



The Chartered Connection

from the Chartered College of Teaching

Spring 2023 edition

Welcome to the second issue of The Chartered Connection, our termly publication for members of the Chartered Status community. As always, it's been a busy term at the Chartered College of Teaching and we've tried to capture a few of the highlights to share with you. Most notable was the launch of our new Chartered Teacher (Mentor) pathway (p. 4). We're really excited to be able to recognise mentors for the great work they do - and we know lots of our Chartered Teachers mentor colleagues, both formally and informally. Our pilot cohort of Chartered Teachers has recently undertaken reaccreditation - a process whereby Chartered Teachers are required to demonstrate that they still meet the standard required to retain their Chartered Status - and we learnt that 97 per cent of these Chartered Teachers had been mentoring colleagues in the three years since they were awarded with Chartered Status. This is incredible, but perhaps not all that surprising; being collegiate by supporting and learning from others is one of the professional behaviours that underpins Chartered Status and we know that our Chartered Teachers play a key role in doing exactly this, within and beyond their schools.

Another highlight of this term was the official launch of the Chartered College of Teaching podcast - two of our Chartered Teachers feature in our February episode, drawing on their experience from the Chartered pathways to share their perspective on cognitive science. If you're not yet a Chartered Teacher and currently enrolled on the Certificate in Evidence-Informed Practice, it's a great listen for the CogSci question on the written debate task!

Don't forget that you can get in touch with us via charteredteacher@chartered.college and connect with the wider CTeach community via Twitter and LinkedIn 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

Join our Chartered Teacher LinkedIn group



Are you a Chartered Teacher or Chartered Teacher (Leadership) graduate? Why not join our brand new Chartered Teacher LinkedIn group? As a Chartered Teacher you are part of an influential community of educators who are committed to evidence-informed, high quality teaching practice. Join our Chartered Teacher LinkedIn group today: to connect with our Chartered community; share your views and experiences with other experienced educators; and draw on the knowledge, experience and best practice of our Chartered community. [You can request to join the group on LinkedIn here](#)

Write for *Impact* Issue 19

Are you interested in writing for the Autumn 2023 issue of *Impact*, our termly peer-reviewed journal? Each issue is framed around a particular topic and the focus for this issue is effective pedagogy and applying research in practice. No previous experience of writing for a similar publication is needed. We encourage submissions across the full range of settings, phases, subjects and disciplines, and welcome contributions from practitioners and researchers in special education.

For this issue, we welcome submission on topics which can include but are not limited to:

- Understanding how the science of learning translates into everyday classroom practice
- Planning and teaching well-structured lessons
- Play-based pedagogies and child development
- Developing metacognition and higher-order thinking
- Effective classroom dialogue and questioning techniques
- Responsive teaching, inclusive pedagogy and student equity
- Supporting students with special educational needs or disabilities
- Supporting students with English as an additional language, including refugees
- Engaging parents and carers, governors, and the wider community
- Marking and feedback policies in relation to teacher workload
- Teacher Inquiry, critical reflection and the development of professional knowledge
- Implementing effective pedagogical practice, including overcoming barriers to effective implementation



If you would like to submit a paper, please submit your abstract by **23:59 on Monday 6 March 2023**. [For further information, please visit our website.](#)

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

Upcoming opportunities cont'd

Chartered Teacher Journal Clubs

There is still time to join our upcoming Journal Club Facilitator Training, starting in March 2023.

You might recall from our [Autumn 2022 newsletter](#) that we are launching an exciting new project which will enable Chartered Status graduates to become Journal Club Facilitators, and get involved in running journal clubs in their schools and wider networks. Such an opportunity will provide our Chartered Teacher graduates with time and space to build on their experiences of Chartered Status and 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 \(chartered.college\)](#).

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.

The introductory launch event for this academic year cohort is taking place online via Zoom on **Monday 6 March 4:15pm - 5:45pm GMT**. [You can register to join the upcoming event via Zoom here](#) (please note this is for Chartered Teacher graduates only).

The introductory event will be the first of a series of events alongside access to an online course, with the second event due to take place on **Monday 24 April 2023**. If you are unable to make the launch event but would still like to undertake the facilitator training, please get in touch with us at charteredteacher@chartered.college

Research opportunity: Lived experiences of teachers who have dyslexia

As part of a Doctorate in Education, I am researching the lived experiences of teachers who have dyslexia. I am looking for teachers of children or adults who would be willing to share their experiences of the effects of dyslexia in the classroom and beyond, and would like to know, as a part of this, if they have disclosed their dyslexia to their employer(s). Participation can vary from completing a questionnaire to taking part in online focus groups and/or one-to-one interviews, to suit personal commitments. The research is approved by the University of Plymouth Ethics Board. My contact details are: Jacklyn Williams, at jwilliams@plymouth.ac.uk

National Association for Primary Education (NAPE) Conference



National Association for Primary Education presents:
Visions for the Future
Primary Education Summit in March 2023
<https://nape.org.uk/summit>
Book now!

The poster features a group of diverse children standing in a circle with their arms around each other's shoulders, viewed from behind. A QR code is located in the bottom right corner of the poster.

Our CEO, Dame Alison Peacock will be taking part in an online panel about primary assessment on Monday 27th March at 4.30pm, as part of the NAPE Visions for the Future conference. The panel will be considering how primary assessment could evolve to better support children, teachers and schools. You can find out more about this conference, including details of a free lecture about values-based Education, on their website: www.nape.org.uk/summit

Launch of Chartered Teacher (Mentor) Pathway

We were delighted to officially launch our third pathway to Chartered Status earlier this month, focussed on supporting and recognising the vital work mentors play in teacher development. The opportunity to become professionally accredited with [Chartered Teacher \(Mentor\) Status](#), offers an exciting opportunity, particularly given there has never been a more important time to recognise the value and expertise of the teaching profession in shaping the future of teaching, and ensuring children and young people achieve the outcomes they so richly deserve.

Much like our other pathways to Chartered Status, our Chartered Teacher (Mentor) assessment units are designed to be flexible and enable mentors to work on specific areas of their practice that are meaningful to them, and align with the work they are already doing in school or as part of a formal mentoring programme. The units are also individually certified, meaning that Chartered Teacher graduates can also enrol to complete these units and gain formal certification for their work as mentors.



Recognising the power of mentoring for teacher development

In this blog post, our Teacher Assessment Manager Helen Barker sets out why mentoring is such a crucial part of teacher development, and how our new Chartered Teacher (Mentor) Status can help mentors to refine and improve aspects of their mentoring practice.

Read it on our website here:

<https://chartered.college/2023/02/17/recognising-the-power-of-mentoring-for-teacher-development/>

Assessment spotlight: Objective Structured Teaching Exercise (OSTE)



Helen Barker, Teacher Assessment Manager

What is the Objective Structured Teaching Exercise?

The Objective Structured Teaching Exercise is one of three examinations within the [Professional Knowledge Award](#). In this brief article, we will look at the background surrounding the development of scenario-based examinations, alongside providing an overview of the examination itself.

The Professional Knowledge Award (Examinations) assessment unit contains an innovative examination, the Objective Structured Teaching Exercise (also known as the OSTE). The OSTE involves watching a short video of a teacher's practice, before responding to the video in role as a colleague.

Our OSTE examination is based on simulated situation assessments, such as the Objective Structured Clinical Exam (OSCE), which has been a standard part of assessments for medical professionals such as nurses and midwives since the 1970s. The OSCE involves candidates moving around a variety of simulated clinical situations, which are designed to assess the candidate's clinical skills, as well as the knowledge that supports those skills. Scenario-based examinations such as these are utilised in other professions, such as policing, and are ultimately designed to assess the critical skills and knowledge an individual would be expected to demonstrate in certain situations.

Within policing, scenario-based assessments require individuals to demonstrate their knowledge of very specific procedures and laws and how these are applied in context. Of course, it is not quite as straightforward to apply these principles within teaching-based scenarios, as there are no specific procedures or laws that teachers must adhere to when making day-to-day decisions around the pedagogical choices they make in their classrooms.

Instead, it is more about how knowledge and understanding *informs* decision-making about practice.

Assessment spotlight: Objective Structured Teaching Exercise cont'd

So how does this relate to teaching and Chartered Status assessment?

We have developed the OSTE examination to allow us to assess the decisions, choices, judgements, actions and interpersonal skills that are informed by a candidate's knowledge and understanding of effective teaching and learning in their phase, role or setting. Our OSTE is based on the ideas that underpin scenario-based exams used in other professions, and allows our candidates to show us some of the key skills in their 'pedagogical toolbox', including how they share their insights on teacher practice. In line with our other assessments, we ensure that candidates are aware of the standards required by sharing a practice exam and exemplars of successful responses alongside the assessment criteria, and our assessment processes build on this by being robust and standardised. Our OSTE examination takes the form of a short video of practice, recorded in a real classroom situation. The candidate watches the video clip, and then responds to an email from the teacher in the role of a colleague. We're looking for candidates to show us how they would respond to a request for advice, and whether they can apply their knowledge flexibly to evaluate practice and give appropriate advice, whilst responding - without judgement - in a supportive, collegiate manner.

If you haven't yet sat the OSTE examination, here are some top tips to help you approach this assessment with confidence:

- Make good use the resources that are available on MyPD. Have a go at the practice exam, read some of the reading list and also read the exemplars. While reading the exemplars, look at how they are structured and the key elements that they contain, including how they have used research to back up their suggestions
- Download and read the examination guidance, looking carefully at the section on the OSTE, including the assessment criteria (on page 6). These are the things that our assessors will be looking for when they assess your submission - it's worth having a copy of the assessment criteria with you when you complete the OSTE as you can refer to these during the examination to ensure you fulfil the requirements
- Keep an eye on the time! You have 45 minutes to complete the OSTE examination, and although most of the assessment criteria are focused on the answer to question 1, it is worth making sure that you have time to answer question 2 as well. You don't have to write an excessive amount - 45 minutes should be plenty of time for you to write and read through your response before you submit at the end of the examination period
- Have a notebook ready when you watch the video - you can make some notes then about the strengths that you see in the video, as well as things that you could suggest to the teacher too. Remember that you can pause and re-watch the video as needed
- Remember that although this is an open book exam, the response needs to be your own work. You may use the internet or written resources but it is not ethical nor professional to copy and paste sections from blogs or research papers. We take plagiarism very seriously. If you do want to utilise a quotation from someone else's work, you should use quotation marks and attempt a citation. This might just be the author's name, or a link to the source - as this is a timed exam, that's acceptable.

The OSTE is one of three examinations taken as part of the Professional Knowledge Award.

If you've not yet taken the OSTE examination, you can find out more on our website.

Ready to get started?

[Find out about the Professional Knowledge Award](#)

In this case study, Chartered Teacher (Leadership) graduate Beth explains how she undertook the CPD Review assessment, and reflects on the impact that this has had on her practice and her school. The CPD Review is the assessment within the [Development of Teaching Practice Award \(Leadership\)](#), on the [Chartered Teacher \(Leadership\) pathway](#).

The CPD Review is designed to enable school leaders to enhance and showcase school practice around CPD. Leaders use a CPD review tool to undertake a robust evaluation of their school's existing CPD practice, identifying strengths and potential areas for development as part of a school self-review and peer review process. They then choose a specific area of CPD to focus on in more detail and engage with evidence and research to build their understanding and practice in this area.

Beth is a primary school Headteacher, leading a two form entry school in the West Midlands.

Having a long-standing commitment to ongoing professional learning and development not just for myself but also for those that I work with, I was eager to engage with the CPD Review. The review tool had been designed by the Teacher Development Trust (TDT) as a self-led, reflective activity for school leaders. It was based on TDT's evidence-based CPD Diagnostic Review framework, helping schools and trusts to identify the existing strengths and areas for development of their organisation's professional learning processes and structures.

For me, the CPD review tool, although a necessary part of my journey to becoming Chartered, provided a timely catalyst for the evaluation of our continued professional learning and development (CPLD) offer at my school and became a collaborative endeavour with my senior team. We worked together to review and evaluate our practices against the five distinct sections. This helped us to identify what we were already doing well and which areas of the review tool strands needed further development. Sharing our review through the peer review process with another school leader crystallised my thinking. It gave me the opportunity to articulate the outcomes of our review and test out our thoughts and ideas with a fellow professional who had no investment in or connection to our school. I was able to take on board the suggestions and comments of my assigned peer colleague which helped shape our strategy for improvement. The self-review and peer-review gave me and the senior team at school the impetus we needed, alongside the evidence base, to make significant changes to CPLD practices for September 2021, which saw us launch a new professional learning and development policy.

The assessment underpinned by our evaluation gave me the time and permission to celebrate our achievements, too. There was much that we were doing well. As a result of tailored and specific CPLD over time, teaching across the school was strong. New to school staff received highly effective inductions and the appraisal model we used celebrated the professionalism of all employees, built on the shared understanding that everyone was likely to be successful. Our overarching strategy for school improvement was clearly understood. We were committed to ensuring teachers felt constructively challenged irrespective of career stage and there was a clear commitment to developing colleagues throughout their careers. We had thoughtfully commissioned the use of external expertise, where required, and were working hard to ensure all professional development and learning was underpinned by research and evidence-based pedagogical principles, specifically at that time, the Great Teaching Toolkit (2020).

Alongside the workforce wellbeing agenda, we had also demonstrated a commitment to using the time available for staff learning and development wisely, revisiting key concepts and new learning reiteratively. Interestingly, in the academic year 2021-2022 we purposefully decided that we wouldn't bring staff together on a weekly basis in the form of the traditional 'staff meeting' after school, allowing staff instead the time to progress their own learning and development. However, the feedback from staff this term (Summer 2022) is that they would like these weekly meetings reinstated next year as they believe they have missed the camaraderie, and shared mission and purpose these meetings create.

Case study: Primary CPD Review cont'd

As well as celebrating our many successes, the review tool also prompted much reflection and conversation about the true impact of our collaborative practices, specifically our ability to develop internal expertise to ensure teachers and other employees had opportunities to collaborate, observe and learn from each other. Inevitably the onset of the pandemic in March 2020 saw the end of most forms of in-person collaboration at school. It is true that before the pandemic teachers and other employees were always encouraged to work together as 'critical friends' supporting each other's development. But the extent to which these relationships were truly 'critical' at our school had yet to be ascertained. "... all collaborations are not equal – or equally productive" (Ronfeldt et al., 2015). The challenge for us then, was to examine this more closely and to think about structures and processes that would lead to deep collaborations resulting in lasting change or improvement.

From a review of the research into teacher collaboration, we learnt about an in-built resistance in teacher culture where comfortable collaboration is embraced and less comfortable collaborations are actively avoided (Vangrieken et al., 2015). Deep-level collaboration inevitably requires a critique of teachers' underlying beliefs, which will inevitably lead to disagreement and conflict. As a consequence, teachers tend to restrict collaboration to safer and less threatening aspects of their work, focusing on psychological safety and cohesion, avoiding conflict, and preserving their norms of privacy and autonomy (Levine and Marcus, 2010; Stephanou and Oikonomou, 2018).

I understood, as outlined by Havnes (2009) that for purposeful collaboration to happen with focus and depth we would need to facilitate opportunities for teachers to engage in discussions not only about the didactics of teaching but also about the problems they face in their daily practice. We knew we needed to trust our teachers to take risks, giving them the opportunity to critique each others' work within the framework of 'high challenge, low threat' (Myatt, 2022). For this to happen we needed not only to create the right cultural conditions but also ensure we had the structural process in place to support it. After considering the literature and engaging in the peer review process we set about outlining our commitment to peer collaboration. We knew that teachers learning in collaboration could be induced by giving teachers the opportunity to observe each other and to discuss their educational practice, evaluate it, and reflect upon it (Plauborg, 2009). We discussed our commitment to:

- investing time and resources in continuing half termly one-to-one professional conversations for all staff with me (Headteacher)
- investing time and resources to co-planning and co-delivery
- prioritising formal and informal professional conversations underpinned by evidence researched practice
- observations; giving everyone time to observe colleagues' practice in the classroom and to discuss each others' practice critically and honestly. We decided this should happen at least half termly
- mentoring and coaching relationships, where staff were aligned in pairs or triads to support each other in non-threatening ways.

The link between teachers' learning and students' learning acts as the main lever for the development of collaboration, alongside other forms of professional learning in our school. We are committed to lifelong learning and understand our responsibilities to be continually developing both personally and professionally to ensure the very best outcomes for all our children. Quite coincidentally the insights gained through this review process aligned closely with the research I carried out as part of my doctoral thesis in 2012.

The CPD review tool acted as a timely reminder of those findings and reignited by commitment to and for professional learning. Since completing the CPD Review, I have worked closely with my senior team to develop a climate in which people feel psychologically safe to learn. This is a never-ending journey of course, and needs to remain a priority for as long as we believe collaborative working practices lead to improvements for all. Inevitably, embracing a system of ongoing professional learning requires a desire for continuous improvement from everyone. Modelling this as part of my journey to Chartered Teacher (Leadership) Status was, I believe, of pivotal importance.

[Find out more: Development of Teaching Practice Award](#)

Top reads and recommendations for Spring 2023

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

Building the expert teacher prototype: A metasummary of teacher expertise studies in primary and secondary education (Anderson and Taner, 2023)

This paper brings together a range of research around teacher expertise. It's a really interesting summary, and pleasing to see both primary and secondary included as part of the methodology.

[Access this article via Science Direct](#)

Impact Journal (Spring 2023): Developing a culture of teacher development

(Hugh Barnes and Rachel Attenborough (CTeach))

Sticking with the theme of teacher development, this article from Rachel Attenborough (CTeach) and Hugh Barnes shares their experiences, and underlying principles around approaches to developing a culture of teacher development in a secondary boarding school.

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



Inspiring deep learning with metacognition

(Nathan Burns feat. Rachel Cliffe (CTeach))

Chartered Teacher Rachel Cliffe features in this recently published book on metacognition. Rachel shares what she has learnt on the subject through undertaking the classroom practice inquiry project as part of her Chartered Status journey.

If you have published a blog, article or paper recently, we'd love to know about it! Use the hashtag #CTeach and share on Twitter, tagging @CharteredColl or email us on Charteredteacher@chartered.college and we may feature you in our next newsletter.

Key dates: Spring/Early Summer 2023

Upcoming assessment submission dates:

30 April 2023 (23:59pm GMT)

- 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.

30 June 2023 (23:59pm GMT)

- 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.

31 July 2023 (23:59pm GMT)

- Development of Teaching Practice Award (Mentor): Mentoring Development Portfolio

And finally...the podcast



Chartered College Podcast: Evidence Informed Teaching | In partnership with TeacherTapp

On our podcast you will hear from fellow teachers, research experts and will have the opportunity to share your experience and opinions.

If you have any suggestions for future podcast episodes or any questions about the podcast please contact our Partnerships Manager Sara-Jane Ladums at sjladums@chartered.college



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[Also available on Google Podcasts and Podbean](#)