



# International Professional Development Association

October 2005

This newsletter is available in pdf format on our web site at <http://www.ipda.org.uk/>

**ipda 2005 International Conference**  
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**Should practitioner research influence policy?** What do you think? See p4

Dear ipda member

Welcome to the first online edition of the newsletter. The new format will include regular features under the headings in the contents column, with the addition of an International News section (when we have some). This should make it easier for members to send contributions or to notify the editor of useful links. Contributions need to be @ 750 words and we will normally not be able to include anything which is more than 1,000 words.

The ipda website is also being reviewed and updated and I propose that some of the aims of the newsletter and web site are:

- To provide opportunities for the dissemination of CPD practice across and between HEIs, LEAs and schools
- To provide opportunities for practitioners new to HE, and in schools, to develop their capacity to carry out research
- To provide opportunities for new researchers to develop their skills of writing for publication
- To provide an arena for critical discussion of policy and practice
- To provide links to other key professional organisations and networks

Let me know what you think.  
Helen Mitchell

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## ipda 2005 International Conference

Continuing Professional Development: Who's Developing Whom?

December 9<sup>th</sup> – 10th, 2005

Hillscourt Conference Centre, Rednal, South Birmingham

If you would like to present a full or short paper, or lead a workshop session, please contact Jim.O'Brien@ed.ac.uk. Further details can also be found on the ipda website: <http://www.ipda.org.uk/>

All conference delegates will receive a complimentary copy of Alexandrou, A, Field, K & Mitchell, H (eds) (2005) *The Continuing Professional Development Of Educators: Emerging European Issues*. Symposium Books.

All members who have written or edited a book which has been published since October 2004 are invited to send details to be included in the conference pack. Please send details to [H.Mitchell@uel.ac.uk](mailto:H.Mitchell@uel.ac.uk)

## The Institute Of Education Seeks The Views Of ipda Members About Teachers' TV

The Institute is a partner in the Teachers' TV consortium, together with Brook Lapping Productions and ITV. One aspect of the Institute's role focuses on facilitating the voice of education (teacher and UDEs) in feedback on the Channel (its usefulness and content) as well as exploring the ways in which Teachers' TV can be used as part of teachers' Continuing Professional Development, both in school and as part of accredited CPD courses. Another aspect of the role is in facilitating and encouraging programme proposals and linking with the production companies to provide them with educational expertise to inform their programmes. There are many research opportunities offered by the advent of this channel, such as its impact on professional development.

Many of you will be familiar with Teachers' TV and indeed may have contributed to its programmes. For anyone who has not yet seen it I would recommend the Teachers' TV web-site [www.teachers.tv](http://www.teachers.tv) In addition to the broadcast programmes and schedules for broadcast, you will find there additional material giving the contextual background. The site is organised around three main areas, the Primary, Secondary and General Zones. Within each zone, aspects of the curriculum and aspects of teachers' role are explored. There are news items, documentaries, reviews of classroom and teacher resources, debates, short programmes on inspirational teachers, materials for NQTs etc. The website also gives details of how to submit programme proposals.

Access to the programmes continues to be an issue, and it is one which the Channel is aware of and is working on. From September (2005) all the Teachers' TV Programmes will be archived on their website, so any programme can be located and downloaded onto a DVD.

As the Liaison Officer co-ordinating the work of the Institute/Teachers' TV partnership, **I would like to invite feedback on the Channel**, together with suggestions for further involvement of UDEs from the 'International Professional Development Association'. The focus for this will be the **annual conference in December**, where there will be an opportunity to share your views on Teachers' TV with other members of the Association. In the meantime, you are most welcome to contact me at any time if there are issues you would like to discuss further.

**Hilary Bourdillon** Liaison Officer, Teachers' TV, Institute of Education.

## Connect – The Network For Those Who Lead CPD In Schools

The GTCE set up the Connect network in response to a need expressed by teachers. It is an electronic network sharing best practice for the purposes of improving the policy, practice and effectiveness of CPD in schools.

The network now has more than 7000 members that represent 1 in 4 schools across the country. Members receive

- a) a termly electronic newsletter featuring the GTCE's CPD policy and project work, as well as case studies, academic research, resources and national developments in CPD. Back copies of these newsletters are available on the GTCE's website.
- b) a monthly email showcasing 'One good CPD idea that works' with back copies soon to be available on the GTCE's website
- c) opportunities to take part in and attend project group events face-to-face events.

The website provides network members and users of the GTCE's website in general, with an opportunity to access an overview of the GTCE's work in CPD. The Connect website provides network members with a range of practical examples of effective CPD in practice.

Network members find the exemplification of Learning Conversations and Peer Observation particularly effective in supporting their leadership of CPD in school:

"This has given me a better understanding of what a learning conversation really is. Hearing about what other schools have been doing has given me a chance to learn from their ideas." Primary CPD leader, Kent

"An excellent starting point for planning the use of learning conversations in my school" Deputy headteacher, Kent.

"We have used the Connect case studies on peer observation to give a structure to our multi-disciplinary work. They have helped staff add a professional development element to the many observations we carry out as part of our work." Assistant headteacher, special school, Surrey

See [www.gtce.org.uk/learningconversations](http://www.gtce.org.uk/learningconversations) and [www.gtce.org.uk/peerobservation](http://www.gtce.org.uk/peerobservation) for more information.

The Connect newsletter also provides network members with an overview of the latest developments in CPD. The newsletter supports the network members by signposting research and resources. Information on national developments from a range of organisations is collated and presented in an accessible way.

"This is the only place I know where all of this information is put together in one place. Thank you Connect!"

All copies of Connect newsletters can be accessed through the website at [www.gtce.org.uk/connect](http://www.gtce.org.uk/connect).

Connect members have used the website to develop their own networks. Members have been put in touch with each other, shared their practice and visited schools around the country. Two teachers from Cornwall visited a teacher in Bristol to develop ideas for mentoring and coaching strategies. All three were contacted by another teacher from Kent after she read about their work. All the network members involved in this "mini network" described how the relationships they developed through Connect supported their own professional development as well as their leadership of professional development in their own schools.

Visit [www.gtce.org.uk/connect](http://www.gtce.org.uk/connect) to see the website for yourself and to complete online registration.

**Chris Foster** GTCE

### ipda Research Seminar: How does Research Influence and Shape Policy Towards Schools?

The first IPDA research seminar was held on 13<sup>th</sup> October 2005. The event was organised by John Nichol and hosted by the Nuffield Foundation. The aim of the seminar was to provide an opportunity for open discussion and debate amongst a group of academics, from a wide range of contexts, whose work centres on practitioner research. The seminar was focused upon the extent to which practitioner research could influence education policy. Presentations were made by four speakers to provide different perspectives on the relationship between practitioner research and policy:

**Philippa Cordingley** from the Centre for the Use of Research and Evidence in Education (CUREE) outlined how the eppi systematic review of published research can select, analyse, synthesise and disseminate research findings to policy makers, CPD providers and practitioners. Philippa argued that using research is a powerful process of professional learning, and that practitioners don't need to do research to be able to use it. Whilst selected practitioners could be involved in the process of systematic review, this does not currently draw upon practitioner research.

**Professor Christopher Day** from Nottingham University talked about the relevance and impact of practitioner research into practice, to inform practice. He argued that teachers need to engage in reflective enquiry if they are to move beyond technical competence within externally imposed agendas, to develop as active professionals engaged in constructing agendas. Chris outlined the challenge to traditional views of research, and to the monopoly of knowledge production in universities, that this view presents.

**Professor Jim Campbell**, Director of Research at the National Academy for Gifted and Talented Youth (NAGTY) outlined an account of the process through which NAGTY are developing a model of practitioner research. The model aims to address some of the areas which are considered to be problematic for PR, in particular, the contribution to knowledge, the security of the methodology, and the evaluation of processes and outcomes. Jim argued that research mentoring and collaborative learning should be a key part of the process, and that PR needs to be better integrated into career development structures if practitioners are to be able to influence the development of practice.

**Hilary Constable**, independent researcher working for the TT/DA, outlined the key features of the TT/DA Research and Development awards. These awards aim to enhance the professional development opportunities of ITT trainers (HEI and school based) through funding research projects which would contribute to the knowledge base of ITT. Hilary argued that PR may lead to professional development and improved practice but would not impact upon policy makers, even if they were aware of the outcomes, unless larger studies could test and replicate the findings.

Three key themes emerged from the discussions which followed the presentations, and there was general agreement on the following points:

#### **Professional identity and practitioner engagement in research**

- The need for PR to become a more central part of practitioner's work, behaviour and how they see themselves
- The need for a professional development agenda which places the process of PR at the centre, and which provides models and structures for a 'bottom up' approach to developing the knowledge base of practitioners
- The need for PR to have more explicit recognition in career structures
- The need for PR to allow practitioners to engage with the broader picture and the relationship between schools and society

### **Critical contributions to the development of knowledge**

- The need for a move away from instrumental achievement agendas and the domination of the standards and inspection agendas in particular so that PR can engage with more than cultural and epistemological reproduction
- The need for PR to have a wider focus than the curriculum and cognitive outcomes
- The need to enable practitioners to have access to, and critically engage with, a wider literature base

### **Validity, dissemination and demonstration of impact**

- The need to move from models of impact which are mechanistic and which drive mechanistic models of practitioner research
- The importance of partnership and networked learning as a means of developing systems through which practitioners can authenticate and validate their findings and make a claim to knowledge
- The need for measurements of impact to incorporate teacher development and their impact upon the schools, as well as pupil learning
- The need for measurements of impact to be long term as well as short term

It was generally agreed that there is too little money invested in the infrastructure and education of practitioners and little national investment in pedagogy for CPD to enable practitioners to engage in research at a rigorous and critical level. The current emphasis upon training and the tendency of the economy to under invest in high level skills and over invest in low level skills, do not bode well for the future development of active and critically engaged professionals. It was clear from the discussion that currently practitioner research has no impact upon policy. Unless funding and infrastructure develop to empower practitioners to become researchers then they will not have any impact upon practice or policy in the future. If practitioners are empowered to undertake research into their practice then both government and higher education need to address the challenge that this will present to the traditional processes of knowledge production and validation.

## **Should practitioner research influence policy? What do you think?**

Please send your views and comments, however brief, to [H.Mitchell@uel.ac.uk](mailto:H.Mitchell@uel.ac.uk) for the Spring edition of the ipda newsletter.

## **The Training And Development Agency Announces Its New Remit**

Schools must recognise that every member of staff matters, says the chief of new Training and Development Agency for Schools (TDA). Schools have been challenged to show how they can improve pupils' lives and achievements by providing more widespread training and development for all their staff.

The Training and Development Agency for Schools (TDA), has now taken over the work of the Teacher Training Agency (TTA) with extra responsibilities to improve training and development for the entire school workforce – teachers and support staff - of around one million people.

### **Ralph Tabberer, the chief executive of the TDA, said:**

“The Government has declared that ‘Every Child Matters’. The creation of the TDA signals that every member of the school workforce matters too.

“Schools are changing, with the number of support staff - such as teaching assistants, librarians and break supervisors – almost doubling over the past eight years. Now we need to make sure those changes result in improvements for children.

“Some schools are outstanding in recognising that support staff as well as teachers contribute to the performance of schools and pupils. They ensure they have training plans tailored to developing the skills and abilities of each individual. Others need encouragement to join this revolution.

“The TDA will work with existing and new partner organisations to help all schools improve the training and development opportunities their staff need to benefit pupils directly. We look forward to the challenge.”

**Schools Minister Jacqui Smith said:**

‘We have more staff in our schools than at any other time and it is vital that the whole workforce has access to the support and training they need to provide better outcomes for our children. The TDA, as part of its new expanded remit, will work closely with schools to ensure that staff have the continuing professional development they need to deliver improvements in teaching and learning.’

**Carol Adams, Chief Executive of the General Teaching Council for England, said:**

“The brief of the new Training and Development Agency for Schools is a most welcome sign of the strategic importance now placed on professional development by government. The GTC(E) believes that it is vitally important for teachers and all school staff to have access to career-long high quality learning and development in order to maximise their potential to help pupils learn and achieve. We look forward to continuing to work closely with the TDA in its focus on professional development and learning to the benefit of pupils.”

The TDA, which is chaired by Sir Brian Follett, will work with the General Teaching Council for England, the National College for School Leadership, local authorities, trades unions and other organisations representing all staff working with children and young people, to take forward the Government’s strategy for school improvement.

Since 1 April 2005 the TDA has encompassed the work of the National Remodelling Team (NRT), which has been leading reforms in schools and teaching, and the way children learn. The NRT’s experience and systems are being placed at the heart of the way TDA will work in the future.

The TDA’s corporate plan for 2005-2008, and further details of the organisation, are on its corporate website, [www.tda.gov.uk](http://www.tda.gov.uk).

**Cliff Jones**

## News from Wales

### **ipda Cymru 2005 Welsh National Conference**

IPDA Cymru held its seventh Welsh National Conference this year in the Dylan Thomas Centre, Swansea. It coincided with the IPDA committee meeting and it was pleasing that so many IPDA colleagues from outside Wales were able to attend.

As usual there are key developments underway in transforming CPD in Wales, many emanating from Welsh Assembly Government initiatives, others from developments emerging from schools, LEAs, HEIs and, of course, the teachers themselves.

Of key significance this year is the development of a national Framework for the professional development of teachers in Wales, led by the GTCW. This was the focus of the IPDA Cymru conference and the timing of the conference was perfect, allowing us to make a contribution to the consultation process for strand 1 of the initiative.

## **A Professional Development Framework for Teachers in Wales**

Gary Brace, Chief Executive of the General Teaching Council for Wales opened the conference with an overview of progress in setting up such a framework. Gary is a frequent contributor to IPDA both to the Wales and to our UK conferences, and he was able to demonstrate the commitment of GTCW to setting up a clear agenda for CPD in Wales. Further information on all developments indicated below can be found on the GTCW website: [www.gtcw.org.uk](http://www.gtcw.org.uk)

Two recent papers lay the foundations for recent discussion on a policy for CPD in Wales:

- “*Continuing Professional Development: an entitlement for all*” (GTCW, 2002)
- “*Continuing Professional Development- The Way Forward*” (Assembly, 2003)

From these, a task group has been set up to consult on a professional development framework for teachers in Wales. In order that the resulting framework should be ‘owned’ by all parties, the task group is representative of all key sectors of education in Wales:

- teachers and head teachers
- teacher unions
- LEAs
- ITET and CPD providers
- the University of Wales as an accrediting body
- Estyn
- the Welsh Assembly Government

The first strand focused on the establishment of a series of professional milestones; the second strand (just beginning) will consult on the recognition of teacher CPD. Strands three and four of the consultation will look at recording and self reflection and the quality assurance of providers.

Although other parts of the UK have already made progress in some of these areas (indeed, the Welsh task group is looking closely at the Scottish model of the Chartered Teacher) a distinctive Welsh framework should emerge from the consultations. It remains to be seen how the framework will emerge in practice and how the coherence of the teaching profession across the UK will be affected by the emergence of individual national developments.

### **Significant issues**

Devising the framework is only part of the challenge. The IPDA (Cymru) conference heard from Peter Harrison, a secondary headteacher, and Andrew Herdman, a senior LEA manager. Both focused on the difficulties facing schools and LEAs in translating the emerging model into reality at a time when falling pupil numbers are leading to major cutbacks in school budgets. Headteachers have to prioritise expenditure, and even those who fully support the concept of professional development are finding it difficult to meet the needs of many of their teachers. LEAs which once had extensive CPD programmes in place are now finding it impossible to cover all curriculum areas and to provide support for the many new initiatives facing teachers. The challenge of the school remodelling agenda presents further opportunities (or difficulties, depending on your particular perspective).

The conference was addressed in the afternoon by Alice Griffith, a primary adviser, and Rebecca Slocombe, a primary school teacher from Cardiff. The focus was Rebecca’s ‘practitioner research’, ‘Yearning to Learn’, part of a very successful teacher researcher programme operating in Cardiff LEA in partnership with Swansea Institute of Higher Education. The proceedings of the day were brought together by Sue Lyle and Ann Birch who chaired discussion groups and identified key issues which were presented to GTCW as part of IPDA Cymru’s response to the consultation document.

The IPDA (Cymru) conference is a key event that brings together a network of colleagues from all sectors of education in Wales. That is IPDA’s strength – it is able to be comprehensive in its membership, objective in its analysis and apolitical in its response.

### **Ken Jones**

Chair, IPDA (Cymru)

# Focus On Dissemination Will Multiply Benefit Of CPD For Teachers In Wales



Cyngor Addysgu Cyffredinol Cymru  
General Teaching Council for Wales

Since 2001, the General Teaching Council for Wales (GTCW) has been responsible for administering a Continuing Professional Development (CPD) funding programme to support the individual professional development needs of teachers in Wales. To date, around 15,000 registered teachers from the 28,000 who are eligible have taken advantage of CPD funding opportunities.

To continue this high level of success, the Welsh Assembly Government has pledged £7.5 million to support the Council's CPD programme for the period 2005-2008, with £2 million available for the current year.

However, the Council is keen to ensure that the new skills and knowledge gained by teachers through the funding programme does not just remain with them as individuals, but is shared with colleagues within the teaching profession in Wales as a whole. The Council has, therefore, set aside £100,000 for the next financial year (2005-2006) to co-ordinate activities to encourage individual teachers to share the outcomes of their professional development activities with fellow teachers.

This "dissemination of good practice" will be achieved through a range of means, such as inviting teachers to speak at national events and the organisation of local and regional conferences, in collaboration with Local Education Authorities and Higher Education Institutions, where teachers will be given the opportunity to talk about what they have learnt and implemented within their classrooms.

For example, four teachers, who have previously undertaken CPD projects, have been selected to present research papers at a symposium session at the UK annual conference of the British Educational Research Association (BERA) at the University of Glamorgan this autumn. Whilst ten teachers led sessions as part of the "Seminar and Training" Programme at the Wales Education Conference in May 2005, the Council has also relaunched its 'CPD Wales' website, which now contains an 'e-journal' search facility on all 15,000 CPD projects for teachers to use ([www.gtcw.org.uk](http://www.gtcw.org.uk)).

One example of a successful CPD project which has been effective in terms of teachers sharing their knowledge and skills involved a group of Early Years to Key Stage 2 teachers in Merthyr Tydfil who formed a "professional development network" to investigate approaches to 3D design, spurred on by a desire to become more confident at contemporary 3D design and construction techniques. "Professional development networks" are groups of teachers funded by GTCW to meet together to share experiences and exchange ideas on a particular subject or issue, which can then be implemented in their own classroom situations.

The Merthyr teachers met for half a day to share their practice and experience and were then given training in simple 3D construction techniques. Once completed, the group was tasked with carrying out a series of six lessons with their own pupils, demonstrating what they had learnt on the course. After a period of three months, the teachers reported back on the outcomes of the project to the network. Many had experienced resounding success.

Lorraine Buck, of the Education School Improvement Service (ESIS), responsible for co-ordinating the project, commented: "As a result of the project a network of schools has been established that talks regularly to share ideas, good practice and skills. The teachers are now more confident with their teaching skills, and can challenge the most able, specialist practitioners. We have produced a network template for other projects and through good quality outcomes have demonstrated a continuum of learning from Early Years to Key Stage 2. Furthermore, we have gathered materials that could be used to produce a publication that could be shared with colleagues across Wales."

Another project which has been effective in sharing the results of teachers' practice, is the 'Learning to learn' course which is a triangulated partnership between Cardiff Schools and Lifelong Learning Service, Swansea Institute and leading psychologist, Professor Guy Claxton. The course has been running for five years, and has benefited 164 teachers.

GTCW covers the cost of the course for the majority of teachers who attend, as well as paying supply cover costs. Course facilitator and tutor, Alice Griffith, plans from now on, to insist that two teachers per school attend the course, thus ensuring that the teachers can continue talking through what has been learnt on their return to school - an immediate way of sharing their newly acquired skills and knowledge.

The course is based on the idea of four key learning dispositions, which Professor Claxton calls the 4Rs: Resilience, knowing how to stick at it; Resourcefulness, the ability to learn in different ways; Reflectiveness, the ability to take stock of your learning, and Reciprocity, or being able to learn on your own or with others. Professor Claxton sees these dispositions as 'learning muscles' which can be exercised and strengthened in the way we exercise physical muscles.

Teachers who attend the course are taught these basic principles and the importance of instilling and developing these life-long skills with pupils as soon as possible. Teachers learn to apply the principles to their individual class situations, in order to create a better learning environment, helping pupils become better learners.

The course promotes the 'Building Learning Power' approach whereby teachers and pupils enter into a dialogue about learning and use the language of learning. Teachers provide a role model by learning alongside their pupils.

Alice Griffith commented: "The course enables teachers to empower pupils to take 'ownership' of their learning, creating less dependency on the teacher by utilising the skills they are developing. The aim is to enable teachers to get away from the traditional 'spoon feeding' teaching method, and develop pupils who are able to think for themselves. Teachers who have implemented this course get more motivated learners who are able to concentrate more, think harder and find learning more enjoyable. They do better in exams and are more enjoyable to teach."

The key part of the course, which is supported by colleagues from Swansea Institute, is carrying out a classroom-based enquiry focussing on an issue in the teacher's own classroom. Issues are wide ranging from encouraging the participation of quieter pupils, to enabling more able pupils to help those who struggle with particular pieces of work.

Sarah Lewis of St Bernadette's Roman Catholic Primary School in Cardiff called her project "On a mission to learn". Focusing on a space theme, she split her class up into groups which each had two 'mission leaders', who were higher ability children responsible for being good role models who conducted a two minute "Mission Update" half way through an activity to keep themselves and the group focused. Sarah implemented a reward scheme, and quickly found that her programme was working. Her pupils became team players, helping each other out with work, and relying on her for reassurance far less.

For Alice Griffith, essential to the success of the course are the built-in opportunities for disseminating the approach. She added: "Teachers are encouraged to make presentations on the success of their projects - whether this be in a school environment to other teachers or to other LEAs or at conferences. Those who attend the presentations can see how the course has transformed the professional lives of the teachers for the benefit of themselves and their classes."

Alice receives many requests for presentations on the 'learning to learn' course. In addition to this, the annual Cardiff Schools and Lifelong Learning Service publication - a compilation of the reports of the enquiries which have taken place - is distributed to all Cardiff schools and sold and distributed to other LEAs within the UK, and even abroad.

She concluded: "The whole process gives children the language to talk about why they are successful learners, rather than a teacher just 'rubber-stamping' a piece of work and saying 'well done'. In a similar way, the course empowers the teachers themselves to talk about their experiences to a wide range of audiences to the benefit of other teachers and children in and around Wales."

Hayden Llewellyn, Deputy Chief Executive of GTCW concluded: "All of this is hugely encouraging. It is now important that in Wales we put in place a means by which teaching practice can be transferred and shared to enable all teachers in Wales to benefit from each other's professional development. We know that the Welsh

Assembly Government is similarly committed and we have commenced discussions with them, LEAs, teacher training colleges, teacher unions and other organisations about how this might be achieved."

To find out more about the CPD dissemination programme or eligibility for the bursaries, please contact the Professional Development Team at the Council on 029 2055 0350 or email [cpd@gtcw.org.uk](mailto:cpd@gtcw.org.uk).

### **Emma Murray GTCW**

An example of practitioner work from the GTCW funded Learning to Learn project can be viewed as a pdf document by following this link: <http://www.ipda.org.uk/>

Tait, R (2004) *A critical reflection of the enquiry conducted in my own classroom to improve children's resourcefulness*. Disseminated through the GTCW.

## **Resources**

### **Practitioner Research Databases**

ipda is seeking to provide opportunities through the newsletter, conferences, web site and the Journal of In-service Education for practitioners LEAs and HEIs to share research and practice. Whilst there are many established channels of dissemination for HEIs, the opportunities for practitioners are limited and often contained within closed networks. Dissemination of practice is a key issue in all the debates around practitioner research, particularly with respect to funding.

In view of this the ipda web site will develop an area which will include:

- A list of links to practitioner research databases
- Guidance for practitioners about using databases
- An ipda members database which includes examples of practitioner research and a brief account of the CPD process /pedagogy through which the research skills and ability were developed (the latter is likely to come from an HEI or LEA tutor).

The aim of this area of the ipda web site is for HEIs to disseminate their CPD practice and to illustrate it with outcomes, as well as for practitioners to be able to disseminate their findings.

### **Using WebCT As A Development Tool For NQTs**

As all NQTs will agree, the Induction year can be very hard work! With this in mind, Edge Hill has tried to ensure that as much support as possible is made available to NQTs to enable them to get the best out of their first year in teaching.

CPD3371 is an online module which gives NQTs access to peer and tutor support and resources via WebCT, as well as providing them with the opportunity for Continuing Professional Development. Two former Edge Hill trainees who completed their NQT year in July, Jenna Ralphson and Lisa Molyneux, found using WebCT and the support it provided very beneficial.

'WebCT has been invaluable in my NQT year. I had regular contact with tutors and other NQTs who were going through the same strange experiences and there was always someone there to answer the questions you wouldn't dare ask your colleagues! In particular, the support I received during Ofsted was essential. I was able to speak to many other people experiencing the same problems, fears and joys!' said Jenna.

Lisa agreed 'It is a good support mechanism. An NQT can be in a lonely position, particularly if you've had good support whilst training. It is good to know that there are other people you can 'talk 'to who are going

through the same 'trial by ordeal'! You can also have a laugh, and a joke and share good lessons and ideas as well as 'disasters' that may have happened.'

Both Jenna and Lisa were PGCE trainees at Edge HILL.

Both teachers see the importance of continuing their professional development as teachers and this is where CPD3371 can help. By submitting evidence from their completed CEDP and a reflective account of their Induction Year, Jenna and Lisa were awarded a Certificate of Professional Development which is worth 20 credits towards a Master's Degree.

Jenna sees the assignment as not only a chance to start working towards a master's but 'it will also help me to reflect and evaluate the past year, find areas to focus on and, in essence, become a better teacher next year. When I wrote my Induction plan last year I wanted to become a Head of Department within 5 years! It sounds very quick but I am ambitious and doing this module will start me on the right path.'

Lisa agreed 'I intend to do the assignment because it will help me to focus on what I have achieved this year. Hopefully, it will help me to identify areas of my teaching which I can improve on to develop my career progression.'

Because we realise that the Induction Year can be a challenging one for NQTs, the assignment is designed to reflect the work already being undertaken and is only completed at the end of the NQT year

Both Lisa and Jenna found the module and WebCT to be extremely useful. 'I would recommend other NQTs to use it as a place to air their opinions [when the staffroom won't do!]. It's somewhere to share your experiences whether good or bad and to know that other people are having similar experiences.' said Jenna. Lisa was in agreement. 'I found that logging onto WebCT did help to keep me going through the year.'

## Useful contacts

### Workforce Re-modeling Trainee Leaflet

A Pdf of the leaflet for trainee teachers on workforce remodeling is available from Jane Balderstone at the TDA: [Jane.Balderstone@tda.gov.uk](mailto:Jane.Balderstone@tda.gov.uk)

### Secondment opportunities for heads and teachers

Find out more about these exciting secondment opportunities by contacting Jana Parker on 024 7641 0104, email [j.parker@hti.org.uk](mailto:j.parker@hti.org.uk) or visit [www.hti.org.uk](http://www.hti.org.uk) and follow the secondments link.

## Quotes and Theories

Let us praise teachers who fill their schools with unfinished stories; know a good story when they see one; tread deep into the underworld for the sake of love; bargain and negotiate; are both spiritual creatures and political animals; are unknowing; have bodies; give seed and birth to carnivals; take part in politics and attendant wordsmithery; develop their governors; are multicultural persons; are midwives of new ethnicities; make images of exuberant and generous beauty; experience dismemberment, yet rejoice and sing.

Richardson, R (1996) *Fortunes and Fables; Education for hope in troubled times* Trentham Books p27.

