

# CETT Standard

Welcome to issue 2 of CETT Standard – the Centres for Excellence in Teacher Training national newsletter for providers across the learning and skills sector.



## In this issue

Get CETT go!	1
CETT news	2
Easing the journey	2
Working across the sectors	3
About CETTs	3
Supporting teacher education	4
The south-west	4
Self-improvement and autonomy	5
EMCETT's impact	6
Quality assured CPD	7
Cross-CETT Journal	7
The national CETTs	
Mentoring Compendium	8
Interview	9
Anne Samson	
IfL news	10
Regional advisers	
LSIS news	12
LSIS Teaching and Learning Programme 2010-11	
The last word	13
Jean Kelly and Markos Tiris	

## Get CETT go!

It is a great feeling when our diverse sector is mobilised by a shared value and purpose. It is even better when we are given time to develop and implement strategy and have the evidence that our shared investment has worked.

The Centres for Excellence in Teacher Training (CETTs) were set up to support the 2007 teaching reforms. Our focus is to ensure we equip our teaching and training workforce to be the best it can be for learners, working as individual centres and collectively through our umbrella association – ACETT.

ACETT offers CETTs a voice to inform the development of national policy in further education and skills and support its implementation. We work together to improve teaching and learning in the effective, efficient and significant role of teacher educators.

We support the move toward self-regulation and self-improvement in our sector and believe that our success is proof that the sector can indeed improve by itself. We have built an impressive evidence base of practitioner-focused research, which has the potential to further improve policy formation and the development of great teaching and learning practice.

We have achieved our ambition to sustain our networks and activities after government funding ended in March 2010 and continue pursuing sector-led improvement.

All the CETTs are continuing their work with firm plans for the future, which include working with the Institute for Learning (IfL) and the Learning and Skills Improvement Service (LSIS) to support teachers and trainers in the brilliant job they do.

This good news newsletter will give you a small glimpse into our work.

**Paula Jones, ACETT Chair and South West CETT Manager**

**CENTRES  
FOR EXCELLENCE  
IN TEACHER TRAINING**

# ASSOCiate Online – OurSubject

## HUDCETT

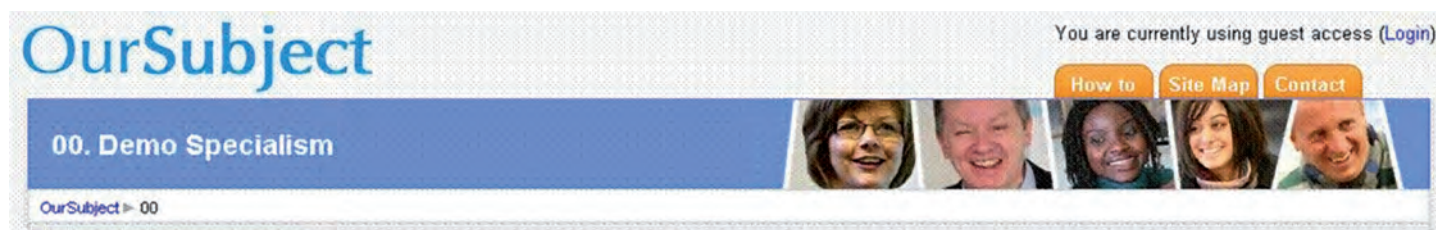
To support the global growth of ASSOCiate Online – OurSubject and enable access for all (trainee teachers, teachers, teacher educators and mentors in the Lifelong Learning Sector), we have decided to open ASSOCiate Online – OurSubject out on a free, self-registration basis.

This means that all members will be able to register themselves individually on ASSOCiate Online – OurSubject, absolutely free of charge in September 2010. This will apply to both new as well as existing members.

All facilities (e.g. the Professional Formation guidance and Skills for Life area) and all resources (including subject specialist and Skills for Life resources) will continue to be available to all and free of charge.

The site will remain moderated so that you know contributions made will be valid and relevant.

Further information as well as detailed instructions for registration will be circulated soon.



## Easing the journey

### LONCETT

The LONCETT vocational project focused on the needs of new teachers entering employment in FE or work-based learning and pursuing their initial teacher education (ITE) on an in-service basis.

The aims of the project were to:

- explore the vocational specialist pedagogies associated with the teaching of construction; hairdressing and beauty therapy; and hospitality and catering
- develop the specialist mentoring process, to enhance and support the learning and development of new occupational teachers
- reconfigure the ITE curriculum so that generic and occupational elements could be integrated more effectively.

A key outcome of the project was the production of a new resource.

*Easing the journey from occupation to teaching – A guide for new teachers and their mentors in the Further Education sector (the Guide)* sets out a mentoring curriculum consisting of 10 capabilities in three sections – specialist, general and organisational – with a set of suggested activities for mentors to work through with trainees, or for trainees to undertake independently.

Impact studies have demonstrated the success of the Guide in facilitating the journey of new teachers. For instance, Hackney Community College used the Guide to enhance its arrangements for supporting such new teachers.

The general teaching sections of the Guide were used by mentors and apprentice teachers to plan and reflect on the pedagogical approaches being practised.

This helped new teachers develop a range of teaching and learning strategies, rather than relying only on how they remembered being taught themselves.

Teacher educators from Hackney College have been invited to visit Lagos to support the development of teacher education in vocational subjects there; their use of the Guide will consequently extend beyond the shores of the UK.

# Working across the sectors

## WMCETT

Over the past three years, WMCETT has developed excellent working relations with FE colleges, work-based learning and the voluntary sector across the West Midlands and is aiming to develop these collaborative activities in year 4.

One of our recent successes was a series of three Professional Dialogue seminars for representatives of our higher education partners and colleges that run initial teacher training (ITT) courses, which offered a chance for sharing best practice. Resources from them can be found at [www.warwick.ac.uk/go/wmcett](http://www.warwick.ac.uk/go/wmcett). We are organising three more seminars in the next few months.

We will also be producing some materials to help ITT professionals make innovative use of teaching resources at their disposal.

In work-based learning, we have recorded podcasts for the website [www.wbl-shots.org.uk](http://www.wbl-shots.org.uk) to explain what we can offer. We are also looking for information, advice and guidance champions to increase knowledge in the sector about training opportunities.

In the voluntary and community sector, we are carrying out a survey of the professional development programmes being delivered and the needs that still exist.

We are working closely with the regional Functional Skills Network on an initiative of theirs, and hope to run a number of regional workshops to support practitioners.

WMCETT and the Essential Skills Resource Centre at the University of Warwick will be holding two more one-day conferences with workshops for practitioners, building on the success of previous events.

We will also be bidding for more work with partner colleges, CETTs and other organisations which share our ideals.



## About CETTs

Centres for Excellence in Teacher Training (CETTs) are networks of partnerships of organisations involved in initial teacher training (ITT) and continuing professional development (CPD) in the further education system.

Their role is to raise the standard of initial teacher education, and to improve the quality and consistency of CPD. They do this by building links and connections between organisations, supporting joint working and new projects to further pedagogic knowledge.

The emphasis is on CETTs as centres for excellence, rather than of excellence. They promote good practice and research, and develop advice and guidance that covers generic teaching issues as well as specific themes.

There are now 10 CETTs across England and together they represent every part of the learning and skills education network, from mainstream to specialist services. For further information, see <http://cett.excellencegateway.org.uk>

## Supporting teacher education

The Westminster Partnership CETT

Six months on, the Westminster Partnership CETT gives an update on its operation.

We intend to continue working with the same priorities as before: to support teacher education and teacher educators in our sector, in a number of ways:

- Provide a programme of network events – conferences, symposia and forums to support teacher educators in the wider FE sector, with particular focus on work-based learning
- Provide customised CPD for organisations in the sector
- Provide training for and accredit Subject and Advanced Learning Coaches (SLC, ALC)
- Provide a CETT website and email alerts ensuring access to the latest information and practitioner-based research coming from the sector

- Provide blended learning programmes to respond to the development needs of individual teachers in the sector and in particular the overall need to:

- Develop mentoring practices
- Provide CPD opportunities designed specifically to meet the needs of teacher educators to master's level
- Provide CPD opportunities for the wider teaching workforce
- Provide online PTLLS.

All these programmes are becoming available either online or via blended learning and carry full university accreditation. The blended PTLLS programme has celebrated the success of its first graduates.



We are delighted to report that two well-known colleagues from the WMP CETT – Anne Samson and Sue Rees – have accepted posts as regional advisers for the Institute for Learning (IfL) and will continue the close working relationship between our partners and IfL.

We realise that in a time of ever-tightening purse strings, our ability to continue as a CETT hinges on our partners recognising the value of the CETT service and in particular the ongoing maintenance of the different networks that have been established over the last three-and-a-half years.

The signs for continuing CETT working are encouraging. We have a membership fully committed to teacher education. We now have to focus on educating the politicians.



## The south-west

SWCETT

The South West Centre for Excellence in Teacher Training (SWCETT) partnership is working on a project to address the development needs of teacher educators in the region.

The project aims to build teacher educator capacity in the region, in response to the need to expand the teacher educator base and replace those teacher educators due to retire within the next five years. It will comprise several strands:

- Developing and piloting a development programme (Stepping Out) for inexperienced and isolated teacher educators and those working in centres new to the delivery of initial teacher training (ITT) programmes
- Running a peer mentoring scheme to support new teacher educators and those extending their role in teacher education

- Drawing together a range of resources for use in teacher education via an online portal, which will help maximise use of existing resources and fill some key gaps
- Maintaining and extending the existing Regional Teacher Educator Forums
- Encouraging and supporting ITT provider organisations to be proactive in identifying need at organisational as well as individual level.

For further information, contact [kerin\\_burke@learning-southwest.org.uk](mailto:kerin_burke@learning-southwest.org.uk)

# Self-improvement and autonomy

## Success North

There have been recent moves towards greater autonomy for the lifelong learning sector, and in particular, to support the sector in development and self-improvement.

Commitment to this principle is being matched by action, with the Learning and Skills Improvement Service (LSIS) setting a target of 60 per cent of funding going directly to providers. Success North, a collaborative partnership facilitated by Newcastle College, offers a provider-led perspective of peer and self-development activity.

One strand of its work is a peer provider coaching partnership, supported by the LSIS flexibility and improvement fund.

## Overview

The **Peer Provider Coaching Initiative (PPCi)** aims to develop a coaching network of providers accessible to the wider sector.

The model includes an auditing stage to support the identification of development needs and organisational strengths, which can then support the coaching and professional development activity of the second phase. It also examines how existing resources can be used to drive improvement, support self-regulation and secure sustainable strategies for continuing professional development (CPD).

The project mobilises expertise and experience in the sector and supports collaboration between peers from the different settings.

The four proposed stages are:

- Stage 1: initiation
- Stage 2: implementation
- Stage 3: widening participation
- Stage 4: handover to the sector.

## Key features

The project adopts a provider-centric, interconnected and coherent approach, supported by influential advocates from the sector and the engagement of key decision-makers in organisations.

The collaboration of providers from all settings in the sector ensures that broad perspectives are given prominence. The first phase has benefited from active and insightful contributions from the project partners:

- FE college: Newcastle College, Teaching Development Centre
- ACL: South Tyneside Council, Adult and Community Learning
- VCS: Northern Learning Trust.

As the project moves into the second stage, peer members of the network have already reported benefits and early successes.

The work of partner members has provided crucial insights into the sector's needs and concerns, and approaches to engaging providers in improvement activities.



In the third phase of the project, the partnership will expand as original members bring in partners from their own settings.

The project recognises the need to support the development of learning cultures, and Caryn Loftus, an independent partner, has facilitated the professional development activity to underpin a provider-led move into supporting change and development.

## Next steps

Partners will develop and disseminate a manual and resource pack for other providers, to ensure the sustainability and reproducibility of this coaching model.

# EMCETT's impact

## EMCETT

In an independent review of EMCETT's impact over the last three years, 82 per cent of stakeholders assessed our work at grade 1 or 2, using the Ofsted four-point scale.

The review reports that EMCETT has made a significant contribution to:

- improving the quality of initial teacher training (ITT) provision
- supporting mentoring and the Subject Learning Coach programme
- successfully championing a whole-organisation approach to ITT and continuing professional development (CPD)
- providing a range of CPD opportunities to meet specific training needs.

There are now over 230 trainees following EMCETT's Preparing to Teach in the Lifelong Learning Sector (PTLLS), Diploma in Teaching in the Lifelong Learning Sector (DTLLS) and Specialist Pedagogy Awards in centres stretching from Plymouth to Gateshead. These programmes, which we believe have already made a significant impact on ITE in England, are freely available to any established or new provider with the necessary staffing to deliver them.

They are OCR-approved and independently endorsed by SVUK. Providers may also wish to supplement their existing ITE learning resource by using our map of LSIS-endorsed, online resources, which are cross-referenced to relevant assessment criteria.

### CPD for high performance

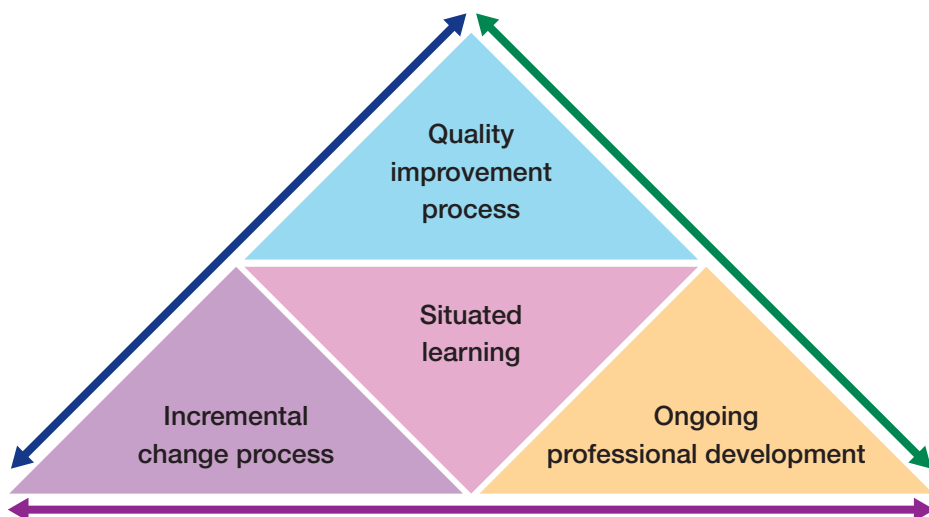
EMCETT consistently promotes the following evidence-based principles that link continuous improvement and inspection success to CPD done in the right way.

1. Organisational (high) performance is more often the product of teams performing well rather than individuals.
2. Team-based, situated learning is superior to short-course (menu-led) training in driving quality improvement, professional development and incremental change – it also facilitates operational and strategic alignment, increases staff morale and results naturally in reflective practice, supported experiments or action research.
3. This requires a coherent and whole-organisational approach (and the right type of leadership), which is not shy of empowering staff to address real issues arising naturally in professional practice and in real-time (making impact evaluation both easy and robust).
4. This leads to a collective responsibility for quality and an ongoing and sustainable aspiration towards excellence, instead of the scramble to improve things in the eleventh hour, before inspection.

## Blended-learning ITE

EMCETT's partnership continues to expand, particularly as a result of the increasing take-up of our blended-learning models of initial teacher education (ITE), which draw heavily on Excellence Gateway resources.

EMCETT would welcome any sector or sector-representative organisation that would like to join us in developing and evaluating practical models, tools and diagnostics relating to these principles, or would simply like to know more about these principles and their basis in research.



## Quality assured CPD

### CETTIL

As the CETT for Inclusive Learning moves into a new phase, the focus of work is to continue developing, promoting and capturing the sharing of good practice within the learners with learning difficulties or disabilities (LLDD) and lifelong learning sector.

Last year, CETTIL developed a process of quality assuring non-accredited continuing professional development (CPD) activities and we identified a wide range of non-accredited staff development activity throughout a range of subject areas. Snapshots of current available courses include:

- Presentation skills
- Introduction to mentoring
- The autism spectrum- training for professionals
- Introduction to language
- Introduction to REfLECT

The quality assurance process needs to be as adaptable and accessible as possible to:

- Bring meaning to individual CPD to ensure it meets the needs of organisations and individuals
- Ensure that CPD is meaningful and leads to professional development
- Raise the quality of CPD on offer both within and outside the CETTIL partnership.

The quality assurance process enables us to:

- Make more transparent the non-accredited, CPD activity that is being developed by organisations

- Build in REfLECT as part of any quality assured activity including immediate and longer term transfer of learning and impact reflections
- Train organisations in quality assuring provision including the various roles and responsibilities of a peer-reviewed approval panel.

The CPD activities that appear in this part of our website have undergone a quality assurance process so that organisations and individuals can feel confident in the CPD activity they are undertaking.

We are also developing guidelines for accreditation of prior experience and learning (APEL) to allow individuals to bring forward CPD as part of academic credit. New CPD activities will be added to the website in the coming months.

If you would like to receive training in any of these activities, our website provides instruction for getting in touch with the CPD provider. If you have CPD activities that you would like to undergo a quality assurance process so that they can be added to this Directory, or have a staff development need that you feel CETTIL can help you with, please call Merrel Knox on 0191 215 6800 or visit our website at [www.cettil.org.uk](http://www.cettil.org.uk) for additional information.

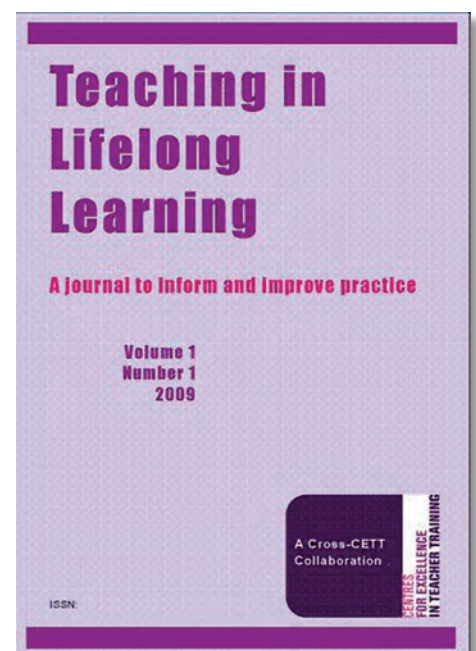
## Cross-CETT Journal

### HUDECETT

*Teaching in Lifelong Learning: a journal to inform and improve practice* is now into its fourth publication and is published twice a year. Volume 2 Issue 2 looks at mentoring as a base topic.

We welcome contributions from other authors in the sector who wish to enter the debate, as well as from all teachers, teacher educators, trainers and tutors in the lifelong learning sector.

Email [hudcett@hud.ac.uk](mailto:hudcett@hud.ac.uk) for more information regarding contributions.



# The national CETTs Mentoring Compendium

The National CETTs Mentoring Compendium contains links to resources that have been specially selected from the wealth of material produced by the Centres for Excellence in Teacher Training (CETTs) around different aspects of mentoring.

Pick up ideas and materials ready for immediate use. Many of the resources can be readily adapted for use in your own particular context, so can save yourself needing to 're-invent the wheel'.

[http://cett.excellencegateway.org.uk/content/resources\\_services/themes.htm](http://cett.excellencegateway.org.uk/content/resources_services/themes.htm)

## Who is the Mentoring Compendium for?

If you are ...

- interested in the coaching and mentoring process and how it can be used in different contexts
- receiving mentoring as part of your professional development
- training people in coaching and mentoring skills and processes
- leading workforce development and quality improvement in the learning and skills sector
- managing CPD or involved in initial teacher education
- setting up or running coaching and mentoring systems and procedures
- reviewing, improving and developing coaching and mentoring systems and processes

... or are thinking about any of the above, this resource is for you.

In the National CETTs Mentoring Compendium, you will find links to resources which have been specially selected from the wealth of material produced by the CETTs because they are:

- High quality
- Tried and tested
- Easy to access – one click and you are there
- Easy to transfer or adapt for different uses and contexts
- Unlikely to date quickly.

## About the Compendium

The resources are categorised in four different areas:

- Systems and procedures
- Resources for mentors or trainers
- Training programmes
- Research and development.

Many of the resources address areas where there is little material available and most are easily adaptable.

## How you can use the resources in the Compendium

The Mentoring Compendium can be used in a wide variety of ways, for example to:

- Find out more about the role and the skills you need when you start
- Learn how to get the best out of coaching and mentoring and use it most effectively
- Gain an in-depth understanding to help you develop your own and others' expertise
- Discover more about the coaching and mentoring process and how it can be used in different contexts
- Find out how coaching and mentoring systems and procedures can be designed and improved.





## Anne Samson

*CETT operations manager at The Westminster Partnership CETT*

The Westminster Partnership CETT is a partnership between the University of Westminster, Oxford Brookes University, their partner colleges and around 60 institutions in London and the south-east. Based in London, Anne is responsible for organising CPD events such as colloquia, seminars and other training and networking events, including a pan-London work-based learning provider group.

### What is your background?

My degree and early studies were done in South Africa, followed by my master's degree and doctorate in the UK, where I had a book published on the First World War in Africa. History got me into teaching, and my first job in the UK was teaching A-level history at a large FE college in London. After getting my PGCE, I started teaching the Cert Ed, as it was then known, in 2004, then became involved in rewriting the course to meet the requirements of LLUK and SVUK.

### What other roles do you have?

On an ad hoc basis, I develop transition programmes for students moving from FE into higher education, and for overseas students adapting to HE in the UK.

I am the education adviser for a primary school development project on the slopes of the Kilimanjaro in Tanzania, where we are trying to find an in-service teacher development model that is low-cost for the government to roll out across the country. With no electricity or running water in schools, one learns to value the importance of the teacher making lessons exciting and appropriate. I am also a governor of a local primary school in the UK.

### What about your IfL connection?

I had worked closely with the Institute for Learning (IfL) before becoming an IfL CETT Connection. I was one of the first cohort of 111 to attain Qualified Teacher Learning and Skills (QTLS), and became an IfL reviewer, so that I could support colleagues through my CETT role. I was recently given the post of regional adviser.

### How are you using REfLECT?

My CETT role evolved to include supporting and coordinating the Advanced Learning Coaches (ALC) and Subject Learning Coaches (SLC) programmes. Although I was initially not a fan of REfLECT, the online personal learning space that IfL provides for its members, I used it to produce my ALC portfolio, to avoid unnecessary duplication and for various other reasons.

When the CETT started delivering the SLC programme, I moved everything into REfLECT, and have since revised the webfolio three times. The first two versions reflected the exact wording used on the SLC site, which some members found confusing, so I changed the language to fit REfLECT. Feedback about the SLC portfolio has been positive and the group's confidence in using REfLECT has grown.

To save CETT event attendees time, I started capturing their reflections in REfLECT and ran a few workshops to share best practice on REfLECT, which showed that some colleagues were not confident in using the system.

This led to my using REfLECT to deliver and assess a Diploma in Teaching in the Lifelong Learning Sector (DTLLS) level 4 module. The work formed the basis of an action research project for my ALC portfolio and was also presented at a JISC RSC conference in London.

The module was paperless, so students are able to link their assignments directly to their Professional Formation portfolios without having to scan or upload them. They have also been able to use them for their continuing professional development (CPD). The one big unexpected outcome of using REfLECT was the improvement in trainees' reflections.

I've been using REfLECT through the CETT to share conference and resource information, and in my role as a regional adviser have also published resources to support IfL members, employers and teacher educators, which you can access at <https://reflect.ifl.ac.uk/viewasset.aspx?oid=2334099&type=webfolio>

## Regional advisers

The Institute for Learning (IfL), which is the independent professional body for teachers and trainers throughout the diverse further education and skills sector, has nine regional advisers working across England to support IfL members and IfL Volunteer Connections with continuing professional development (CPD).

Regional advisers' support work includes delivering workshops and seminars on CPD, Professional Formation, reflective practice, impact assessment and the use of REfLECT, the online personal learning space that IfL provides for members to record, reflect on and share their CPD.

You can make contact with your regional adviser to find out how they can support you and your organisation by logging into the members' area of the IfL website at [www.ifl.ac.uk/login](http://www.ifl.ac.uk/login)

A brief resume for each of the advisers appears below; you can find out more by visiting the website at [www.ifl.ac.uk/ifl-community/your-regional-advisers](http://www.ifl.ac.uk/ifl-community/your-regional-advisers)



### Judith Roberts

Judith works as a consultant in the eastern region, representing the interests of IfL, the Association of Colleges in the Eastern Region (ACER) and the East of England Centre for Excellence in Teacher Training (EECETT). After a long career as a teacher and curriculum manager, firstly in a school and then in an FE college, she became a teacher trainer at the Institute of Education in London and then at the Institute of Continuing Education in Cambridge.



### Simon Waldron

Simon's main role is leading the Suffolk Learning Consortium. After 25 years with BT, he joined the Suffolk Association of Voluntary Organisations, an umbrella organisation for third sector groups in Suffolk. He is also a partner in a social enterprise that delivers the only accredited trustee training programme in the UK. As IfL's regional adviser for the East Midlands and an advanced E-Guide, he is keen to encourage more people to use REfLECT.



### Carole Scott

Carole's background in teaching and social work has included freelance training, working in the FE and voluntary sectors, and training staff and students in a university setting. As IfL's regional adviser for the north-east, Carole will be offering advice, guidance and training to help raise standards in CPD and reflective practice, as well as supporting individuals to attain QTLS or ATLS status. She has a strong interest in mentoring, CPD and further training to improve an individual's practice and development.



### Pauline Chisholm

Pauline works as HE coordinator for the teaching development centre, Success North, based at Newcastle College. Working with other partners in the north-east, north-west, Yorkshire and Humberside, the centre has a major interest in ITT, CPD, mentoring, literacy, numeracy and ESOL. Pauline is IfL's regional adviser for the north-west and, having participated in a number of technology focused projects, she is keen to share new developments in teaching and learning.



## Anne Samson

Ann is the operations manager for the Westminster Partnership CETT and IfL's regional adviser for London and the south-east. She is also managing an LSIS-funded CPD framework project for the Westminster University Consortium. Anne is an historian, and her next book is due for publication in January 2011. Her background is in FE and teacher training, and she has worked with IfL as a Professional Formation reviewer and as an IfL CETT Connection.



## Sue Rees

Sue works as a regional adviser in Oxford and the south-east, and as part of her CETT role in 2009/10, she worked as an IfL CETT Connections adviser, running REfLECT and Professional Formation workshops. She became a teacher educator in 1992 and was a manager of teacher education at Swindon College and Oxford Brookes University. Until July 2010, she was the operations manager for the Oxford Brookes part of the Westminster Partnership CETT.



## Kerin Burke

Kerin works part-time as the coordinator for the South West Centre for Excellence in Teacher Training (SWCETT), based at Learning South West – a partnership of over 80 organisations. She is the IfL regional adviser for the south-west region. She was a practitioner and trainer in skills for life and teacher education, working in a variety of contexts, including further education, adult and community learning and work-based learning.



## Anne Schofield

Anne works as a teacher educator at the University of Warwick and as a skills for life teacher at Ludlow College. She is regional adviser for the West Midlands and would like to offer support to IfL members through face-to-face training in the workplace; one-to-one support by email or telephone and by attending regional conferences and events. Her background is in skills for life and teacher education and she has taught in a range of settings.



## Ros Foggin

Ros works in the Yorkshire and Humberside region and for the last six years has been running PDNet, a groundbreaking project to provide CPD for those working in the post-16 sector, in skills for life. As an IfL CETT Connection, she worked with about 1,400 teachers and trainers across all sectors of the post-16 service last year, and has also delivered several projects for HUDCETT. Her regional experiences stemmed from a long career in teaching and management in a range of sectors.

## LSIS Teaching and Learning Programme 2010-11

The Teaching and Learning Programme (TLP) 2010-11 promotes effective practice, active learning and develops the workforce through continuing professional development (CPD).

### Teaching and Learning Change Agents

The TLP continues to facilitate collaborative working across the sector through a variety of regional engagement activities including a series of regional Learning Fairs. These will build upon the successes of a number of our programmes to harness the skills of the LSIS 'teaching and learning change agents': Subject Learning Coaches, eCPD Professional Development Advisers and eCPD E-Guides.

### Science, Technology, Engineering and Mathematics (STEM)

The LSIS Regional STEM Centres' main aim is to improve the quality of teaching and learning, with a clear focus on supporting the national STEM agenda. The Centres contribute to a coherent regional support offer by working alongside other LSIS teaching and learning activity.

The LSIS Learning Fairs will work alongside the LSIS Regional STEM Centres to support providers in improving teaching and learning. The TLP will also continue to work with leaders and managers to bring about whole organisational change.

Online multimedia versions of the eCPD PDA and eCPD E-Guides training will be available on the eCPD Online Learning Space for supported self-study. Change agents can enrol on the programme and undertake a series of guided tasks which, on completion, will demonstrate their achievement of either eCPD PDA or E-Guide status. Subject Learning Coaches (SLCs) and Advanced Learning Coaches can continue to access relevant training materials via the SLC Community Site.

### Funding to the sector

In 2010-11, LSIS is offering grants to providers with advanced SLCs, PDAs or E-Guides (including STEM) to deliver cascade training. Additional funding opportunities will also be available for provider-led projects to improve teaching and learning.

### Further information

For further details of new resources available and web links for the LSIS Regional Stem Centres, the eCPD online Learning Space, and SLC community site, visit [www.excellencegateway.org.uk/134993](http://www.excellencegateway.org.uk/134993)

## New resources released

### Teaching and learning central

<http://tlp.excellencegateway.org.uk/tlc>

### Supporting your CPD

<http://tlp.excellencegateway.org.uk/tlp/cpd/>

### STEM in Space

<http://tlp.excellencegateway.org.uk/tlp/space>

### Media content packager

<http://tlp.excellencegateway.org.uk/tlp/mcp>

### Going for gold

<http://tlp.excellencegateway.org.uk/tlp/leadersandmanagers/goingforgold/>

### Functional skills: Being functional

<http://tlp.excellencegateway.org.uk/tlp/fs/fs-resources/>

### Employability skills

<http://tlp.excellencegateway.org.uk/tlp/xcurricula/employability>

### Creative and media: Music

<http://tlp.excellencegateway.org.uk/tlp/cam/music>

### Cliffhanger studios: ESOL

[www.excellencegateway.org.uk/cliffhangeresol](http://www.excellencegateway.org.uk/cliffhangeresol)



## Jean Kelly and Markos Tiris

*Dr Jean Kelly is executive director professional development at the Institute for Learning, and Markos Tiris is head of teaching and learning at the Learning and Skills Improvement Service.*

The Institute for Learning (IfL) and the Learning and Skills Improvement Service (LSIS) are pleased to be working collaboratively with the CETTs in this new phase of networks, activities and innovative sector-led improvements.

In this age of financial austerity, the end point for all of us has to be about supporting professional excellence and helping our teachers and trainers to be the very best they can be in the most difficult circumstances.

And it is at this time that the CETTs will come into their own as an invaluable resource for the sector. We know that effective professional development is essential to the sustained and positive learning experience of teachers and learners alike, and wise investment in continuing professional development (CPD) will pay dividends for them, for the economy and for society.

We also know that a professionally qualified workforce is an essential basis for ongoing development, and the knowledge and expertise of the CETTs will play an important role in stimulating and supporting professional development.

The CETTs will also provide an independent voice in the Review of Qualifications for Learning Professionals in England, led by Lifelong Learning UK (LLUK) and under way this autumn.

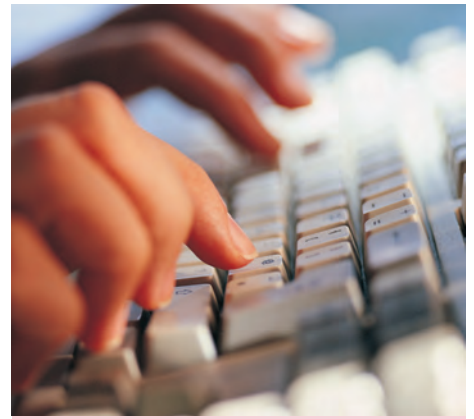
It is vital that we continue to share the knowledge that the CETTs have gained in your work with new and experienced teachers and trainers; more than ever, we need to work together to identify what helps learners learn effectively.

In this next period, we will be linking practitioners with the CETTs, IfL regional advisers and a network of over 600 Volunteer Connections, with LSIS Subject Learning Coaches, eCPD PDAs and E-Guides through the LSIS learning fairs and LSIS regional STEM centres, to provide a vibrant and engaged community of professionals dedicated to teaching and learning.

We hope that this community will work collaboratively to provide learning opportunities, with a careful consideration of limited resources, but also a keen understanding of the priorities for the sector.

We look forward to working alongside the CETTs and building on your brilliant work in professional development; together we could provide the last word in excellence.

For further information about the LLUK review, and to download *Qualifications for Learning Professionals in England Review Document: Phase 1*, please visit [www.lluk.org/4760.htm](http://www.lluk.org/4760.htm)



## CETT websites

CETTs

<http://cett.excellencegateway.org.uk>

CETT for Inclusive Learning – North East

[www.cettil.org.uk](http://www.cettil.org.uk)

EECETT – East of England

[www.acer.ac.uk/EECETT](http://www.acer.ac.uk/EECETT)

EMCETT – East Midlands

[www.thelearningchain.net](http://www.thelearningchain.net)

HUDCETT – Northern and National

[www.hudcett.hud.ac.uk](http://www.hudcett.hud.ac.uk)

LONCETT – London

[www.loncett.org.uk](http://www.loncett.org.uk)

Success North – Newcastle College

[www.successnorth.org](http://www.successnorth.org)

SUNCETT – North of England

[www.sunderland.ac.uk/faculties/es/centres/suncett](http://www.sunderland.ac.uk/faculties/es/centres/suncett)

SWCETT – South West

[www.learning-southwest.org.uk](http://www.learning-southwest.org.uk)

WMCETT – West Midlands

[www2.warwick.ac.uk/study/cll/wmcett](http://www2.warwick.ac.uk/study/cll/wmcett)

The Westminster Partnership –

South East and London

[www.thewestminsterpartnershipcett.org.uk](http://www.thewestminsterpartnershipcett.org.uk)