



Accreditation option for teachers involved in Tide~ Curriculum Projects

An Agreement has been made between University College Worcester [UCW] Institute of Education and Tide~ Trustees to enable teachers who are members of Tide~ working groups to opt for accreditation.

The option will provide the opportunity to write up experiences of Tide~ project work and/or an extension of that work as an accredited UCW module [or modules].

The three modules on offer are:

- evaluating professional learning;
- small scale education research;
- school improvement.

[See fuller details below.]

Together these three modules make up a ***post-graduate certificate in school improvement***. They may also be used as points towards a first phase of a Masters degree.

Tide~ is keen to support teachers doing this. However, we would like to emphasise that it is optional. Those taking up the option will be asked to negotiate with Tide~ and the working group about the use of the group's work.

Any agreement to study would be a matter between the individual and the University College Worcester.

It is anticipated that the costs for this will be met by the TTA [Teacher Training Agency].

If you would like to follow up this opportunity please discuss with a member of Tide~ Centre staff who will put you in touch with a tutor at UCW.

It may also be useful to look at the website www.worc.ac.uk

You will work with the UCW tutor who will provide support through small groups, tutorials and email/web-based resources. You will develop a professional portfolio. This is a structured file that can be used as evidence of individual capacity building and professional learning.

This professional portfolio will provide the vehicle for assessment of your learning. A portfolio approach ensures the authenticity of assessment tasks. A framework and criteria will be provided by your UCW tutor. The framework will be consistent with your stage of career development and will link to relevant teacher standards.

In addition Tide~ will help support the development of this work and in doing so highlight ways in which it can in turn contribute to the quality of the project.



EVALUATING PROFESSIONAL LEARNING

The focus of this module is the impact of your current inservice/development activities on pupils' motivation, learning and achievement. The module provides a systematic approach to your professional learning through the development of a professional portfolio. This professional learning can cover a single theme or related topics/issues.

The portfolio provides the evidence of your professional development, supported by a critical, self-reflective commentary on your current practice in light of your professional development and professional reading.

Your UCW tutor will provide you with a framework and criteria for your portfolio. This framework will be consistent with your stage of career development and may be designed to match the Teachers' Standards Framework.



SMALL SCALE EDUCATION RESEARCH

This module supports your professional practice with pupils as you undertake a small-scale, work-based investigation into an aspect of learning, teaching or management. This investigation may build on your work in *Evaluating Professional Learning*, enabling you to put into practice the outcomes of your learning in that module.

The module has a focus on action research that will involve you in planning, conducting and evaluating a project based around a research question that emerged from your professional inquiry.

Your investigation may impact not only on your own professional practice, but may also lead to change within your wider learning community (department/school/cluster/region). The report you write of your investigation will become a significant element of your professional portfolio.



SCHOOL IMPROVEMENT

This module seeks to promote school improvement by encouraging reflective evaluation and supporting professional inquiry on aspects of professional need.

The focus is on the mechanisms of managing change, school improvement and raising achievement in the contexts of teaching, learning, assessment and/or management, and encourages collaborative inquiry with colleagues in your own and other schools.

Your work in this module can be based on your professional learning from the previous two modules, and involve you in developing further your professional portfolio. You will be examining how the professional literature links your particular topic/issue to school improvement as well as undertaking some strategic planning aimed at raising pupils' achievement and aspiration in your learning community (department/school/cluster/region).