



10-11  
POCKET GUIDE

M.Ed in Practitioner  
Enquiry

M.Ed in Practitioner  
Enquiry  
(Leadership)

Information for part-time students  
following taught modules

School of Education, Communication  
and Language Sciences



**Newcastle**  
University

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University of Newcastle

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# Practitioner Enquiry M.Ed

## Welcome

We welcome you to Newcastle University School of Education, Communication and Language Sciences. We hope that 10/11 proves to be a valuable year on your learning journey, and believe that the processes of practitioner enquiry can play a major part in your academic and professional success. We are also keen that your study has a very real effect on the pupils and students you work with, and are always keen to read and hear about this impact.

## Why undertake Practitioner Enquiry?

- Practitioner Enquiry provides us with opportunities to investigate our own practice, to make sense of what happens, what works and why. This helps us to start to create new and useful professional knowledge about teaching and learning.
- An enquiring approach leads us into dialogue with students and colleagues, encouraging us to innovate and evaluate.
- Enquiry helps us to make more informed sense of theory, policy and research in a way that can impact on our practice.
- Practitioner enquiry can lead to meaningful change and proactive cultures for individuals, professional communities and organisations.

# Part-time study



## Flexibility and balance

We appreciate that many of our part-time students have full time careers. This is why the M.Ed in Practitioner Enquiry is scheduled over three years, with most students taking 60 credits per year. The university timetable has been organised to allow you as much choice as possible in the modules and pathway that you select. There is however a responsibility placed on students to meet deadlines, attend taught sessions and balance their workload over the course of the year. It is essential that you contact Jane White or Rachel Lofthouse if you find that you are having difficulties doing so. This enables us to provide you with appropriate and timely advice.

## The PPD Handbook

We have produced a Postgraduate Professional Development handbook for students on courses in ECLS. This is published as a CD Rom or as an online handbook (available on website and BB). While some of the information relates to full time students you will still find that it contains substantial guidance and information relevant to you.

# Modes of Learning



Relating practice, theory and research

In both the taught sessions and the assessed work you will be asked to draw upon evidence from practice, theory and research. You will relate this to policy, educational contexts and your own experiences as a practitioner. You will use approaches such as action enquiry, reflection, discussion and collaboration.

The tension between the need to demonstrate both academic and practical knowledge is mediated through assessed portfolios of evidence and reflective commentaries.

## Choosing your modules

To complete the M.Ed students take 120 credits from taught modules (over two years) and follow this with 60 credits from the dissertation or research portfolio (in the third year). You will be expected to register for 60 credits per year. If you are intending to complete the standard Practitioner Enquiry pathway you can select any modules in any order. If you wish to follow the leadership pathway please see notes on p 9. Students following outposted courses have a common module offer, it is possible to substitute a module with those taught at the university.

Please consider the timetabling of each module prior to selection. This is important in managing your workload. The course is designed with maximum flexibility in mind. Modules are either 40 or 20 credits in value. Teaching sessions for each module are planned to enable attendance and gradual completion of portfolio sections over time. Modules can be taken in any combination and order (as far as the timetable allows) enabling each student to create a tailor-made course which suits their professional needs and interests.

Themes covered in the modules include:

- Innovative teaching and learning, assessment and curriculum design; to help you to develop enhanced learning opportunities.
- Leadership and management: to support aspiring, new and established leaders.
- Investigating learning and teaching; using practitioner enquiry to understand and develop practice.
- Coaching and counselling; for alternative ways to support teacher or pupil learning.

Details of modules can be found on the website at [www.ncl.ac.uk/ecls/postgrad/modules/practitioner/](http://www.ncl.ac.uk/ecls/postgrad/modules/practitioner/)

You should also refer to the calendar for timetabling information.



## M.Ed in Practitioner Enquiry (Leadership)

It is possible to follow a leadership pathway through the M.Ed in Practitioner Enquiry, and exit with this qualification. Please note the following guidance in relation to modules. If you select this pathway your dissertation will be around a leadership theme.

### NPOH route

Most students complete the NPOH conversion module prior to registering for Yr2 and completing taught modules. It is however possible to organise to register for both in the same year – please contact [Jane.White@ncl.ac.uk](mailto:Jane.White@ncl.ac.uk).

- Complete the EDU8130 NPOH conversion module (60 credits)
- Complete EDU8995 Research in Practice (20 credits)
- Complete at least 20 credits from leadership module.

### Non-NPOH route 3 year part-time programme

Over the two years of the taught course you will need to select modules as follows.

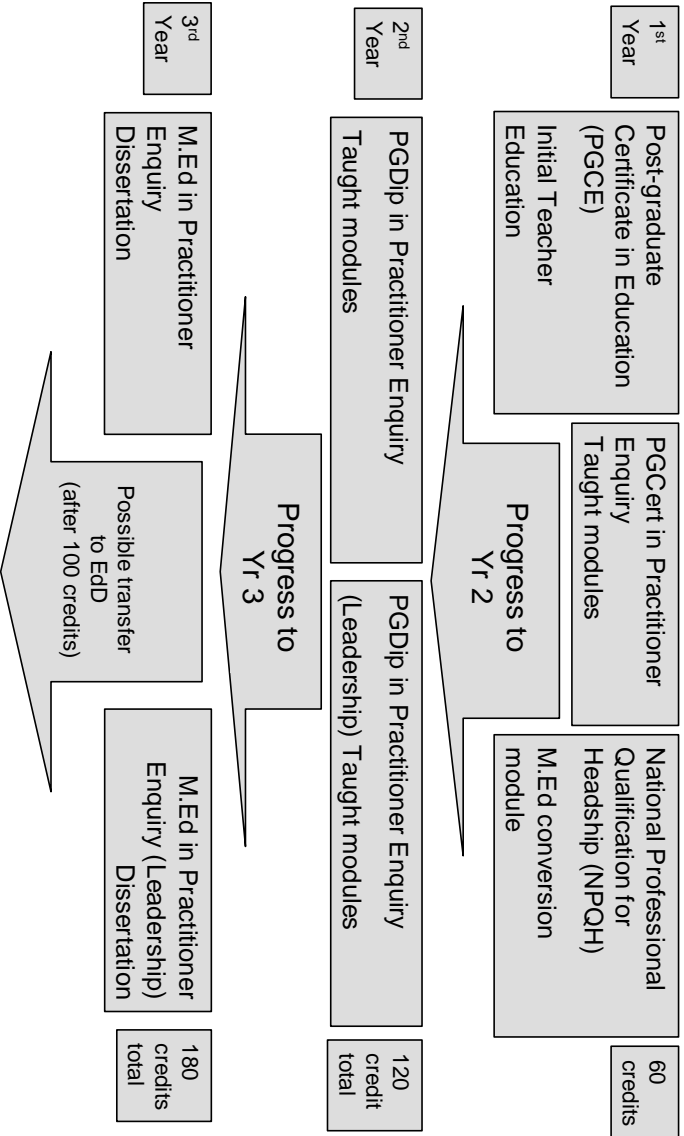
- Complete EDU8995 Research in Practice (20 credits)
- You must complete at least 60 credits from leadership modules.

### M.level PGCE route

If you are entering Yr 2 of the course and have 60 credits from an approved M.level PGCE course you may like to consider the leadership pathway. You are advised that this is most suitable for teachers who have begun to take a leadership or management role in school.

- Complete EDU8995 Research in Practice (20 credits)
- You must complete at least 40 credits from leadership modules.

# Practitioner Enquiry Pathways



Your learning journey

# Communication

We will use the following methods to communicate with you on a regular basis:

1. Use of Blackboard VLE for course announcements, as a repository of resources and discussion board. Access BB via the university home page quick links.
2. Use of university email address for direct mailing of module information, pre-course tasks, updates and administrative information.
3. Telephone calls for urgent messages.

NB. Please note that it is university policy to use only university email accounts when communicating with students. It is therefore essential that you regularly check you inbox. Please also note that you are expected to email us from this address whenever it is possible to do so.

You are advised to direct your queries to the most appropriate member of staff:

- For administrative matters please contact the programme secretary Jane White (see above);
- For information about teaching, learning and assessment please contact the module leader;
- For general information about the M.Ed course or to raise a concern please contact the programme director Rachel Lofthouse (see above).

## Key texts for Practitioner Enquiry:

You are recommended to have access to key texts on practitioner enquiry / action research and/or educational research which are relevant across the modules and dissertation. Good examples include:

Baumfield, V., Hall, E., & Wall, K. (2008) *Action Research in the Classroom* Sage

Hopkins, D. (2002) *A Teacher's Guide to Classroom Research*, OUP

Koshy, V. (2010) *Action Research for Improving Educational Practice*, Sage

McNiff, J. & Whitehead, J. (2010) *You and Your Action Research Project*,  
Routledge

Moon, J. (1999) *Learning Journals*, Routledge Falmer

You are also well advised to refer to appropriate text books on educational research more generally. As well as prompting your own investigation these can help you to make better, more critical sense of educational research literature. Good texts for this purpose are:

Cohen, L., Manion, L., & Morrison, K. (2007) *Research Methods in Education*  
(6<sup>th</sup> Edition) Routledge/Falmer

Newby, P. (2010) *Research Methods for Education*, Pearson Education Limited



## Resources

### The Robinson Library and On-line collection

You are advised to make maximum use of learning resources provided by the university to support your learning, much of your fee goes to maintain these facilities. A major resource is the Robinson library <http://www.ncl.ac.uk/library/>

- Over 1 million books, 10,000 electronic journals (accessed through the library webpages using your ISS password and login)
- Online library catalogue
- Over 2,000 study places and 200+ computers
- Subject specific librarians (for education contact [Linda.Kelly@ncl.ac.uk](mailto:Linda.Kelly@ncl.ac.uk))
- ResIN (Research Information at Newcastle)

Linda Kelly will run sessions for M.Ed students throughout the year providing an introduction to the on-line e-journal resource and use of databases.

These can be booked directly with her ([Linda.Kelly@ncl.ac.uk](mailto:Linda.Kelly@ncl.ac.uk)).  
Dates for 2010/11 are as follows:

- Wed 6<sup>th</sup> October,
- Tuesday 11<sup>th</sup> January,
- Wednesday 13<sup>th</sup> July

All sessions run from 5-7pm in the Robinson library.

Linda will also run drop in sessions in the ECLS resource centre, you will be advised of these via Blackboard and email.

## Resources

### The Education Resource Centre

In addition the Education Resource Centre is in Rm 2.63 KGVI.

- 16,000 items; a comprehensive range of textbooks, workbooks and **teachers' notes for all subjects.**
- digital cameras
- religious and historical artefacts
- educational activities and equipment
- videos, music and spoken word CDs
- software
- puppets
- networked PCs with scanners and printers, a photocopier

As a member of ECLS you are entitled to borrow up to 15 items.  
Telephone 0191 222 7569 or email: [Jannette.Holroyd@ncl.ac.uk](mailto:Jannette.Holroyd@ncl.ac.uk).

### Opening Times

Monday - Thursday: 8.00 am to 6.30 pm  
Friday: 8.00 am to 6.00 pm

The desk is staffed from 10.00 am until closing time. We are also open on some Saturdays during the autumn and summer terms, and during school half-terms. Contact us for details.



Research Centre for Learning and Teaching

[www.ncl.ac.uk/cflat/](http://www.ncl.ac.uk/cflat/)

The Research Centre for Learning and Teaching (CfLaT) is a University recognised research centre based in the School of Education, Communication and Language Sciences (ECLS). Centre events provide the chance for students to engage with researchers of national and international standing. Students across postgraduate programmes are encouraged to take part in research events.

The aspiration of the CfLaT is to be an authority in the research and practice of learning and teaching, life-long and life-wide. We are widely recognised as an effective University partner in developing research-led practice with a growing reputation for pragmatic collaboration and improvement in the field of learning and teaching. The Centre has a strong orientation towards applied research and impact, developed through a range of work exploring a variety of innovations all of which address the educational experience and outcomes of learners.

We believe that collaborative partnerships and equality between the different sectors on which we have impact is essential. We have six key research themes which are underpinned by this philosophy:

- Professional practice
- Learning environments
- 14-19 education
- Visual methodologies
- Innovative pedagogies
- Community Learning

