



The Chartered Connection

from the Chartered College of Teaching

Spring 2024 edition



Welcome to the Spring 2024 issue of the Chartered Connection.

We know that this term tends to be fairly short in comparison with the autumn and summer terms, which means there's always lots to squeeze in. With this in mind, we've tried to keep this issue of the Chartered Connection fairly short too. We hope you'll enjoy reading about the work that Chartered Teacher Megan Issott is undertaking, utilising tools and strategies from our Chartered units to support new teachers to develop their practice.

We often hear of examples like this from Chartered Teacher graduates who are recognised in their schools, colleges and trusts for their expertise and collegiality, and who champion research engagement to support colleagues at all levels. If this sounds like something you are already doing – or would like to do – please do take the opportunity to sign up as a Chartered College of Teaching Research Champion, our new initiative launched this term. If you're not already signed up you can find out how to get involved below...

Katy Chedzey, Head of Professional Learning and Accreditation

What's in this issue?

Current opportunities

Find out about upcoming opportunities to be involved in the work of the Chartered College of Teaching.

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Keeping up to date with the latest research

We share some practical suggestions and resources to help you keep up with the latest updates in educational research.

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Supporting colleagues new to teaching with CCT rubrics and IRIS Connect

Hear from Chartered Teacher Megan Issott on how they are utilising their learning and resources from achieving Chartered Status to support colleagues in their setting.

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Top reads and recommendations for Spring 2024

We signpost you to our latest top reads and professional learning recommendations relating to evidence-informed classroom practice, mentoring and leadership.

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Key dates: Spring/Summer 2024

A helpful summary of key dates for summer 2024, including upcoming submission deadlines for those currently working towards becoming Chartered.

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Current opportunities – new this term

Become a Chartered College of Teaching Research Champion



In case you haven't heard, we've just launched an exciting new initiative – the Chartered College of Teaching Research Champion! Designed to empower educators like you, the CCT Research Champion role embodies our commitment to evidence-informed practice.

Chartered College of Teaching Research Champions serve as advocates for the Chartered College, actively supporting their colleagues in engaging with our wealth of resources, with the primary objective of promoting ongoing professional learning and the adoption of evidence-informed approaches in your school context. If you choose to join us as one of our Research Champions, you will receive ongoing support and guidance from the College to maximise your effectiveness and to help foster an evidence-informed culture.

[Register as a CCT Research Champion](#)

Get in touch:

✉ charteredteacher@chartered.college

🌐 chartered.college/charteredstatus

CHARTERED
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TEACHING

Current opportunities – coming soon

Currently seeking: Chartered Teachers with assessment expertise

It is critical to us that Chartered Status continues to be informed by the profession, and as such we will shortly be recruiting new members to join our assessment board. We are seeking individuals who can bring diverse viewpoints and experiences, representing a range of expertise from across the sector. The Assessment Board offers the Chartered College of Teaching advice and guidance on best practice in assessment, and also contributes to evaluating the effectiveness of Chartered Status assessments and assessment processes. It is a varied role working alongside the accreditation team.

We are particularly interested in recruiting Chartered Teachers to the assessment board, especially with one or more of the following attributes:

- Advanced knowledge and understanding of equality, diversity and inclusion in relation to educational assessment
- Experience of teaching and/or leading in EYFS, AP, special schools, or leading in the primary or international sector
- Experience of designing and/or setting professional standards
- Experience of designing essay and/or project assessments.

Membership of the assessment board involves three meetings over the academic year. Two of the meetings take place via Zoom and last for 90 minutes. For flexibility, there are two options for each meeting, during and after the school day. One meeting per year is face-to-face in our London offices. Again, there is a weekday or weekend option. This is a voluntary role however we cover reasonable transport costs and provide lunch for the in-person meeting.

If you are interested in finding out more about joining our assessment board, please email Helen (Teacher Assessment Manager) at assessment@chartered.college to find out more about the role.

Keeping up to date with the latest research

Keeping an eye on updates in educational research is an important part of developing and maintaining the strong professional knowledge expected of a Chartered Teacher. One way you might do this is by taking advantage of your Chartered College of Teaching member benefits – including [MyCollege](#), book discounts, and of course the *Impact* journal. But what else do you do to keep up to date with developments in this area?

One potential option is to sign up to email alerts – there are a number of organisations who provide weekly or monthly updates sharing findings from research, recent articles or publications, or even sector updates. We share a handful below which you might find interesting (though we wouldn't recommend signing up to all at once!). We'd love to know if you have any other suggestions we could add to this list...if you're a Chartered Teacher, why not share your suggestions in our LinkedIn group?

Education research/sector news email alerts

- [Best evidence in brief](#)
- [NFER direct/classroom round up](#)
- [EEF news alerts](#)
- [Oriel square](#)
- [Peps McCreed's evidence snacks](#)
- [Education research review](#) (click on: articles and issues > sign up for alerts)
- [Teacher Tapp](#) (not an email subscription but daily questions with a recommended read)

Email us at charteredteacher@chartered.college if you want to share your suggestions, or if you are a Chartered Teacher, share on our LinkedIn group.



[Request to join the group on LinkedIn](#)

Supporting colleagues new to teaching with CCT rubrics & IRIS Connect

In this short article, Chartered Teacher Megan Issott explains how she continues to utilise tools from the Chartered Teacher pathway to support teachers at the start of their careers to develop their practice.

As part of achieving Chartered Teacher Status one of the aspects of the course that I particularly found impacted my teaching was the Video Reflection Activity (which now forms part of the Development of Teaching Practice Award). In particular the rubric used to evaluate change in practice over each reflection cycle.

Figure 1.
Example of blank rubric template used in the Development of Teaching Practice Award.

Indicator	Descriptor	Score
		Initial:
		Mid-point:
		End point:

I had previously found measuring the impact of a deliberate practice cycle challenging but this rubric helped to improve the process in two ways:

- 1) It enabled me to synthesize a larger body of literature into manageable steps, in this case Multiple Choice Hinge Questions (MCHQ)
- 2) It helped me evaluate how effective I was at implementing these manageable steps over a series of lessons.

The use of IRIS Connect's video technology was core to this process. I was able to record myself teaching and watch it back, commenting on each stage of the process. The timer was especially useful in helping me to monitor how much time I was giving students to think about questions. IRIS Connect also has a 'form' function which I could use to create a template to review these steps - this could also be shared with colleagues attempting the same technique.

Now, having graduated as a Chartered Teacher I am using these tools in a slightly adapted way in my work supporting new (unqualified and QTLS) teachers. Using the IRIS Connect Unity PD platform, teachers are working through a coached pathway on an area we have identified for their development. Once we have identified an area for development, I complete the form with the steps we have agreed they need to practice. Staff then practice their technique, using Iris to record a lesson as part of this practice cycle. Then together we evaluate their progress using the 1-5 scale in line with the CCT rubrics. At this stage staff are at their mid-evaluation point. This is followed by a further deliberate practice cycle and a final evaluation.

While I think this is a useful technique at the moment, the biggest challenge is supporting beginner teachers to complete the cycle within a limited time frame, to keep momentum of the change and allow for development of multiple teaching techniques over a year. It is hoped that, once the pace of the process improves, this cycle will then be repeated with the next target. As staff develop, the hope is that they will require less support to identify practice steps, and instead will use their own reading, and the theory from IRIS' Unity PD, to create their own structures for developing teaching practice.

I am also working with IRIS Connect to feed back on this experience, with a view to exploring how these different tools may be utilised together to enhance teacher reflection and support ongoing development.

IRIS Connect is an accredited Chartered Status CPD Partner. All teachers undertaking the Development of Teaching Practice Award as part of our Chartered Teacher or Chartered Teacher (Mentor) pathway receive free access to IRIS Connect, and also have access to a bank of rubrics, designed to support meaningful development of practice through rigorous cycles of deliberate practice.



Megan is an RE and sociology teacher who previously worked in 11-18 schools in London for 8 years. Since moving to Cambridge in 2015 she has worked at Long Road Sixth Form as an A Level teacher, often supporting teaching & learning or teacher development.

Megan is a Chartered Teacher and a Fellow of the Chartered College of Teaching.

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

Top reads and recommendations for Spring 2024

Here we share a few publications, blogs and articles that have caught our attention recently...

Using research evidence: A Concise guide (Education Endowment Foundation)

The EEF have recently published a new guide which aims to support teachers to engage critically with research and evidence. This is a practical resource which is likely to be of use to all of our Chartered community – and complements the ACE concepts and other resources you will have encountered if you have completed the Certificate in Evidence-Informed Practice or Education, Research and Inquiry Certificate. [Read the guidance on the EEF website.](#)

The current state of professional development for teachers (Teacher Tapp)

This report summarises research gathered from Teacher Tapp surveys and shares some revealing insights around teachers' experiences of, and appetite for, CPD. Interesting from the perspective of any teacher as a consumer of CPD, but invaluable for anyone involved in designing or leading CPD in their school or trust. [Read the report in full.](#)

Podcast: What should the teaching profession look like in the future? (OECD)

A really interesting discussion which invites international perspectives on the nature of the teaching profession and notions of professionalism. Lots to provoke thinking and an opportunity to reflect on the bigger picture. You'll find the podcast on a number of platforms or [stream and listen on SoundCloud.](#)

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: Spring and Summer 2024

Upcoming assessment submission dates:

30th April 2024 (23:59pm, BST)

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

30th June 2024 (23:59pm, BST)

- Candidates enrolled on our Chartered Teacher (Leadership) and our Chartered Teacher (Mentor) Development of Teaching Practice Award units will have an extra opportunity to submit their relevant assessments for this deadline.

31st July 2024 (23:59pm, BST)

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

31st August 2024 (23:59pm, BST)

- Candidates enrolled on our Chartered Teacher assessment units will have the opportunity to submit their relevant assessments and examinations for this deadline.

EVENT: Rethinking coaching and collaboration - Wednesday 20th March 2024 (4-5pm, GMT)

We're excited to announce the rescheduled date for our highly anticipated event: 'Rethinking Coaching and Collaboration,' now set for Wednesday 20th March 2024, from 4-5pm GMT. Join us for an engaging discussion led by Professor Rob Coe, delving into the nuances of coaching and collaboration in education. This event promises to be thought-provoking, offering valuable insights that intersect with ongoing debates within 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!

[Register for the webinar here](#)