



The Chartered Connection

from the Chartered College of Teaching

Autumn 2022 edition



Welcome to the first issue of 'The Chartered Connection', our new termly publication for members of the Chartered Status community. Our intention is that this publication will not only keep you informed of new developments and opportunities to contribute to the work of the Chartered College of Teaching, but that it will provide a stimulus for your ongoing professional learning and development, and an opportunity for us to platform and celebrate the achievements of our Chartered alumni.

Each term we will spotlight a different Chartered Status assessment; we'll also publish past submissions and case studies from teachers and school leaders to disseminate their work more widely. We are keen to receive suggestions for our 'top reads and recommendations' segment (page 6) and hope that you will perhaps consider contributing to a future issue - see page 2 for details. There will be more opportunities to connect with Chartered colleagues in the coming months as we launch Chartered Teacher Journal clubs (page 3), but in the meantime, don't forget that you can get in touch with us via charteredteacher@chartered.college and connect with the wider CTeach community via Twitter using the hashtag #CTeach.

Katy Chedzey, Head of Professional Learning and Accreditation

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Get in touch:



charteredteacher@chartered.college



chartered.college/charteredstatus

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Upcoming opportunities

Leading Equitable Schools: Case studies



The Chartered College of Teaching, funded by the Charity of Sir Richard Whittington (part of the Mercers' Charitable Foundation), is developing an online course for school leaders on Leading Equitable Schools scheduled for release in March 2023.

As part of the course content, we are looking to publish case studies across a range of settings, including early years, primary, secondary, special schools and alternative provision settings, in the following areas:

- Principles for leading a diverse, inclusive school
- Engaging the school community
- Leading diversification in the curriculum
- Assessment and pedagogy for equity
- Supporting the recruitment, retention and progression of a diverse teaching staff
- Policies and practices that promote and celebrate diversity

We encourage the submission of case studies in a range of formats, including:

- audio file (5-6 minutes)
- video (5-6 minutes)
- written form (750-1,500 words)

The deadline to submit your interest is 16 October 2022. [For further information please visit our website.](#)

Join our Impact Peer Review Panel

Are you interested in reviewing articles for Impact? **Impact** is the practitioner journal of the Chartered College of Teaching. It connects research findings to classroom practice, with a focus on the interests and voices of teachers and educators.

We welcome the views of both researchers and teachers with experience and knowledge across the wide range of themes covered in each issue. Peer reviewers are asked to critically assess the quality, clarity and relevance of articles for a teacher audience. We provide guidance for our peer reviewers, so prior experience of reviewing is not necessary.

Impact is published termly, and we are usually most in need of reviewers in November/December, March and June. If you would like to be added to our reviewer database, please complete the form below and we will get in touch with you with relevant articles in due course. If you have any questions or problems with accessing the form, please email journal@chartered.college

[Register your interest to join our Peer Review Panel](#)



Share your learning and reflections with us!

We're really keen to hear about how you're building on your work around Chartered Status in your school and beyond - if you are interested in sharing your learning with us and perhaps even contributing to a future issue of the Chartered Connection, please get in touch.

Similarly, if you've had your work published, or if you've blogged or podcasted, we'd love to know about it and may be able to feature you on a future 'top reads and recommendations' segment!

Email us at: charteredteacher@chartered.college

Are you a Chartered Status graduate looking for your next professional learning and development opportunity?

Do you want to collaborate with colleagues and support the development of evidence-informed approaches in your school, or wider networks?

Following the recent success of our Science Teacher Journal Club pilot we are launching an exciting new project which would enable Chartered Status graduates to become Journal Club Facilitators, and to get involved in running journal clubs in their schools and wider networks. We will be piloting Chartered Teacher journal clubs in spring & summer 2023 and hope that it will provide an opportunity for our Chartered Teacher graduates to build on their experiences of Chartered Status and to support their own professional learning whilst also supporting colleagues with their research engagement journey.

Journal clubs, in the broadest sense, provide an informal and flexible opportunity for teachers to come together on a regular social basis as part of a community of practice, to discuss journal articles and consider any pedagogical implications for their own classroom and context. You can find out more about journal clubs and their impact, through the following article on MyCollege: [Journal clubs as an approach to teacher CPD \(chartered.college\)](#).

"I think that the journal club was actually a way to become even more critical of how we actually look at research." - Journal club participant

If you are a Chartered Status graduate and would like to be involved in piloting journal clubs in your school, wider networks, or within the Chartered Status community, the Chartered College of Teaching will provide you with access to online journal club facilitator, training, free resources and the opportunity to attend network events to help you get started.

We are taking expression of interest from now until Christmas, with training and network events taking place in spring 2023. You can register your interest to get involved by completing this quick form: [Register your interest](#)

If you have any questions, please email us at charteredteacher@chartered.college

Assessment spotlight: The Developing Teaching Portfolio

Helen Barker, Teacher Assessment Manager



What is the Developing Teaching Portfolio?

The Developing Teaching Portfolio is the core assessment in our Chartered Teacher pathway [Development of Teaching Practice Award](#). It focuses on using self evaluation, deliberate practice, reflection and feedback, in order to help teachers to develop an aspect of their teaching practice. In this brief article, we will look briefly at what deliberate practice is in teaching, before thinking about some hints and tips to develop successful deliberate practice.

What is deliberate practice?

Research into how individuals become experts in their chosen field (such as sports, dance, music etc) led to the idea of deliberate practice, which is the understanding that just experience and repetition alone will not lead to maximum improvement. Ericsson and Pool (2016, p13) say that 'additional years of "practice" don't lead to improvement', and that actually, performance can decline over time as people rely on automated abilities. What does improve performance is deliberate practice, defined by Deans For Impact (2016) as 'practice that is purposeful and designed to maximise improvement'. Ericsson and Pool explain that deliberate practice has the following elements:

- Effortful practice
- Developing specific skills
- Oversight from a skilled coach
- Developing (and relying upon) mental representations
- Feedback and modification of effort (Ericsson and Pool, 2016, cited by Fletcher Wood, 2018).

All of these elements are included in the Developing Teaching Portfolio assessment, as teachers explore the evidence around the development of teacher expertise, evaluate their existing practice and focus on developing evidence-informed approaches that will make a difference to pupils within their context.

How can you use deliberate practice to improve your teaching?

Undertaking cycles of deliberate practice can be a helpful way to improve specific aspects of your teaching practice. Following the Deans for Impact (2016) principles of deliberate practice, deliberate practice should:

- push you out of your comfort zone
 - Top tip: It's sometimes uncomfortable to think about the things that you don't do so well, but being honest about the areas of your practice that you want to improve and why is a really powerful motivator. You can use a self-evaluation tool, such as the evidence-informed rubrics supplied with the Development of Teaching Practice Award unit, to do this.
- include well-defined, specific goals
 - Top tip: Your goals need to focus on your practice, not what your students are doing or will achieve. This is tricky as teachers are used to focusing on student outcomes. Although the ultimate aim might be to improve outcomes for your children or young people, deliberate practice goals should focus on your own practice.
- focus closely on the activities that you undertake in order to practice effectively
 - Top tip: You could try practising elements out of the classroom, through rehearsal or with a small group rather than a whole class. You can also use an action plan which focuses your practice tightly on your actions, as well as how you will know whether they have been successful. Reflecting regularly on practice is also a powerful mechanism for change, so give yourself time to think about how things are going and adapt your plans as you move forwards.
- include receiving high-quality feedback, which you can reflect upon and use
 - Top tip: When you ask someone for feedback, this doesn't have to be as part of traditional lesson observation. It might be a really quick drop in, or you could try recording all or part of a lesson, and watch it back with a peer or colleague instead. Whichever route you choose, make sure that you ask your observer to focus in tightly on the aspects of your teaching that you are trying to improve.
- develop a mental model of effective practice
 - Top tip: Exploring the research and evidence in order to inform your mental models is key here. Use resources such as the My College Research Hub and Impact journal to find out about effective practice and how other teachers are using pedagogical techniques and improving their practice. Feed this into your action plan and steps to develop your own mental models.

Find out more about how deliberate practice can be a powerful means of teacher development in our *case study* below. You can also find out more about our Development of Teaching Practice Award on our website:

<https://chartered.college/development-of-teaching-practice-award/>

References

Deans for Impact (2016) Practice with purpose: The emerging science of teacher expertise. Available at: <https://deansforimpact.org/resources/practice-with-purpose/> (Accessed 8 September 2022)

Ericsson, A., Pool, R. (2016). Peak: Secrets from the new science of expertise. London: Bodley Head

Fletcher Wood, H (2018) Designing Professional Development for Teacher Change. Available at: https://s3.eu-west-2.amazonaws.com/ambition-institute/documents/Designing_Professional_Development_for_Teacher_Change_-_Harry_Fletcher-Wood_1.pdf (Accessed 8 September 2022)

In this case study, Chartered Teacher candidate Charlotte explains how she used deliberate practice in her Developing Teaching Portfolio assessment, and reflects on the impact that this had on her practice.

Charlotte has 20 years of teaching experience in a number of schools, teaching students from 11-18 as well as leading departments. She is currently working in a small co-educational semi-rural school, where she is a SLE for Geography and has recently been promoted to AHT for Teaching and Learning.

For my Developing Teaching Portfolio, I chose to focus on retrieval practice (RP), having already invested time researching this area for other assessment units and it being a key area for whole school development at the time. I believe I already had a good grasp of retrieval and interleaving strategies as I had begun to utilise these within my classroom, although this was carried out on more of an ad hoc basis and was simply testing basic facts and knowledge, rather than checking deeper understanding of key concepts in geography.

The work of Bain and Agarwal (2019) as well as Lovell's (2020) book exploring Sweller's cognitive load theory provided a good foundation for development, although I know I needed to take the opportunity to further my reading to inform and support my deliberate practice. One blog post which piqued my interest in particular was from Rob Coe at the Education Endowment Foundation. In his blog post, Coe (2019) explores whether or not retrieval practice can actually be incorporated effectively into classroom practice. This was of particular interest to me as I was concerned that my classroom practice had not been thought through thoroughly and was possibly not testing performance of more complex understanding.

In terms of undertaking the assessment itself, my approach to the deliberate practice was carefully mapped out. I made use of the Chartered College action plan template to set clear goals for two cycles of deliberate practice and invested time planning the lessons carefully. I also used IRIS Connect to film my lessons which was incredibly useful as it meant I could look back over the lessons several times if needed, making notes alongside the video, which I found very useful when writing the reflections on my work. These notes were also helpful when discussing the lessons with the Literacy lead/AHT observer. I also spent time practising outside of the lesson while at home. I often scripted what I would say and how I would say it to ensure maximum impact. I practised and planned questions carefully to allow the feedback time of the RP strategy to have as much impact as possible without taking up too much time.

I found the process of going through deliberate practice to be extremely useful as it forced me to think very carefully about exactly what I was doing and 'how' I could get the best out of the task and pupils. The practice allowed me to become more efficient with the tasks and strategies, which I was able to ascertain had helped pupils remember the information needed (I also used Google forms to collate pupil voice evidence).

The whole process of engaging with deliberate practice was enjoyable and has very much altered my teaching practice and how I approach a new strategy. I really believe this to have been of great value to me as a teacher and as a leader of Teaching and Learning, and I would encourage staff to undergo a similar process when tackling a new idea or strategy to implement. I also felt it beneficial to the pupils who experienced a higher quality of delivery than when I had simply put RP in place without the careful thought and reflection.

References

Agarwal, P.K. and Bain, P.M. (2019). *Powerful teaching : unleash the science of learning*. San Francisco: Jossey-Bass.

Coe, R. (2019). *EEF Blog: Does research on 'retrieval practice' translate into....* [online] EEF. Available at: <https://educationendowmentfoundation.org.uk/news/does-research-on-retrieval-practice-translate-into-classroom-practice> [Accessed 18 Feb. 2022].

Lovell, O. (2020). *Sweller's Cognitive Load Theory In Action*. S.L.: John Catt Educational Ltd.

Top reads and recommendations for autumn 2022

Here we share a few blogs and articles that have caught our attention recently - including some from members of our Chartered Teacher community.

Retrieval - mistakes I made (Deepika Narula, CTeach)

'Sometimes the application of educational research in the classroom is not that straight forward and you fail. You learn from your reflections and try it again.' In this blog, Chartered Teacher Deepika Narula reflects on their experience of implementing retrieval practice and shares some key takeaways to enhance the effectiveness of retrieval practice as part of classroom teaching. [Read Deepika's blog in full.](#)

Do you know about retrieval-induced forgetting? (SecEd)

Sticking with the theme of retrieval practice, this article raises some interesting points, highlighting research that suggests while retrieval practice might strengthen recall of focus content, it might weaken recall of items not practiced. [Read the article in full.](#)

It's worth noting that the research cited (Anderson et al.) was from 1994, so these arguments are not new. However, Bjork and Bjork (co-authors of that research) have a more up to date summary of the research on retrieval-induced forgetting [on their website.](#)

How can schools narrow the disadvantage gap? (Nick Wood, CTeach (Leadership))

Published earlier in 2022, this article by Chartered Teacher (Leadership) graduate Nick Wood weighs up some of the different ways that schools might work to address the disadvantage gap, with a particular focus on curriculum and culture. Definitely worth revisiting these ideas if you're thinking about these themes in your school this term. [Read Nick's article on Schools' Week.](#)

School environment and leadership: Evidence Review (Evidence-Based Education)

Prof. Rob Coe and colleagues look at the evidence-base around school leadership, with some key recommendations for school leaders. [Access the Evidence Review on EBE's website.](#)

Impact Journal (Autumn 2022): Translating research into practice

It's great to see a number of our Chartered Teacher candidates and graduates feature in the Autumn 2022 issue of Impact, exploring how cognitive science translates into the classroom. Here are just a few:

- [The use of worked examples for novice learners in the English classroom](#) (Nicole Still)
- [Low stakes but desirable difficulty - how do we balance the two?](#) (Kate Bridge)
- [Embedding self-regulation in Early Years classrooms](#) (Matt Shurlock, with Sayeh Mariner)
- [Using peer teaching to improve effective learning strategies in Year 7 students](#) (Claire Badger, with Edward Hackett and Caitlin Whitby)

Read the full issue on [MyCollege.](#)

Key dates: Autumn 2022

Upcoming assessment submission dates:

31 October 2022

- Certificate in Evidence-Informed Practice: Written Educational Debate Task
- Candidates enrolled on our Chartered Teacher (Leadership) pathway assessment units will have the opportunity to submit their relevant assessments and examinations for this deadline.

21 December 2022

- Certificate in Evidence-Informed Practice: Written Educational Debate Task
- Candidates enrolled on our Chartered Teacher pathway assessment units will have the opportunity to submit their relevant assessments and examinations for this deadline.