

# SOCIAL AND EMOTIONAL LEARNING DIMENSIONS: PRACTITIONER

Duration: 4 months | Delivery: Blended



This module examines social and emotional aspects of learning. In particular, it explores how children's familial contexts, early developmental experiences and consequent attachment patterns, impact on their attitudes to learning, to relationships and to their ability to reach their educational potential.

Participants on this module will be working in schools in socially disadvantaged contexts. By increasing teachers' understanding of the impact of social and familial disadvantage, this module enables participants to better attune to children's behaviours understanding them as communication of emotional states. With increased critical awareness of learning as an emotional experience and of the application of attachment theory to classroom contexts, participants will have an increased ability to respond to children's social and emotional needs as integral to their primary task and not as separate from it.

- Considering the social context of the school and the challenges children face at home and in the community;
- Understanding Attachment Theory;
- Applying Attachment Theory to teaching and learning;
- Evaluating pastoral and behavioural systems and how they take account of attachment relationships,
- Planning for learning which promotes advantage.

## Course Aims

- Critical thinking about the ways in which familial contexts impact on children's ability to access learning and teaching in school.
- A critical knowledge and understanding of the principles of Attachment Theory.
- Knowledge and in depth understanding of the relevance of Attachment Theory to children's learning and social relationships in school.
- A critical and practical understanding of how to create learning environments and offer teaching which takes account of children's emotional and social needs.



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## Delivery

Part-time, Blended Learning (including a combination of online and face-to-face sessions)\*:

- Seminars and taught sessions.
- Online discussion forums/chats.
- Reading with guided reading questions.
- Assessment support with individual tutors via email and zoom.

*\*Please note all sessions will be taught online if necessary, dependent on our Covid-19 alert status and risk assessments.*

## Assessment

Assessment will take the form of a 6000 word critical appraisal of attachment theory applied to either the school or classroom context.

Please note that this course can be accredited or non-accredited depending on individual needs and progression. If participants choose the accredited option they can gain 30 Masters level credits.

## Entry requirements

- First Class or Upper Second Class Honours Degree in a relevant discipline (applications from students who do not hold a 1st or 2:1 Honours Degree (or equivalent), but have appropriate professional experience will be considered).
- Applicants must hold Qualified Teacher Status (QTS) or Qualified Teacher Learning and Skills (QTLS) status or Early Years Teacher Status, or equivalent.

## Progression

Participants may undertake a further 30 Credit Masters level module 'Values and Evidence Informed: Practitioner' and gain a Postgraduate Certificate in Expert Teaching or may progress onto a full Masters.

## Cost

**Tuition fees for Home/EU students:**

**Full Rate:** £866

**Partner School Rate\*:** £693

Group Discounts are also available, contact [pld@hope.ac.uk](mailto:pld@hope.ac.uk) for further details.

*\* A Partner School is any school that has an Initial Teacher Education (ITE) partnership arrangement with Liverpool Hope University and who work with our students on providing school placements.*

## How to apply

**To apply or for more information please contact:**

Tel: 0151 291 3834/3029/3061

Email: [pld@hope.ac.uk](mailto:pld@hope.ac.uk)

[www.hope.ac.uk/pld/educationpld](http://www.hope.ac.uk/pld/educationpld)

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**Visit:**  
**[www.hope.ac.uk/pld](http://www.hope.ac.uk/pld)**