

**Professional
development
programme**

2011-2012



the education union



with you throughout your career

ATL is the union for education professionals across the UK. Active in the maintained, independent and post-16 sectors, we use our members' experiences to influence education policy, and we work with government and employers to secure fair pay and working conditions. From early years to HE, teachers to support staff, lecturers to leaders, we support and represent our members throughout their career.

Not yet a member?

To be part of the union that puts education first, join ATL today. As a member you will have peace of mind knowing ATL offers first-class support, insurance protection, professional advice and representation, plus unrivalled publications, resources and continuing professional development (CPD) for your personal and professional development.

To join or check our competitive rates, including special offers for students and newly qualified members, visit www.atl.org.uk/join or call **0845 057 7000**.*

* Terms and conditions available online. Local rates apply.

Already a member? You've joined us, now join in and get on

Getting involved with your union is the best way to achieve effective change, both in working conditions and in education. And it can enhance your professional development too. There are many ways to get involved, from giving your views on education policy to attending one of our training courses or becoming the ATL rep for your workplace. Look up www.atl.org.uk/getinvolved for more.

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Foreword

I am pleased to welcome you to ATL's *Professional development programme* for September 2011 to July 2012.

At ATL we believe that CPD should be effective and have an impact on the practice of the individual. We also know that you want courses that include a range of learning methods and are delivered by well informed, high quality tutors. This year's programme continues to reflect our commitment to helping you to build on your existing skills and includes new courses on early years and protecting your professional online identity.

Our courses give you the time, opportunity and resources to develop outside of your everyday working environment and to then take these practical, theory-based skills back to your workplace. They also give you a great opportunity to meet fellow members and work with professional tutors to enrich your professional practice.

We look forward to welcoming you to one of our courses this year.

Dr Mary Bousted

ATL general secretary

As the education union, ATL is committed to helping its members develop throughout their careers. This is why members can access a comprehensive range of CPD courses through ATL that are free to all members. CPD can take place in several different ways, attending courses, reading a relevant book or watching a colleague perform within their role are some examples of how you can access CPD in your workplace and with your union. ATL's *Professional development programme* is designed to help you in that process and to enable you to identify and meet your learning needs as part of any development structure offered by your workplace or one chosen by you for your own development.

All courses in the programme are free to standard members.

The right course for you

The *Professional development programme* reflects the diverse and inclusive nature of ATL's membership. To choose the right course, we suggest thinking not only about what would benefit your institution and students, but also about what would be of most value to you and your own personal development.

Most of the courses have been tailored to specific sectors of ATL's membership and this is indicated within the programme by a series of ticks so that you can easily check if a course has been specifically designed for your role. Each course is accompanied by a course description, which will enable you to check that it will meet your needs.

Gaining accreditation

Almost all of the courses listed in this programme are eligible for accreditation via our unique partnership with Edge Hill University. Courses that carry the Edge Hill University logo indicate where this is possible. For more information on how you can build up credits to gain a postgraduate or foundation degree, turn to page 5.

Applying for a course place

To apply for a course please visit www.atl.org.uk and complete our online application form. Please note that we are unable to take bookings over the phone or by post or fax. Where courses are over-subscribed we will prioritise applications on a first come first served basis and to those who are not booked on any other course.

Courses for newly qualified members

If you are a newly qualified teacher (NQT), probationer or student in their final year, we have courses available to you if you upgrade to standard membership; when you qualify as an NQT/probationer in 2011 you can join ATL and get **free** membership until 2013 and half-price membership until 2014. Visit ATL's website for more details of how you can upgrade your membership at www.atl.org.uk/join.

Getting support from your employer to attend

Accessing professional development is an important part of being an educational professional. It is the responsibility of the employer and employee to ensure that performance management, IfL and any other professional requirements are met. It is therefore important that you receive support from your employer to attend the course of your choice, not just in the time away from the workplace but also financially in the form of travel cost reimbursement. There are **no course fees** for members to attend an ATL CPD course, but ATL does not cover travel or accommodation expenses. To help you secure both time off and financial support from your employer, we have produced guidance on your rights to time off, how to request training from your employer and your rights if your request is refused. The guide can be found on our website at www.atl.org.uk.

Course attendance

If you are unable to attend a course, please inform us as soon as possible so that we can offer your place to another ATL member. Every effort is made to ensure courses take place. In the unfortunate event that a course is cancelled, members will be informed as soon as possible.

While on the course

ATL courses are structured to give everyone an active role and to value the range of knowledge, experience and skills within the classroom. Courses are based on the firm belief that everyone has an equal right to participate. We ask that you respect the other participants on your course by listening to what they have to say and by getting involved in discussion and activities.

ATL and Edge Hill University have established a unique partnership that enables all ATL members to gain access to Edge Hill University's flexible accreditation programmes, largely free of charge.

Edge Hill University is one of the UK's leading providers of professional development for the wider education workforce and has a highly successful track record in enabling staff to gain academic credit through portfolio evidence of practice-based learning, ie your professional activities undertaken on the job.

What's on offer?

For staff with a first degree, accreditation is available at postgraduate level up to and including an MA in Education – see below for the steps that this might involve. For members without a first degree who would like to work towards gaining a foundation degree, various undergraduate options and subsidies are available. Please see ATL's website at www.atl.org.uk for current details.

Edge Hill's accreditation routes are flexible, innovative and focused on the impact your professional practice has in your workplace. What is more, they are work-based or online so you are not required to travel to an Edge Hill centre to study.

What's involved?

Step 1: to gain a postgraduate certificate

You will need 60 credits and can obtain them by completing a combination of:

- accreditation of prior learning claims (credits earned will vary)
- portfolio built by you based on ATL's courses (30 credits each)
- workplace-based projects (30 credits each)
- taught or online modules (30 credits each).

For NQTs, your Career Entry Development Profile, plus a reflection on your first year of teaching, can be submitted to gain 30 credits and £35 cash back towards your second year of NQ ATL membership. This offer is only valid for those registering with Edge Hill University before March 2012.

For ATL members, all fees for the 60 credits required to complete **step 1** will be waived by Edge Hill University until March 2012.

Step 2: to gain a postgraduate diploma

You will need a further 60 credits and can obtain them by completing a combination of:

- taught modules (30 credits each)
- work you do as a result of attending an ATL course (30 credits per course).

If you intend to complete an MA you are required to complete the Research Methods module as this will lead you to your dissertation.

For ATL members, all fees for the 60 credits required to complete step 2 will be waived by Edge Hill University until March 2012.

Step 3: to gain a Master of Education

You will require a further 60 credits, which are obtained by completing an extended workplace project. Edge Hill University's current fees will apply for these final 60 credits.

Whichever route you choose, the award of accreditation will be based on you presenting a portfolio of naturally occurring evidence demonstrating your reflection on the learning undertaken and its impact on your professional practice and, where possible, your learners' achievement. Your portfolio will offer you, your employer and potential employer, evidence of your engagement with your own professional development; something that may help with your performance management review or 30-hour requirement.

All members who register with Edge Hill University will be assigned a personal tutor and gain access to Edge Hill University's extensive online resource library.

If you would like further details of the CPD modules available from Edge Hill University, or to explore how planned work-based CPD activity might attract accreditation, please contact Edge Hill University directly by calling 01257 517117 or emailing edgehill@atl.org.uk, alternatively visit ATL's website at www.atl.org.uk/edgehill.

You'll already know as an ATL member that ATL is a member-led union, where members get involved in lots of activities from forming policy, representing and supporting members to attending training courses.

There are many reasons to become involved with ATL. You'll be well informed on education issues, you'll build up a strong network of contacts and play a key role in ensuring that ATL is effective and has a voice in your workplace. With support from each other, your ATL branch, training courses and ATL's professional staff, you won't need to worry about being on your own.

ATL reps undertake a range of roles at both national and local level, depending on their interests. There is a diverse and varied range of roles and tasks which only need to take as much time as you are willing to give. Active members are the face of the union and are what makes ATL strong.

At a local level, you can take up one of three roles:

1. Workplace rep

The workplace rep supports colleagues in their establishment, provides and signposts members to relevant information and recruits new members to ATL.

2. Health and safety rep

The health and safety rep supports colleagues on a variety of issues that affect health and safety at work. To gain accreditation in this role, you must complete ATL's health and safety training course.

3. Union learning rep (ULR)

A ULR improves access to learning, identifies learning needs and provides information and advice on learning. To gain accreditation in this role, you must complete ATL's ULR training course.

For more information on any of the above roles please email us at training@atl.org.uk.

Courses for active ATL members

To enable you to be active in ATL, we also provide a range of courses for reps in every sector. From introductory courses to get you started, to refresher and advanced-skills courses, if you are an active ATL member, there is a course for you.

Courses are advertised in our termly reps' newsletter, *Being a Rep*, *Report* magazine and also on ATL's website at www.atl.org.uk.

Courses at a glance

- by term

AUTUMN 2012

Fantastic questioning, great learning: creative enquiry in the classroom	13 October	Birmingham
Protecting your professional online identity	03 November	London
Differentiation: practical tools	15 November	Manchester
Creativity in the classroom	23 November	York
Managing teams	25 November	Manchester
Behaviour management	01 December	Birmingham

SPRING 2012

Fantastic questioning, great learning: creative enquiry in the classroom	02 February	Bristol
Early years: child initiated play	23 February	London
Creativity in the classroom	28 February	London
Behaviour management 16-19	06 March	Bristol
Differentiation: practical tools	08 March	Birmingham
Improving achievement through coaching and mentoring	13 March	York
Protecting your professional online identity	16 March	Manchester
Understanding leadership and management	21 March	London
Behaviour management	22 March	London
Behaviour management for support staff	26 April	Birmingham
Effective leadership	30 January - 05 March	Online
Strategic and operational leadership	26 March - 30 April	Online

SUMMER 2012

Improving achievement through coaching and mentoring	03 May	Manchester
Early years: child initiated play	16 May	Manchester
Managing teams	17 May	London
Behaviour management	23 May	York
Creativity in the classroom	25 May	Birmingham
Behaviour management for support staff	14 June	Bristol
Protecting your professional online identity	20 June	Birmingham
Fantastic questioning, great learning: creative enquiry in the classroom	28 June	York
Understanding leadership and management	29 June	Manchester
Differentiation: practical tools	04 July	London

Inappropriate and challenging behaviour from students can have a debilitating effect and is one of the most common and demanding scenarios faced by education professionals. The courses within this section offer you the opportunity to spend a day with colleagues examining these behaviours and to learn some practical tips and techniques to help you have maximum affect in your workplace.

Behaviour management



COURSE AIMS:

- to demonstrate a range of successful practical strategies to use with challenging behaviour
- to show how to make a strong first impression with pupils, outlining the importance of body language, tone, command and the careful choice of scripts
- to raise the understanding of the importance of developing positive learning environments where consistency is key.

COURSE PROGRAMME:

One-day course Introduction

Understanding the causes of challenging behaviour

Reflection on your own practice

How to manage inappropriate behaviour quickly, efficiently and non-confrontationally

How to make a strong first impression on learners

Developing positive learning environments

Managing confrontational and aggressive behaviours

How to manage difficult groups

Summary of key skills - 101 ways to manage behaviour effectively

Summing up

This course is delivered using small group activities, whole group discussions and individual time for reflection.

DATES AND LOCATIONS:

01 December 2011, Birmingham

22 March 2012, London

23 May 2012, York

Behaviour management for support staff



This course is designed specifically for support staff members and looks at common issues faced in the role. It will also give you the opportunity to work with other support staff colleagues to reflect on current practice and acquire new skills.

COURSE AIMS:

- to explore the reasons for different types of challenging behaviour and develop strategies to use when supporting learners diagnosed with various syndromes and conditions
- to increase an appreciation of the importance of positive behaviour management and learn how to develop positive learning environments
- to demonstrate how to use body language, vocal tone and rapport-building strategies to manage behaviour successfully.

COURSE PROGRAMME:

One-day course Introduction

Identifying and managing behaviours

Supporting learners diagnosed with syndromes and conditions

Positive behaviour management

How to make a strong first impression on pupils

How to manage conflict and confrontation effectively

Summing up

This course is delivered using small group activities, whole group discussions and individual time for reflection.

DATES AND LOCATIONS:

26 April 2012, Birmingham

14 June 2012, Bristol

Edge Hill
University

Behaviour management in the 16-19 year-old classroom



Working with 16-19 year-old students presents a unique set of challenges in relation to behaviour. This course will look at practical strategies specific to 16-19 year-olds and will give you the opportunity to work with colleagues to reflect on your current practice and decide how you can have an impact in your workplace.

COURSE AIMS:

- to provide practical strategies to manage challenging behaviour
- to explore approaches to defuse confrontational and aggressive behaviour
- to provide the necessary skills to manage difficult groups, including how to manage the influence of gangs
- to demonstrate the skills required to create a positive environment through rapport building and the use of neuro linguistic programming techniques.

COURSE PROGRAMME:

One-day course Introduction

How to make a strong first impression on learners

Managing disruptive incidents successfully

Managing anger and confrontation

How to manage difficult groups

Summary of key skills - 101 ways to manage behaviour effectively

Summing up

This course is delivered using small group activities, whole group discussions and individual time for reflection.

DATES AND LOCATIONS:

06 March 2012, Bristol

Edge Hill
University

Education is a personal process and creativity in education involves opening up ideas and providing opportunities for all students to develop. This range of courses offers you the chance to examine your own practice and to learn some new techniques that will bring new learning experiences to your class.

Fantastic questioning, great learning: creative enquiry in the classroom



This course represents high quality CPD focused on developing the pedagogy of outstanding learning and teaching in the classroom. Course delegates will have time to reflect on and self evaluate their own practice and leave equipped to lead training within their own school.

COURSE AIMS:

- to support teachers in risk taking in the classroom by employing better questioning and creating opportunities for more independent learning
- to develop a common language of enquiry to use in the classroom
- to develop classroom learning and teaching strategies and resources.

COURSE PROGRAMME:

One-day course

Questioning as a currency for life

Identifying the generic features of an enquiry classroom

What are we looking for when we ask questions?

The pedagogy of developing rich questioning

Strategies and tools to make enquiry come alive

Experiencing an enquiry using simple tools and resources

To develop a piece of planning that can be taken back and used in the classroom

Summing up

This course is delivered using small group activities, whole group discussions and individual time for reflection.

DATES AND LOCATIONS:

13 October 2011, Birmingham
2 February 2012, Bristol
28 June 2012, York

Edge Hill
University

Creativity in the classroom



COURSE AIMS:

- to unlock creativity in all learners
- to develop creative teaching techniques
- to encourage risk taking
- to explore creativity as part of PLTS
- to investigate creative problem-solving techniques
- to help you develop lateral thinking skills
- to explore the 'testing' of creativity.

COURSE PROGRAMME:

One-day course Introduction

Encouraging learners to discover fresh approaches to subjects

Giving learners the ability to look for more than one answer to a problem

Developing effective questioning skills in learners

Giving learners the confidence to challenge assumptions

Developing creative teaching styles and rewarding relationships with learners

Creating a balance between rigour and creativity within the curriculum

Making learners relevant - inventive connections between subject areas

Helping learners to reflect upon tasks in order to find more effective approaches

This course is delivered using small group activities, whole group discussions and individual time for reflection.

DATES AND LOCATIONS:

23 November 2011, York
28 February 2012, London
25 May 2012, Birmingham

Edge Hill
University

Differentiation: practical tools



Creating differentiation within the classroom is a requirement asked of all educators. Learning that challenges every pupil and maximises teaching and learning is essential but difficult to achieve. This course will help you to look at how you can make the most of the resources that you have and introduce you to a number of tools that can be applied back in the workplace.

COURSE AIMS:

- to explore practical approaches to creating differentiated schemes of work and lesson plans
- to show you how to engage, motivate and challenge every member of your class.

COURSE PROGRAMME:

One-day course Introduction

Differentiation as a tool to maximise enjoyment and achievement

Addressing the needs of learners with different abilities and additional needs

Resources and strategies for planning differentiated schemes of work

Providing an engaging and supportive learning environment

This course is delivered using small group activities, whole group discussions and individual time for reflection.

DATES AND LOCATIONS:

15 November 2011, Manchester

08 March 2012, Birmingham

04 July 2012, London

Edge Hill
University

Improving achievement through coaching and mentoring



During this course you will develop the coaching and mentoring skills required to enable you to develop a programme within your workplace. The course will focus on practical solutions, styles and techniques that will impact and improve on how and why you use coaching and mentoring.

COURSE AIMS:

- to develop the ability to select appropriate staff to act as coach or mentor
- to recognise and harness your teams' potential
- creating an effective timetable for mentoring/coaching
- understanding the referral process and confidentiality
- to improve communication skills
- to evaluate and monitor the programme.

COURSE PROGRAMME:

One-day course Introduction

Impact of coaching and mentoring on learners' wellbeing, attendance and achievement

Removing barriers to learning

Mentoring skills - practical ideas

Mentoring styles overview - assertive and academic mentoring

Pastoral mentoring to support academic achievement

Developing appropriate interventions

Who, when and for how long to mentor/coach?

Target setting and monitoring - ensuring and celebrating success

Coaching and mentoring as part of other initiatives eg PSHE/SEAL

This course is delivered using small group activities, whole group discussions and individual time for reflection.

DATES AND LOCATIONS:

13 March 2012, York
03 May 2012, Manchester

Edge Hill
University

Early years: child initiated play



The early years foundation stage framework stresses the importance of child initiated play. Early years teaching demands a high level of pedagogic knowledge; teaching through play and structuring interactions between children to support and challenge learning.

This course is ideal for those who are already involved in early years education and want to reflect on their practice and review planning, observation and development of child initiated play.

COURSE AIMS:

- to explore the balance between child initiated and adult led teaching
- to consider the importance of child elated learning and how to convey this within a whole school setting.

COURSE PROGRAMME:

One-day course Introduction

Child development - a refresher

What do children learn through play, what is self-initiated learning?

Making the case for play to the whole school

Developing an understanding of how you plan, observe and document self-initiated learning

This course is delivered using small group activities, whole group discussions and individual time for reflection.

DATES AND LOCATIONS:

23 February 2012, London

16 May 2012, Manchester

Edge Hill
University

Protecting your professional online identity



Do you feel confident working with young people with an online presence? Are you aware of what you should do to protect your professional online identity? This course considers the risks and measures that can be put in place to ensure professional identity is protected.

COURSE AIMS:

- to introduce the concept of professional identity and the risks and benefits of engaging with young people via online technology
- to consider your own professional identity and how it changes in an online world
- to equip you with protection mechanisms provided by technologies
- to explore the legal issues related to the abuse of professional online identity.

COURSE PROGRAMME:

One-day course Introduction

What is your professional online identity?

Case studies of professional abuse - potential risks and impacts

Practical advice on implementing strategies to protect yourself online and reduce the risks associated with young people in these environments

Review of workplace policies to ensure protection for professionals and identification of support in the event of incidents

This course includes presentations, discussion and education specific advice on protecting you and your colleagues.

DATES AND LOCATIONS:

03 November 2011, London
16 March 2012, Manchester
20 June 2012, Birmingham

Edge Hill
University

At ATL we want to be with you all the way through your career from NQT to headteacher, principal or senior leader. The suite of courses within this section can help you to move into either a management or leadership role or, if you are already placed in such a role, to consolidate and develop the skills required to have a positive impact in the workplace and on your learners.

Members are able to sign up for one classroom-based and two online courses only. Please note that the online course will require approximately three hours a week study time with an additional two hours for reading.

Understanding leadership and management in education



This course is designed to enable you to consider your leadership style. The course examines the difference between different leadership methods and between leadership and management. The course will also look at how you can put learning at the heart of leadership to ensure that you develop techniques that make sure you motivate, engage and have a positive impact on the learners you work with.

COURSE AIMS:

- to explore differences between leadership and management
- to identify the right leadership style
- to understand the link between leadership and learning.

COURSE PROGRAMME:

One-day course Introduction

Management and leadership - what makes an effective leader?

Leadership styles and you

Leading learning - how to put learning at the heart of leadership and get the best for your learners

This course includes presentations, group discussion and individual time for reflection.

DATES AND LOCATIONS:



21 March 2012, London
29 June 2012, Manchester



Managing teams



The interaction between individual members of a team can be one of the more interesting and demanding elements to being a leader/manager; this course will enable you to look at team dynamics, how they are formed and what you can do to influence the development and success of the teams you lead. This course will also provide practical tips for managing difficult people.

COURSE AIMS:

- to understand teamwork and how to build teams
- to recognise the use of coaching in teams
- to examine the affects of leadership on staff
- to explore positive conversations with staff.

COURSE PROGRAMME:

One-day course Introduction

.....
Leading teams, leading people
.....

.....
Understanding teamwork and how to build teams
.....

.....
The difference between groups and teams
.....

.....
Managing difficult people - why it is important, tips and techniques for effective outcomes

This course includes presentations, discussion and individual time for reflection.

DATES AND LOCATIONS:



25 November 2011, Manchester
17 May 2012, London

Edge Hill
University

Strategic and operational management - online only



This course considers strategy and leadership and examines the challenge of leadership with vision. It looks at the transition from operational management to strategic leadership. By the end of the course you will understand what type of leader you are, how you want to lead and what you need to do to take those you lead with you.

The course will include some written tasks, involvement in discussion forums and the opportunity to talk to other leaders and potential leaders about their work and workplaces.

COURSE AIMS:

- to understand a vision and how to create it
- to identify clear direction for an organisation and how to implement it.

COURSE PROGRAMME:

One-day course Understanding strategic leadership tools and exploring values and leadership

Developing reflective leadership skills - how do you lead, how effective are you and what could you do to develop?

Vision and planning - what is a leadership vision and how does it translate operationally?

This course is delivered online and will require a time commitment of approximately two-three hours per week, plus additional reading time of two hours per week.

DATES AND LOCATIONS:

26 March-30 April 2012, online only



Effective leadership - online only



ATL believes that an effective leader will focus on teaching and learning as their principal aim and core function. ATL also believes that this can only be effective if it goes hand in hand with good management. This implies robust, sustainable, consensual systems that are well communicated and easily understood.

This course looks at how you can become more effective with the teams, systems and methods of leadership that are available to you.

The course will include some written tasks, involvement in discussion forums and the opportunity to talk to other leaders and potential leaders about their work and workplaces.

COURSE AIMS:

- to understand your way of working and how to be more effective
- to explore team management
- to consider how to develop high performing teams
- to examine the need for work-life balance.

COURSE PROGRAMME:

- One-day course**
- Introduction
 - Time management
 - Communication
 - Taking care of yourself
 - Self-assessment and feedback

This course is delivered online and will require a time commitment of approximately two-three hours per week plus additional reading time of two hours per week.

DATES AND LOCATIONS:

30 January - 5 March online only



New to teaching summer seminars



Each summer ATL hosts free seminars for student members upgrading their membership to NQ/probationer status, or who are joining ATL for the first time. These seminars give some extra tips and advice before entering the classroom as a fully qualified teacher and are a unique opportunity to network with other newly qualified teachers/probationers. See ATL's website for more details at www.atl.org.uk.

Preparing for retirement seminars

ATL's one-day retirement seminars are ideal for those who are within five years of retirement. The seminars cover how to understand pensions, taxation and financial planning in retirement and examine teacher, local government and state pension information. The seminars also discuss financial planning, including budgeting and taxation, coping with change and lifestyle issues in retirement.

Please note that this course has a cost of £40 to members and partners may attend at an additional cost of £40. Although this seminar is suitable for those members who are close to retirement, the seminar is open to all members. See ATL's website at www.atl.org.uk for further details including seminar dates and locations.

Local learning events

At ATL we want to provide you with as many opportunities to engage in CPD and personal learning as possible. Many ATL branches, working with ULRs, hold learning events at branch level. Branch events in the last year have included: raising boys' achievement, voice care, behaviour, dyslexia awareness and personal learning events such as wellbeing, craft and Tai Chi. To find out more about the learning that takes place in your branch please email your local branch secretary or email us at ulr@atl.org.uk.

ATL produces a range of resources – all free to members – that can be used towards your CPD. Listed below are a selection; for full details visit ATL's website at www.atl.org.uk or refer to ATL's Publications catalogue.

Achievement for all

Product code: PED05

Assessment literacy for wise decisions

Product code: PED09

Learning: a sense-maker's guide

Product code PED12

Managing classroom behaviour

Product code: PED01

Finished with your copy? Pass it on to other colleagues who might find it useful.

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