is designed for mainstream and specialist teachers including those who may have particular responsibility for supporting children with autism. The course will help you increase your understanding beyond the more practical hints and tips approach and to link this learning to the school improvement plan.

### Strategies for Working with Dyslexic Learners

This course is designed for mainstream and specialist teachers and those who support children with dyslexia. It will deepen your understanding of dyslexia and you will work towards gaining Approved Teacher Status with the British Dyslexia Association. Learning will be linked to both individual professional development needs and the school improvement plan.

### Early Childhood

This programme is designed for professionals working in early years. It offers you an opportunity to undertake a postgraduate award with a focus on your specialist area. The course will allow you to gain an in-depth and critical understanding of pedagogical theory and its application to learning and teaching in early years education. It will also allow you to demonstrate a depth of knowledge and reflection on a range of academic activities within the context.

# EDUCATION MA DEGREES



A masters of education will allow you to gain an important awareness of debates and developments in education as a field of study. You will undertake critical reflection on education in the light of current and emerging policy contexts and debate in learning and development including interdisciplinary settings.

Your personal and professional development will be supported, enabling you to contribute to creative developments in schools, and can lead to further study at doctoral level. All of our education MAs offer flexible part-time study so you can complete the programme in a timescale that suits your professional and personal circumstances.

Our masters programme includes an Education MA which you can tailor to your individual interests from a wide choice of specialist modules, and the following specialist awards:

- Education (Leadership and Management) MA
- Education (Higher Education) MA
- Education (Mathematics Education) MA
- Education (Early Childhood) MA.

## Education (Leadership and Management) MA

This specialist pathway through the MA programme will enable you to gain in-depth, critical knowledge and understanding of leadership and management in teaching and learning. Taught by specialist education management tutors, the course explores a variety of study modules which will deepen your own personal leadership understanding and support you to develop the ability to critically analyse and reflect on the theory, policy and practice of education management in the twenty-first century.

## Education (Higher Education) MA

This degree will benefit you if you are a higher education professional and wish to further your development in the field, formalising your knowledge with a postgraduate qualification. You will graduate with an in-depth and critical understanding of pedagogical theory and its application to learning and teaching in higher education.

## Education (Mathematics Education) MA

The specialist mathematics route offers a broad perspective on primary and secondary mathematics education and explores a range of social factors that influence mathematics teaching and learning. Specialist modules include Developing Knowledge of Mathematics for Teachers, Developing Professional Practice to Enhance Pupils' Mathematical Understanding, and Social Issues in the Teaching and Learning of Mathematics alongside a research project.

## Education (Early Childhood) MA

This programme encourages critical reflection of practice and provides an opportunity to develop and enhance your understanding of key topics through modules that offer a specialist focus on early years. Modules will support your understanding of some of the broader perspectives considered in early childhood contexts and are likely to include critical engagement with international perspectives, poststructuralist perspectives, children's rights, pedagogy and professionalism in education and care.



Find out more about our education masters programme at [www.brighton.ac.uk/courses](http://www.brighton.ac.uk/courses) or contact Claire Watson: [c.e.watson@brighton.ac.uk](mailto:c.e.watson@brighton.ac.uk), 01273 643598

# SHORT COURSES FOR TEACHERS

Our short courses programme has been specially developed for teaching practitioners wishing to develop and improve their knowledge and practice. We offer programmes suitable for those teaching a variety of subjects across the age ranges.

Courses are normally run at the following times:

- one-day course 09.30–15.30
- twilight session 16.00–17.30.

Programmes that are delivered over a number of sessions may include self-directed learning activities undertaken between sessions. Higher education credit may also be given some courses. We are also delighted to welcome external facilitators or speakers to enhance our programmes.

## Costs

Our standard charges for short courses are:

- one-day course £80
- twilight session £30.

Day courses may be charged at a higher rate where there are significant additional resources included.

Further information on our short courses can be found at [www.brighton.ac.uk/education/shortcourses](http://www.brighton.ac.uk/education/shortcourses).

## PRIMARY SHORT COURSES

### English: Developing Primary English Teaching

The English team are offering a range of twilight sessions and one-day courses over the course of the year, focusing on the following themes: developing reading and/or writing through drama and rich texts; children's literature and reading for pleasure; developing language comprehension and engagement with texts through literature circles/guided group reading; grammar teaching in meaningful contexts; developing phonics teaching for early reading and writing in a rich literary context.

Course length	Dates	Cost
Twilight session	Throughout 2014 and 2015	£30
One-day course	Throughout 2014 and 2015	£80

### Mathematics: Developing Primary Mathematics Teaching

This professional development programme focuses on strengthening the mathematical skills, knowledge and confidence of primary teachers. Sessions will be practical in nature and will draw on the experience, ideas and questions of those involved. Teachers will work together to explore mathematical activities, identifying and discussing underpinning mathematical concepts and the progression of these within the primary mathematics curriculum. Teachers will then build on this analysis, considering ways in which resources and representations can support children to understand these concepts. They will also consider activities that develop children's understanding. Throughout the course, attention will also be paid to the new National Curriculum documentation, particularly in areas where expectations have significantly changed.

Course length	Dates	Cost
Three-day course*	November–December 2014	£240

\*attending one day a week every fortnight over a six-week period

### Mathematics: Developing Classroom Mathematics Practice for NQTs

This professional development programme is designed specifically for NQTs and aims to take an enquiry approach to developing mathematics practice in the primary classroom. It will offer NQTs an opportunity to secure aspects of subject knowledge and analyse the impact of teaching approaches on children's engagement and learning. The aims of the new National Curriculum and progression of particular topics across the primary range will also be focused on.

Course length	Dates	Cost
Three-day course*	January–February 2015	£240

\*attending one day a week every fortnight over a six-week period



For further information on our short courses please visit [www.brighton.ac.uk/education/shortcourses](http://www.brighton.ac.uk/education/shortcourses) or contact Jess Hamlin: [j.s.hamlin@brighton.ac.uk](mailto:j.s.hamlin@brighton.ac.uk), 01273 643542.

# SHORT COURSES FOR TEACHERS



## Science: Working Scientifically with Different Types of Enquiry

These sessions involve pupils using a range of different types of enquiry: observing over time; pattern seeking; classifying and identifying; researching and comparative or fair testing. This practical short course aims to develop teacher confidence with identifying which type of enquiry is most appropriate, its characteristics and examples.

Course length	Dates	Cost
Two twilight sessions	Autumn 2014	£60

## Science: Creative Teacher Assessment

This twilight session will consider a range of creative strategies for eliciting children's ideas and assessing their knowledge and skills. Many of these are quick and easy to use in the classroom and will provide useful assessment for learning and teaching.

Course length	Dates	Cost
Twilight session	Spring 2015	£30

## Science: Working Scientifically: Creative Contexts for Open-ended Enquiry

These sessions will explore working scientifically through a range of creative enquiries, including how meaningful cross curricular links can result in more engaging and relevant experiences. This practical short course aims to consider ideas and contexts beyond the non-statutory guidance to support teachers to 'maximise their pupils' engagement with, and motivation to, study science' (DfE, 2013 p3)

Course length	Dates	Cost
Two twilight sessions	Summer 2015	£60

## Computing: Getting Started with Programming in the Primary Classroom

This one-day course has been developed for complete beginners but you'll leave with a good understanding of the expectations of the computing programme of study at KS1 and KS2, with a particular focus on the programming strand. You will also be equipped with knowledge of appropriate software and hardware that you can use to teach computing and ideas for stimulating classroom activities.

Course length	Dates	Cost
One-day course	November 2014, May 2015	£80

## Computing: Getting to Grips with Computing in the Primary Classroom

This course is aimed at those wishing to develop a deeper understanding of the new computing programme of study at KS1 and KS2. It is suitable for teachers who have already attended our one-day Getting Started with Programming in the Primary Classroom course or for those who already have good ICT subject knowledge and are looking to further develop their subject knowledge in relation to computing. You will gain a strong understanding of computational thinking and key programming concepts such as algorithms, debugging, selection and repetition, variables, and inputs and outputs.

Course length	Dates	Cost
Two-day course	March 2015	£160

## Modern Foreign Languages: Getting Started with Primary Languages

The MFL team will be offering a range of twilight and one-day sessions over the course of the year. Twilight sessions include: language-learning for early years and KS1; strategies for teaching languages (French/Spanish) in the primary classroom; new approaches to assessment of language-learning in the primary school; effective transition in language learning from primary to secondary school. One-day courses include: getting started with primary French; getting started with primary Spanish.

Course length	Dates	Cost
Twilight session	Throughout 2014 and 2015	£30
One-day course	Throughout 2014 and 2015	£80



## SECONDARY SHORT COURSES

### Design and Technology: Introduction to CAD/CAM

This one-day workshop is designed for beginners to the area of computer-aided design and manufacture. The workshop will involve using Textsoft 2D Design as the drawing tool to create some simple products which will then be manufactured using a laser cutter and CNC router.

Course length	Dates	Cost
One-day course	Summer 2015	£120

### Design and Technology: CAD/CAM – Making it 3D

This one-day workshop is designed to either build on the Introduction to CAD/CAM workshop or work as a one-off workshop. Ideally you will have some experience of working with CAD. We will be using the free Autodesk Inventor software.

Course length	Dates	Cost
One-day course	Summer 2015	£120

### Design and Technology: 3D Drawing and 3D Printing

Previous knowledge of CAD software would be an advantage to progress further on the day, however no experience is necessary. The course includes CAD software (Autodesk Inventor, Creo and Solidworks are available to use) and CAM output (Roland CAMM 2, Roland MDX-40, Boxford Router, Boxford CNC lathe, HP Designjet 3D colour printer, BFB3000 3D printer will be used for a choice of outcomes).

Course length	Dates	Cost
One-day course	Summer 2015	£120



## ART AND DESIGN SHORT COURSES

These practical workshops, led by experienced School of Education art and design teacher educators and practising artists, are aimed at both primary and secondary teachers.

### Textiles workshop

Exploring textiles and craft-based ideas for the classroom.

Course length	Dates	Cost
One-day course	October/ November 2014	£80

### Three-dimensional workshop

Exploring clay and ceramic ideas for the classroom.

Course length	Dates	Cost
One-day course	January 2015	£80



For further information on our short courses please visit [www.brighton.ac.uk/education/shortcourses](http://www.brighton.ac.uk/education/shortcourses) or contact Jess Hamlin: [j.s.hamlin@brighton.ac.uk](mailto:j.s.hamlin@brighton.ac.uk), 01273 643542.

# COURSES FOR LEARNING SUPPORT STAFF

## PART-TIME WORK-BASED DEGREE PROGRAMME

- Designed for those already working with children or young people and covers a range of perspectives and roles, including supporting learning in primary, secondary and further education settings.
- Part-time programme that facilitates studying for a professional qualification whilst working.
- Four-year programme with approximately one day's study a week which includes small group seminars, participatory workshops, online learning experiences and lectures, led by experienced practitioners, tutors and researchers.

### Supporting Learning 5–11 Years BA(Hons)

This programme is aimed at teaching assistants and others working in learning support roles in a primary school setting. The course allows you to study while you work, bringing together practice, theory, current research and policy. It will support you in developing your immediate practice as well as your career, professional and academic development, including progression towards the Teachers Standards (QTS). The content includes children's development, pedagogical practices and the adult role, literacy, mathematics, science and computing, as well as safeguarding and wellbeing, assessment, equalities and inclusion, and professional reflective practice development.

### Supporting Learning 11–19 Years BA(Hons)

This new degree programme is aimed at those working in learning support roles in secondary schools, colleges and other related education, learning and development settings for young people. The course includes modules focusing on understanding additional needs and barriers to learning; supporting literacy and numeracy; using e and digital learning strategies; equality and inclusion issues; personal and emotional aspects of learning; safeguarding and promoting welfare and wellbeing; informal, work-based and alternative learning strategies; professional reflective practice development. The course allows you to study while you work, bringing together practice, theory, current research and policy, supporting you in developing both your immediate practice as well as your career.

 For further information please contact Rosie Jones: [r.c.jones@brighton.ac.uk](mailto:r.c.jones@brighton.ac.uk), 01273 643313.



## SHORT COURSES

### Developing Reasoning and Understanding in Number and Calculation for Teaching Assistants Working in Key Stage 2

This is an interactive programme of professional development that aims to support teaching assistants who work with children in KS2 to develop their practice in supporting mathematical development. Participants will further develop their own mathematical subject knowledge and confidence to support children's learning in relation to reasoning, number and calculation. In particular, they will analyse the mathematics that underpins concepts such as place value, addition, subtraction, multiplication and division and explore how the use of effective representation and the development of mathematical dialogue can deepen understanding. The workshops will enable teaching assistants to analyse children's mathematical misconceptions and consider how such misconceptions can be utilised to inform their teaching approaches.

Course length	Dates	Cost
Three-day course*	November/ December 2014	£240



For further information on our short courses please visit [www.brighton.ac.uk/education/shortcourses](http://www.brighton.ac.uk/education/shortcourses) or contact Jess Hamlin: [j.s.hamlin@brighton.ac.uk](mailto:j.s.hamlin@brighton.ac.uk), 01273 643542.

# BESPOKE COURSES AND CONSULTANCY

If you need training workshops or educational courses to develop your teaching staff, we can help. We provide schools and colleges with training that builds on the knowledge and skills of staff and supports school improvement plans.

## BESPOKE TRAINING

Our knowledge and research spans all phases of learning and development, from early years through to adult education.

Local authorities, schools and colleges, early years and youth organisations, community, voluntary and private sector companies, and national education departments have all drawn on our expertise.

We can:

- develop your training programmes and educational materials
- design training to support the professional development of staff
- accredit existing educational programmes or develop new ones.

## WORKFORCE DEVELOPMENT FOR SCHOOLS

Whether you need a one-off workshop or a long-term professional development programme for your staff, we have the knowledge to help you.

We have many years' experience in work-based learning, adapting our postgraduate professional development framework and developing bespoke workshops and training programmes for schools, both in the UK and abroad.

We can:

- build workshops and courses around your school's needs
- provide work-based learning for support staff
- develop training in partnership with you.



## EVALUATION AND ACTION-BASED RESEARCH

Get support from experienced teachers and researchers informed by the latest thinking and research in learning and teaching.

We can:

- work with you to devise an action-based research project to address a specific problem within your school or make changes to support your school improvement plan
- help you devise a whole-school project, or work with an individual member of your team to address a subject-specific challenge
- conduct and apply research in learning and teaching; evaluating existing education and training policies and practices. Changes and improvements can be recommended or new policies and programmes developed in order to support the required changes
- provide you with in-depth knowledge of learning and teaching to support you with: needs analyses, policy development, project or service development, project evaluations, coaching and mentoring, staff development, action learning sets, change management, assessment and accreditation, community development, widening participation, student/client voice, and developing critical and reflective practices.



For further information about how we can help and to discuss your needs, contact Joanna Havers: [j.havers@brighton.ac.uk](mailto:j.havers@brighton.ac.uk), 01273 641812.

# ADDITIONAL INFORMATION

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## OUR VISION

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Our model of higher education is based on a spirit of enquiry and the active generation of knowledge amongst staff and students, in relation to learning, teaching and research.

Through shared responsibility and co-constructive relationships, all members of the School of Education are guided by a commitment to:

- achieve the highest expectations and standards in education and research
- critique theory, policy and practice and work together with students, partners and staff to design, improve, facilitate and evaluate learning experiences
- promote creativity, innovation and enterprise across a range of learning processes and contexts, including twenty-first century technologies
- engage with and challenge others through cooperative, collaborative and collegiate partnerships – locally, regionally, nationally and internationally – through the sharing and development of knowledge and expertise
- respect, value and support colleagues and all learners through a commitment to challenging social injustices, inequalities and exclusion.

## HOW TO FIND US

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The School of Education is based in the university's Checkland building, Falmer. For maps and directions on how to get to our Brighton Falmer campus please visit [www.brighton.ac.uk/maps](http://www.brighton.ac.uk/maps).

### Falmer campus

**By rail:** The closest station is Falmer and there are up to four trains an hour from Brighton train station. The University of Brighton is just a few minutes' walk from Falmer station.

**By car:** To get the best route for your journey use the following postcodes: BN1 9PH. There is limited permit-controlled car parking on campus.

**By bus:** The 25 and 23 run regularly from central Brighton as does the environmentally friendly Big Lemon Bus. The 28 and 29 express service between Brighton and Lewes stops at Falmer station.

**Bicycle:** There are cycle lanes running all the way from Brighton city centre to Falmer along Lewes Road (A270). On campus there are plenty of covered cycle stands monitored by CCTV.

**This publication is available in alternative formats on request.**

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