



THE UNIVERSITY of EDINBURGH
Moray House School
of Education

MSC TRANSFORMATIVE LEARNING AND TEACHING

INFORMATION FOR EMPLOYERS

WE ARE DELIGHTED TO ANNOUNCE THE GRADUATION OF THE FIRST COHORT OF STUDENTS ON THE MSC TRANSFORMATIVE LEARNING AND TEACHING IN JULY 2019.

As this Masters is a brand new Initial Teacher Education route, we want to spotlight the unique qualifications these graduates will hold and the contributions they can make to schools and local authorities.



The Scottish Government is supporting a broad range of alternative routes aimed at attracting talented graduates to a career in teaching. This innovative programme is designed to do that as well as supporting our policy objective of creating greater flexibility within the teaching profession by providing teachers with the skills to lead inter-disciplinary learning in the primary/secondary transition phase.



– Teacher Education and
Leadership Unit,
Scottish Government

WHAT IS THE QUALIFICATION?

- Two-year Masters in Initial Teacher Education
- Qualifies graduates to teach across the primary secondary transition in either Nursery-S3 (generalist) or P5-S6 (subject specialist)
- Developed and delivered in partnership with local authorities
- Builds the knowledge, skills and dispositions to support more inclusive and socially-just teaching

HOW DOES THIS MASTERS DIFFER TO OTHER ITE ROUTES?

- Graduates from both pathways (generalist and subject specialist) will be prepared to teach across the P5-S3 transition.
- Graduates have experienced an integrated model of university and site-based learning (rather than blocks of university work interspersed with blocks of school placement).
- A cluster-based approach to site-based learning means graduates have worked collaboratively across school communities, really getting to know where and how their pupils live and learn.
- We adopt a transformative/activist orientation to all our work.
- The programme assessment philosophy is: professionally authentic; sustainable; collaborative; and student-driven. This means our graduates are professionally focused, take responsibility for managing their own learning and are highly skilled at collaborative working. Their assessment experiences as student-teachers mirror the assessment philosophies we teach them about.

www.ed.ac.uk/education/transformative-learning

Find details about the programme structure and insight into our students' experiences.

Questions? Contact the Programme Director, Dr Aileen Kennedy: aileen.kennedy@ed.ac.uk



“
The potential benefits for students of schools having MSc Transformative Learning and Teaching graduates working as NQTs is clear, they have a potential skill-set that will allow the needs of our students to be met as they transition from primary to secondary. These graduates offer schools something new – staff trained and with experience of both sectors – this is an exciting way forward to allow schools to meet the needs of our students. After our experience of MSc Transformative Learning and Teaching students in our school this session we will be seeking to offer at least one NQT place next session. Thereafter, I am keen to offer permanent roles.
”

– Campbell Hornell, Headteacher, Lasswade High School

WHAT CAN THESE GRADUATES CONTRIBUTE TO OUR SCHOOLS?

- The MSc Transformative Learning and Teaching attracts a more diverse cohort in terms of ethnicity, nationality, linguistic capacity, age and previous life experience, than most ITE programmes.
- Graduates chose this programme aware of the social and political importance of teaching and are eager to work in the communities where they can make the biggest difference.
- They have experience of school cluster communities and have spent significant time working in both primary and secondary schools. Some have also spent time in nurseries and in other specialist provision.
- All graduates have completed Masters-level courses in numeracy, literacy and health and wellbeing, and have theoretical and practical knowledge of transitions.
- Being qualified across the primary transition means graduates can usefully be employed in either primary or secondary schools, but also across schools as cluster teachers, leading transition work or targeted support for learning.
- The transition qualification means that all graduates, whether generalist or subject specialist, have experience of working with Broad General Education (BGE), and are in a strong position to lead inter-disciplinary learning.
- Our students are supported to develop their professional networks beyond the University and its immediate partner schools, and many are already connecting with subject/thematic organisations and relevant stakeholders such as GTCS and Education Scotland.

HOW WILL THEIR INDUCTION WORK?

Graduates are entitled to join the Teacher Induction Scheme along with all other eligible ITE graduates and have been strongly encouraged to do so. As well as being asked for their local authority preferences, they are asked to indicate if they wish to be placed principally in a primary or secondary context. We expect these graduate probationers to use a significant portion of their professional learning time to build productive relationships with a cluster school in the other sector, eg if placed in a primary, they will establish a formal link with a local secondary, facilitated by the local authority induction manager. We hope local authorities will also offer transition positions in all-through schools if available. GTCS will place these graduates manually in the first instance; communication between local authority probation managers and GTCS will be important to ensure graduates are best placed to make full use of their unique experience and qualification.

www.ed.ac.uk/education/transformative-learning

Find details about the programme structure and insight into our students' experiences.

Questions? Contact the Programme Director, Dr Aileen Kennedy: aileen.kennedy@ed.ac.uk