

Chartered History Teacher (CTHIST)

PROFESSIONAL DEVELOPMENT REQUIREMENTS

Name:	Bev Forrest		
Fellowship Number:			
Year:	2016-2017		
Type of CPD undertaken	CPD activity brief outline	Hours (max 10 hrs per activity can be counted unless a residential course which can be counted for the number of days attended.)	Reflection and development for next year
Conference attendee & participant	HEIRNET 13 th International Research Conference Murcia Spain Sept 2016 attendee and presenter of paper What impact does the Historical Association Quality Mark for History have on primary schools in the UK?	3 days	Awareness raised of the diversity of approaches to the teaching of history in schools across the world. Want to find out more about the curriculum taught in primary schools in other countries. Links made for future collaboration.
Conference host and participant	Holocaust Educational Trust Event Holocaust Education in primary schools Sept 2016 National launch of the HET primary materials. Attended by primary teachers, trainees, HEI educators & members of heritage organisations	3 hours	Raised my awareness of the conflicting viewpoints on whether and if so how this area should be taught in the primary school. Led me to develop my own knowledge and further strengthen links with HET and other organisations. Felt empowered to tackle these topics within my teaching. Article written for Teach Primary and one commissioned from HET for PH. Ensured coverage of this topic embedded within the course programme.

Working group attendee	Attendance at working group developing a place based curriculum for the city of Leeds. Attended representatives of heritage organisations, HEIs, schools, local business etc. Oct 2016	3 hours	Discussions prompted me to revise the local history element in the UG and PG History courses.
Editorial role	Primary History Editorial Board meeting attendance 3 times a year. Lead editor for the Autumn 2017 edition.	12 hours	Particularly valuable for extending knowledge related to areas where I have less experience particularly EYFS. Looking at how I can support student teachers in contributing to the journal.
Member of a HA committee	Attendance at 3 primary committee meetings in 2016-17. Involved in discussion of such matters as developing schemes of work, strategies to support teachers in developing teaching and learning etc.	12 hours	Prompted me to think about needs of local teachers in some areas for example coverage of diversity. Will take this on board for forthcoming blog writing.
Meeting attendance for development of HA QM	Attendance at HA QM assessors meeting 2 times a year. Included revision of the criteria and moderation exercises.	6 hours	Through discussions with QM colleagues and consideration of case study materials more aware of what constitutes outstanding history in schools. Means I am better able to communicate this to my own students to apply in their teaching and to the implementation of a task within a taught session.
Trustee duties	HA Trustee from 2016. Attended 3 meetings per year. Topics discussed included supporting greater diversity within the teaching profession, key concerns within the sector etc.	12 hours	Raised my awareness of the breadth of the History community particularly links branch, and academic elements and a consideration of how links can be made and their expertise utilised to enrich teaching.
Organisation of and attendance at conference	Northern History Forum Leeds – theme Untold Stories. Involved selection of and liaising with speakers and exhibitors. Running the event on the evening.	4 hours	Thought provoking evening- particularly the keynote. Need to revisit the sessions taught to students to ensure diversity tackled. Links into lack of diversity in the curriculum taught in QM schools visited. Area to be approached in a blog post.

Conference attendance	SHP Inspiring Primary History Conference British Museum London. Workshops attended included enquiry approaches, literacy links, developments in technology to support teaching etc.	6 hours	Participation in workshops led to a greater awareness of good practice in some areas for example use of storybooks and photographs. Need to review and if necessary revise the coverage of such areas in my taught course.
Course participant	Effective subject leadership – HA course. Hosted at Leeds Trinity University.	6 hours	Motivated participants led me to consider the use of more active learning approaches within my own taught sessions. Helped to highlight those areas that teachers find difficult particularly assessment. Need to ensure coverage in my course sessions and be confident in my own knowledge and understanding.
Project participant	Collaborative project with Leeds Museums & Galleries and York St John University developing students' mastery in object learning and the impact of such an experience on their professional development. Report on phase 1 of the project published in October 2017. Involved regular meetings, organisation of events for students etc.	Equiv of 12 days	Very positive experience but has highlighted the narrow view of student teachers to the value of museums and museum education. Lack of experience in utilising objects within the classroom and weak questioning skills. Must ensure these sessions become a part of the course once the project ends. Need to track transfer of skills gained by students into their school experience. Potential for students engaged in such projects to better meet assessment criteria for 1 st and 2.1.
Examining/QA role	External examiner for the University of Northampton for BA Hons (QTS) primary course – history specialism/ Foundation subjects. Included review of course work/dissertations, observations of and meetings with trainee teachers. Meetings with subject lead. Report submitted.	12 hours	Opportunity for knowledge share about course content and forms of assessment. Will embed some elements within the UG course at my university. Also discussions held raised questions about status of the foundation subjects in ITE. This needs consideration within my own institution and also to a broader audience if we are to improve or even maintain current standards of teaching the subject.
Conference attendee &	HA National Conference Manchester presenter of workshop Curiosity, creativity and conversation: Learning history through objects & fringe event	2 days	Sessions attended raised awareness of some aspects of the subject I have neglected for example the links with maths.

participant	HA QM		Must ensure that my own preferences within the subject limit the experiences for my own students
Member of working party- course development	Worked with subject leaders for Foundation subjects to devise new modules for the revalidated degree programme included new assessment tasks/criteria	3 hours	Facing a situation where less time given to the Foundation subjects and credit for the assessment tasks completed means areas of commonality between subjects needs to be explored. Thought also needs to be given to whether we are preparing students to teach in those schools following a 'creative curriculum'. A major review of course content now needed.
Assessor role	3 assessments undertaken as part of the HA Quality Mark- primary in 2016-17 – included scrutiny of portfolio, assessment visit and report submission. Also sub- assessor role undertaken.	Equiv 3 days	Facilitated reflection on the diversity of approaches to the teaching of history followed in school. Key element to success appears to be the quality of the subject leader rather than the approach adopted. Assessment is clearly a major weakness in all schools and this needs to be addressed in my teaching. I need to look back at the progression frameworks I developed and how this can be utilised.
Authorship/book chapter	Chapter Utilising archaeological approaches in English primary schools to develop pupils' historical skills and understanding written and submitted for publication in When Archaeology reaches the classroom editor Alejandro Egea	Equiv 10 days	Valuable experience gained as students involved as co-researchers in the project. Successful model to be taken forward into course design. Own research for book made me more aware of the diversity of approaches in this field internationally.
Authorship/ article peer reviewed journal	What impact does the Historical Association Quality Mark for History have on primary schools? Awaiting publication in Education 3-13	Equiv 3 days	Thought given to how teachers can be supported and their expertise developed and how this impacts on their career and the school. Will take knowledge gained into future QM meetings and apply to future Forum development.
Examiner training	With OCR for History GCSE	6 hours	Strengthened my knowledge of the secondary history curriculum and through informal discussion with other participants

			the current situation for the subject. Further developed my own knowledge related to skill, concepts and some areas of knowledge.
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