



International Professional Development Association

Spring 2009

ipda Annual International Conference 2009

Tomorrows Professionals: balancing the demands of policy and practice'

November 27th and 28th
Paragon Hotel, Birmingham



ipda Ireland one day conference **The Creative Professional**

Saturday, March 21st 2009, 9.15am-3.30pm
St Patrick's College, Drumcondra, Dublin

<http://www.ipda.org.uk/branches/ipdalreland.html> for further details

ipda Cymru National Conference 2009 **Creating learning Communities: Implications for CPD**

Tuesday May 12, 2009, 9.30 – 3.30
The Village Hotel, Swansea

CONTENTS

Annual international conference 2009	2
ipda Cymru	2
ipda in Cyprus	3
ipda prize winners	4
ipda Journal	8

Contact for newsletter contributions:

Helen Mitchell at H.Mitchell@uel.ac.uk

Roger Levy at R.Levy@herts.ac.uk

ipda Annual International Conference 2009

Tomorrows Professionals: balancing the demands of policy and practice'

November 27th and 28th
Paragon Hotel, Birmingham

Welcome colleagues, old and new, to the leading professional development conference of the year. Come and join us in Birmingham for two days of stimulating debate, high quality research reports, critical discussion and the opportunity to share your ideas, issues and concerns with colleagues from many countries.

Education professionals are pressed by new and continuing demands from Governments, Agencies, institutions – and our own aspirations. What do these mean for what it is to be 'professional'?

We develop professional practice and learning – yet often assess it in traditional ways designed for other forms of learning. It is time to move on. But how, is the question?

Supporting practitioner learning is at the heart of what we do - why do communities of practice and blended learning have so many advocates? Sometimes we are so responsive to the demands of 'standards' that we lose sight of practitioners' experience of the curriculum of their professional development.

Changes are happening across Europe. How significant are they for tomorrow's professionals? Should new curricula enable professionals to work at Master's level, - as the UK Government intends teachers in England to do?

We may not change the world but we shall go away knowing that there has been a full and frank exchange of views and that old friendships have been renewed and new friendships created.

Please go to the ipda web site for booking and paper registration forms. You will also find a series of short video interviews of delegates and **speakers** identifying what they felt that the 2007 ipda conference had meant to them.

<http://www.ipda.org.uk/conferences.html>

ipda Cymru



Congratulations to Ken Jones who has been awarded a personal chair to recognise his work in Wales in Education in general and in CPD in particular. Ken has been lead editor of the Journal of In-service Education since 2002 and has been actively involved in IPDA for many years. He was instrumental in setting up IPDA Cymru and is retiring as Chair of IPDA Cymru this year.

Ipda Cymru National Conference 2009

Creating learning Communities: Implications for CPD

Keynote address: **Imagination in Education** by Professor Kieran Egan, Simon Fraser University, Vancouver

“Kieran Egan is has one of the most original, penetrating, and capacious minds in education today.”

Howard Gardner, author of Multiple Intelligences: Theory in Practice

ipda in Cyprus

‘Action Research – The Prospects of a Professional Development Tool’ Seminar Report

Ipda and the European University, Cyprus jointly ran a seminar at the European University in October 2008. Delegates were invited from a wide spectrum of educational contexts including local schools of all levels (primary, secondary, vocational), universities (European University Cyprus, Frederick University, University of Nicosia, University of Cyprus, Open University of Cyprus) and related professional organisations. The event provided a unique opportunity for education professionals fulfilling a range of roles across the public and private sector to meet together. The aims of the seminar were to explore the use of Action Research as a tool for professional development and school improvement, and to consider the value for Cyprus of establishing a professional development community (ipda Cyprus) for education professionals.

The outcome was generally positive, and identified some interesting key issues which need to be further explored. In particular the relationship and differences between public and private sector education, the locus of power and responsibility in ipda Cyprus, and issues around the recent attempt of government to change the history curriculum and the approach to how history should be approached and understood.

The even wider debate about Cypriot identity is itself concerned with the same kind of questions and thoughts that have been raised in relation to a professional development community:

- Who should belong?
- What should structures of power and decision-making look like?
- How should perceptions of difference, injustice, fears and emotions be addressed, and to what end?

A professional development association is not going to provide answers or solutions but it could provide a mechanism through which education professionals can be empowered to find their voice and the voice of the children and young people they work with, in considering the national identity.

A full report of the seminar and data relating to the outcome of activities to explore the value of setting up ipda Cyprus, what the aims and ethos of such a regional group would be, and whose interests it could serve, are available on the ipda web site.

Ipda prize winners 2008



Midwheb Leader gains award for innovative Service to Professional Development

Bernadette Clinton, has been awarded an International Professional Development Association fellowship award for long term work in education. Bernadette is pictured here receiving the award from Dr Ian Terrell of Middlesex University.

Bernadette has for two decades led innovative professional development in the London Borough of Enfield and been a leading figure in developments well ahead of their time.

In the early 1990s she was a leading member of Enfield's "appraisal, assessment and evaluation" team, which promoted the notion of school self evaluation and the link between assessment, teaching and school development. These preceded the current trend by about 10 years!

She also created and led a credit bearing induction programme for newly qualified teachers which foreshadowed the soon to be created Masters in Teaching and Learning programme recently announced by the government. The programme contained in depth development of teaching and learning, action research and critical reflection.

Her more recent work has involved creating the "Global Dimension to the curriculum - International Links" programme, which she has led in conjunction with North London Schools International Network. She links this with the promotion of Comenius projects and Teachers International Professional Development tours. Recent professional development visits have been organised to Spain, China, and the Caribbean. A large number of Enfield Schools have achieved the International Schools Award under her encouragement and guidance.

In combination with Bernie Ashmore she has led and developed the very successful and popular "Developing Teaching and Learning" module which is an innovative programme dealing with developing creativity, assessment for learning, and higher order thinking skills. The workshop sessions regularly model teaching approaches used in classrooms.

Bernadette has also been a mainstay of the Enfield led "middle leadership and management" module.

She promoted the links between Enfield local authority and Middlesex University and was a founder member of what has become "Midwheb Partnership for Professional Development in Education". She was awarded the title of Visiting Academic at Middlesex as long ago as 2001.

In the past she managed programmes offering alternative routes into teaching including the Licensed Teacher and Overseas Trained Teachers Schemes and the Graduate and Registered Teachers Programme.

Her publications, again emphasising her being in advance of her time, include in 1992 "Voicing the Views", published in *Managing Schools Today*, a piece on student voice long before that term was popularised, and "Planning Student Involvement in School Development: In-house materials for Teachers and Students" (1994 Framework Press). She is currently working on a book for CILT, the National Centre for Languages called "Leading the Way: Coordinating Primary languages".

Director of Professional Development at Middlesex University, Dr Ian Terrell said that IPDA, the leading association for Professional Development in the world, had chosen an unsung hero who was always ready to support teachers in their professional development, and to work collaboratively with partners.



Erika Lovelady Prize

Marie Stephenson

Marie Stephenson is currently completing her Masters (MSc) in Educational Management and Leadership at the University of Worcester. Her dissertation is innovative in a number of dimensions and is based on her work with visually impaired students. The work is an excellent analytical study which charts the impact of the development of a specific practical innovation (Aromadrop) on their learning experiences and raises the implications of creative interventions for management and leadership. She achieved a distinction in the study which was marked by two colleagues internally and was very strongly supported by an external examiner. The comments below provide a detailed account of the rigorous nature of the work which is successful on both practical and conceptual levels.

The dissertation demonstrates a sophisticated understanding of innovation processes and organisational development which is reflected through a multi dimensional analysis that integrates a comprehensive and diverse range of literature including substantive leadership and management elements. The discussion is well structured with clear objectives in terms of the presentation of the dissertation, its methodology and the analysis of the issues of innovation and leadership.

The extent to which literature has been accessed and integrated is highly commendable and reflects a passion for, and openness to, new ideas, concepts and theoretical constructs. It is also encouraging to see significant critical evaluation of concepts and frameworks within the literature especially in relation to the extent to which they are applicable to the processes of managing innovation and to practical contexts. In these senses the claim of the dissertation to “measure itself against the literature” is well justified.

Methodology was considered on a number of different levels embracing both philosophical and epistemological debates in addition to practical considerations. Considerable knowledge was demonstrated of potential methodological paradigms resulting in a persuasive case for the adoption of a hybrid model which embraced an action research philosophy and qualitative and quantitative elements. Data collection was very extensive and very efficiently organised using a range of data processing techniques and instruments. The subsequent analysis also reflects a conscientious approach and a commitment to rigour which generated validity. A thoughtful awareness was shown of the ethical implications of how the research was conducted and due consideration was given to the visually impaired context. Encouragingly the methodology section also linked very effectively to the overall issues within the dissertation enhancing its coherence and relevance.

The level of detailed analysis in a number of dimensions was very impressive and convincing. At times Marie’s enthusiasm is palpable in the writing and transmits to the reader very effectively resulting in very high levels of reader engagement. A key feature of the writing is the interspersing of personal reflections and observations throughout generating interest and providing evidence of high levels of critical reflection and deep engagement with the analytical and methodological issues. Overall the dissertation is an impressively rich and critical study that is tightly referenced to the literature. It is amongst some of the best pieces that I have ever marked.

Vincent Russel
Head of Centre
Centre for Management, Leadership and Post Compulsory Education

Abstract

What are the management and leadership implications of pedagogic innovation in a visually impaired setting?

‘People, society, technology, eco-systems do not stand still. Organisations cannot stand still either. Those that wish to thrive, or even survive, have to change in tune with the society around them’ (Handy and Aitken, 1990, p 102). This warning no longer applies exclusively to the commercial sector; educational establishments must also

fight for their market share. They need to find new, more diverse ways of attracting, and retaining students whilst simultaneously sustaining their competitive edge.

The specialist residential further education college for the visually impaired used in this study has achieved success by enabling an accessible curriculum through creative and innovative pedagogic practices. Indeed this research follows one such innovative project, and whilst it examines the impact of a specific innovation; namely the Aromadrop, its explicit intent is to discover which management and leadership tools are key to the successful implementation of new ideas (Tidd, Bessant and Pavitt, 2000).

Data were gathered from a diverse populous both inside and outside the organisation. The methodological instruments selected included questionnaires, interviews, focus groups, and a telephone survey. They were carried out on a respondent sample chosen from past and present visually impaired student aromatherapists, other innovating colleagues and finally a percentage of UK mainstream further education colleges. The overall methodological design is so diverse that it is easier to simply categorise this epistemological concern as action research, rather than specify one particular paradigm.

Indeed, it is only possible to establish the management and leadership implications of pedagogic practice because the action research elements of critical reflection and self-evaluation have been supported by extensive analytical scrutiny. Through these processes it was hoped that ways could be found to ensure that whole-organisational learning could take place where the identified innovative activity would be fully appreciated by senior management, in the apparent absence of coherent strategic and process capabilities.

The role and importance of organisational culture is explored and offers a tantalising glimpse of the fertile conditions with which to stimulate creativity. This research also offers a unique insight into the social and educational world of the visually impaired; where frank and honest opinions celebrate the student voice, and serve as a reminder that *all* educational providers are not yet embracing equality of opportunity. Bespoke education must be put back on *every* agenda, pedagogic innovation is not just for the specialist educational sector; it is the wider responsibility of every individual, at every level, in every educational establishment.



Symposium Books Prize

Christopher Mort

Christopher Mort is an MA student at Swansea Metropolitan University and has just submitted his MA dissertation which will go through the examining board in December.

Chris is a Police Officer who works full time as a Schools' Liaison Police Officer. This means he works in 3 comprehensive and 30 primary schools to teach part of the Personal and Social Education curriculum. This curriculum includes cultural diversity issues. Five years ago Chris's concern about the racism experienced in Swansea amongst young Muslims led him to make a DVD about these experiences to raise awareness and tackle prejudice and racist attitudes in schools. The DVD showed that biological racism was the predominant kind of racism experienced by Muslim pupils in schools at that time. In 2007, concerned about the rising levels of race crime linked to Islamophobia Chris initiated a project with the Muslim community to make a second DVD on the experiences of young men from 16-25. This included some of the young people who were interviewed five years ago. This DVD will be targeted at pupils and teachers in Key Stage 3 and Chris is currently writing teaching materials to accompany the DVD.

For his MA dissertation has analysed the interview data collected for the DVD and provides a penetrating insight into the lives and experiences of these young men. His approach to analysis is ground breaking as he has used the relative new methods of narrative analysis to better understand the stories of his subjects. His analysis is made stronger because of his extensive reading for his literature review which brings together theories of identity construction, racism, and the impact of the media to provide a unique survey of diverse theory. He intends to continue with his studies to PhD level.

Chris is a remarkable student. He left school with 2 GCE's and served an apprenticeship to become an electrician. He later joined the police force and worked in various positions as a police constable and has spent the past 6 years as a SPLO. He joined Swansea Met to study for a Graduate Diploma in Education as part of a cohort of police officers without experience of academia. He achieved a distinction in the GradDip and went on to study for his MA where he has also achieved a distinction in all his modules. His MA dissertation has been recommended for a distinction to the examination board. He provides an insight into the lives of young Muslim men rarely seen by a police officer. In making a DVD about the lives of these men he has shown his commitment to challenging racism in Swansea through education. He will use the DVD to lead anti-racist training with teachers and fellow police officers. His conclusions show that despite the recommendations of the Macpherson Report and the Parekh Report, little has changed for ethnic minorities and has actually got worse since 9/11. The voice of a white, male police officer carries great weight amongst fellow officers and the schools, teachers and pupils with whom he works. In addition his commitment to promoting racial equality has earned him the trust and confidence of the local Muslim community.

I cannot speak highly enough of his integrity and commitment to working for social change in the field of racial diversity and his determination to make his academic studies of practical significance for a new generation of Muslims in Wales.

Sue Lyle, Swansea Metropolitan University

Abstract

MA Dissertation: Title: An investigation into the construction of identity of Muslim men

The aim of this small-scale qualitative research is to see how young Muslim men construct their identity in the current climate of Islamophobia. The research has focused on the lives of five young Muslim men, all of whom attend a support centre, which gives advice to young men from ethnic minority backgrounds. The literature review has encompassed the media, racism, masculinity, gender, religion, multiculturalism, identity, and family and has discussed recent issues such as the conflict in Iraq and how these events have affected young people. The reporting of events by the press has also been discussed, as have the different ways that racism has been purported against a background of sensationalism by some areas of the media. The research found that although some Muslim young men are being racially abused within schools, a shift has occurred whereby adults are often openly being racist towards visible members of the Muslim community, fuelled I believe by inaccurate and sensationalist media reporting. This dissertation will call for more training and awareness to be carried out with public bodies including the Police in an effort to address some of the injustices that are seen to isolate some members of the Asian community.

Institute for Learning Prize

The IfL have agreed to sponsor and ipda prize for a trainee/teacher currently registered, or who has just completed training in the previous academic year, on a PCET teacher training programme at a UK institution. Details of how to submit applications for this prize are available on the ipda web site. <http://www.ipda.org.uk/>

Please visit our web site for up to date information, additional reports, discussion and photographs. <http://www.ipda.org.uk/>

The ipda journal has changed its name to 'Professional Development in Education'.

A special edition of the journal has been planned for 2009 (35.4) Professional Development of Teacher Educators. Please contact Ken Jones (ken.jones@smu.ac.uk) if you are interested in submitting a paper for this edition.

Four issues a year with ipda membership


From January 2009

Journal of In-Service Education

will have a new title

Professional Development in Education

The official Journal of the
International Professional Development Association (IPDA)



Volume 35, 2009, 4 issues per year
ISSN: 1941-5265 (online) 1941-5257 (print)

Editor:
Ken Jones,
Swansea Metropolitan University, UK

Professional Development in Education is a fully refereed international journal that publishes original contributions on the subject of continuing professional development in its widest sense: initial preparation as it affects induction; mentoring and coaching; professional learning; management and leadership of continuing professional development; the analysis of local, regional and national policies relating to CPD; and the work of Higher Education, advisory services and training and development organisations in supporting and promoting CPD.

Contributions comprise scholarly discussion of new issues, reports of research in particular areas, reports of developments and contributions to debate on continuing professional development. Although the main focus of articles in the Journal is likely to be teacher education, we welcome contributions which discuss the policy and practice of CPD in other professions where the focus of the article is professional learning.

www.informaworld.com/pdie



International Professional
Development Association



Routledge
Taylor & Francis Group