



MA Addysg (Cymru) Cyflwyniad MA Education (Wales) Induction

Croeso - Welcome



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Llywodraeth Cymru
Welsh Government

Trosolwg: Overview:

- Strwythur cyffredinol y rhaglen
- Trosolwg o sut y cyflwynir y cwrs
- Disgwyliadau ac ymrwymiad
- Lleoliad adnoddau
- Sgiliau astudio
- Holi ac Ateb
- Broad structure of the programme
- Delivery overview
- Expectation and Engagement
- Location of resources
- Study skills
- Q&A

Ble'r ydyn ni? Where are we?

Nodwch eich lleoliad ar y map

Place your location on the map



Cardiff
Metropolitan
University

Prifysgol
Metropolitan
Caerdydd



Llywodraeth Cymru
Welsh Government

Broad Structure

MA Education (Wales)
sits in a common set
of modules across
seven HEIs in Wales

Each module has a
module leader from
the host HEI

Part-time 36 months
(24 months with
RPL/RPEL)

Teaching is blended
through PLP (EWC)
and National
Conference days

Three terms –
selected Drop ins and
National Conference
days



Delivery Overview

Year 1

- Three core modules

Year 2

- Two optional modules
- One core module

Year 3

- Dissertation

Record of prior
learning (RPL)
Level 7 credits
Record of prior
experiential
learning (RPEL)



Expectations

- Professionalism
- Independence
- Time management
- Collaboration
- Continuous Learning
- Research and Critical Thinking

Engagement

- Attendance
- Communication
- Opportunities



Location of Resources

EWC PLP

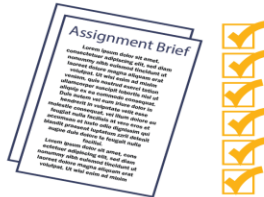
Education Workforce Council
Professional Learning Passport



Asynchronous activities for modules



Recordings of teaching sessions



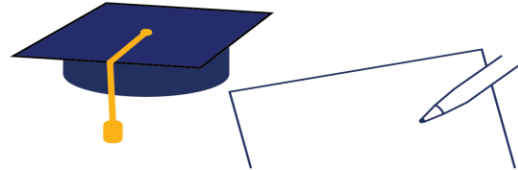
Assignment briefs



Exemplar materials (if applicable)

University VLE

Virtual Learning Environment



Academic support, such as referencing
and level 7 writing



Pastoral support



Assignment submissions



Links for teaching sessions

Study Skills

- Time management and planning
- Read the assignment brief and rubric
- Plan your paragraphs before starting to write your first draft to minimise repetition and to improve the flow of your work
- Search for a wide range of literature
 - Recommended reading on PebblePad
 - Google Scholar
 - University library

Student details	Core strand 1	Core strand 2	Core strand 3	Core strand 4	Assessment Guidance	Saturdays and assessment
Activity 1 Read the article The Dawn of System Leadership by Peter Senge, Hal Hamilton, & John Kania (2015), The Dawn of System Leadership (ssir.org) and consider the capabilities they identify for effective system leaders. Note below.						

scholar.google.com

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Google Scholar

effective leadership in schools

Articles Case law

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ARTICLE

Effective Leadership in Schools Facing Challenging Contexts

Harris, Alma; Abingdon: Taylor & Francis Group

School leadership & management, 2002, Vol.22 (1), p.15-26

“... However, there are relatively few research studies that have focused exclusively upon **effective leadership** practices in such schools...”

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10 Minute Break



The Assignment

The assignment for this module will meet the following learning outcomes:

1. Critically explore effective teaching and key pedagogical concepts, models and theories
2. Critically appraise contemporary pedagogical knowledge and key learning theories
3. Evaluate, select and apply appropriate learning and teaching strategies to specific learning situations
4. Interpret and act upon evidence of learning in your own context
5. Reflect upon their own pedagogic practices and the future teaching opportunities within their professional contexts

To meet these learning outcomes, this assignment is a 4,000 word Portfolio in two parts:

- Part 1:** A collection of articles annotated and linked with critical commentary to show reflection and evaluation of theories, learning and teaching strategies.
- Part 2:** A lesson plan (or series of lessons) and evaluation linked to theory and research.

Marking Criteria	LO
Referencing	
Critically explore effective teaching and key pedagogical concepts, models and theories.	1
Critically appraise contemporary pedagogical knowledge and key learning theories.	2
Evaluate, select and apply appropriate learning and teaching strategies to specific learning situations.	3
Interpret and act upon evidence of learning in your own context	4
Reflect upon your own pedagogic practices and the future teaching opportunities within your professional context	5

Grade Boundaries	LO	Distinction (70%+)	Merit (60%-69%)	Pass (50%-59%)	Fail (0-49%)	Mark
Referencing		4-5	3	2	0-1	
Critically explore effective teaching and key pedagogical concepts, models and theories.	1	14-19	12-13	10-11	0-9	
Critically appraise contemporary pedagogical knowledge and key learning theories.	2	14-19	12-13	10-11	0-9	
Evaluate, select and apply appropriate learning and teaching strategies to specific learning situations.	3	14-19	12-13	10-11	0-9	
Interpret and act upon evidence of learning in your own context.	4	14-19	12-13	10-11	0-9	
Reflect upon your own pedagogic practices and the future teaching opportunities within your professional context	5	14-19	12-13	10-11	0-9	
Total Mark						

AI tools and academic integrity

Your voice, your analysis, and your originality are what count in postgraduate study.

Examples of responsible use:

- Using tools as a critical friend
 - Brainstorm ideas
 - Explore different perspectives
 - Get feedback on grammar/clarity/flow
- Streamline the literature search process

Examples of academic dishonesty:

- Submitting AI generated paragraphs/assignments and claiming the contents as your own.
- Using AI to paraphrase text in an attempt to get around plagiarism detectors

Breakout Activity:

Ask us anything!

In your breakout groups, introduce yourselves and then as a team, prepare two (or more if needed) questions to ask the Programme Directors.

Add the questions to the Padlet and nominate a member of your team to ask the questions on your return to the main room.



https://padlet.com/k_smith21/ma-addysg-cymru-ma-education-wales-i2ii8n4azm07yh0j





Questions?