



The Chartered Connection

from the Chartered College of Teaching

Summer 2023 edition

Welcome to the third issue of The Chartered Connection, our termly publication for members of the Chartered Status community. As we near the end of the school year, this is a good point to pause and reflect on the last two-and-a-half terms. Undoubtedly this will bring to mind, first and foremost, the children and young people that you have seen learn and develop. And hopefully you will be satisfied that you have done the best you can to support and nurture them on their educational journey. Alongside this, I would encourage you to take the opportunity to reflect on your own development as a professional - what have been the key learning points for you this year? What have you achieved? How have you worked to enhance your own practice? What were the impacts of this? How do you know? And how will you build on this moving forward?

If you are on the pathway to Chartered Status, this is the perfect opportunity for you to revisit your professional learning plan (PLP) and complete your reflective journal entry for this term. In this issue's case study (p. 7), Chartered Teacher Chris shares his experience of completing the PLP and how powerful this was for his development. Of course, this cycle of professional learning planning and reflection needn't end when you reach the end of your journey, as it can be a valuable tool in supporting your ongoing professional development. If you haven't got a professional learning plan at the moment, perhaps think about putting one in place for the next academic year to really help to drive and shape your own learning goals and experiences. It is also worth thinking about how you can collaborate with - and even support - others in your school with this process. You will find some practical suggestions for how you might support research engagement in your school on page 5.

As always, this issue also includes some upcoming opportunities and suggestions for how you can get involved with things at the Chartered College - these may be particularly helpful for any Chartered Teachers approaching reaccreditation in the next year or two! In the meantime, from all the team, we wish you a productive end of term and a restful summer break. And 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

What's in this issue?

p2

Upcoming opportunities

Find out about upcoming opportunities to be involved in the work of the Chartered College of Teaching - including opportunities to write for our award-winning journal, *Impact*, sharing classroom insights and publishing with Camtree.

p5

School research engagement

We are looking to gain insight into research engagement in schools and how we can support teacher and leaders.

p5

Assessment spotlight: School practice inquiry project

Our Teacher Assessment Manager, Helen, takes a closer look at the school practice inquiry project within the Certificate in Education Research and Inquiry (Leadership)

p7

Case study: Importance of planning your professional learning

Find out more about the importance of professional learning when working towards Chartered Status.

p8

Top reads and recommendations for Summer 2023

Here we signpost you to a range of top reads and professional learning recommendations relating to evidence-informed classroom practice, mentoring and leadership - including content from members of our Chartered Teacher alumni community.

p8

Key dates: Summer 2023

A helpful summary of key dates for summer 2023, including upcoming submission deadlines for those currently working towards becoming Chartered.

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 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 20

Are you interested in writing for the Spring 2024 issue of *Impact*, our termly peer-reviewed journal? Each issue is framed around a particular topic and the focus for this issue is connecting the dots between pedagogy, curriculum and culture. 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:

- The interrelationships between pedagogy, curriculum and learning cultures
- Joined-up approaches to organisational and learning cultures, across all phases and settings
- Approaches to combining different evidence-informed teaching strategies at the classroom and curriculum level
- Supporting early learning and the development of the whole child
- Effective strategies for deeper learning and approaches to organising learning
- Approaches to early childhood education across all types of provision, including in private, voluntary and independent settings
- Developing purpose, values and character and fostering lifelong learning
- Communities of practice, collaboration and the dissemination of knowledge
- Cross-curricular and cross-sector approaches to teaching and learning
- Approaches to effective leadership
- Practitioner learning, motivation and self-efficacy at all career stages, including teaching assistants, early career teachers and all levels of leadership
- Parental engagement and the impact of the wider school community
- Creating inclusive and responsive teaching and learning environments – in both specialist and mainstream settings.



If you would like to submit a paper, please submit your abstract by **23:59 by Friday 14 July 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

Writing for Camtree

We are pleased to let you know about further opportunities for Chartered Teacher graduates to share and disseminate work to others within the profession, by writing up your inquiry project for Camtree. Please see the information from Camtree below.

Dear Chartered Teachers,

We would like to introduce you to Camtree, the [Cambridge Teacher Research Exchange](#). Camtree is a new initiative addressing an enduring challenge: the relative absence of educators' voices and expertise in informing education policy and wider practice. We are responding to this by co-designing a global platform and digital library to amplify the voice and value of practitioner research at scale. As part of a collaboration between Camtree and the Chartered College, we feel that there is a great opportunity to share some of your existing work more widely through publication in Camtree's digital library of practitioner research.

Camtree's and the Chartered College of Teaching's aims are very well matched, but we each offer something distinctive to the discussion and in promoting this work. Clearly you already recognise the value of what the Chartered College brings by gaining Chartered Teacher Status, and conducting an inquiry project. What Camtree can offer is the support and space for practitioners to publish, in open access format, a version of your inquiry project report. Our open-access library of reports will form a searchable knowledge base of practitioner inquiry, with sufficient and systematic detail to share insights and recommendations with policymakers. We invite you to contribute to this knowledge base.

We invite you:

- to create a version of your inquiry project report for publication via Camtree (using guidance linked below)
- and/or to receive feedback on your submitted inquiry project report – based on our peer-review criteria – with a view to publishing it with Camtree.

We also request a 300-word structured abstract to go with each article, to enable easy indexing and searching within the library.

Would you be interested in this opportunity to further publish and share your work with additional audiences? We appreciate that you may be busy, and that this will involve some further writing on your part, but we do have a range of resources to support you if needed, as well as capacity to provide feedback and advice.

1. You can browse current reports published in the library here: [Camtree Digital Library: Home](#)
2. You can find some of our report templates here, with guidance as to the kind of detail required: [Resources Area - Camtree](#)
3. We are creating materials and guidance around research methods, for instance research ethics within practitioner research, and using research methods such as surveys, observations and interviews – we hope to have these available on the website soon.
4. We are also building a tool currently to support people in writing structured abstracts of their work, to ensure that important work is easily found – this tool is still in development, but we hope to share access to it soon.

We take submissions on a rolling basis and invite you to get in touch over summer 2023. If you have any questions or are interested in this opportunity, please contact camtree@hughes.cam.ac.uk

Upcoming opportunities cont'd

Classroom practice insight videos

We are looking for Chartered Teacher graduates who are willing to share insights into their beliefs and values around pedagogy and practice to support other colleagues working towards Chartered Status.

As part of our commitment to supporting a diverse range of voices within our course content, we are looking to commission a collection of short 5-minute videos to support candidates undertaking our Chartered Status pathways with insights into various themes relating to beliefs, values and practice. To support those on our Chartered Teacher pathway, we are looking to capture insights on the following themes:

1. Teacher professionalism
2. Student motivation
3. Curriculum
4. Classroom culture
5. Working with colleagues and parents
6. Supporting the diverse needs of learners

We would like you to articulate your viewpoint as a practising teacher, discussing specifically how you approach this theme and what it means in terms of your own practice in your classroom. Alongside your narrative viewpoint, you will offer practical examples to demonstrate what your approach looks like in practice.

When discussing your approach, you are encouraged to include:

- Any implications relating to any of the other themes
- Why you believe in this approach
- Specific reference to any research or evidence that informed your thinking in this area

While the video should cover one theme as its main focus, we recognise that the themes are interrelated. Please do make reference to other areas where relevant, for example you may talk about student motivation as your main theme, but also refer to how this influences your approach to curriculum or classroom culture.

What do I need to do to submit a classroom insight?

What's next?

1. Email us now via charteredteacher@chartered.college with your name, email, phase and preferred theme by Friday 7 July 2023
2. We will allocate themes on a first come first serve basis and contact you to let you know you have been selected no later than 10 July.
3. Once you have received confirmation from us, follow the [technical guidance](#) for submitting your video by 22 September 2023. If you would prefer to submit a 500-word written overview with an accompanying audio recording, please let us know.

If you have any questions about this release form or this briefing, please contact us at charteredteacher@chartered.college

Chartered College of Teaching Podcast

Would you be willing to feature in an upcoming episode of our Evidence-Informed Teaching Podcast?

[Register your interest](#)

If you have any questions, please contact us at sjladum@chartered.college

School research engagement

Engaging with research evidence can support teachers and leaders in a variety of ways, not least in challenging existing beliefs or providing evidence of the effectiveness of approaches taken. Chartered Teachers are expected to exhibit collegiality: be open to sharing practice with colleagues to support their learning and contribute to knowledge and practice within the profession, and with their expertise are well placed to support research engagement in their schools.



I would like to support research engagement in my school, where do I start?

If you are looking for ideas on how you could support research engagement in your school, you could:

- facilitate a journal club within your subject, phase or specialism, in which you come together with other colleagues to discuss articles of interest and implications for your own practice (Impact articles would be a good starting point)
- signpost colleagues to the Chartered pathways and perhaps even consider whether your school might be able to run a cohort of the Certificate in Evidence-Informed Practice to support your colleagues to explore the principles of becoming evidence-informed, where to find trustworthy research and how to navigate its use
- set up a research library, seminar series or conference to encourage your colleagues to share interesting research
- highlight the Research Hub and Learning Hub on MyCollege to your colleagues, helping them to engage with the Chartered College of Teaching's content
- contribute to the Chartered College of Teaching's commitment to research by disseminating research opportunities to your colleagues
- support your colleagues through our Chartered Pathways as part of their ongoing professional development, perhaps acting as a coach or mentor to those working towards Chartered Status, or if you're still on the journey to Chartered Status, perhaps think about setting up a professional learning community to offer support and challenge as you work through Chartered Status units together.

As part of a new project, we are also looking to gain insight into how schools work with their colleagues to engage with research and evidence to improve teaching, mentoring and/or leadership practice. In particular we are looking for short case studies and blogs, that showcase the approaches, challenges and opportunities across a variety of phases and settings.

Please get in touch with us at charteredteacher@chartered.college if you would be interested in sharing your practice. We would love to hear from you.

Assessment spotlight: School practice inquiry project



Helen Barker, Teacher Assessment Manager

What is the school practice inquiry project?

The school practice inquiry project is the assessment for the [Certificate in Educational Research and Inquiry for school leaders](#). In this brief article, we will look at the importance of practitioner inquiry for teachers and school leaders, as well as some top tips for leaders interested in carrying out this assessment.

Why practitioner inquiry?

At the Chartered College of Teaching we are dedicated to bridging the gap between research and practice and equipping teachers with the knowledge and confidence to make the best decisions for their pupils. We know that every school, teacher and class is different, and that what works in one classroom for one teacher with one class won't necessarily work anywhere else in quite the same way. This is often summed up by Dylan Wiliam's quote: 'Everything works somewhere, nothing works everywhere' (Wiliam, 2014).

When our questions are "What works?" or "How well is this working?" practitioner inquiry can be a powerful way to develop understanding about how the best available research evidence actually works in our unique contexts. Practitioner inquiry is therefore a key part of gaining Chartered Status on all three of our pathways through our Certificate in Educational Research and Inquiry assessment unit.

For classroom teachers, practitioner inquiry can be a valuable mechanism for professional development, enabling individuals to better understand the impact they have in their classrooms. For school leaders, the impact can be greater still, providing the opportunity to evaluate impact and the effectiveness of policy and practice at scale, facilitating a robust and rigorous approach to school development.

Assessment spotlight: School practice inquiry project cont'd

The Certificate in Educational Research and Inquiry

On our Chartered Teacher and Chartered Teacher (Mentor) pathways, candidates carry out practitioner research in their own classrooms as part of their classroom practice inquiry project. This project contains a research question and rationale for the project, as well as literature review, methodology, analysis of data and conclusion and recommendations. Candidates carry out research in their own classrooms to look at areas such as how effective an intervention or change to their practice is, in order to gain a deeper understanding of 'what works' in the classroom.

However, for leaders working towards Chartered Teacher (Leadership) Status, the Certificate in Educational Research and Inquiry (Leadership) is awarded instead for a school practice inquiry project. In many ways this is very similar to the structure of the classroom practice inquiry project, with the important difference that it is instead an *evidence-informed evaluation of school practices*, designed to deepen candidates' understanding of practice within their school. School practice inquiry projects are therefore very much focused on the "How well is this working?" question, allowing school leaders to focus on an aspect of school practice. Leaders firstly explore the research landscape, looking at what evidence suggests about their chosen area. After that, they use their methodology to plan their research, taking care to consider the ethical implications of their inquiry. After gathering a range of data, they analyse the effectiveness of current practice, alongside evaluating the impact of any proposed changes.

Chartered Teacher (Leadership) graduates have focused on a diverse range of areas in their school practice inquiry projects, from mentoring and tutoring, to curriculum, to the impact of behaviour policies. Other leaders have focused on teacher professional development or appraisal systems, while others have focused on parental and community engagement. Like all of our other Chartered Teacher Status assessments, it's an opportunity to focus on an aspect of school practice that is meaningful and useful.

If you are a school leader considering working towards the Certificate in Education Research and Inquiry (Leadership) by carrying out a school practice inquiry project, here are my top tips:

- Remember that the school practice inquiry project is *not* an implementation project. You will be looking at how well something is working currently, rather than measuring the impact of a new change.
- Successful school practice inquiry projects focus on something that is really relevant and important to the school. You might want to consider school development plans and talk to other staff before choosing a focus area.
- Drawing critically on research throughout the project is important. You can use the My College Research Hub as a starting point to find out more about your chosen area, and can also use other sources such as Google Scholar. There's lots of help with this in part 3 of the Certificate in Educational Research and Inquiry course.
- In the conclusion of your project you will make recommendations for future actions and changes. It's important that you consider the potential impact of these recommendations, especially on workload, equalities and resources.

References

Wiliam D (2014) Why teaching will never be a research-based profession and why that's a Good Thing. Available at: https://www.dylanwiliam.org/Dylan_Wiliams_website/Presentations_files/2014-09-06%20ResearchED.pptx (accessed 12 June 2023).

The school practice inquiry project is the assessment within the Certificate in Education Research and Inquiry (Leadership).

[Find out about the Certificate in Education Research and Inquiry \(Leadership\)](#)

Case study: Planning your professional learning

In this case study, Chartered Teacher graduate Chris reflects on his own journey to Chartered Status and explains how the professional learning profile supported him along the way. Chris has been teaching for over 20 years and is currently the Head of Science in a secondary school in Derbyshire.

A fundamental element of gaining Chartered Status was creating my professional learning plan. The development of this began with an initial self-evaluation against the Chartered Teacher Professional Principles. Completing this made me aware of my limited understanding and knowledge of effective, research-based pedagogical approaches. My aim therefore was to increase my understanding of effective pedagogical approaches based on research evidence, whilst being able to demonstrate these strategies being applied effectively within my classroom and then across my department.

Following my self-evaluation, I discussed with my Headteacher the setting of my goals against the principles. This also included discussion around how my goals overlapped with my performance management targets and the whole-school priorities. We decided that as I was a facilitator for my school's Action Learning Sets (an in-house whole-school CPD programme), focusing on the most effective pedagogical approaches for learning would give me the confidence and evidence to apply effective pedagogical approaches as part of the CPD programme. This would also deliver increased student progress which was the driving force for me choosing this professional principle. In the setting of my goals, I clearly focused on what I wanted to learn and develop. My goals were: to develop and maintain an up-to-date knowledge of pedagogical approaches, based on effective research; to understand how to evaluate, interpret and engage critically with key concepts in education research and methodologies; and to build my knowledge of a range of strategies to support the emotional and physical wellbeing of children.

In order to develop and maintain an up-to-date knowledge of pedagogical approaches, I explored the Education Endowment Foundation: Teaching and Learning Toolkit (EEF, 2022) which included accessible summaries of education evidence. The aim of the toolkit is to provide evidence-based examples of how to improve outcomes. Of course, professional judgement and understanding of a specific educational context is required for best results. Engaging with educational professionals and specialists via social media and reading the Chartered College of Teaching's Impact journal on a range of topics relating to using effective pedagogical approaches for learning, was a refreshing and mind-broadening experience. I also found that being able to share selected tweets along with my views with other teachers during discussions enabled questioning of opposing views whilst challenging my practice.

Utilising a range of complementary formal and informal learning opportunities allowed me to provide balance when reviewing my professional learning plan. For example, I used descriptors from Stoll et al. (2018) to track my progress as I deepened and embedded my awareness of, engagement with and use of evidence-informed teaching. I used my regular self-evaluations from this document to feed into my professional learning plan, to guide me in focusing on my next key areas for development. During my journey to Chartered Status, I found that my increased engagement with organisations and other professionals led to increased opportunities to undertake professional learning. This meant that I frequently reviewed and updated my professional learning plan. However, my main goals remained constant.

I found that professional learning was not a linear process. Although my professional learning activities sometimes took me in different directions to my original plans, over time, my learning and development overlapped and interconnected. A key part of this was a widening of my viewpoint, as I was able to understand and appreciate what successful evidence-informed teaching and learning consists of in a wide range of contexts, rather than just narrowly focusing on my departmental or school situation. It was important that this process encouraged me to challenge my ideas, seek out different viewpoints and expand my own beliefs.

The assessments and professional learning I undertook for Chartered Status were well-aligned and effortlessly supplemented each other. I found the whole journey to Chartered Status rewarding – working towards and achieving my learning goals; enlightening – discovering elements of educational research I hadn't previously thought about; and enriching – allowing me to connect with a range of educational professionals and teachers.

Top reads and recommendations for Summer 2023

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

Critical teacher knowledge: Working memory (blogpost)

This series of blogs from Kristian Still dives into theory and evidence around working memory, with lots of practical takeaways and insights. [Read the blog.](#)

A beginners guide to instructional coaching (StepLab)

With so many schools using instructional coaching, this handy guide from Chartered Status CPD Partner StepLab is a great resource capturing key ideas, research and offering practical advice. It also explores some of the challenges around instructional coaching – ideal for anyone engaging with the instructional coaching debate question as part of the Certificate in Evidence-Informed Practice.

[Download your copy from StepLab's website.](#)

Dispelling the myths: What the research says about teacher professional learning

Is CPD most effective for less experienced teachers? Does all CPD need to be job-embedded to make an impact? This paper explores the evidence around teacher CPD, shining a light on some edu-myths and misinterpretations that have taken hold in this area. [Read it online.](#)

Recommended listen: Oracy in schools (Angela Schofield, CTeach) on TTRadio

Chartered Teacher Angela Schofield talks about how we can create a culture of oracy in school.

[Listen back on Teacher Talk Radio.](#)

Impact articles from Scott Buckler, CTeach and Cordelia Myers, CTeach (Leadership)

We really enjoyed reading these articles featured in the latest online edition of Impact.

In [Engaging conceptual development in science](#) Scott Buckler and Harriet Moore share an insightful study on concept cartoons, whilst Cordelia Myers explores the question: [Does setting in maths reduce student confidence?](#) Access the full digital issue of Impact on [MyCollege](#).

If you have published a blog, article or paper recently, we'd love to know about it!
Email us at charteredteacher@chartered.college and we may feature you in our next newsletter.

Key dates: Summer 2023

Upcoming assessment submission dates:

30 June 2023 (23:59pm BST)

- 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 BST)

- Development of Teaching Practice Award (Mentor): Mentoring development portfolio

31 August 2023 (23:59pm BST)

- 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.

And finally... opportunities for professional learning

In the Learning Hub on MyCollege, you have access to a number of Bitesize CPD units and short courses to support your professional learning. We have highlighted a few below which might be of interest.

Bitesize CPD (suitable for classroom teachers, mentors and middle/school leaders)

We have curated a number of Bitesize CPD Units, covering a broad range of themes from cultural literacy, SEND and EAL, to supporting pupil mental health and wellbeing.

You can access these here: <https://my.chartered.college/bitesize-cpd/>

We are currently working on a number of new units and these will be made available when they are ready, so please check back regularly.



Decolonising and diversifying the curriculum (suitable for classroom teachers and middle leaders)



Our '[Decolonising and diversifying the curriculum](#)' course brings together a wealth of case studies, resources and supporting material developed by, and with feedback from, a range of expert teachers, leaders and researchers.

The content in these modules will support you to increase your knowledge of the multiplicity of British histories and identities; select literature and resources that foster belonging, address the perspectives represented in the curriculum; consider how lenses that decolonise and diversify can be applied to the curriculum; and have confident conversations with pupils about race and identity.

As a practising teacher or leader who has already invested in, or begun to consider, decolonising and diversifying your curriculum, we hope that these modules will provide a space for you to reflect on your decision making and approaches, and engage in dialogue with other educators before planning next steps for your practice.

This is a self-paced course which contains six short online modules that take around two hours each. Access the course: <https://my.chartered.college/courses/1-defining-decolonisation/>

Leading Inclusive Schools (suitable for school leaders)

Leading Inclusive Schools is an online course developed by the Chartered College of Teaching and funded by the Charity of Sir Richard Whittington (part of the Mercers' Charitable Foundation).

The course is designed as a starting point or catalyst for further growth and development. Each of the modules will signpost further learning resources and support leaders to consider future actions. The course is aimed at headteachers, executive headteachers, deputy headteachers, assistant headteachers and other senior leaders, although some modules will be relevant to teachers in other roles such as curriculum leaders, assessments leads, middle leaders, pastoral leaders and Inclusion leads or SENDCos. The course begins to unpack the question of what we mean by inclusive school leadership by drawing out three key questions to explore further:

- What do we mean by 'inclusion'?
- What do we mean when we talk about 'inclusive schools'?
- What are the core functions of inclusive school leadership?



This is a self-paced course, with a recommendation that at least two modules are completed over a half term and that the modules are completed in order. Modules 1 and 6 should take 1-2 hours to complete, whilst modules 2-5 should take 2-3 hours to complete, with additional time needed for further discussions with staff teams and practical application.

Access the course: <https://my.chartered.college/courses/leading-inclusive-schools/>