

FIXED VERSUS NEGOTIATED CPD: ABRIDGING THE BEST OF THE TDA'S PPD WITH THE NEW MTL

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Main Paper Menu

- [Overview of the CPD programme at BSU](#)
- [The Adult learning paradigm of CPD](#)
- [Leadership and Learning](#)
- [Impact evaluation of CPD](#)
- [The CPD National Award for SENCOs](#)
- [MTL and beyond?](#)
- [Early implications of the Education White Paper](#)
- [Q & A](#)



Overview of the CPD programme at BSU

- A brief background to PPD at BSU
- Learning as process not outcome (Kolb, 1984)
- Flexible design of the Professional Masters Programme (PMP)
- Consultancy, advocacy and negotiated learning – our CPD strategy with employers



The Adult learning paradigm of CPD

- Assumptions of adult learning
- Kolb's model of learning
- The professional impact of being a researcher
- The Bubb & Earley Framework (2010)



Leadership and Learning

- The reflective practice ethos of the PMP
- Effective leadership underpinned by reflective practice
- Bollam's (1999) four generic modes of leadership development:
 - Knowledge for understanding
 - Knowledge for action
 - Improvement of practice
 - Development of a reflective mode



Impact evaluation of CPD

- The TDA's remit – from Ofsted (2004) to the PPD
- Designing and reporting Impact within the PMP
- Five key data sources of impact:
 - Evaluative feedback from partnership schools and local authorities.
 - Impact evaluation reports from all programme participants.
 - Module tutor reports from all CPD tutors.
 - Module evaluation forms completed by PMP participants.
 - External reports linking Bath Spa University CPD provision with partnership schools (this source can include bodies such as CUREE as well as potential school Ofsted reports).



The CPD National Award for SENCOs

- The CPD National Award for SENCOs
- Why use M-Level to raise SENCO standards?
- Views on SENCO training – so far.....



MTL and beyond?

- Origins in the Children's Plan (DCSF, 2007)
- The MTL 'rules' – ITT and Regions
- Evaluation of MTL in the southwest
- The MTL 'on hold' – Coalition government
- The future of master's level CPD?



Early implications of the Education White Paper

- Scholarships for individual teacher's CPD.
- Initial teacher training being centred more in schools.
- University Training Schools (UTS).
- Move back to a more traditional 'O' Level style summative assessment system for GCSEs in schools.
- Can we rise above the agenda? “....*In every age there is a turning point, a new way of seeing and asserting the coherence of the world*” (Bronowski, 1973:20 – from *The Ascent of Man*).



Q & A

Any further questions?

Contact for a pdf copy of our paper:

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