



**CENTRES  
FOR EXCELLENCE  
IN TEACHER TRAINING**



# **Development Projects and Reforms: Emerging Themes and Management Issues from the First Year of the Peninsula CETT**

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# Introduction

In September 2007, the Peninsula Centre for Excellence in Teacher Training (CETT) commissioned a series of small scale development projects in an attempt to meet two objectives:

1. Broadening support for trainee teachers in the workplace
2. Deepening the link between the taught and practice elements of initial teacher training

The projects were undertaken by organisations in the south-west from the Lifelong Learning Sector that are members of the CETT.

# Methodology

- Practitioners were asked to submit proposals
- Practitioners could bid for development projects that tackled the objectives as they thought appropriate
- Practitioner led small scale development projects to test ideas, stimulate interest and encourage engagement
- Bottom up ideas to influence later top down CETT policies (Trowler, 2003)

# Interim Review: The Swamp

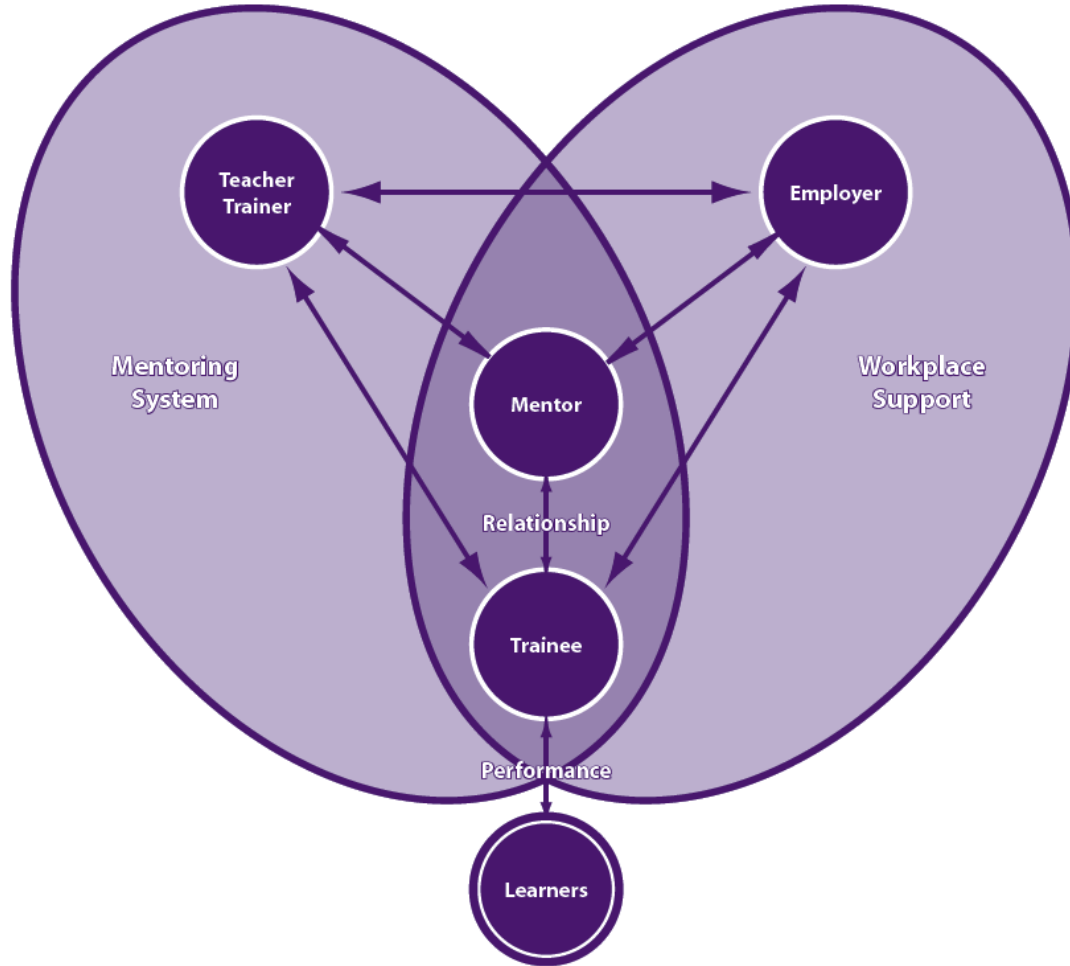
- Tension between meeting objectives driven by the reforms to initial teacher training in the sector and trying to give teacher educators agency to develop initial teacher training
- Rich data from individual projects but very idiosyncratic and a complex overall picture
- Is excellence only possible at local level and how much does it need to acknowledge the indeterminate features of practice? (Schön, 1987)

# Final Stages: Emerging Themes

At the second round of meetings with project leaders, pieces of the swamp started to slot together to reveal the following wider themes:

1. Developing subject pedagogy for dual professionals
2. Issues for non-FE organisations where teachers/trainers may have another professional identity
3. Developing mentoring systems
4. Developing mentoring
5. Developing the use of ICT to support initial teacher training

# Peninsula CETT Workplace Investment Model



# Reflections

- Review of development process - not simply bottom up/top down process
- Debate, complexities and agendas
- Policy emerging in a non-linear way
- Policy as discourse (Ball, 1994)

# References

Ball, S J (1994), **Education Reform: A Critical and Post-structural approach**. Buckingham: OU Press.

Schön, D A (1987), **Educating the Reflective Practitioner**. San Francisco (CA): Jossey-Bass.

Trowler, P (2003), **Education Policy**. 2<sup>nd</sup> Edition. London: Routledge.

For more information about the individual development projects visit:

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