

COMPASS

PROFESSIONAL DEVELOPMENT

No.2

OPPORTUNITIES FROM THE NATIONAL UNION OF TEACHERS

NATIONAL UNION OF TEACHERS

**professional
development**

putting teachers first



COMPASS

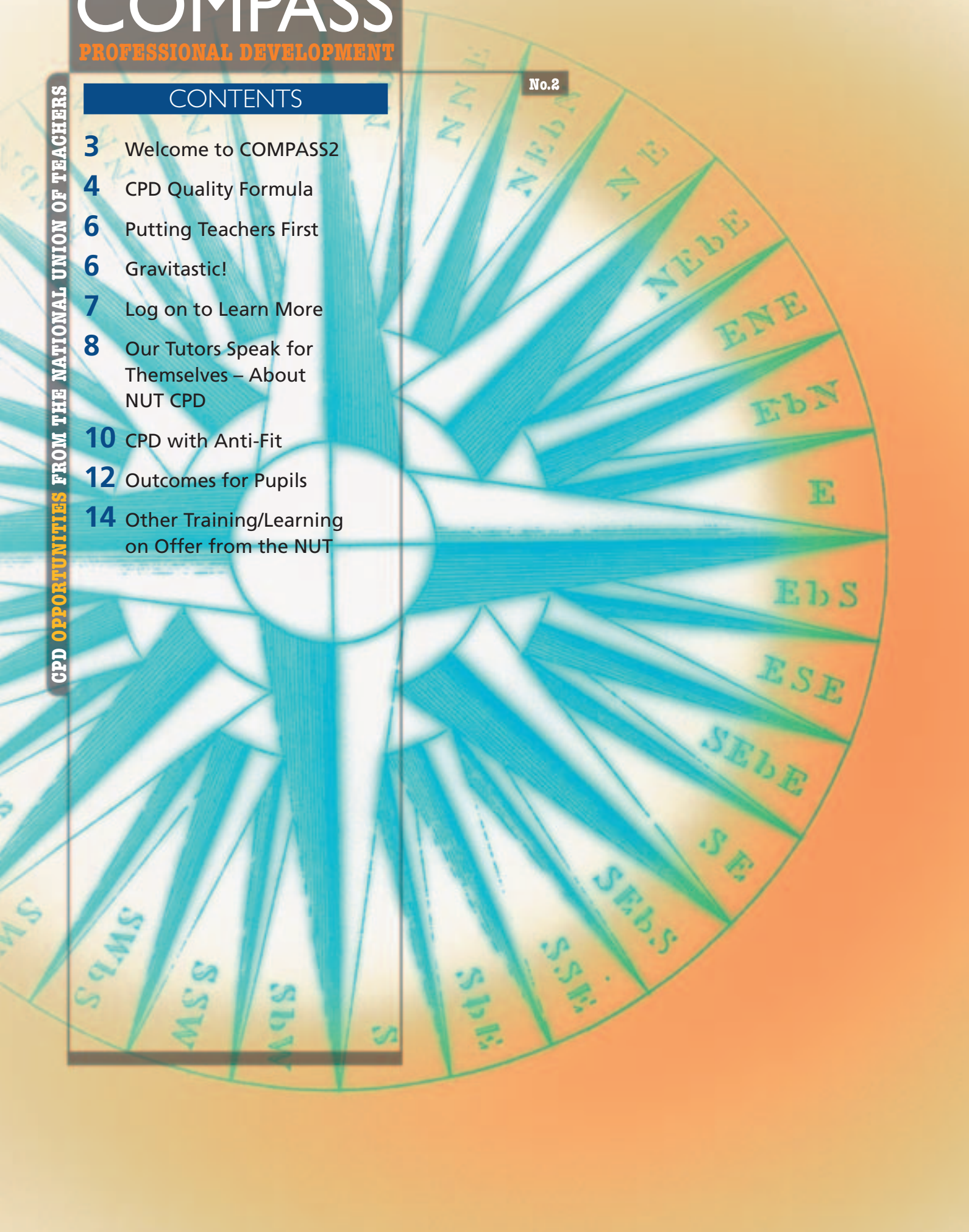
PROFESSIONAL DEVELOPMENT

No.2

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CPD OPPORTUNITIES FROM THE NATIONAL UNION OF TEACHERS



Welcome to COMPASS 2

The provision of Continuous Professional Development (CPD) is union work. The National Union of Teachers is committed to supporting teachers' work at all stages of their careers – professional development is now an essential element of that support.

Our Professional Development Programme is growing in breadth and depth. The NUT is now a significant CPD provider. This issue of COMPASS will make more teachers aware of this service we provide. It will encourage NUT members and other colleagues, throughout England and Wales, to take up the high quality learning opportunities available. All teachers are welcome, including head teachers and other members of the Leadership Group; part-time and supply teachers; experienced teachers and those in their early years in the profession.

As well as supporting individuals, we aim to contribute to the growth of knowledge about teaching and learning across the teaching profession. The development of the programme has been informed by a major review¹ of research, commissioned by the Union, about the impact of CPD on teachers' work in the classroom. That review showed that collaborative and sustained approaches to professional development – which we prioritise – have a lasting and positive effect on teachers' practice. Piloting, evaluating and listening to participating teachers have helped us to provide high quality. The best way to help pupils is to help teachers and the programme, therefore, addresses a wide spectrum of pedagogy in respect of skills, curriculum content and child development

COMPASS2 shows how the NUT has advanced in its provision of CPD. I am proud of the ways in which the Union is opening doors to more members and other teachers to benefit from our ever-widening range of learning opportunities. Whether you are a full or part-time teacher and whatever your school, situation, role or length of service, the NUT's CPD Programme can significantly help you in your classroom and your career in teaching.

Why not apply today!



STEVE SINNOTT
General Secretary



¹ EPPI/NUT Research Review: The Impact of Collaborative CPD on Teaching and Learning (2003)

CPD QUALITY FORMULA* (and strategies we use to measure up)

- Published aims
- Informed by research
- Defined audience
- Pre-course questionnaires
- Prior knowledge valued
- Current education policy/thinking

R = RELEVANT

- Attendance in pairs
- Peer coaching
- Linked partners
- Appreciative enquiry
- Networks

C = COLLABORATIVE

$$\text{BETTER CPD} = R \times [C+S] \left(\frac{V}{\pounds} \right)$$

S = SUSTAINED

- Initial plus follow-up seminars
- Action planning with 'check ups'
- Opportunities for accreditation/professional recognition
- Chatrooms
- Reports for other teachers
- Planning for further development

£ = COST

- LOW
- Some free to members and travel expenses
- Reductions for pairs
- Not-for-profit

*Otherwise known as the 'Stainton Equation' (2005)

ALL CPD CAN BE ASSESSED USING THE FORMULA – W

“Teachers are expected to interpret a fast changing world for the most impressionable and constantly learning members of our society; whilst also passing on traditional knowledge, skills and culture. They deserve continuing professional development designed to meet their needs. They can get that from NUT CPD Programme.”

Steve Sinnott

- Conducive to learning
- High standards of food and accommodation
- Mealtimes and breaks valued
- Stoke Rochford/local hotels

V = VENUE

(Learning Culture and Environment)

e = EXPERTISE

- Tutors = leaders in field
- Track record of working well with teachers
- Up-to-date knowledge
- Respect for prior experience
- Interactive style

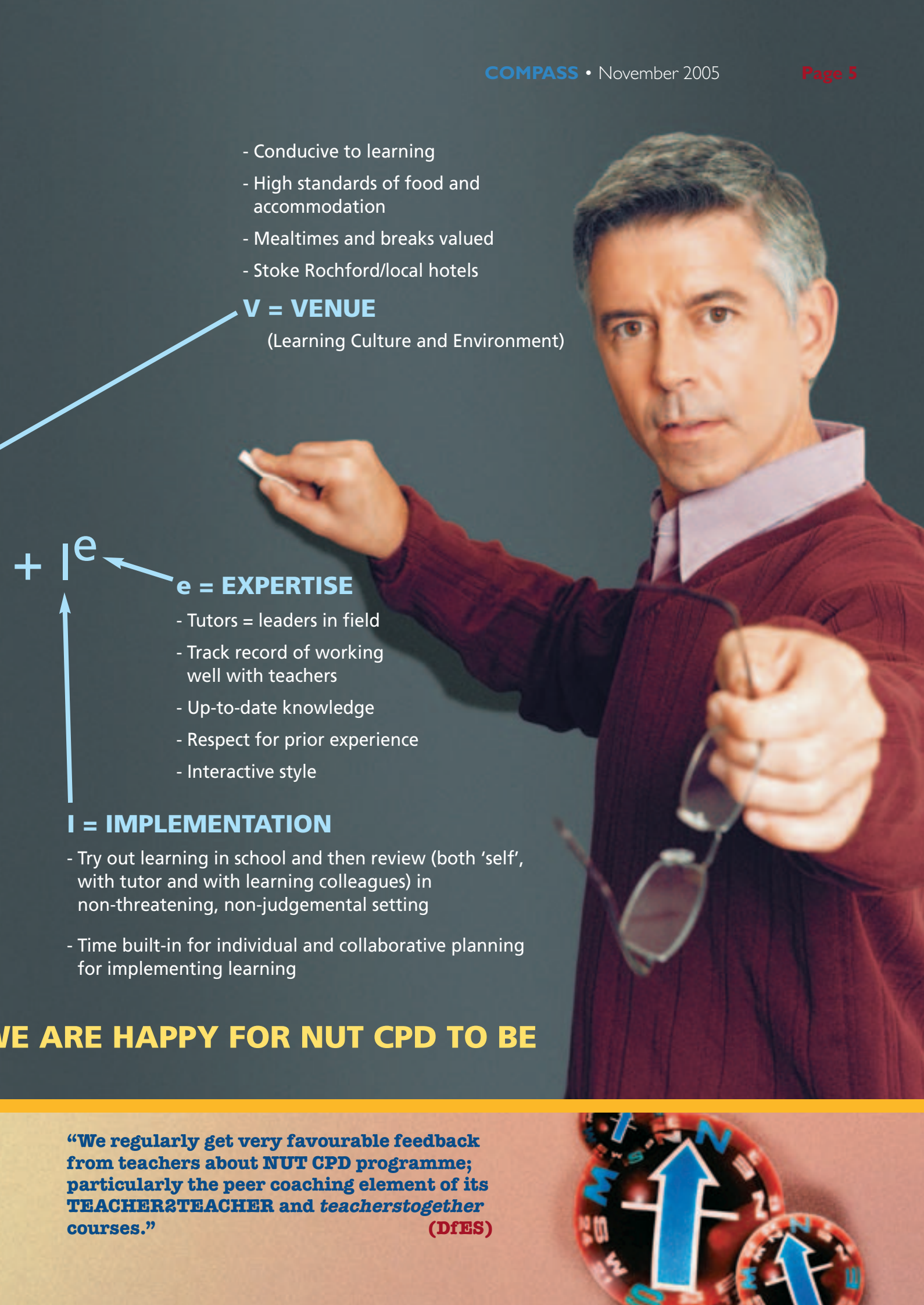
I = IMPLEMENTATION

- Try out learning in school and then review (both 'self', with tutor and with learning colleagues) in non-threatening, non-judgemental setting
- Time built-in for individual and collaborative planning for implementing learning

WE ARE HAPPY FOR NUT CPD TO BE

“We regularly get very favourable feedback from teachers about NUT CPD programme; particularly the peer coaching element of its *TEACHER2TEACHER* and *teacherstogether* courses.”

(DfES)



PUTTING TEACHERS FIRST

It is the participating teachers and their colleagues and schools that should benefit from a programme of professional development. The NUT's programme meets that yardstick.

It was gratifying when a recent study² found that professional development provided by trade unions is often rated (by teachers) more highly than that staged by private companies. The NUT's CPD Programme has always aimed high – for excellence and enjoyment!

As a teachers' organisation, we put the needs and interests of teachers first. We are neither bound by orthodoxies nor required to 'deliver' any agenda – either political or educational. Our not-for-profit status allows us to focus on proven good practice and invest in the quality of the learning experience. Our awareness of teachers' work and the 'preciousness' of time away from the classroom ensures that we take care to get things right.

The NUT is uniquely able to create a "no-threat, no-blame" culture, thereby, maximising learning. We value teachers' prior knowledge and experience and seek to strengthen professional judgement.

As educators themselves, teachers rightly expect high standards of preparation and delivery from tutors. We expect the same. Our tutors are our most vital partners.

We also value partnerships with organisations. With the Centre for the Use of Research and Evidence in Education (CUREE), for example, we were the first to promote peer coaching systematically; leading on to our seminars developing effective mentoring and coaching in schools. Leadership courses for black and minority ethnic teachers in partnership with the National College for School Leadership and our link with the HCD Trust to take forward our work on 'Pupil Voice' are further examples of effective learning partnerships.

In partnerships with the Institute of Education, London, and the GTCE's Teacher Learning Academy, we offer, respectively, accreditation and 'professional recognition' to participants.

The Union is open to new partnerships – for example with local authorities – wherever the combination of expertise benefits participating teachers.

Having decided to provide a model of what high quality professional development should be like, we take that role very seriously. Amongst the teachers' organisations, the National Union of Teachers is the leading provider of a coherent, high quality professional development programme. We are determined to remain innovative, reliable and providers of excellent value in respect both of cost and of teachers' time.

John Bangs

Assistant Secretary
Education and Equal Opportunities, NUT

GRAVITASTIC!

NUT CPD Programme has serious intent – to have a lasting and positive impact on teaching and learning.

As Philippa Cordingley³ said in the first edition of COMPASS, we aim to:

- start from what teachers know and can do already;
- focus on classroom evidence;
- stimulate and support school-based learning by providing external expertise; and
- incorporate sustained opportunities for participants to experiment with and apply new approaches and teaching strategies in their classrooms.

At the launch of the CPD Programme in 2000, 'hallmarks' were adopted to guide its development. These focused on:

- providing 'no threat, no blame' learning opportunities;
- aiming to inform and enhance teachers' professional judgements;
- emphasising the value of teachers learning from other teachers;
- continuing to learn from evidence about teaching and learning and successful CPD;
- responding to teachers' own career development needs and aspirations – maximising relevance;
- developing partnerships with experts and other organisations with CPD expertise; and
- building on teachers' participation in the programme by establishing networks and providing extension professional development opportunities.

These continue to be our guiding principles.

Reinforced by emerging evidence from research and ongoing evaluations from participating teachers, the hallmarks have led to the TEACHER2TEACHER, *teacherstogether*, Teach'n'Chat – and other approaches such as scholarships for pairs of teachers – which ensure the high quality of our CPD Programme.

Richard Stainton

Co-ordinator, NUT CPD Programme

² 'An Enquiry into CPD for Teachers', by Dr Sandra Leaton Gray – Esmee Fairbairn Foundation (April 2005)

³ Philippa Cordingley, Director of the Centre for the Use of Research and Evidence in Education, who continues to act as an independent consultant to the programme.

“We expect our tutors to provide engaging and interactive learning experiences which are tailored, as much as possible, to the needs, expectations and aspirations of participating teachers. We invite participants to complete pre-course questionnaires and tutors use an ‘appreciative enquiry’ approach when participants share and discuss how they have implemented new ideas and strategies in their classrooms.”

NUT CPD Programme Promotion

LOG ON TO LEARN MORE

www.teachers.org.uk/cpd

DETAILS OF PROGRAMME

Themes, dates, venues, etc.

[Click Here](#)

* **TEACHER2TEACHER**

Pairs of teachers attend initial and follow-up two-day seminars and use peer coaching to support school-based learning



* **teacherstogether**

Individual teachers attend two-day seminar plus one-day follow-up. Email/telephone LINKING between participants to back up implementation in school.



* **Teach 'n' Chat**

An initial seminar; a dedicated 'chat room' and a follow-up seminar to review and share learning.



* **One-Day Conferences and Seminars**

CPD Conferences, Leadership Seminars, ONPupil Seminars, 'TWENTY-FOURS' (Extended overnight seminars)

TEACHING THINKING SKILLS

[Click Here](#)

* **Selected resources – books, websites, etc.**



* **'Investigating Thinking Skills'**

Stories of teachers' classroom investigations.



* **By Teachers for Teachers**

Reports about teaching thinking skills by teachers awarded NUT and Best Practice Research Scholarships.



* **'Spotlight on Learning'**

Pupils becoming researchers.



* **CREATIVITY EXCHANGE**

Summaries by teachers of their classroom creativity projects. You can add yours!

DISTANCE LEARNING

[Click Here](#)

* **Teachers' Stories**

Practical approaches to valuing cultural identity and diversity.



* **A to Z of Peer Coaching**

Guidance on non-threatening mutual observation and feedback (also known as co-coaching).



* **The Guide to Literacy Resources**

Annually-updated guide from the National Literacy Association (Sponsored by NUT).



* **The Impact of Collaborative CPD on Teaching and Learning**

Report of NUT/EPPI Research Review.



* **Reports from Professional Development Conferences**



* **'Relearning to Learn'**

Advice for teachers new to teaching children from refugee/asylum seeking families.

IT'S JUST A CLICK AWAY

"NUT CPD programme has been praised by a succession of Government ministers and key figures in the education service. Thousands of participants to date, almost without exception, have rated very positively their learning experiences, the quality of our tutors, the venues we use and our organisational/administrative expertise."

John Bangs





Our Tutors Speak for Themselves – about what NUT CPD Programme offers to participants

How to Develop Effective Mentoring and Coaching in Your School

Every now and then, ideas and processes have a 'moment in the sun'.

Just such a positive mix of research, evidence, schools' priorities, resources and demands of teachers has come together to support the development of mentoring and coaching as a means of enhancing teachers' learning. Teachers contributing to each other's professional learning, using questioning and active listening and developing shared language about teaching and learning are central to successful professional development.

Philippa Cordingley

Creativity Across the Primary Curriculum

Creativity has re-entered our classrooms! Partnerships with creative practitioners and the cultural sector are growing again.

Regardless of how much experience you have in nurturing

creativity, this course has something for you. It's practical and draws on research and current policy to define creative teaching and learning. Peer coaching, within the TEACHER2TEACHER framework, provides a perfect environment to take learning forward, in a sustained way, in the classroom.

Anna Craft

Teaching Modern Foreign Languages in Primary Classroom

As well as informing participants of the latest developments and requirements in primary MFL teaching, this course aims to inspire confidence in teachers who may feel unconfident, out of touch, or daunted by the prospect of setting up modern language teaching in school. We include demonstrations and evaluations of commercial and homemade materials, and updates on current teaching practice and requirements and official documentation. Discussion sessions allow course-members to discuss ideas and concerns with the tutors and each other.

Amanda Rainger and Yvonne Lickerish

Come Rain, Come Shine – Outdoor Play in the Foundation Stage

- Fresh ideas for outdoor play.
- Developing a deeper understanding of why outdoor play is important.
- Encouraging enthusiasm.
- How the philosophy of outdoor play in Sweden links with the Foundation Stage principles.

Participants audit their current practice and resources and action plan for further development, emphasising the crucial roles of adults and teamwork in developing appropriate outdoor play and learning.

Sally Atkinson and Gill Roberts

Behaviour Support; EPs and SENCOs; Multi-Agency Working

Our 'behaviour' courses, in addition to *content* and *our specific audience*, pay significant attention to the processes of teaching and learning. Our work is underpinned by the belief that teaching, learning and behaviour are inextricably linked to each other and to emotional development. We also encourage participants to reflect on their personal experiences as well as their professional practice.

With its emphasis on collaboration and mutuality, the *teacherstogether* approach leads to a real impact on practice.

Paul Howard, Giles Barrow and Pete Hrekow

"I learned that by being more aware of my language /actions I had more general alertness to the way in which I was teaching. This reinforced my consistency."

Gillian Reddock



Learning Through Drama

Teachers can have more autonomy in the classroom, by developing creative approaches to teaching the curriculum. Non-specialists can use drama techniques and strategies to enhance teaching and learning in literacy and/or maths. Learning through drama harnesses children's natural instinct to play, gives the child more responsibility for their learning, makes the curriculum more relevant by putting the learning in a human context, enables connections between the affective and the cognitive, and motivates children to learn.

Jane Holden

Making Effective Interventions in Pupil Behaviour in the Classroom

Understanding→informed action→better behaviour→building success

I do not demonise children; and nor do I assume they are always the problem.

Behaviour is linked as much to the curriculum and teaching methods as it is to the individual. Behaviour is a 'moral issue', not just a management issue. This course enables teachers, of all levels of experience, to increase their understanding of the issues and work together to make their interventions more effective – thereby changing the school life experiences of themselves and young people.

Rob Long

Valuing Cultural Identity and Diversity

We handle controversial and sensitive issues. We create an atmosphere of mutual trust and respect, which allows participants to consider and confront their own experiences, prejudices and assumptions. The *teacherstogether* format provides an admirable framework for developing the insights, attitudes and the capacity for risk-taking, that antiracist teaching requires as well as building up positive, practical approaches for primary teaching and learning.

Robin Richardson

Playful Teaching in the Foundation Stage and KS1

I aim to deepen understanding about how young children learn through play. Educators are helped to develop observational skills and use insights to improve resourcing of and provision for learning through play.

The TEACHER2TEACHER format encourages co-workers to attend and this allows discussions about current provision and resourcing to be explored in non-threatening ways, in the light of new ideas. Course participants engage in the true spirit of action-research, showing real excitement at what they have learned, and sharing creative and practical ideas.

Pat Broadhead

Personalising Learning in Primary Classrooms

- Plan and implement teaching for personalised learning in the classroom.
- Use strategies for teaching thinking.
- Undertake a whole school review of personalised learning.
- Engage in, share and evaluate chosen, practical, classroom research.

Participants are inspired to try their own plans for personalisation in their classrooms and return to share and discuss these.

Personalised learning enables pupils to exercise voice and choice, it also gives teachers their own voice and choice in teaching.

Robert Fisher

Equal Access to Promotion?

This programme supports black and minority ethnic teachers in going beyond the barriers and focussing on the opportunities that exist for those who feel a strong call to leadership. Racism has a pervasive and corrosive impact, particularly if its negative messages undermine our sense of who we are, what we are capable of and our potential for making a significant difference. But it is not the only narrative of our experience; many of us live powerful and joyful lives in parallel worlds beyond racism. Involving exemplar BME senior school leaders (and the expertise of the National College for School Leadership and NUT) I use an appreciative inquiry approach to provide a positive and affirmative learning environment. Participants can discover what their leadership potential is and the gaps they need to fill in their professional and personal development to ensure that potential is achieved.

Jan McKenley

Integrating ICT Across the Primary Curriculum

Teachers want to create an exciting and effective learning environment. Their enthusiasm is infectious and the magic of their imagination generates fun and pupil engagement that guarantee learning.

Our course is based on the same principles! Teachers work together on short classroom projects that are realistic and which focus on each teacher's particular needs.

**David Benzie and
Bridget Shillaber**



“By focusing on the positive and channelling energy rather than challenging it, our classrooms benefited. We began to view pupils not as vessels to be filled, but candles to be lit.”

**Benjamin Poole/Mark Lewis
(Improving Behaviour in the Classroom)**

CPD WITH ANTI-FIT

NUT CPD Programme values and builds on participants' prior knowledge, skills and experience.

Our core focus is on what best promotes learning for all pupils – strong on evidence but free from orthodoxies – transcending the latest initiatives. We don't even own a straight-jacket! Our fundamental aim is to inform and enhance teachers' professional judgements.

These direct quotations from participants' documentation summarise their own learning.

"I learned that it is important to make pupils independent learners. If this is to be a success, they must be aware of the learning objectives and criteria for assessment."

Caroline Frawley
(Assessment for Learning)

"I learned that children need to be involved in their learning and understand its purpose. The positive benefits of analysing a situation, being as objective as possible, and of proactive management."

Christine Taylor/Brenda Ellacott
(Making Effective Interventions in Pupil Behaviour in the Classroom)

"I learned to encourage children to celebrate and share diversity – not shy away from that role."

Gillian Watts
(Valuing Cultural Identity and Diversity)

"I learned that the children had good questioning skills that would provide a basis for further development. We could be more flexible and prepared to go in unexpected directions. We found things out about the children that we may not have appreciated if they had not been given opportunity to explore creativity."

**Alison Cordier /Helen Caplin & Su Wilkins
(Developing Creativity Across the Primary Curriculum)**

"I learned that children enjoy using props plus activity and movement. To keep up momentum by doing a little each day."

Mandy Ray/Tina Baines
(MFL in Primary)

"We learned that observing play gives a good insight into children's ability, creativity, leadership, friendship group, etc. We learned the importance of using time effectively for observational purposes, learning to intervene less often."

M Dorlin & T Dunn
(Playful Teaching in the Early Years)

"We learned that time management is essential for planning and preparation. We experienced the advantages of watching someone else teach the same lesson and then reflecting together. In some teaching and learning situations it is beneficial to allow choice."

Therese Worrall & Helen Whittaker
(Personalising Learning, Primary)

"I learned to be more confident and more adventurous in what I asked children to do. Working in a cross-curricular way cuts down the time spent on each individual subject and brings them together in a more relevant way."

**Bridget Parker / Alison Harris
(Integrating ICT Across the Primary Curriculum)**



PARTICIPANTS SPEAKING ABOUT THE OUTCOMES FOR THEIR PUPILS

"Our pupils are now more able to solve their own problems, take risks more easily to improve their learning. Improvements in behaviour and mutual respect."

Liz Depper & Helen Harding
'Personalising Learning'

"Increased thinking and understanding of Lady Macbeth. Children more willing to work together positively. All on task, no behaviour problems. Better understanding of properties of 2D shapes focussed on."

Michael Kelly/Lynne Startin
'Teaching Thinking Skills'





"Children certainly made progress when able to make their own connections and work together. Behaviour was good – purposeful enthusiasm."

Helen Calpin & Sue Wilkins

"Generally, acting gave most of the children a greater depth of understanding of the characters and the story. Self-esteem was increased through collaborative work on adjectives and using imagination in stories."

Yvonne Marsden
'Developing Creativity'

"They developed a basic understanding of databases; as well as setting up and accessing an e-mail account. There was improved communication with pupils asking questions and finding out about others."

Baljit Kaur

"The children were really excited by using the cameras and watching slide shows. Their observational skills improved and the conversations in the role-play area were very animated."

Barbara Adams
'Integrating ICT Across the Primary Curriculum'

"I learned that short and frequent visits to thinking skills seemed to have most impact. I began to see more opportunities for incorporating 'thinking' into maths and science. The importance of sitting back and being less instructional; but this is a fine balance as some children require support/intervention".

**Jackie Cox / David Wells
(Teaching Thinking Skills)**

NUT TRAINING PROGRAMME



FREE and EXCLUSIVE to members of the NUT.

The NUT's training courses can help you and your colleagues to:

- develop your skills and knowledge;
- meet the challenges you face at work; and
- learn about NUT policy.

All courses take place at Stoke Rochford Hall, the NUT's residential education and training centre, set in the tranquil Lincolnshire countryside.

To find out more, ask your NUT representative for the brochure *Your NUT Training Guide* or visit www.teachers.org.uk. You can enrol online or contact us at training@nut.org.uk.

UNION LEARNING REPRESENTATIVES



Union learning representatives (ULRs) operate across the trade union movement, promoting learning opportunities to their colleagues and changing lives.

Since 2002 the NUT has been developing a network of ULRs with funding from the Union Learning Fund (ULF). NUT learning representatives operate at division level in their local authority or at school level in their own school or in a local cluster of schools.

The NUT organises a five day residential course to train ULRs in their role. Their role is varied and includes:

- advising colleagues on learning opportunities and sources of funding;
- carrying out learning needs surveys;
- organising local courses and events;
- promoting the NUT's national training, continuing professional development (CPD) and ICT skills for teachers programmes;
- working with local authorities on CPD provision.

Interested in taking on this challenging role? Please contact the NUT learning representatives' project office at NUT Headquarters on 020 7380 4754/4780 or email learning.reps@nut.org.uk

We look forward to welcoming you to the growing network of NUT learning representatives across England and Wales

“I notice that self-esteem in boys is being raised. Pupils are developing a positive attitude to work. Oral skills and vocabulary are developing. Reading scores are improving. They are genuinely taking pride in their work. They are providing each other with support to further improve a piece of work. Pupils are beginning to accept constructive criticism.”

Gayle Major
‘Assessment for Learning’



Don't keep NUT CPD to yourself

Tell a colleague

For further details of
NUT's Professional Development
Programme
(and application forms)

e-mail: nutcpd@nut.org.uk
website: www.teachers.org.uk/cpd
Phone: 0207 380 4719
Fax: 0207 387 8458

OR post to:

CPD Programme
Education & Equal Opportunities Department
National Union of Teachers
Hamilton House
Mabledon Place
LONDON
WC1H 9BD

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putting teachers first



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