



**University of  
Sunderland**

Bell, Jemma, Elliott, Ian, Griffiths, Alison, Hidson, Elizabeth, Ross, Dionne, Sheard, Simon and Wynn, Vikki (2021) IIDL Team Newsletter February 2021. University of Sunderland, Sunderland.

Downloaded from: <http://sure.sunderland.ac.uk/id/eprint/13393/>

#### **Usage guidelines**

Please refer to the usage guidelines at <http://sure.sunderland.ac.uk/policies.html> or alternatively contact [sure@sunderland.ac.uk](mailto:sure@sunderland.ac.uk).

# IIDL NEWSLETTER

INTERNATIONAL  
INDEPENDENT DISTANCE  
LEARNING TEAM

School of Education

Welcome to the first issue!

Volume One

DATE: February 2021



St Peter's Campus, University of Sunderland

WELCOME



# Contents

1

**Welcome from the School of Education**

*Susan Edgar, The Head of the School of Education*

2

**Meet the IIDL Core Team**

*Put faces to the names of the IIDL team*

3

**The impact of Covid-19 on the education sector**

*Lecturer Vikki Wyn and the impact of Covid-19 on the Early Years sector*

4

**The case study coffee shop**

*Dr Elizabeth Hidson presents the case study coffee shop*

5

**Where are our students now?**

*An insight into our previous students*

6

**First day nerves**

*Lecturer Simon Sheard and his top tips for beginning teacher training*

7

**Supporting school mentors**

*An insight into the role of the school mentor*

8

**Mentoring and Coaching postgraduate certificate**

*Principal Lecturer Dionne Ross presents the new programme*

9

**PGCE Education Frequently Asked Questions**

*Senior lecturer Ian Elliott answers some frequently asked questions*

10

**Online research methods**

*Dr Elizabeth Hidson*

11

**Programmes and courses we offer**

*A quick look at the programmes we offer in IIDL*



# Message from the Head of School



Dear PGCE trainees, PPTs, mentors and school leaders,

As Head of the School of Education, I would like to welcome you all to the start of the new calendar year. Whether you are a new starter on one of our programmes, new to supporting trainees, or new to working with the University of Sunderland's IIDL team, I am sure this will be an exciting and fruitful year.



Susan Edgar MA, PGCE, BA  
(Hons) Senior Fellow of The  
Higher Education Academy  
Head of the School of  
Education

I am thrilled to share that recruitment to our IIDL programmes has been strong in these challenging times, and we are very much looking forward to working with you all to train our next generation of teachers, academics, and school leaders.

Working in collaboration with you this year is invaluable to the success of our new trainee teachers. This year promises to be just as “interesting” as the last one for our schools and the School of Education.

As you will see within this newsletter, the team are continuing to be flexible in their approaches to the critical PGCE placement blocks, whether they be face-to-face or hybrid. Working with individual schools, these strategies will enable our trainees to continue to excel and ourselves (as an internationally-focused profession) to educate and support a generation of globally-minded learners.

As we always say in IIDL, learning from a distance does not mean that you have to feel distant. With new tutoring processes in place and burgeoning use of technology, I am sure you will all feel part of the IIDL fraternity this year and beyond.

Thank you for your ongoing support and hard work,



Best wishes  
Susan Edgar





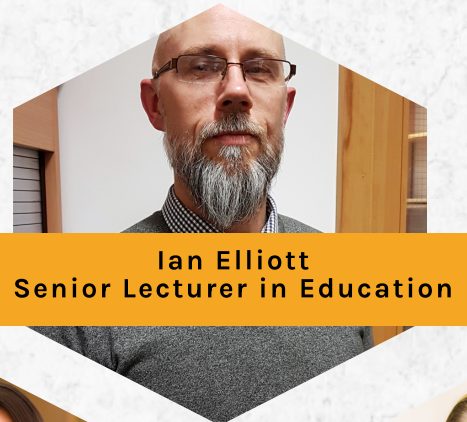
---

OVERVIEW OF CORE STAFF: PGCE EDUCATION AND EARLY YEARS

---

# Meet the IDL CORE Team

---



The IDL core team has recently been awarded the Vice-Chancellor's Team Award with a successful bid for research into video-enhanced dialogic assessment.

---

## Additional Information

### Individual Staff Profiles

Individual staff profiles for the can be viewed in detail at: <https://www.sunderland.ac.uk/about/staff/>

---

# The Impact of COVID-19 on the Early Years Sector



**Vikki Wynn is Assistant Programme Leader for the Early Years PGCE.**

**With an interest in the impact of Covid-19, she presents her recent findings on the impact of the pandemic on the Early Years sector.**

Throughout the pandemic, research related to the impact of COVID-19 has been continuously released (CREC, 2020). It is interesting to read the research that is being produced and to see what is being focused on. Much of the research coming out in the UK has been focused on the impact on the sector in relation to the business models, as a major childcare issue for society (Barbour, 2020). Many settings are private businesses and those that are maintained public nurseries still rely heavily on Government funding. As children have been unable to access the settings, this has greatly impacted on budgets and as a result early years settings in the UK have furloughed 71% of their staff since March 2020 (NDNA report, 2020). With continued limitations, it is likely that many practitioners will face redundancies. Should this happen and the workforce be compromised, this will undoubtedly impact on the quality of provision available to families. Yet, this is not new for the sector and there have been many reports and reviews over the last decade regarding the need to improve investments in the early years workforce. Now, more than ever, it is evident that highly skilled early years teachers will be pivotal in supporting children in returning to school and narrowing the attainment gap.

The limited provision available is also adding to the stresses faced by families throughout the pandemic as they are unable to rely on consistent childcare from settings, but also their own immediate family. Families are then faced with home-schooling (with some very mixed results – speaking from personal experience of this!). Public Health Scotland (Watson et al, 2020) have recognised the significant impact that the COVID-19 restrictions could have on the youngest children and throughout the crucial developmental stage for this age range (2-7 years). The subsequent CEYRIS reports (Watson et al, 2020) indicate negative changes to children's sleep, behaviour, mood, concentration, eating habits and physical activity, which in turn has an impact upon the parents or carers too. This is something that many colleagues, practitioners and trainees have reported during discussions as they explain the challenges faced in settings and schools as children begin their phased returns.

There appears to be many negatives associated with the impact of COVID-19 restrictions, not only on children's development but also for the professionals within the sector. However, I would disagree that it is all so negative. What has been shown repeatedly throughout the pandemic is the resilience of the early years – the professionals determination within the sector to continue providing the best possible opportunities for children in the formats that are available, be this online or in the setting, adhering to the latest updated restrictions on practice. Key components of planning in the early years is the ability to be responsive to the children's needs, to be reflexive in the approach to planning and to follow the child's lead. This, now, more than ever is crucial and something that is evident in settings everywhere. The focus of planning has shifted, in direct response to supporting the children's emotional wellbeing and this is not in the form of a 'contingency curriculum'. It is in the form of a highly skilled, professional workforce doing what they do best and recognising what every individual child's needs. Perhaps now is the time to recognise the significance of the early years and the skill that is involved in delivering such a responsive, child-led curriculum.

It strikes me that we need to celebrate what everyone has been able to achieve throughout this time and the creative, innovative approaches that have been used or developed by teachers to continue supporting children (and their families) throughout the pandemic.

As the Vice Chancellor of the University of Sunderland recently said, 'we are all in the same storm, but not in the same boat'. One universal approach will not work for all communities or all children in all settings. I live in hope that there will be reviews into the wider curriculum (of all stages) and that the value of focusing on the 'unique child' and the wellbeing of every child will be recognised.

## References:

- [Barbour, L \(2020\) Early Years in Crisis: The Impact of the Pandemic on Sector. UK: The Sutton Trust](#)
- [CREC \(2020\) COVID-19 Impact: Early Years Research Round-Up. UK: Centre for Research in Early Childhood.](#)
- [NDNA \(2020\) The COVID-19 pandemic and the early years workforce. UK:](#)
- [Watson M, Sarica S, Parkinson J, Mitchell R, Wason D \(2020\) COVID-19 Early Years Resilience and Impact Survey \(CEYRIS\). Background report. Edinburgh: Public Health Scotland](#)
- [Watson M, Sarica S, Parkinson J, Mitchell R, Wason D \(2020\) COVID-19 Early Years Resilience and Impact Survey \(CEYRIS\). Report 1 – Key behaviours in children in Scotland aged 2–7 years during COVID-19. Edinburgh: Public Health Scotland.](#)



January 2021 | Written by Dr. Elizabeth Hidson

# The Case Study Coffee Shop



## Module EDPM01

In this module we ask trainees to explore what schools do to support students with their wider learning needs. In this first MA module, trainees look not at their own teaching, but at a targeted support process or 'intervention' that the school puts in place to address and support students over a specified period of time and contextualise school practice in relation to legislation, school policy and wider research in education.

With the global shift to online meetings it can be very tiring to keep up. On the PGCE Education course, we thought we'd try to increase the face-to-face communication, but also to bring a bit of fun to our learning opportunities. Take one techie lecturer with a passion for coffee and the next thing you know... we have an online 'coffee shop' meeting. Liz was keen to provide a space to talk about the case study assignment but in a reasonably informal way, so she opened the invitation out to trainees telling them to think about it as being like a quick catch-up in the cafeteria after a lecture.

The Case Study Coffee Shop meets weekly via Microsoft Teams on Wednesdays at 11am UK time during the first MA module. Liz (the module leader) and Vikki (the assistant module leader) take the theme for the week, a roundup of any interesting questions from the discussion board and then provide some additional input on the topic. Keen to hear what the trainees want to know, they ask for questions and work through whatever those issues might be such as clarification on the assignment, details of topics, where to find additional guidance - anything and everything relating to the case study assignment.

Just in case others are busy at that time, the meeting is recorded and uploaded to Canvas for later viewing, which seems to have been a successful approach. Around 50 trainees attend each week, but the video statistics show that each video has been watched by about three times that number.

## Join us if you can!

### Examples of support processes our trainees have selected for their case study assignment

- Primary school learning interventions
- Support for children with SEND of any kind
- Reading and literacy interventions
- Tier 2 or 3 interventions with individuals or small groups
- Early years interventions
- High achieving or gifted children
- Behavioural interventions
- Catch up, remedial or post-Covid interventions

**Dr Elizabeth Hidson is a senior lecturer on the PGCE Education (IDL) programme and a former secondary ICT teacher and deputy head teacher**



# Where are our trainees now?

A snapshot of two recent teacher graduates

## Gregory Pratley



Since completing the PGCE with Sunderland, Gregory has started work as a Grade 2 Homeroom Teacher at a Nord Anglia school in China and recently released a book: Teaching EFL, ESL & EAL - A Practitioner's Guide. Gregory has found a love for writing, especially when writing about education and this has led to regular contributions to TES, one even made it into the magazine print! Gregory is currently awaiting feedback on a research project that he submitted to the Journal of Inquiry Based Activities.

## Mohanalakshmi Rajakumar



Mohanalakshmi Rajakumar did her PGCE in 2018 while based in Doha, Qatar. She used the course to transition from teaching university level writing to becoming a Secondary English and History teacher. Her classes have cross curricular elements of history and English at the Theraid campus of Compass International, a Nord Anglia school. Dr. Rajakumar is an award winning novelist of crime and romance series.

January 2021 | Written by Simon Sheard



# First Day Nerves

**Simon Sheard is a lecturer on the PGCE Education (IDL) and a former primary teacher and assistant head teacher.**

If you're anything like me, your recent social media feeds will have been packed to the rafters with photos of bright-eyed children sporting gleaming school uniforms and perfectly styled hair as they clutch their school bag ready to embark on their first day of school (I have included my own example in the unlikely event that you're new to this phenomenon). This got me thinking: what would it be like if new teachers posted a picture before their first day at school? I imagine it would be the same as my five-year-old: a mixture of bubbling excitement and sheer terror, with an off-camera family member muttering something reassuring like, "Chin up! You'll be fine!"

Due to her accessible, hands-on approach, Sue Cowley is one of the Core Team's favourite writers and in her book *How to survive your first year in teaching* (2009) she describes this first day feeling as 'your stomach feels like lead, you're convinced you're going to be sick and your mouth is as dry as the Sahara desert'. Personally, I remember standing in front of my Year 6 class on my first day with all the contradictory advice I had been given spinning around my head, such as 'be yourself' versus 'don't smile until Christmas'. Knowing then what I know now, I would have taken more time to plan my initial 'assault' and consider the valuable advice offered by Cowley, which includes the following:

- Like spiders and snakes, they're more scared of you than you are of them.
- Have a sense of style, in that you have thought carefully about your teaching style before the lesson.
- Set the boundaries now that are fair, realistic and achievable, focusing on positive rather than negative behaviour.
- Hands up! Get them into good habits right from the word go.
- Relax: as difficult as it may sound, it is important for your own sake and for that of the children not to rush your first lessons.

Adapted from Cowley (2009, pp.7-11)

In addition to Cowley's excellent advice, I would offer my own, which links to the current hot topic of 'mastery' within educational discipline. If we are to agree with the common definition that it takes around one thousand hours to truly 'master' something, be sure not to be too hard on yourself as you commence your teaching journey. You will have colleagues (and possibly a part of yourself) who expect you to be able to run before you can walk, to be a master of teaching straight away. Persist with the strategies you know are the right ones and learn from your mistakes like the true reflective practitioners we all are. And when faced with your next hard decision, remember the words of a former Head teacher I worked for, "If you're not doing it for the students, you're doing it for the wrong reason".



Picture is courtesy of lecturer Simon Sheard

## Recommended Reading

- Bates, Bill (2013) *Learning Theories Simplified*
- Chaplain, Roland (2003) *Teaching without disruption in the primary school: a model for managing pupil behaviour.*
- Cohen, L (at al.) (2010) *A guide to teaching practice*
- Cowley, Sue (2003) *How to survive your first year in teaching*
- Lemov, Doug (2016) *Teach like a champion 2.0 field guide*
- Wright, Trevor (2007) *How to be a brilliant trainee teacher*



# Supporting School Mentors

**We take a look at the importance of the school mentor in the training of our teachers for the teaching practicums.**

The skills a trainee teacher learns during their teaching practicum form the early foundations of their teaching career. These basic yet invaluable skills are the building blocks upon which every teacher relies, no matter how experienced: how to plan a lesson; behaviour management; subject knowledge and pedagogy. Each PGCE (Post Graduate Certificate in Education) trainee completes two teaching practicum as part of module *EDP380 Practice of Teaching*. Whilst the content of this module is overseen and assessed by University academics, the **School Mentor** plays a pivotal role in supporting and shaping the progress of the trainee teacher.

Before applying to join the PGCE Education IDL (Independent Distance Learning) programme, applicants are required to source an in-school mentor as part of their arrangements to teach in a host school. Whilst mentors receive a small remuneration from the University, our trainee teachers rely on the goodwill of practicing teachers to spend time passing on their skills and expertise to the next generation of teachers. The strength of this mentor-trainee relationship is pivotal in allowing our trainees to flourish in their host schools and it is the unique nature of each of these relationships that interested Simon Sheard on his recent visit to Switzerland. Simon spent a week visiting PGCE trainees in international schools across Zurich, Basel and Geneva to observe them teaching and meet with mentors to discuss the progress of their trainees, as well as their own experience of the programme.

Whilst all being qualified teachers, the school mentors in Switzerland are a diverse group who bring a wealth of international experience to their mentoring roles. Simon talked at length with a school principal who shared his vision for the school and why he relished the opportunity to mentor trainees directly. For a trainee teacher stepping into a classroom for the first time, having a mentor who has led schools across the globe to bounce ideas off is a once-in-a-career opportunity. The principal also explained that having the opportunity to invite trainees in to teach was invaluable to the school in that, if a trainee showed the right attitude and drive, they may well be offered a position to begin their full-time teaching career.



*(from left) Mentor Adrian, Primary trainee Anne and Lecturer Simon Sheard*

On the flip side, many of our former trainees are so passionate about the programme that, given the opportunity, they want to return the favour by becoming mentors themselves. Simon visited another school where the mentor, having gained his PGCE from Sunderland three years ago, now felt he could demonstrate the necessary experience to pass on his expertise to a colleague embarking on the same course. For the new trainee starting their teaching journey, this fosters an aspiration that they will soon be in a position where they can begin to contribute to their whole-school community. This cyclical nature of training and mentoring is integral to the running of the PGCE and gives schools the opportunities to invest in their own staff.

The PGCE IDL team at The University of Sunderland have recently spent time investing in the resources and guidance that our PGCE mentors access online to guide them through their experience. These online materials have been refined over many years to support our mentors and assist them to observe, feedback and develop targets in collaboration with their trainee. Essentially, the University supports our mentors to do what they do best. The relationship between a trainee and his or her mentor lasts longer than a teaching practice. It provides the building blocks for a career and every deputy head, department leader and school principal will be able to tell you about their first teaching mentor – and I would bet good money that they'll do it with a smile on their face.



# Mentoring for an IIDL Trainee?

Here at the University of Sunderland we recognise the crucial role school based mentors play in supporting teacher trainees during their training, through to successful teacher accreditation, and beyond the early stages of their careers.

A mentor is a suitably experienced teacher who takes formal responsibility to work collaboratively with the UoS to help ensure the trainee receives the highest quality training. An effective mentor sets high expectations for pupil achievement, models high-quality teaching, and acts as an ambassador for the profession.

International schools that have invested in effective mentoring will support trainees to become high-quality teachers and build their resilience so that they are more likely to remain in teaching once their initial training is complete. Head teachers and providers have a key role to play in the selection, monitoring and ongoing support and training for mentors.

## UNIVERSITY CERTIFICATE OF POSTGRADUATE STUDY IN MENTORING AND COACHING

The School of Education offers the Mentoring and Coaching qualification which is ideal for teachers and educators who would like to gain knowledge, understanding and intellectual skills that they can apply to their teaching position to enhance their careers.

This is a Level 7 programme with the opportunity to be awarded 30 Masters level credits. This module will explore the principles, concepts, theories and models relating to the development of coaching, guidance and mentoring skills, and evaluate the impact these might have on teaching and learning.

Developing supportive relationships, both personal and professional, alongside building an increased awareness of the potential of all learners are key themes within this module.



There will be one weekly session delivered via Teams, beginning 8th March 2021  
For more information or how to apply contact  
Dionne Ross on: [dionne.ross@sunderland.ac.uk](mailto:dionne.ross@sunderland.ac.uk)

The Mentor Standards set out the minimum expectations for those working as a school-based mentor.

## 1 Mentor Standard 1 Personal qualities

Establish trusting relationships, modelling high standards of practice, and understand how to support a trainee through initial teacher training.

## 2 Mentor Standard 2 Teaching Support

Trainees to develop their teaching practice in order to set high expectations of all pupils and to meet their needs.

## 3 Mentor Standard 3 Professionalism

Set high expectations and induct the trainee to understand their role and responsibilities as a teacher.

## 4 Mentor Standard 4 Self-development and working in partnership

Continue to develop their own professional knowledge, skills and understanding and invest time in developing a good working relationship within relevant ITT partnerships.



# Online Research Methods



Elizabeth Hidson is a senior lecturer in the International and Independent Distance Learning Team

The global shift to online learning has also been accompanied by an upsurge of interest in online research methods. Increased access to video calling, as well as greater confidence in the technology means that those interested in research may find it easier to move research into online spaces.

Dr Elizabeth Hidson has been using online research methods in university-based education research for at least the last five years. As a former teacher of Information Technology, with a career-long involvement in educational technology this is perhaps unsurprising. In this short piece, she shares some tips about online research methods. Her article "Internet Video Calling and Desktop Sharing (VCDS) as an Emerging Research Method for Exploring Pedagogical Reasoning in Lesson Planning" has now been published open-access in Volume 5, Issue 1 of *The Video Journal of Education and Pedagogy* DOI: <https://doi.org/10.1163/23644583-00501001>

My own research using online research methods was born partly out of necessity and partly out of choice. At the time, I wanted to be able to get a spread of teachers involved in my research so that I could get a variety of perspectives. That meant a wide geographic spread and complicated logistics, so internet calling was a really good choice. Firstly, it meant that I could interview participants all over the UK without having to drive hundreds of miles. Secondly, as my research was focused on teachers planning their lessons, it meant that I could join them in online sessions at a time that suited them, whether they were planning in the evening or on the weekend, or at school. Internet calling was relatively unobtrusive when the teachers were likely to be using computers anyway for their lesson preparation.

From a choice perspective – all my participants were teaching ICT, Computing or Computer Science and so they tended also to be confident users of technology and not in the least bit worried or surprised to consider joining me in a call and sharing their desktops with me. However, I found that there wasn't a great deal written about online research methods at the time, which I found quite surprising. One researcher I encountered had been using Skype in longitudinal research studies and had presented a convincing case for online methods to be seen as a methodological frontier (Weller, 2015). I decided to redress the balance a little by writing up the methodology of this research so that others would be able to justify their choice of online research method more easily that I was able to at that time, and so the article on video calling and desktop sharing started to take shape.

Under the current restrictions created by the impact of the Covid-19 virus, researchers at all levels of experience are now considering online research methods very seriously, usually out of necessity, being unable to travel or meet face-to-face in a way that would be suitable for research opportunities. Our trainees on programmes of initial teacher education are also Master's level researchers, and they may also be considering online research methods, so I wanted to share three ideas for online research that could be used in our Master's level assignments.

## Video observation

For a Master's level assignment based in schools, we find that sitting in on something that is happening in the school is very common. Lesson observations with field notes are commonly used. However, where teaching has moved online, it is equally possible to 'sit in' by joining an online lesson or session, whether that is happening in school or in a virtual space. Many schools are using a combination of hybrid teaching where the physical location of the teachers and the students are subject to change. If it is possible for a trainee to 'sit in' in this way, or to watch a video that may have been recorded of a lesson or session, then this would be an ideal alternative to the traditional lesson observation they might have used.

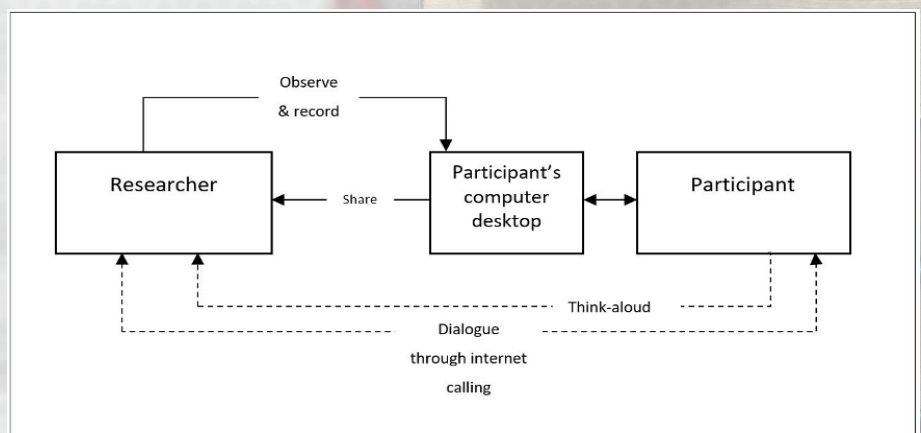
## Video interviews

In the same vein, where once it might have been easy to meet a colleague in the staffroom for an informal unstructured interview, or to arrange an appointment with the school's SENDCo for a semi-structured interview, it is now just as easy to arrange that online. With permission, it is usually possible to record a meeting and of course, we would point our trainees to the ethics involved here – it is never ethical to record a meeting without the participant's permission, and indeed it is courteous to ask permission to make notes.

## Digital artefacts

Another common data collection method for our Master's assignments is to collect artefacts – examples of students' work or useful data showing grades, for example. This is just as feasible in an online space – a screenshot or photo of students' work is easy to share either as digital work or even the person holding up their notebook for a screenshot. Ethically, here, we would always advise NOT to take any photos of children and to redact/hide any identifying features in any data that you are going to include in your work or portfolio.

The challenge with these methods, as with any 'offline' research methods is not so much the practicalities of using them, but remembering to justify why they are useful to help you collect the data you need to answer your research question. It is vital to do due diligence to your research methods reading and to provide references to support why observations, interviews or artefacts are appropriate in your research.



Model of desktop sharing method (Hidson, 2018)



## PGCE EDUCATION

# Frequently Asked Questions

*Programme Leader Ian Elliott answers some common frequently asked questions about the PGCE Education programme*



**For any PGCE enquiries please contact:**

[student.helpline@sunderland.ac.uk](mailto:student.helpline@sunderland.ac.uk)

## What does the PGCE consist of?

The programme consists of two masters level modules (EDPMO1 and EDPM97), a teaching practicum module (EDP380) and a Subject Studies module where you learn how to enhance your classroom pedagogy.

## How much does the PGCE cost?

The tuition fees for the programme are £7500 with numerous instalment options for payments. An initial deposit of £1000 is needed to secure a place on our programme but this is taken off the tuition fee.

## Who will support me?

You will never lack support on our programme. You are assigned a Personal Academic Tutor (PAT) who is your one-to-one support and an experienced teacher. You will also have access to discussion boards, module leaders and your peers.

**[Register your interest here!](#)**

## Can I get QTS with the University of Sunderland if working internationally?

We offer Assessment Only Route (AOR) as an accreditation if you meet the requirements for the Department of Education. This is not a programme or course but a system where we help you gain QTS.

## What makes the Sunderland PGCE different?

At Sunderland, we believe in the need to provide University assessed teaching practices that many other UK based, international PGCE programmes do not have in place.

## What about the impact of Covid-19?

The impact of the pandemic has not stopped our trainees enrolling onto our programmes and we have made adjustments to modules, assignments and introduced a flexible approach to teaching practices.

## Is this for inexperienced teachers only?

We have a variety of trainees on our programme that vary in experience. The programme is designed for all ranges of teacher from fresh out the factory to often those in positions of responsibility. We guarantee that no matter the ability, you will learn something new!

## Will I get access to library facilities?

As a IIDL PGCE student, you will get access to the full library services online and all of our essential and recommended reading is available online. We also have dedicated library staff who can run writing workshops and offer you advice when you need it.

## Is the PGCE Education the same as a UK PGCE?

The University of Sunderland's IIDL Education PGCE runs the same as the UK campus PGCE with the same modules and credits towards a Masters. The only difference is that the UK campus PGCE does result in QTS as this is a UK based qualification.

## How do I apply?

You can apply online at the following website address. You will need to complete all documentation about your school placement and the selection of a school mentor.

## How do I select an appropriate mentor?

To supervise you during your two teaching practicums, you should select a mentor who has teaching experience and ideally has mentored trainee teachers before.

## What if I am not teaching the National Curriculum?

We cater for over 60 countries worldwide and our programme is designed to help you with the curriculum that you are teaching whether that is a bespoke school curriculum, Cambridge pathways and IB curriculum as a couple of examples.



# IIDL Course and Programmes

## [PGCE Education Independent Distance Learning \(IDL\)](#)

The course blends applied teaching theory and practice in three taught modules and one extended teaching practice module. It has been developed so that it can be delivered to primary, secondary and post-16 teachers and to any subject specialism. It is a 36-week full-time course, completed in one academic year which can be undertaken both in the UK and in international settings.

## [The PGCE in Early Years Teaching](#)

is ideal for people living outside of the UK who already work, or have the desire to work, with children aged 0-5. If you want to develop a specialism or further enhance your professionalism in teaching young children up to the age of five, then this course is for you.

## [National Award for Special Educational Needs Coordination \(IDL\)](#)

PgCert completion of this qualification you will have qualified SENCO Status and the understanding to meet the requirements of this pivotal role in school provision. All SENCOs must have this qualification within three years of accepting the role so is ideal for both new and aspiring SENCOs.

## [Special Educational Needs and Disabilities: Leading Provision and Practice \(IDL\) PgCert](#)

This course is for practitioners in the education and care sectors who wish to develop their knowledge and understanding of effective provision and practice for children with special educational needs and disabilities. This course reflects the differing contexts of practitioners across the globe with an interest in working with children and young people with SEND.

## [MA Education \(Independent Distance Learning\)](#)

The content of the course is entirely delivered through distance learning, making it a very flexible way to achieve a Masters qualification. This programme is taught using web-based materials. Many modules have quite open content so that you have the flexibility to pursue your personal interests.

## [MA International Education](#)

is a distance-learning course, allowing you to gain a very well-respected masters degree from anywhere in the world. This degree is ideal for teachers or other educational professionals working in international schools who want to develop their careers.

## [Mentoring and Coaching \(IDL\)](#)

is a Level 7 course for teachers and educators. You will explore the principles, concepts, theories and models relating to the development of coaching, guidance and mentoring skills, and evaluate the impact these might have on teaching and learning. This course will be particularly beneficial if you are currently mentoring a trainee teacher and wish to develop theoretical knowledge.

# IIDL NEWSLETTER

VOLUME 1



**University of  
Sunderland**

If you have any queries relating to the IIDL Newsletter or are interested in working with us to be featured, please contact:  
Jemma Bell  
[jemma.bell@sunderland.ac.uk](mailto:jemma.bell@sunderland.ac.uk)

