Joint involvement in designing and delivering school or consortia based CPD.

Parts of this work could be accredited at Masters level.

“Working with fellow students has been the highlight of this course.”
Case study

The Senior Management Team at School B identifies problems with CPD arrangements, recognising that one-off events and the impact of visiting specialists is limited and temporary. In conversation with university tutors the management team devises a year-long plan – with the possibility of extending this – in an attempt to embed a culture of enquiry and research within the school. Seven focus areas are identified and a series of cross curricular group meetings planned throughout the year, culminating in a celebration event in July. One university tutor is assigned to each focus group.

The school visits the university, en masse, on three occasions during the year. On the first of these the university establishes its role as a critical friend whose function is to gently challenge accepted ideas and plan ways to develop activities in the light of this. On the second occasion a consideration of how approaches to action research can bind the work of the seven groups takes place. The third occasion is the celebration event with presentations of what has been learnt and accomplished.

As well as contact on the three days in university, phone and email contact is maintained and university tutors visit some focus group meetings at the school.

Some individual teachers choose to have their work accredited at Masters level through the submission of a written review of what they have done, including a literature review and a rationale for their research design.

Contact

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