The Chartered Connection

from the Chartered College of Teaching

Autumn 2023 edition

Welcome to our autumn 2023 issue of The Chartered Connection, our termly publication for members of the Chartered Status community – which includes current participants, graduates, our Chartered assessors and CPD partners!

We are now well into the throes of the autumn term, which is always an incredibly busy one. I hope you have found some time this term to think about your own professional learning and development. With the first half term complete, you'll already have a good understanding of what your priorities are for the year ahead – whether that be in your classroom, or across your school or trust more widely. With this in mind it can be a helpful time to review your professional learning goals to ensure they are relevant and will drive your own development – as well as that of the pupils in your care.

If you are currently enrolled on one of our Chartered Status pathways, the introductory course has lots of useful guidance on this topic. If you are one of our Chartered graduates, I imagine professional learning planning continues to be an important part of your professional practice (either formally, or informally). We now offer graduates access to all of our content on professional learning planning to aid this process – if you are an existing holder of Chartered Status you can get in touch with us via charteredteacher@chartered.college and we'll arrange access for you via MyPD. This might be particularly relevant for those of you who will be approaching reaccreditation in the next year or so!

Speaking of reaccreditation, one of the requirements to reaccredit is to have used your expertise to support colleagues in your school or within the wider profession; a great way of doing this is by taking up some of the opportunities we share in this issue – from writing an article for Impact (or for the Chartered Connection) to speaking on our podcast, to sharing what's going on in your school or classroom, there's something for everyone.

Finally, I wanted to share that just last week we held our 2023 graduation event which was a chance for us to welcome colleagues who have recently achieved Chartered Status to the graduate community. This incredible community continues to go from strength to strength and we really encourage you to connect with one another via Twitter and LinkedIn using the hashtag #CTeach.

Katy Chedzey, Head of Professional Learning and Accreditation

What's in this issue?

Current opportunities – new this term

Impact: Call for papers

Issue 21 of *Impact* (Summer 2024) will focus on the theme of 'Approaches to assessment'.

We'd love for members of our Chartered community to contribute an article on this hugely important theme.

[**Find out more and submit your proposal by 30th November**](#)

Invitation from BERA

Are you a teacher researcher?

BERA is in the early stages of creating a teacher network, which we hope will be a place for teachers to come together to network with peers to develop their knowledge and skills, collaborate and be connected with BERA and the broader academic community within education.

We are planning a launch event for 2024 and we are seeking members who might be interested in leading the network as part of the inaugural convenor team.

If you are a teacher working in a school who is interested in helping BERA shape the future of this exciting new community, email membership@bera.ac.uk

Host one of our CCTea Live Sessions

We are looking for hosts to relaunch our #CCTea Live sessions

Are you passionate about teaching? Do you have top tips that would benefit colleagues?

If so you could be just who we are looking for. Get in touch with us via events@chartered.college to find out more.

Current opportunities – reminders

Classroom Practice Insight Videos

Thank you to all who have already contributed to our Classroom Practice Insight Video collection. We are still looking for a few more Chartered Teachers to record videos for this resource which will form part of the content supporting teachers who are working towards Chartered Status.

As part of our commitment to supporting diversity, equity and inclusion, we particularly welcome contributions from those with protected characteristics in order to amplify the voices, experiences and insights of educators from underrepresented groups. In addition, we would be keen to hear from teachers working in settings that are currently under-represented in our content, including those working in early years, special schools, small schools and religious schools, including those with a religious designation.

Please get in touch if you might be able to share your perspective on one of the following themes:

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

If you are able to help, please email us via charteredteacher@chartered.college with your name, email, phase and preferred theme by Friday 26th November. We will allocate themes on a first come, first served basis and will contact you to let you know you have been selected no later than 8th December. You would need to submit your video by Monday 8th January 2024.

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Is your school ready for Research Mark?

In the Summer 2023 edition of the Chartered Connection, we took a look at some of the ways in which evidence-informed colleagues like you might support research engagement in your school context.

Suggestions included:
- facilitating a journal club
- signposting colleagues to the Chartered pathways or running a cohort of the Certificate in Evidence-Informed Practice
- setting up a research library, seminar series or conference
- highlighting the Research Hub and Learning Hub on MyCollege to your colleagues
- disseminating research opportunities to your colleagues.

Of course, there is always lots more that can be done to support research engagement in schools, and at the Chartered College of Teaching we're keen to hear from and provide recognition to schools that are on their own research engagement journey.

With this in mind, we have just announced a pilot of a new school-based accreditation: Research Mark.

In working towards Research Mark, your school or trust will need to demonstrate that they meet the standard for being awarded Research Mark across five key areas:
1. Establishing a culture of research engagement
2. Taking an evidence-informed approach to school development
3. Evidence-informed professional development
4. Staff engagement with education research
5. Research engagement through collaboration - within and across schools.

A light touch programme of activities will support schools and trusts who are involved in this pilot, who will all aim to submit an application for Research Mark within 3-12 months, depending on where they are in their journey.

A sixth area (sustained and embedded practice) will be relevant to those schools or trusts who have already made significant steps in terms of research engagement, and feel that they are ready to go for the award of 'Research Mark PLUS'.

Fees for accreditation in this pilot start at £495 per school, however there are a limited number of places.

Find out more and register your interest via our website

Did you hear our Chartered Teacher takeover on the Chartered College of Teaching podcast?

October saw two great episodes of our podcast, featuring Chartered Teachers:
- Teacher Assessment Manager and former Chartered Teacher Helen Barker, gives the lowdown on what Chartered Status is and the impact it can have on teaching practice - listen back here
- Chartered Teacher (Leadership) graduate Alexandra Dean talks about the difference becoming Chartered had on her and her school.

PLUS if you haven't already heard it, on the theme of research engagement, our earlier episode from Summer 2023 focuses specifically on the role of research leads in schools.

You can listen back using the link below, or on your preferred podcasting platform including Spotify, Apple Podcasts or Google Podcasts.

Listen back: The role of research leads in schools

If you'd like to contribute to an episode of our Evidence-Informed Teaching Podcast and haven't yet put your name forward, you can register your interest below:

Register your interest

If you have any questions, please contact Sara-Jane Ladums via sjladums@chartered.college

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Artificial Intelligence (AI) and research engagement

In this article, Teacher Assessment Manager Helen Barker discusses the risks of relying on AI to support engagement with research and evidence.

Artificial Intelligence (AI) large language models have had an exponential growth since ChatGPT was launched in late 2022. ChatGPT works so well because it brings together a huge processing power, the ability to draw on a wealth of data and also the ability to present its outcome in a way that is accessible and convenient. These types of AI interfaces can repackage and rewrite content, adjusting their tone, register and vocabulary for different audiences and purposes. Prompts can also be given in natural language, meaning that AI is easy to use, and you can even converse with them.

Therefore, AI seems at first glance to be a useful way to find and synthesise the large amounts of research and evidence available on a given topic, including classroom pedagogies.

For example, you could ask ChatGPT about the benefits and drawbacks of using technology in the classroom, and it will return some sensible answers. When I tried this, it mentioned the digital divide, and how this can be greater when dealing with underprivileged children and young people (OpenAI, 2023), which is in line with research. For example, using the search terms 'digital divide education underprivileged students' on Google Scholar brought up pages of results about the impact of the digital divide on children from different socio-economic groups, such as Berson et al. (2022) and Ayllón et al. (2023).

However, ChatGPT also included in its response about benefits and drawbacks of using technology that 'digital resources allow learners to study at their own pace, accommodating different learning styles' (OpenAI, 2023). This educational myth of 'learning styles' has been widely discounted, but because this myth persists online, it has been picked up and perpetuated by ChatGPT.

The problem is that the 'intelligence' part of 'artificial intelligence' is a misnomer. AI is not intelligent in the way that you need to be to really engage with evidence. Instead, it sounds credible, by mimicking and copying other content. Of course, some of this content can be accurate, but not always. The data that AI such as ChatGPT uses to generate its responses comes from a range of places. Some of the data has been specially created, some of the data has been licensed and then, most importantly, some data is drawn from publicly available sources (i.e. the internet). AI models do not check the validity of their sources or the accuracy of their claims. Put bluntly, they don't cite their sources. If you ask ChatGPT to cite a source, it says:

'It's important to note that the information provided in my responses may not always be from academic sources, and should not be considered a substitute for peer-reviewed research or professional advice. Remember to critically evaluate the sources you find to ensure their reliability and relevance to your research.' (OpenAI, 2023).

We should take ChatGPT's own advice and use AI with caution as a source for education research. That doesn't mean that we should completely ignore AI, as there are positive uses of this technology, such as using it as a starting point to generate and refine ideas. However, if using AI in academic writing, any use of AI should be cited, referenced and described, as in this example. Furthermore, we should ensure that we are engaging critically with wider evidence sources, as AI cannot be relied upon to reflect accurate research and evidence. Certainly, any claims AI makes should be rigorously fact-checked.

Helen's top tips for AI use
- If you do use AI, use it ethically and appropriately. If you've used AI for academic purposes, you should cite the AI model and be open about *how* you have used AI within your work.

Artificial Intelligence (AI) and research engagement

- Remember that copying from AI and using this in an assessment is a form of plagiarism, as you are presenting ideas that you didn't come up with as your own.
- Don't take what AI says at face value. Check any claims it makes to see whether they are actually supported by research.

It's also important to remember that there is a wide range of apps and digital platforms available that can support research engagement and help you to engage with research papers and articles with ease.

A couple worth exploring if you haven't already found them are:

- Carrot2 – this search tool clusters research articles into topics, enabling you to delve into a specific theme within your search results.
- Litmaps– Litmaps recommends articles to you based on citations; research articles are shown visually with a map showing the links between different research articles.
- PopAI – great for if you are short on time, this is just one of many AI tools that are able to summarise a research article for you in seconds. Simply upload the article as a pdf (up to 50 pages long in the free version) and it will give you a brief summary of what it's about. You can also 'chat' with the article – just ask a question and PopAI will give you an answer based on the content of the pdf. Importantly, you can then click into the pdf to verify any claims yourself!

References

Ayllón S, Holmarsdottir H and Lado S (2023) Digitally deprived children in Europe. *Child Indicators Research* 16(3): 1315–1339.

Berson IR, Luo W and Yang W (2022) Narrowing the digital divide in early childhood: Technological advances and curriculum reforms. *Early Education and Development* 33(1): 183–185.

OpenAI (2023) ChatGPT (Mar 14 version) [Large language model]. Available at: https://chat.openai.com/chat (accessed 15 November 2023).

We'd love to hear how you're using digital tools to support your research engagement

If you'd like to write for us or share some tips in our next newsletter, please get in touch with us via charteredteacher@chartered.college

If you are on X (formerly Twitter), why not carry on the conversation? Use the hashtag #CTeach to find other members of our Chartered community.

If you are a Chartered Teacher or Chartered Teacher (Leadership) graduate, don't forget that you can join our Chartered Teacher LinkedIn group today to connect with other graduates, 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

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Spotlight: Inclusive research

Education Research Specialist, Vic Cook, briefly explains the importance of taking an inclusive approach when conducting research in schools.

The voices of underrepresented groups in educational research must be heard.

Groups are deemed to be underrepresented when the diversity of research participants does not reflect the educational community for whose benefit the research is taking place. To ensure that educational research understands and represents a diverse range of experiences from different groups, inclusion should be considered at every stage of the research process: research design, data collection, analysis and reporting.

This is important for both quantitative and qualitative research. The long-held view that quantitative research is more rigorous than qualitative research is starting to be challenged. Qualitative research, with its focus on lived experiences, can deepen our understanding of the educational experiences of historically marginalised groups. Indeed, quantitative and qualitative data can often complement each other, so adopting a mixed methods approach to research in schools where both types of data are collected is one approach that can help foster inclusion.

We have just published some guidelines for conducting inclusive research that aim to support anyone who would like to learn more about inclusive research and adopt a more inclusive approach to their research. The guidelines pose key questions that researchers should ask themselves at each stage of the research process, such as 'who will be sampled?', 'are the research materials accessible?', 'is the analytical approach representative of the different groups in the research?' and 'do the conclusions reflect results for sub-groups and not just the sample as a whole?'. These questions are important to ensure that the voices of all groups are heard.

You can access these guidelines on MyCollege using the link below. These are likely to be particularly helpful to anyone currently undertaking the Education Research and Inquiry Certificate with us at the moment, but are also likely to be helpful to any of our Chartered community currently undertaking, or thinking about undertaking, action research or practitioner research in schools.

[Read more: Inclusive research](#)

On the theme of inclusivity, don't forget that you have access to our Leading Inclusive Schools online modules.

Though aimed at school leaders, some modules may be relevant to those in middle leadership roles. There are six modules in total. While it's recommended to complete the modules in order, you may also choose to complete modules individually.

Modules include:
1. Introduction to inclusive leadership
2. Building and developing a diverse and inclusive staff team
3. Leading an inclusive curriculum
4. Assessment and pedagogy for equity
5. Engaging parents and the school community
6. Embedding and sustaining an inclusive school culture

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Top reads and recommendations for autumn 2023

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

Student motivation: Does cognitive science have the answer? (Claire Badger, CTeach)

In this article for Chartered Status CPD Partner Inner Drive, Chartered Teacher Claire Badger looks into some of the theory and evidence around student motivation, explaining the role that cognitive science may play in helping us to understand a) conceptions of 'motivation' and 'success'; and b) how we might increase both of these. A thoughtful and easy-to-read summary. Read Claire's article in full

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Six things schools need to know about ChatGPT (Daisy Christodoulou)

Following the theme of AI, this is a short read from Daisy Christodoulou who flags key things that are worth knowing when it comes to AI.   Read Daisy's article in full.

Teacher prompts (Neil Almond)

Sticking with the AI theme, Neil Almond has set up a weekly newsletter containing prompts and tips on all things AI in education. We like this because it includes lots of workload-friendly practical advice and includes some wider reading for those who want to dig a little further. Although the evidence base around AI might be limited at the moment, it's great to hear practical examples of how AI is being used in real classrooms. Find out more at news.teacherprompts.ai

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Impact article: Professional knowledge and research-informed practice: Time for a rethink? (Gemma Moss and Rachel France)

As most of you will be aware, the concept of research-informed or evidence-informed practice is one we explore in some detail as part of our Certificate in Evidence-Informed Practice course. In this article from the latest edition of *Impact*, Gemma Moss and Rachel France prompt us to think more critically about where the research comes from and how it connects with practice in schools.

Read the article 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: Autumn 2023

Upcoming assessment submission dates:

20 December 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.

EVENT: Rethinking coaching and collaboration - 5 December 2023 (4-5pm)

We're really excited to be hosting this event on rethinking coaching and collaboration. We'll be joined by Professor Rob Coe for a thought provoking discussion which connects with one of the written debates currently featuring in the Certificate in Evidence-Informed Practice. If you enjoyed our debate on instructional coaching, or are interested in teacher development and want to think critically about the research in this area, this webinar will be one to watch!

Look out for your invitation, coming to your inbox soon.

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