

# FIXED VERSUS NEGOTIATED CPD: ABRIDGING THE BEST OF THE TDA'S PPD WITH THE NEW MTL

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# Overview of the CPD programme at BSU

- A brief background to PPD at BSU
- Learning as process not outcome (Kolb, 1984)
- Flexible design of the Professional Masters Programme (PMP)
- Consultancy, advocacy and negotiated learning – our CPD strategy with employers



# The Adult learning paradigm of CPD

- Assumptions of adult learning
- Kolb's model of learning
- The professional impact of being a researcher
- The Bubb & Earley Framework (2010)



# Leadership and Learning

- The reflective practice ethos of the PMP
- Effective leadership underpinned by reflective practice
- Bollam's (1999) four generic modes of leadership development:
  - Knowledge for understanding
  - Knowledge for action
  - Improvement of practice
  - Development of a reflective mode



# Impact evaluation of CPD

- The TDA's remit – from Ofsted (2004) to the PPD
- Designing and reporting Impact within the PMP
- Five key data sources of impact:
  - Evaluative feedback from partnership schools and local authorities.
  - Impact evaluation reports from all programme participants.
  - Module tutor reports from all CPD tutors.
  - Module evaluation forms completed by PMP participants.
  - External reports linking Bath Spa University CPD provision with partnership schools (this source can include bodies such as CUREE as well as potential school Ofsted reports).



# The CPD National Award for SENCOs

- The CPD National Award for SENCOs
- Why use M-Level to raise SENCO standards?
- Views on SENCO training – so far.....



# MTL and beyond?

- Origins in the Children's Plan (DCSF, 2007)
- The MTL 'rules' – ITT and Regions
- Evaluation of MTL in the southwest
- The MTL 'on hold' – Coalition government
- The future of master's level CPD?



# Early implications of the Education White Paper

- Scholarships for individual teacher's CPD.
- Initial teacher training being centred more in schools.
- University Training Schools (UTS).
- Move back to a more traditional 'O' Level style summative assessment system for GCSEs in schools.
- Can we rise above the agenda? “....*In every age there is a turning point, a new way of seeing and asserting the coherence of the world*” (Bronowski, 1973:20 – from *The Ascent of Man*).



# Q & A

**Any further questions?**

*Contact for a pdf copy of our paper:*

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