



## Professional Development for Teachers

Kingston University's School of Education offers a variety of postgraduate qualifications in education to suit your needs, including our continuing professional development (CPD) programme and our innovative taught doctorate.

Our portfolio of postgraduate pathways offer critically engaging specialist input and support for your professional development and career advancement. These professionally endorsed courses are designed to provide you with a suitable environment and forum in which to explore and research the educational issues which are currently most relevant and important to you and to the future of our schools and colleges.

Our last Ofsted inspection recognized Kingston as one of the country's top CPD providers. This was reinforced in the Centre for the Use of Research and Evidence in Education (CUREE) most recent survey report which commented on the high quality of provision; excellent levels of student satisfaction; above average completion rates; and the impressive evidence relating to the impact of student study and research on teaching and learning in their school settings.

Our consistent top three placing in the annual National Student Survey Report also reflects a high level of graduate satisfaction, being based

entirely on independent data collected from our students in their final year. The School of Education at Kingston University continues to maintain its top 5 position in the Guardian UK University league table.

Our courses are designed in collaboration with local authorities, schools, colleges and a wide range of educational organisations. This ensures a content and delivery that meets the needs of the ever changing world of education, keeping you up to date with the latest developments and initiatives.

We are keen to support the career development and professional enhancement of specialists working in education across all age ranges – including non-teaching staff – and provide a highly professional, responsive environment to assure success. We offer you the opportunity to reflect on and analyse current policy developments in education and to lead and develop your own areas of interest.

From September 2011 all central government funding for professional development will be delegated to the heads and principals of schools and colleges. You may therefore wish to apply to your employer for financial support towards the cost of your study.



## Professional Studies in Education PgCert/PgDip/MA

These award-bearing continuing professional development programmes are aimed at all postgraduate and post-experience professionals who work in an educational context. They are flexible and modular, so, should you have to leave the programme at any stage, you may claim the award for which you are eligible. All courses are also attuned to national and local initiatives in teachers' career development.

The following part-time, modular pathways are available for evening study at our Kingston Hill site:

- Advanced Professional Practice
- Autistic Spectrum Disorder (ASD)
- Behavioural, Emotional and Social Difficulties (BESD)
- Early Years Education
- Inclusion and Special Education Needs
- Leadership and Management

Programmes have also been validated for the following pathways. These are currently only available to teachers employed in the Surrey Local Authority and are normally taught in its own specialist schools and centres.

- Autistic Spectrum Disorder (ASD)
- Speech and Language Difficulties

The following pathways have also been validated and can be made available under partnership agreements.

- Gifted and Talented Students
- Mentoring and Coaching
- Modern Foreign Languages in the Primary Classroom
- Multi-agency Working
- Multimedia Education

Should other local authorities or training providers wish to discuss the possibility of developing similar arrangements for the delivery of award-bearing CPD programmes, they should contact the CPD programme administrator.

## Customising CPD programmes

We recognise that you will be undertaking a wide range of CPD activities as part of your normal work role, and that they do not always allow you the time to attend regular sessions at the University.

Consequently we have designed two options that may enable you to customise your own programme. These may be of particular interest to heads and coordinators who would like to work with us in organising and supporting school-based study and research for small groups of their colleagues.

### Crediting and Extending Professional Development

With tutored support from Kingston University, in-service training activities that you are currently undertaking or have undertaken, normally within the past two years can be submitted for consideration as Stage 1 (PgCert) or Stage 2 (PgDip) of the Professional Studies in Education programme.

### Independent Study

If you have professional responsibilities that limit the amount of time you can spend away from the workplace, this option may enable you to study on a blended learning basis.

### Assessment

Students are assessed through the submission of oral and written assignments. Formative assessment is used to prepare for academic study and research projects. As the emphasis is on a range of assessment tasks and coursework assignments, there are no formal written exam papers.

### Course structure

Stage 1 – PgCert (60 credits)

Stage 2 – PgDip (60 credits)

Stage 3 – MA (60 credits)

You must complete each stage before you can progress to the next stage. Stage 3 comprises a Research Methods module followed by a Dissertation.

### Duration:

Stages 1 and 2 normally take six months each to complete; stage 3 takes 1 year to complete.

So to take the full MA programme will typically take 2 years part-time study broken down as follows:

PgCert — 6 months to complete this element

PgDip — 6 months to complete this element

MA — 1 year to complete this element

Attendance is usually for one evening per week.



## Advanced Professional Practice Pathway

This programme is designed specifically to support newly qualified teachers during their induction year in school.

Newly qualified teachers face many workplace challenges throughout their induction year. This programme provides you with valuable support and advice in a range of topic areas that NQTs and their mentors have consistently identified as priorities. The Advanced Professional Practice modules provide a tailor made progression route for those who have recently qualified to teach. They build on the portfolio approach to career development and provide a unique opportunity to link initial teacher training (Stage 1) with subsequent 'thresholds' in your early professional development.

Particularly valuable is the monthly opportunity all participants have to meet with other NQTs from a wide range of local schools. The interactive tutor-led sessions include lectures, group seminars and practical workshops.

### What will you study?

The teaching of the programme is carried out by the same team of tutors that our PCGE and BA students have in recent years consistently placed in the top three of the National Student Survey.

This course is unique in that it enables you to qualify for postgraduate-level accreditation while building on the work and evidence you have assembled for submission showing you have reached the required national standards for early professional development.

You will study and analyze issues in a range of areas, including effective learning, behaviour management, children with special educational needs, leadership and management, working in teams, stress and time management, inclusion, equity and diversity.

In the final stage of the course, you will have the opportunity to gain an MA by completing the research methods module before carrying out personal dissertation research and development activities in your workplace.

### Special Features

- In acknowledgement of the many demands and challenges facing newly qualified teachers in their induction year, the first phase of this course has a less intensive timetable and is spread over a full calendar year.
- Exemption from Stage 1 of the MA programme is possible for those who have obtained 60 or more Level 7 credits as part of their PGCE award.
- This course is specifically designed to complement and further develop the candidate's own school's coaching and mentoring support.
- Wherever possible, we structure your learning around your individual needs and those of your school.
- Entry is delayed until January in the NQT induction year in order to allow applicants time to adjust to their new professional role and workplace.

Pathway Leader: - Dr Jean Ashfield

## Autism Spectrum Disorders Pathway

This course is designed for classroom practitioners who need to develop their understanding of autistic spectrum disorders (ASD) in order to support children and young people within their working environment. It provides a broad theoretical context to promote understanding of the complex nature of autism and related disorders, complemented by an in-depth analysis of some of the strategies and programmes designed for the learning enhancement of students with ASD.

### What will you study?

This course is one of the few nationally available postgraduate programmes in this field for educational practitioners. It is specifically designed to meet the growing demand from teachers and schools who wish to develop their understanding of autistic spectrum disorder (ASD) in order to support children and young people. It provides a broad theoretical context to promote understanding of the complex nature of autism and related disorders, complemented by an in-depth analysis of some of the strategies and programmes designed for the learning enhancement of students with ASD.

Course participants will engage with a wide range of topics, initially exploring the nature and origins of a range of autistic conditions together with their impact on the individual and on their families and others. Strategies will be explored for breaking down barriers to these young people's learning and for their successful inclusion in schools.

Particular emphasis will be placed on effective strategies for teaching and assessing children with ASD with opportunities to examine issues relating to sensory environment, visual structures and schedules, communication, sensory opportunities, functional curriculum and socialization.

In the final stage of the course, you will have the opportunity to gain an MA by completing the research methods module before carrying out personal dissertation research and development activities in your workplace.

### Special features:

- This is a programme which will be relevant to the needs of a wide range of professionals who work with children and young people of all ages.
- It will be valuable for teachers, lecturers and suitably qualified individuals who support learning in a range of educational environments, both specialist and mainstream.
- Entry is normally in September but February entry is a possible option.

Pathway Leader: - John Berry



## Behavioural, Emotional and Social Difficulties Pathway

Behavioural, emotional and social difficulties - BESD - is an umbrella term to describe a range of complex and chronic difficulties experienced by many children and young people. Also known as SEBD or EBD, recent English government figures suggest that around 150,000 children in mainstream and special school suffer from BESD. This long-established course is designed to prepare and support you in your work with children who present with symptoms of this condition. It will provide you with the skills and knowledge to understand and work effectively with these students and to assess, motivate and support them. It is designed to meet the needs of a wide range of suitably qualified practitioners from all phases of the education system, including teachers, care workers, mentors, youth workers and learning support assistants.

### What will you study?

This pathway will focus on a range of topics all designed to help participants advance their knowledge and understanding of the many children and young people who exhibit challenging behaviour, disaffection and dis-engagement with schooling, behaviour disorders, or behavioural, emotional and social difficulties.

The tutorial team with its wide range of expertise and experience in schools and across children's services will help you to promote and develop positive behaviour and attendance. This incorporates in depth examination of programmes like SEAL, topics such as emotional health and wellbeing, anti-bullying and opportunities to develop leadership skills to promote positive behaviour and attendance.

Participants will develop an understanding of the different behavioural conditions that may be presented by children with emotional and behavioural difficulties, and will learn how to assess these conditions. You will study motivational techniques to encourage students with emotional and behavioural difficulties to reach their full potential. Sessions will include practical strategies and intervention techniques designed to help and support the management of young people's learning within the mainstream classroom.

In the final stage of the course, you will have the opportunity to gain an MA by completing the research methods module before carrying out personal dissertation research and development activities in your workplace.

### Special features:

- This course is tutored by a range of specialists including advisors, psychologists, headteachers and other qualified trainers all currently working in the field.
- It is particularly relevant to all those working with challenging children and young people who display characteristics of BESD.
- It is relevant to the needs of practitioners who work either in special schools or in mainstream education settings.
- Entry is normally in September but February entry is a possible option for some applicants.

Pathway Leader: - Cynthia Jones

## Inclusion and Special Education Needs Pathway

If you are a classroom teacher, special educational needs co-ordinator or are working with children with special educational needs and disabilities, this course will develop your knowledge and understanding of pupils' learning difficulties. It explores a range of approaches for addressing their individual needs, and considers these issues in the light of current policy developments. This course will also support and prepare middle managers, leading teachers, or suitably qualified, experienced teaching and learning support assistants.

### What will you study?

You will explore the learning needs of students with special educational needs through engagement with a number of important topics, such as accessibility of the curriculum; developmental, social and cultural issues related to inclusive education; supporting children, parents and colleagues in the teaching and learning process; providing opportunities for personal achievement and self-esteem; raising expectations of success, independence and self-management of learning; critical appreciation and use of teaching and learning styles; evaluation of cognitive styles and learning strategies; and assessment of learning and need. In the second stage of the programme you will look at some of the wider issues facing schools and the coordination and management of special education needs within the mainstream sector.

In the final stage of the course, you will have the opportunity to gain an MA by completing the research methods module before carrying out personal dissertation research and development activities in your workplace.

### Special features:

- As part of our special educational needs programme, we also offer courses specializing in ASD and BESD.
- This course is attuned to national and local initiatives in the career development of teachers.
- Entry is normally in September but February entry is a possible option for some applicants.

Pathway Leader: - John Berry



## Leadership and Management Pathway

Inspirational and effective leadership has been consistently confirmed as the key component in a successful school.

This programme has for many years been nationally recognized as an effective contributor to developing quality leadership at all levels for the region's schools and colleges. It continues to meet the ever-increasing demands of individuals and their employers.

Bringing together professionals from a wide range of local schools, colleges and local authorities it offers a forum for varied and energetic debate, reflection and development of new ideas and practice.

### What will you study?

In addition to examining key models and styles of leadership, you will study a range of related topics including decision-making, organizations and cultures, management of change, stress in the workplace, time management, the management of teaching and learning, and performance management.

As well as looking at areas relating to self-management, you will also explore issues involved in the management of colleagues, including communication, team building, recruitment, interviewing, mentoring and staff development. You will be encouraged and expected to tailor the course content in terms of your own needs and with regard to planning for your future in education. In the final stage of the course, you will have the opportunity to gain an MA by completing the research methods module before carrying out personal dissertation research and development activities in your workplace.

### Special features:

- This is a widely respected and recognized career-enhancing programme designed to build on your previous experience and education and improve your job performance, leadership and team-working skills, enabling you to contribute to raising standards and the overall effectiveness of your institution.
- Accreditation of appropriate National College awards such as NPQH, Leadership Pathways and LfM will be considered on an individual basis.
- Entry is normally in September but February entry is a possible option for some applicants.

Pathway Leader: - Greg Lancaster-Smith



## Early Years Pathway

This course has been designed to support you in your endeavours to provide, plan and implement a broad and balanced curriculum for pre-school children. It caters for professionals in the private and voluntary sector, Early Years Development Childcare Partnerships, advisory and inspection services, healthcare, Early Years teachers and Early Years leading teachers.

The School of Education has a team of specialists who between them have a wide range of knowledge and expertise in Early Years education. Throughout the past decade this team has built up an enviable reputation in being at the forefront of a range of exciting developments and initiatives in the field.

A number of our work-based part-time participants on this pathway have earlier studied as foundation degree and BA students in the School of Education. Similarly, applicants holding the Kingston tutored and assessed EYPS have also successfully completed this postgraduate programme.

### What will you study?

You will critically analyse, question, interpret and evaluate the effectiveness of the curriculum for children in the early stages of development. Research, theory and practice, together with case studies (local, national and international), will provide a basis for analysis and discussion. The case studies will cover and reflect a wide range of important issues, some well researched and established together with others which are still currently emerging. These will cover a broad spectrum of early years related topics such as: Foundation Stage and KS1 tensions; inclusion, equality and diversity; supporting children's personal, social and emotional development; EAL; child-chosen, child-initiated and child-negotiated learning.

In the final stage of the course, you will have the opportunity to gain an MA by completing the research methods module before carrying out personal dissertation research and development activities in your workplace.

### Special features:

- To help practitioners working in this field, we support the use of accreditation of prior experiential learning (APEL) to ensure that potential Early Years candidates without the full repertoire of standard qualifications can be considered for entry to the programme.
- It is relevant to needs of most practitioners who work in a recognized early years setting.
- Course content is also suitable for teachers in primary schools whose previous experience has been mainly with older pupils.
- Entry is normally in September but February entry is a possible option for some applicants.

Pathway Leader: - Jan Styman

## Entry Requirements

### Accreditation of prior learning

Whenever possible, the School of Education allows colleagues entering our CPD programmes to capitalise on learning they have already gained through relevant professional experience, such as short courses, training sessions or everyday work (see examples below).

Previous M-level study may be considered for APL (Accreditation of Prior Learning) purposes if it meets the criteria set out by the School of Education. Each application will be considered on its individual merits.

### APEL portfolio

Kingston University's accreditation of prior experiential learning (APEL) allows you to submit a portfolio showing evidence of prior learning that you have gained through your professional activities. The portfolio can be assessed and may as a result provide you with an access route to the postgraduate CPD programme in lieu of standard entry requirements. In some instances the portfolio may provide you with advanced standing in the programme.

### National College for School Leadership awards and APEL

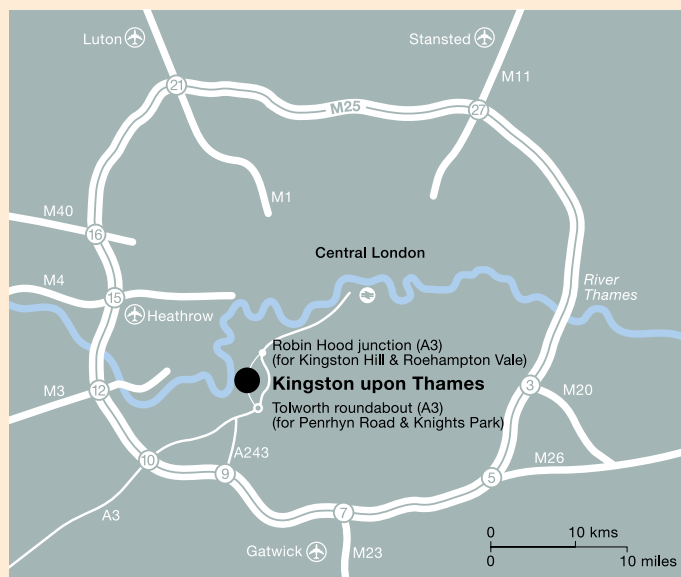
Successful completion of Leading from the Middle (LftM) or Leadership Pathways can also be submitted as evidence of APEL for the purposes of advanced standing when applying to the award-bearing programme.

### NPQH and APEL

The National Professional Qualification for Headship (NPQH) can be submitted as evidence of APEL when applying to the award-bearing programme, giving you an advanced standing of 60 M-level credits.

## Location

Located beside the River Thames, Kingston University is within the London travel-pass zone. Easily accessible from surrounding areas such as Surrey and Middlesex, its local stations (Kingston; Surbiton) are also only 25 minutes from Waterloo.



## Education Doctorate EdD

Comparable to the PhD in terms of scale and rigour, this part-time programme enables busy professionals to undertake a substantial investigation into an area of current professional practice in education or training. The EdD is being offered in collaboration with Roehampton University and provides an in-depth knowledge in a range of areas, including teaching and learning and professionalism, with nationally recognised expertise in research methods training, professional competence and transferable employment skills.

### What will you study?

During the first two years of this programme, you will study modules on professional issues, research methods and design and issues in teaching and learning. Students are in a wide range of professional settings from the early years sector to higher education.

Over the remaining three years, you will undertake a research proposal and research project that build on the knowledge acquired from the modules and relates to an area of professional interest. You will report your project in a thesis of 45,000 words or equivalent.

### Assessment

Coursework, assignments, presentations and research project.

### Modules

- Professionalism in Education
- Professionalism and Professional Practice
- Educational Research: Philosophy and Practice
- Design and Method in Educational Research
- Perspectives on Teaching and Learning
- Current Issues in Teaching and Learning
- Preparation and Presentation of Research Proposal
- Research Project
- Thesis

### Special features

- To complete the EdD you are usually expected to study for six years part-time, but, where appropriate, you may be permitted to extend or reduce this time.
- The EdD programme is jointly designed and taught by staff with education-related specialisms at the partner institutions – Kingston University and Roehampton University. You enrol with one institution (usually the one with expertise most closely related to your anticipated research interests) with access to appropriate resources at the two institutions.

## Further information

Please contact the CPD Programme Administrator with any further queries.

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Further  
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