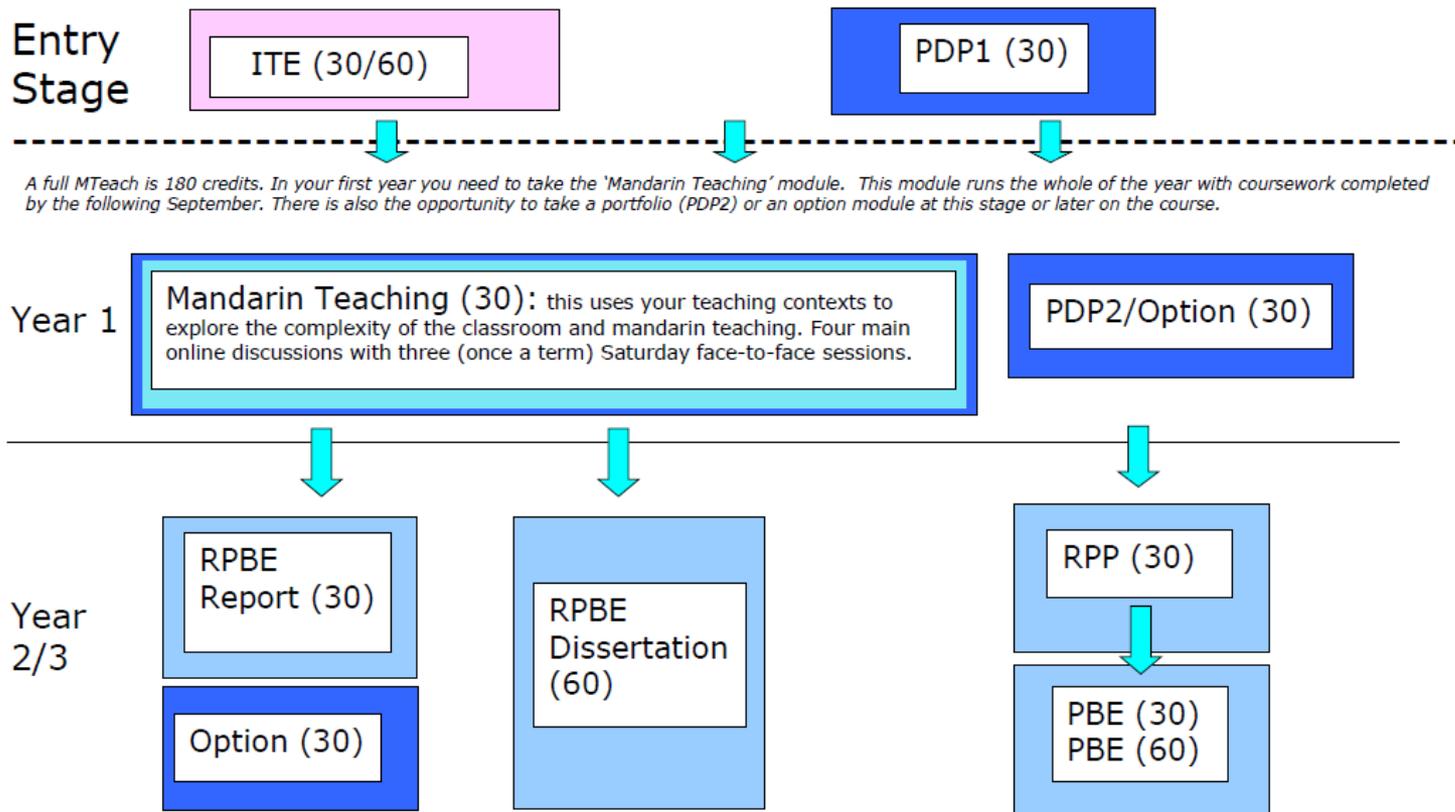


UCL IOE MASTER OF TEACHING (Mteach)



<https://www.ucl.ac.uk/ioe/courses/graduate-taught/teaching-mteach>

Master of Teaching (MTeach): Mandarin pathway



A full MTeach is 180 credits. In your first year you need to take the 'Mandarin Teaching' module. This module runs the whole of the year with coursework completed by the following September. There is also the opportunity to take a portfolio (PDP2) or an option module at this stage or later on the course.

KEY
ITE= Initial Teacher Education **PDP**=Professional Development Portfolio **Option**=30 credit module from IoE offer
Mandarin Teaching=Understanding the Teaching and Learning of Mandarin Chinese in Schools (UTMCH)
RPBE=Research and Practice Based Enquiry **RPP**=Research and Professional practice **PBE**=Practice Based Enquiry

Understanding the Teaching and Learning of Mandarin Chinese in Schools (UTMCH) 2016-17

Sessions at the IOE:

- Sept/October- Induction (twilight)
- Saturday November (all day)
- Saturday Feb/March (all day)
- Saturday June (all day)

Coursework:

- June 'Conference'
- + Peer presentation of 'work in progress'
- + A4 briefing/overview paper
- + evaluation forms (1500 words equivalent)

Coursework for formal assessment:

3500 words with appendices that includes work presented in mid June.

DEADLINE FOR SUBMISSION:
SEPTEMBER 1st 2017

Online discussions (ODs) & tasks

- 1. Starter task**---Posted to your tutor group
 - Pen portrait of yourself for other members in the group, School focused posting
- 2. Planning and developing classroom materials**
Introduce (with examples) how you have planned a lesson and explain why you have arranged your teaching in this way. Read and comment on what you think about your colleagues' planning arrangements
- 3. Managing your class**
Describe a memorable teaching experience in your career (it could be either an interesting lesson, a successful lesson or a rather disappointing teaching experience).
- 4. Testing and Assessment**
Describe and critique how you usually assess pupils and what you think is the most effective method for assessing student progress.

The *Understanding the Teaching and Learning of Mandarin Chinese in Schools (UTMCH)* module is designed specifically for secondary school teachers. Acknowledging the hectic nature of a teaching career it is run over a complete academic year with a mix of online discussions and face to face (f2f) sessions once a term. It uses online group discussion of key issues, with participant's personal teaching contexts being central in this process. See above for an outline of the tasks and online discussions.

Coursework is a piece of work devised to evaluate an aspect of teaching that is of personal and professional interest. The work may represent a personal teaching episode, the interpretation of a key pedagogical issue, or the implementation of a particular teaching and learning strategy. It enables participants to demonstrate critical awareness in evaluating what, why, and how they teach, and their commitment to developing pedagogical and professional skills.

Assessment is split between formative and summative assessment. The formative stage requires participants to run a session with peers towards the end of the module (in June) that focuses on their work in progress (this work counts as equivalent to 1500 words of the coursework). The summative stage is a final report of 3,500 words in length; the material prepared for the formative stage will be included in the appendices.

Face to face session work will include:

Hands-on activities and discussions e.g. designing a lesson/a classroom activity, how to encourage peer assessment and cooperative learning, designing assessment systems for pupil's work, micro-teaching demonstrations and reflection. ***Exploring Pedagogical theories*** e.g. how these relate to aspects of Mandarin Chinese teaching: Tones, Characters, Technologies and Mandarin Chinese, Culture and identities.



Who should study the MTeach?

This course is for classroom practitioners in all phases and sectors, including mainstream and special schools, early years, primary, secondary, post compulsory, adult and community education. The course uses the sharing and critical analysis of professional practice with peers as a central way to gain a deeper awareness of the ways young people and adults learn. Theoretical and professional readings support the situated nature of the course and challenge participants' understanding of how they teach, inviting alternative perspectives and possibilities for change.

What is the role of professional practice in the MTeach?

Participants bring to the course a range of perspectives on teaching and learning, drawn from the diverse educational contexts in which they operate and enriched by their previous experiences in a range of settings. Throughout the MTeach, the sharing and critical analysis of this professional practice with peers is central to the development of deeper understandings of subject knowledge and the ways young people learn.

How does the MTeach take on board the needs of busy professionals?

Participants on the course are all current practitioners who are interested in the classroom as a focus for professional learning. The mixed-mode approach of the course, i.e. the combination of online and face-to-face activities, takes account of the demanding lives of teachers. Importantly, the course provides ongoing support through a stable tutor group system facilitated by an experienced tutor. This interactive environment fosters the development of a 'learning community' based on pedagogical and evidence based practice and the leadership of learning.

What are the key outcomes of the MTeach?

The MTeach provides focused professional development which takes account of constantly changing policy contexts at national, regional and local levels and it provides opportunities to develop participants' subject pedagogy and research literacy. Through the course, participants develop a critical understanding of research into and scholarship of teaching and learning and have the opportunity to reflect on their role in the process of education. The diverse range of assessment opportunities grows out of the work participants produce as part of their everyday teaching duties and includes portfolios, reflective journals and evidence studies.

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Master of Teaching (MTeach)

What is it?

The MTeach is a higher degree that focuses on the professional learning of classroom practitioners at different stages of their careers. IOE has now developed a module specifically for teachers of Mandarin Chinese, which can be taken as a standalone course, or contribute to your MTeach.

Who is it for?

If you are interested in developing your professional practice through sharing and critical analysis, then this course is for you.

How does it work?

The course is taught in a mix of online and face-to-face activities, creating a learning community which takes into account the demands on working teachers.

What are the outcomes?

Participants develop a critical understanding of research into teaching and learning, specifically of Mandarin Chinese, and have the opportunity to reflect on their own role in the process of education.

How do I get more information?

Find out more details on our course page:

<http://www.ucl.ac.uk/prospective-students/graduate/taught/degrees/teaching-mteach>

