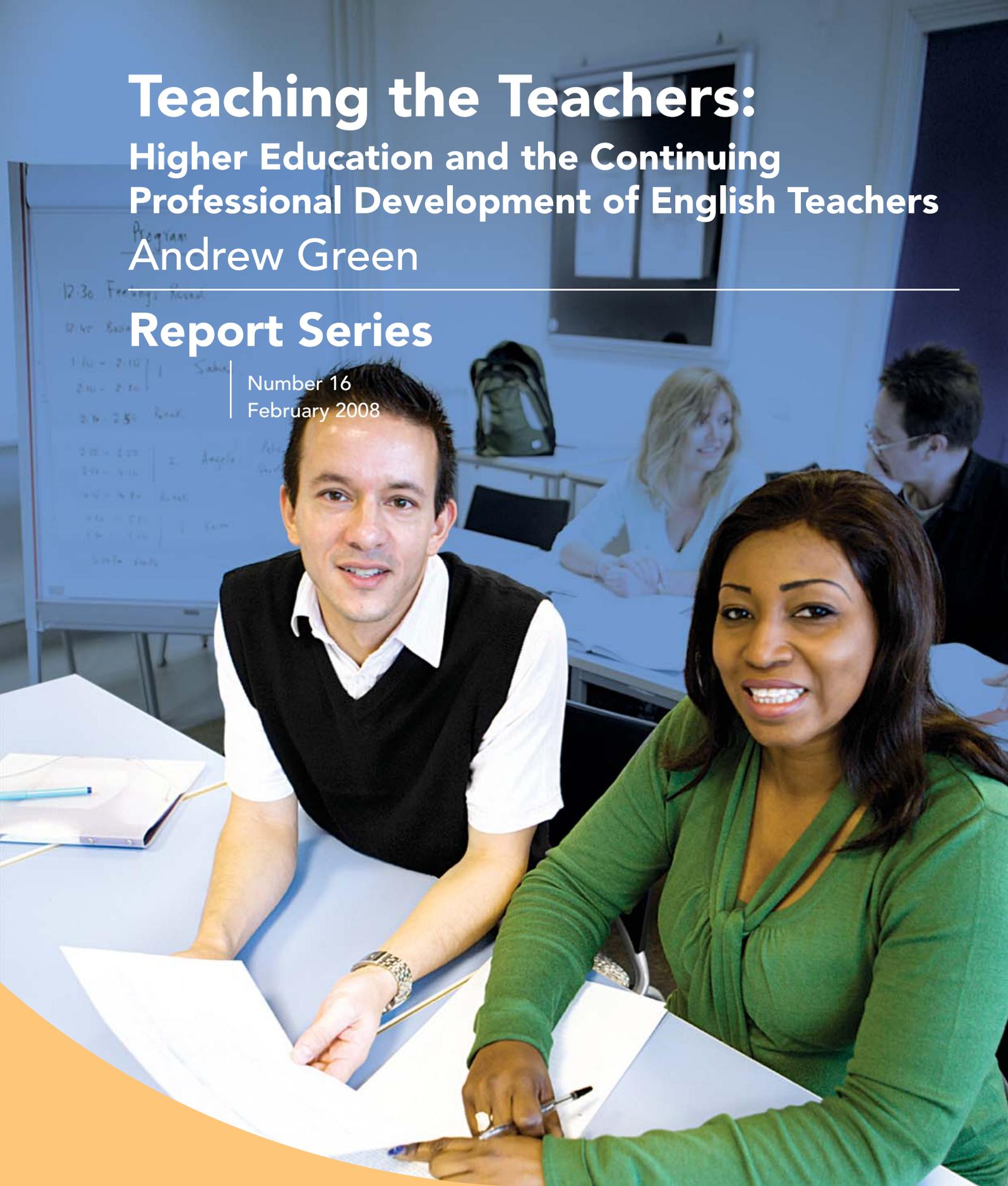# Teaching the Teachers:

Higher Education and the Continuing Professional Development of English Teachers

Andrew Green

Report Series

The Higher Education Academy | English Subject Centre

Teaching the Teachers:

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The Author

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Foreword

Professor Christian Kay,
University of Glasgow

Teaching the teachers can be very rewarding. Ask any university teacher to pinpoint the characteristics of an ideal student, and the list might well include descriptors such as 'highly-motivated', 'well-informed', 'articulate', 'eager to participate, 'engaged with the subject'. In my experience, all of these terms can be applied to groups of school teachers returning to university in pursuit of Continuing Professional Development. Some of the most stimulating classes I have taught have been with such groups.

Engagement with the subject matter of English comes across very strongly as a motivating factor in the report presented here. In the responses to the questionnaire on which the report is based, 'Academic development' and 'Personal interest' usually outstrip 'Career development / promotion' as a reason for undertaking further study. Such a response may partly reflect changing requirements for promotion, but also indicates a continuing love of the subject which most respondents studied at university, described as 'the inspirational nature of English' (p. 9). It would appear that as university teachers we are at least doing something right in fostering this attitude in our graduates.

However, as the report makes clear, our contribution to the lifelong learning of these graduates lags far behind our initial input. English departments have developed a wide range of interesting postgraduate courses in recent years, many of which fit the subject aspirations of teachers, but little has been done to make these courses accessible to them, or to combine subject and pedagogic input. Personal development may rank high in teachers' priorities, but at the same time they want to extend their teaching skills and develop materials which will be directly useful in the classroom. As the report says, they are motivated by a mixture of 'pragmatism and intellectual curiosity' (p.10). They are busy people, with strenuous jobs, and usually have neither the time nor the financial backing to undertake a conventional postgraduate course.

As the report makes clear, higher education is missing opportunities here. In crude commercial terms, there is a market out there which is largely untapped by us. At another level, we are missing the opportunity to interact with our colleagues in schools and to learn more about the pressures and practices of the environment which still produces most of our undergraduates. The increased emphasis in the English curriculum on strands such as creative writing, media studies and English language is producing a cohort of teachers who want to extend their range within their basic subject expertise and are looking for courses to help them.

In order to respond to this situation, universities have to think laterally, and possibly to think smaller. The report contains useful suggestions as to how this might be done. Appendix B, for example, describes a model which could well be followed, involving a part-time MA taken over two or three years with a required attendance of one evening a week and further support on an optional basis by email or personal tuition. A related point is made by the teacher writing in Appendix E, who suggests that universities might open up MA modules so that they could be taken without credit but with formal recognition of participation. We ran such a model at Glasgow for several years, enabling students who opted to do the written work to build up credits for a degree or to exit with credit at the end of each module. The majority, however, simply attended out of interest and received a certificate to add to their Continuing Professional Development portfolios.

Our most successful venture to date has been the day courses described in Appendix A. These run on Saturdays and therefore do not involve schools in providing replacement teachers: all they have to find is the relatively modest fee. Rather to our surprise, Saturday has not proved a deterrent to participants, most of whom say they prefer it to evening or 'twilight' classes at the end of an exhausting day. Since university English departments tend to be large, contributing a few hours once or twice a year to a congenial audience does not ask much of individual members of staff. We have input from our Education Faculty and also draw on a pool of retired and freelance staff, such as creative writers. For the time being at least, we seem to have found a model which does not impose an undue burden on the teachers or the taught.

In the future, as technology makes distance teaching a more flexible and attractive proposition, other ways of achieving a productive and enjoyable interaction between school and university teachers may well be found. Whatever happens, the effort will be well worthwhile.

Introduction

Debate currently surrounds the nature and the future of MA programmes and how provision at postgraduate level may need to change to reflect the increasingly plural nature of the higher education market place. (See the English Subject Centre Report *The Taught MA in English*, S. Smith (2007)). With these issues in mind, the purpose of this report is to consider how university English departments can contribute to the Continuing Professional Development (CPD) of secondary school teachers, and thereby encourage English Departments to provide opportunities that are appropriate and timely in terms of subject coverage, level of study and mode of delivery. It also aims to identify where there may be gaps in provision of discipline-specific CPD, and to consider how higher education institutions (HEIs) may seek to fill these, recognising that teachers represent a significant market of potential students. This report also gives departments a basis for thinking about how they might respond to the Leitch Review of Skills (2006), which recommends that higher education become more involved in developing mature people in the workplace. Addressing the development needs of secondary teachers may be one way in which humanities disciplines may work more comfortably in a post-Leitch environment.

Material gathered for this report is treated in four sections.

Section 1: Summary of key findings

Drawing together the main issues emerging from research undertaken for this report, this section makes broad observations and recommendations about postgraduate provision and its relation to teachers' CPD. Its purpose is to highlight the major issues emerging within the main body of the report. It suggests how provision can be developed to encourage a proactive professional interrelationship between teachers and higher education. It also outlines ideas about how provision can be developed practically to maximise participation.

Section 2: Teachers and Continuing Professional Development

This section presents and analyses data gathered from a survey of teachers in a range of secondary school English departments. It seeks to establish the ways in which teachers perceive their relationship with their academic subject, the ways in which they would like to engage with higher education English provision as part of their CPD, and the reasons for this. More specifically, it seeks to address the following key questions and to establish how these reflect on the issue of CPD:

What was the subject/main focus of teachers' first degrees? This is likely to impact on the needs they perceive and express.

What kinds of higher education courses have they undertaken subsequently? MA? Short courses? One off events? Themed days? This section aims to identify why teachers undertook these, and how they believe their engagement with postgraduate study has impacted on their teaching.

What proportion of English teachers is interested in this kind of on-going academic development?

What kinds of postgraduate study are English teachers interested in undertaking to enhance their CPD? Single author courses? Period-based courses? Genre-based courses? Creative Writing? English Language? Related areas – e.g. Media Studies, Film Studies?

What are their reasons for undertaking such study – professional, academic, personal interest? How might this contribute to their development as teachers of English?

What factors are likely to prevent teachers from undertaking further study?

What modes of course delivery would teachers find most useful/accessible from higher education institutions and why? MA courses/short courses/events? Does the form higher education provision takes affect decisions about whether to undertake further academic study in English?

Into which areas of their work do teachers feel higher education could provide useful input? KS3, GCSE, A Level/IB? In what ways could it do so?

Section 3: What do higher education institutions currently provide?

This section explores the types of postgraduate provision higher education institutions make and considers the appropriateness of such provision for teachers. It includes detailed data mapping provision across the higher education sector and relates this to issues raised by teachers. It provides responses to the following key issues:

How does this provision compare with the needs expressed by teachers?

What can higher education institutions bring to CPD provision for teachers?

How are such courses/events advertised and where?

What are the benefits to higher education institutions in developing such provision?

Section 4: Subject knowledge for teaching and Continuing Professional Development

This section provides a concluding essay looking at the complex issue of subject knowledge for teaching, and explores the multi-faceted nature of teachers' subject knowledge, relating this to their needs in CPD.

Section 1: Summary of Key Findings

1.1 Introduction

In a survey of Level 1 undergraduates in five English higher education institutions (Green, 2005), 15% of students identified the wish to become English teachers as one of their main reasons for studying English at university. The 2005 'First Destinations' survey of UK graduates, **http://tinyurl.com/27bt7y**, showed that 7.6% of English Studies graduates were studying for a teaching qualification six months after graduation. A significant proportion of graduates in any given year go on to apply for Initial Teacher Education in some form. Graduate Teacher Training Registry (GTTR) statistics over the last five years demonstrate the steadily increasing number of English graduates entering Initial Teacher Education on Postgraduate Certificate in Education (PGCE) courses and via a number of other training routes, such as the Graduate Training Programme. Once embarked upon their careers, teachers are expected to undertake CPD to enhance their knowledge and practice.

The purpose of this report is to consider how effectively current postgraduate provision within higher education relates to teachers' CPD needs and the demands of schools. Considering the outcomes of undergraduate study, the report of the Holmes Group (1986) questioned the extent to which university English prepares beginning teachers effectively for their professional roles within the context of the American education system. This is a pertinent question to consider in the British context also. Significant differences often emerge between schools and universities surrounding issues of knowledge and practice. This report considered issues of subject knowledge development facing teachers as they relate academic studies and CPD to classroom practice.

Part of the function of this report is to establish why teachers undertake postgraduate study and how they perceive this relating to their practice as professional educators.

1.2 Summary of key findings

1) Changing priorities and agendas in school mean that the world of CPD has changed, as have the means by which teachers seek to progress their careers. Whilst the traditional MA used to be an important rite of passage into Head of Department roles and senior management within schools, it is no longer so.

2) The data make clear that many teachers are still keen to develop their expertise as students of English on a personal level as well as for professional development. It is also clear that they would like to use higher education as a means of doing so. However, a range of factors (most obviously time and finance) often prevent them.

3) It is important to recognise the significance many of the teachers surveyed place upon continuing to engage with English on their own level. This is also a very important principle in the development of subject knowledge for teaching. Higher education is clearly very well placed to take an active and significant role in this.

4) There are clear benefits in creating professional dialogue with secondary colleagues who are preparing the up-coming generations of undergraduates. The creation of effective links between HEIs and schools through successful CPD events provides a means by which higher education professionals can develop greater familiarity with school English and make input into practices (especially at A Level).

5) The taught Masters programme that dominates higher education provision at postgraduate level meets the needs of only a limited number of teachers, largely because of time and financial constraints.

6) The CPD market is large and potentially lucrative. Creatively conceived day events and short courses targeting curricular areas of interest to teachers surrounding a wide range of topics could be developed in consultation with local schools and LEAs to fit the interests of higher education and school teachers alike.

7) Departments could consider joining forces with colleagues in related departments (e.g. Media, Languages, etc.) to provide portfolios of short courses or day events which meet a range of English teachers' needs.

8) Departments could consider devising courses and events in collaboration with colleagues in Education departments. This would help create a balance between English and Education content to reflect the multi-faceted subject knowledge development needs of teachers.

9) The development of online/distance-learning modes of study may be of enormous potential given the pressures of time many of the teachers surveyed identify as a barrier to engaging in higher education. This would also open up the market, overcoming the geographical difficulties teachers may face in committing to other modes of study.

Section 2: Teachers and Continuing Professional Development

2.1 Survey data and analysis

Data for the following survey was collected by means of a questionnaire circulated to a range of schools in and around the London region. The outcomes as such reflect the views of teachers working within this specific location. A total of 112 teachers, all of whom teach across the full 11-19 age range, responded to the questionnaire. The survey, therefore, represents an opportunity sample and caution should be exercised in making generalisations from it. Through analysis of these responses it is possible, however, to draw a wide range of significant conclusions about teachers' views which are subject nationally to the same factors, such as the National Curriculum, the Secondary Strategy and common inspections and examinations regulations. As such it is reasonably assumed that the views explored within this report are representative of the views of the wider teaching constituency.

The full questionnaire can be found in Appendix F.

2.2 What is the subject of your first degree? (Question 1)

Table 1: Subject of respondents' first degree

Subject	Number
English Literature	64
English Language	1
English Language & Literature	10
English & Sociology	3
English & Philosophy	3
Journalism & Sociology	1
English & Drama	2
English, German & Linguistics	1
English & Art History	1
English & Spanish	2
English & French	2
English & History	3
English & Theatre Studies	1
English & American Literature	1
English Literature & Linguistics	1
American Studies	4
Journalism	1
Combined Humanities	1
History	1
Arts & Society	1
Film Studies	2
Sociology	1
Drama	1
Political Science & Government	1
BEd with English	1
Victorian Studies	1
Italian	1
Total	**112**

The range of degree backgrounds identified by respondents is worthy of comment. Whilst many of the degrees undertaken are in English or English in combination with another subject, the plurality of experience they represent demonstrates what a diverse world the English secondary classroom is. A small proportion of respondents come to teaching English from related degree backgrounds, such as Journalism, Film Studies and Drama, and still others from more distant disciplines, such as Political Science and Government, Sociology and Italian. This serves to illustrate that teachers of English come from a wide range of academic backgrounds. Adrian Barlow (2007), citing DfES data presented by Stewart (2007, 18) states that '49% of English teachers in secondary schools do not have a degree in the subject, and 20% have no post A-level qualification in the subject at all.'

English teachers come from a wide range of academic backgrounds and as such have a wide range of training needs in terms of CPD. All English teachers, for example, are required under the National Curriculum, to teach not only English Literature, but also English Language, Creative Writing, Drama, Media and Moving Image Media. In terms of content alone, therefore, many teachers will be in need of academic input if they are to meet the needs of their students. Hence the thriving CPD marketplace.

2.3 How many years have you been teaching? (Question 2)

Figure 1: Years in teaching
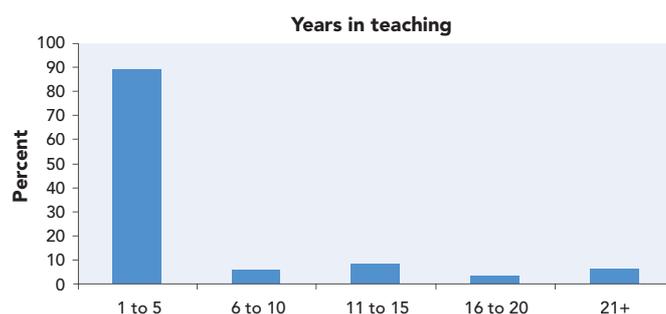
The proportions of respondents represented in this survey cannot be related to national statistics, as the General Teaching Council for England (GTCE) does not keep a record of such data.

2.4 What kinds of higher education courses have you undertaken subsequently? (Question 3)

In answering this question, teachers were able to make multiple responses to cover the range of their postgraduate study, hence the higher number of responses.

Table 2: Teachers' postgraduate study

All responses (n=119)					
MA	Short courses	One off events	Themed days	Other	None
25	5	4	3	7	75

Of interest here is the fact that such a large proportion of the teachers surveyed have not undertaken any form of postgraduate study. This may in part reflect the high proportion within the survey of teachers who have been in the profession five years or less. Alternatively it may suggest that for many teachers the completion of study beyond their first degree is unattractive. Data presented in response to question 5, however, suggests this is not the case. More likely, as demonstrated in the analysis of question 9, is that for a large proportion of teachers undertaking further study is not, for a range of reasons, a viable option.

2.4.1 MA qualifications

Table 3: MA qualifications

MA (n=25)	
Course	**Number**
English	10
19th Century Studies	4
American Studies	2
Applied Linguistics	1
Text & Performance	1
Creative Writing	1
English & Philosophy	1
Law	1
Theatre & Performance	1
International Journalism	1
Education	1
Comparative Literature	1

It is interesting to note the range of subjects these teachers of English have pursued to Masters level, demonstrating that straight English MAs are by no means the only choices they see as valuable. Most of the Masters courses respondents have undertaken, however, are in directly related subject areas.

The reasons why those teachers undertaking Masters level study chose to do so raises some interesting issues. Respondents were allowed to indicate multiple reasons. The percentage figures presented, therefore, are related to the individual reasons and not to the data set as a whole. These data are summarised in Table 4.

Table 4: Reasons for undertaking MA study

MA (n=25)	
Reason for undertaking course	**% (respondents)**
Academic development	84
Career development/promotion	44
Personal interest	34
Gap in subject knowledge	12
Preparation for teaching	12
Other	0

A number of striking points emerge from this:

- a very high proportion of those taking Masters courses see academic development as personal motivation;

- gaps in subject knowledge and preparation for teaching are less significant as a motivating factor to teachers undertaking MAs;

- perhaps surprising given the high emphasis placed on academic development is the comparatively low importance these teachers place on personal interest as a factor.

It is clear that for those teachers who pursue Masters level courses there are particular issues at stake. Naturally, as teachers, they connect their studies to their professional role, and some identify gaps in subject knowledge and preparation for teaching (i.e. training needs) as reasons for pursuing further study. Only in one case, however, for a teacher who undertook an MA in English Language, was this the sole reason given. For all other respondents the decision to undertake their MA studies was motivated by a range of factors, amongst which for almost all was the desire for academic and/or personal development. This clearly relates to, but is also distinct from their roles as teachers.

Almost half of these teachers (44%) see their Masters level studies as an enhancement to their careers. This is in a sense surprising, as the conventional career development route, where an MA was almost a prerequisite for promotion to Head of Department and Senior Management, has changed. New qualifications relating to the 'leading from the middle' agenda in schools and the National Professional Qualification for Headship (NPQH) for aspiring head teachers have led to a change in the ways teachers are encouraged to perceive their career development. On the evidence of these data, however, there is a suggestion that for those teachers who choose to pursue their studies the Masters qualification still holds genuine career value. The benefits these teachers identify may suggest a more holistic perception amongst these respondents of the purposes of education.

2.4.2 Short courses and Themed days

Table 5: Short courses and Themed days

Short courses & Themed days (n=12)	
Course	**Number**
Unspecified	4
Contact improvisation	1
Journalism	1
Film-making	1
Creative Writing	1
Philosophy for children	1
Classics	1
Philosophy	1
Teenage fiction	1

Responses from teachers who have undertaken short courses or themed day courses as part of their CPD point to a different set of priorities. These data are presented in Table 6.

Table 6: Short courses and Themed days

Short courses & Themed days (n= 257)	
Reason for undertaking course	% (respondents)
Career development/promotion	66
Academic development	58
Personal interest	58
Preparation for teaching	42
Gap in subject knowledge	33
Other	0

A number of points emerge from this:

- a much higher proportion of teachers attending such courses see them as a useful means of progressing their careers;

- academic development and personal interest remain very influential factors amongst teachers who have followed short courses and/or attended themed days;

- significantly higher proportions of respondents see such courses as a means of responding to training needs in filling gaps in subject knowledge and preparation for teaching.

Compared to the longer time demands of undertaking a full Masters programme, the fees implications, and the potential academic barriers facing English teachers who do not come from a traditional English degree background, short courses and themed days offer teachers a more manageable and financially viable option. One teacher specifically commented on this, observing, 'A one day event on modern authors would be useful for GCSE teaching and would be time and cost effective.' Another commented, 'Short courses would serve to enhance my range of subject knowledge and, as a result, my confidence as an educator.'

Given the very high proportion of teachers indicating that short courses and themed days would be the most useful means for them to access the higher education CPD courses they would like (see question 7), the small number who have actually undertaken such courses is surprising. This may result from one of two causes. Either the possibility of release from school to undertake such courses is very limited (the cost to schools of releasing a teacher for a single day is approximately £150 in supply teacher costs before taking into consideration the cost of attendance and travelling expenses), or such courses and events simply do not occur. If the former is the case, it may be worth considering the possibility of running such courses and events during school vacations.

A wealth of short course and day CPD is available to English teachers through a range of independent training providers, institutions such as Shakespeare's Globe, the Royal Shakespeare Company, and other providers such as the British Film Institute and the English and Media Centre. The potential market is,

therefore, present. In undertaking an extensive trawl of university English department websites for this report, however, only one department (the University of Glasgow) highlighted the existence of a structured programme of teachers' CPD days and other events. (See materials in Appendix 4 for a full outline of the programme they offer.) It may well be worth departments' while considering what they could provide in the way of CPD events and looking to highlight these on their websites and through the establishment of direct contact with local secondary schools and Local Education Authorities.

2.4.3 Other postgraduate courses

Table 7: Other postgraduate courses

Other (n=7)	
Course	Number
National Professional Qualification for Headship	2
Japanese	1
PhD	1
MPhil	1
Psychology	1
PGCert HE	1

2.5 Please identify your main reasons for undertaking these. (Question 4)

Table 8: Reasons for undertaking postgraduate study – all course types

Reasons for postgraduate study (n=131)	
Reason	Number
Academic development	40
Personal interest	32
Career development/Promotion	30
Preparation for teaching	16
Gap in subject knowledge	10
Other	3

In responding to this question, teachers were again given the opportunity to identify a range of reasons for their choices in undertaking these courses of study and/or events.

It is worthwhile to note that many of those responding viewed career development as an important part of their choices. This contrasts interestingly with data emerging from question 5, where far fewer teachers indicate career development as one of the reasons they would wish to undertake further study now. This may relate to a number of factors, including the fact that MAs and other forms of postgraduate study are no longer viewed by schools as an academic rite of passage on the promotion ladder.

It is encouraging to note that for many respondents who have completed postgraduate study, academic development and personal interest rated very highly as motivating factors. The inspirational nature of English exercises the major influence over teachers' choices, rather than the pragmatics of preparing for teaching and promotion. This demonstrates the importance those respondents placed upon the personal benefits to be gained from studying English. These are issues which are discussed further in relation to question 5.

2.6 What kinds of MA courses/short courses/events would you be interested in undertaking to enhance your CPD? (Question 5)

The purpose of this question was twofold:

- to identify the range of areas of the subject in which the teachers surveyed would welcome CPD provision from higher education;

- to compare to the actual provision made by higher education institutions.

In analysing responses, a number of issues emerged:

- significant questions arise concerning the extent to which teachers' needs and wishes in CPD are actually addressed by the content provision on offer in higher education institutions;

- it is important for higher education institutions to identify how a range of formats in provision could be employed to encourage a wider range of teachers to attend;

- knowledge of the content and requirements of the National Curriculum and relevant examination specifications (especially at A Level) could significantly enhance the provision institutions could make for teachers;

- such provision could help create an essential dialogue between higher education and school teachers, helping to address the difficult issues of transition which were the subject of my previous report to the Subject Centre, *Four Perspectives on Transition*;

- certain development areas within the school curriculum and the changing demands placed on teachers of English (e.g. the new focus on Creative Writing within A Level specifications for teaching from 2008; the growth of A Levels in English Language and English Language and Literature; the requirement for many English teachers to teach Media and Drama to comparatively high levels) mean that certain areas are likely to create demand for high quality CPD provision.

For purposes of data collection, teachers were asked to identify areas of interest in the following broad areas, which relate closely to the types of courses usually on offer within higher education:

1) author based courses;

2) period based courses;

3) genre based courses;

4) Creative Writing;

5) English Language;

6) related subject areas (e.g. Film Studies);

7) other.

In considering these areas of interest, teachers were also asked to identify the reasons why they would like to undertake further study. The categories were the same as those in question 4 to allow for comparison and to consider whether in the developing climate of teaching in the 21st century teachers' motivations for undertaking academic courses for CPD are changing.

Out of the full sample of 112 teachers only nine (8% of the survey) did not identify any areas they would like the opportunity to pursue for CPD if given the opportunity. This demonstrates that there is wide interest amongst teachers to engage in continued academic study.

2.6.1 Author-based courses

Table 9: Author-based courses

Author	Please indicate reasons why you would take this course					
	Career development / promotion	Academic development	Preparation for teaching author/ text/topic	Gap in subject knowledge	Personal interest	**Total**
Unspecified	4	15	21	16	21	**77**
Shakespeare	5	9	14	8	11	**47**
Chaucer	1		1	2	3	**7**
Marlowe	1	1	1	1	1	**5**
Metaphysical Poets	1	1	1	1	1	**5**
Webster	1	1	1	1	1	**5**
Duffy		1	1	1		**3**
Hardy		1	1	1		**3**
Joyce		1		1	1	**3**
Milton		2		1		**3**
Dickens		1	1			**2**
Miller			1	1		**2**
Blake			1			**1**
Brontes			1			**1**
Total	**13**	**33**	**45**	**34**	**39**	**164**

With the exception of Shakespeare, who is required teaching at Key Stage 3, GCSE and post-16, the range of authors identified by respondents no doubt reflects personal interests and teaching requirements. Of the authors named by teachers, only Shakespeare and Duffy are habitually taught at Key Stage 3 and GCSE; the other authors named are all much more commonly taught at A Level, reflecting responses at question 8 where teachers identify A Level/International Baccalaureate as the area they believe higher education CPD would most usefully prepare them for.

The most commonly given reason for wishing to follow such courses is preparation for teaching author/text/topic (45) and a further 34 teachers identify a gap in subject knowledge as their motivation. There is clearly a practical need underlying the desire for CPD in this area. It is important also to note that a large number of respondents identify personal interest (39) and academic development (33) as significant factors. It is clear that pragmatism and intellectual curiosity are both significant factors for teachers in considering their CPD. What is perhaps most striking, however, is the fact that only 13 teachers believed CPD in this area would be useful for career development and promotion. This contrasts with data relating to postgraduate courses already completed (see analysis of questions 3 and 4), where a far higher proportion of teachers identified their qualifications as useful means of attaining such recognition. This perhaps signals a sea change in the world of teachers' CPD.

A total of 53 teachers (47% of the survey) identified that they were interested in this area of CPD.

2.6.2 Period-based courses

Table 10: Period-based courses

Period	Please indicate reasons why you would take this course					
	Career development / promotion	Academic development	Preparation for teaching author/ text/topic	Gap in subject knowledge	Personal interest	**Total**
Unspecified	3	19	15	11	20	**68**
Modernism	2	4	4	5	5	**20**
Victorians	1	2	5	4	3	**15**
Romantics		3	2	3	3	**11**
C18th		1	1	2	3	**7**
Classical Literature	1	1	1	1	1	**5**
Postmodernism		2		1	2	**5**
C17th				1	1	**2**
Medieval		1			1	**2**
Postcolonialism		1			1	**2**
Total	**7**	**34**	**28**	**29**	**39**	**137**

A different picture emerges when considering period-based courses. The most common reason teachers identify for undertaking period-based courses is personal interest (39), followed by academic development (34). It is encouraging to note that this remains such a significant factor for teachers in their relationship with their subject. A significant number of teachers also identify gap in knowledge (29) and preparation for teaching author/text/topic (28) as reasons for following such courses. The change in emphasis here, where academic interest outweighs practical application to teaching, no doubt relates to the more general nature of such courses. Single author courses, by their nature, may encourage a more practical, teaching based rationale amongst teachers who can link them to specific set texts. Period-based courses, being more generic in nature, encourage a more holistic perspective and relate to teaching in a wholly different way. Teachers' responses seem to reflect this.

Again it is clear that promotion and career development is a minor motivating factor.

A total of 58 teachers (52% of the survey) identified that they were interested in this area of CPD.

2.6.3 Genre-based courses

Table 11: Genre-based courses (including Other Literatures)

Genre	Please indicate reasons why you would take this course					
	Career development / promotion	Academic development	Preparation for teaching author/ text/topic	Gap in subject knowledge	Personal interest	**Total**
Unspecified	4	11	16	13	17	**61**
Gothic	4	6	4	5	5	**24**
Detective Fiction	3	3	3	3	3	**15**
American Literature	3	3	3		3	**12**
Children's Literature			3	4		**7**
Poetry		1	1	2	2	**6**
Modern Drama		1	1	1	1	**4**
Total	**14**	**25**	**31**	**28**	**31**	**129**

Responses in this area are fairly balanced across all factors, suggesting that such courses meet both the personal interest and the practical needs of teachers in their classroom practice. Increasingly through the Secondary Strategy teachers of English at Key Stage 3 are encouraged to approach the teaching of genre. Furthermore, the presence on the Synoptic A Level papers of modules dealing with genres and generic areas of literature (e.g. Gothic, War Literature, Drama and Poetry, Romanticism) has created a new need for teachers to introduce students to texts in a broader generic context for purposes of comparison. This may well account for the balance of needs and motivations here.

Again it is clear that promotion and career development is a minor motivating factor.

A total of 42 teachers (38% of the survey) said that they were interested in this area of CPD.

2.6.4 Creative Writing

Table 12: Creative Writing

Course content	Please indicate reasons why you would take this course					
	Career development/ promotion	Academic development	Preparation for teaching author/ text/topic	Gap in subject knowledge	Personal interest	**Total**
Creative writing	9	13	20	17	34	**93**

Creative Writing provides an interesting area for consideration. Although the Qualifications and Curriculum Authority (QCA) has as yet not paved the way for a full A Level in Creative Writing, under new specifications for the teaching of A Level to commence teaching in 2008 the possibility for teachers to use Creative Writing is now more formalised. This is in many ways a welcome development, as Creative Writing allows particular insights into authorial processes and textual creation. It does, however, create a CPD need for many teachers of English, who have perhaps not themselves written creatively for many years (if at all). It is not surprising, therefore, to see that many teachers (20) identify this as an area they need to address in preparation for teaching or as a gap in subject knowledge (17).

It is interesting to note that by far the most common motivation is personal interest (34), demonstrating the powerful attraction that this area of English exercises. This is reflected in the proliferation of Creative Writing courses now on offer in the higher education sector. Equally significant, however, is the low number of respondents who perceive Creative Writing as a means of academic development.

Green (2007) identifies that academic doubts about the credentials of Creative Writing and creative responses within literary study persist amongst academics. It is not only amongst academic staff that such doubts emerge, however. Amongst many students, and even amongst students who are following Creative Writing as part of their degrees, there are evident uncertainties. A student who is following a joint programme in English Literature and Creative Writing, gives reasons for her choice of programme thus:

> I wanted to do Creative Writing, but I didn't want to do **just** Creative Writing. I wanted a **proper subject** along with the creative one. English Literature was something that I enjoyed and I think is a core subject. It's sort of **commendable** to have a degree in English Literature rather than **just** Creative Writing. (Author's emphasis)

The student's feeling that she needs to justify her choice is in itself evidence of the innate suspicion of the value and worth of Creative Writing, a suspicion which interestingly does not attach to the study of such works by others within the context of literary study. In spite of her wish to pursue Creative Writing, the student nevertheless proceeds to verbalise a pejorative view of the subject (as in the repeated 'just'), and conversely elevates the study of literature through her use of words like 'proper subject' and 'commendable'. The uneasy relationship between literature and creativity as manifested in Creative Writing is very apparent. While it provides an area of interest to many, therefore, Creative Writing also provides an area of some complexity.

Again it is clear that promotion and career development is a minor motivating factor.

A total of 51 teachers (46% of the survey) indicated that they were interested in this area of CPD.

2.6.5 English Language

Table 13: English Language

Course content	Please indicate reasons why you would take this course					
	Career development / promotion	Academic development	Preparation for teaching author/ text/topic	Gap in subject knowledge	Personal interest	**Total**
English Language	4	17	24	23	13	**81**

By contrast to Creative Writing, English Language is an area in which personal interest is a comparatively small motivator for teachers in their CPD (13). It is, however, an area in which many teachers feel a practical need for development in subject knowledge for teaching, 24 identifying this as an important area for preparation for teaching and a further 23 as a gap in subject knowledge.

Again it is clear that promotion and career development is a minor motivating factor.

A total of 41 teachers (37% of the survey) identified that they were interested in this area of CPD.

2.6.6 Related subject areas

Table 14: Related subject areas

Subject areas	Please indicate reasons why you would take this course					
	Career development / promotion	Academic development	Preparation for teaching author/ text/topic	Gap in subject knowledge	Personal interest	**Total**
Drama	10	14	12	12	16	**64**
Media	11	8	8	11	12	**50**
Film	6	6	4	3	10	**29**
Unspecified	1	1	1	1	1	**5**
Total	**28**	**29**	**25**	**27**	**39**	**148**

Related subject areas such as Media, Film and Drama resonate with the personal interests of teachers (39), whilst also meeting their academic development needs (29) and practical needs (preparation for teaching – 25; gap in knowledge – 27). This balance of responses no doubt reflects the requirements of the National Curriculum, under which teachers of English have to teach all three subjects in some form (and to increasingly sophisticated levels) up to GCSE. In addition, many English teachers are also required to teach these subject areas discreetly at GCSE and A Level.

As student interest and expertise in these areas increases, teachers of English more and more see the need to engage in these areas both as pedagogical approaches within English and as subjects for academic study in their own right. The proliferation of Media Studies, in particular, may account for the large number of teachers who see CPD in these areas significant potential for career development and promotion (28).

A total of 55 teachers (49% of the survey) identified that they were interested in this area of CPD.

2.6.7 Other

Table 15: Other

Subject areas	Please indicate reasons why you would take this course					
	Career development / promotion	Academic development	Preparation for teaching author/ text/topic	Gap in subject knowledge	Personal interest	**Total**
Unspecified	3	15	8	9	13	**48**
Literary Theory	4	10	6	6	7	**33**
Literary Linguistics	3	3	3	3		**12**
Pedagogy	2	2	1	1	2	**8**
Cultural Studies	2	1	1	1	2	**7**
Literature from Other Cultures			2	2	2	**6**
Total	**14**	**31**	**21**	**22**	**26**	**114**

The subject areas teachers identify here seem to represent a different order of interest. This is the only category in which academic development (31) outweighs all other considerations, suggesting that these courses are of specialist interest. This is not, however, to suggest that these areas are irrelevant. On the contrary, personal interest (26) is the next most significant motivator, while the practical issues of preparation for teaching (21) and the identification of gaps in knowledge (22) are also important.

Again it is clear that promotion and career development is a minor motivating factor.

A total of 34 teachers (30% of the survey) identified that they were interested in this area of CPD.

2.6.8 Summary of Responses

Table 16: Summary of responses

Type of course	Please indicate reasons why you would take this course					
	Career development / promotion	Academic development	Preparation for teaching author/ text/topic	Gap in subject knowledge	Personal interest	**Total**
Author	13	33	45	34	39	**164**
Related	28	29	25	27	39	**148**
Period	7	34	28	29	39	**137**
Genre	14	25	31	28	31	**129**
Other	14	31	21	22	26	**114**
Creative Writing	9	13	20	17	34	**93**
Language	4	17	24	23	13	**81**
Total	**89**	**182**	**194**	**180**	**221**	**866**

The summary data presented in Table 16 illustrates that the primary motivation for the teachers surveyed in wishing to undertake further CPD is a complex combination of factors. The least significant (with the marked exception of related academic areas such as Media and Drama) is the issue of career development and promotion which, by and large, teachers now have to seek through other channels. Academic, personal and practical factors are fairly evenly balanced as motivators, but the predominant motivator across all areas (with the notable exception of English Language) is personal interest. This suggests that higher education still has, provided it can find the right means of delivery to attract teachers, a significant potential market in the field of teachers' CPD.

2.7 How do you believe undertaking these courses would contribute to your development as a teacher of English? (Question 6)

In response to this question, which provided the opportunity to provide fuller explanations of the ways in which they believe CPD would be of benefit, teachers provided a broad range of responses. For purposes of discussion, these have been combined into the following categories:

1) career ambitions;

2) development of wider knowledge bases;

3) passion/enthusiasm;

4) confidence;

5) subject specific gains;

6) pedagogy.

2.7.1 Career ambitions

A number of respondents provided responses in this area. The picture which emerges is an ambiguous one. It is clear, as the data show, that in all the areas covered some teachers do perceive potential further study as beneficial to their career ambitions. What is less clear, however, is whether these career ambitions lie within teaching or whether they are, in fact, in other areas. Some teachers clearly identify that they are relating such comments to their teaching careers:

- *It would enhance my chances of promotion/open my options.*

- *It is a necessary step on my way to the running of a department.*

- *They would broaden my experience and strengthen my portfolio as an English teacher.*

Other comments, however, suggest that teachers see such further study as part of a broader career trajectory of which secondary school teaching is only a part:

- *Perhaps wouldn't contribute particularly to development as a teacher, as I believe there's a lot more to be said for practical, active experience in the classroom, but in terms of my more long-term career ambitions it would contribute greatly.*

- *I feel my personal interest in modernism could be vastly expanded, as I see these as potentially linking in with my long-term career plans.*

Whether teachers view potential higher education study as an enhancement to their career development cannot be stated definitively. The data suggest that there are particular issues to consider when specifically targeting the teacher market. It is clear from the breakdown of responses in question 5 that specific issues of pedagogy and the relation of content to the secondary curriculum and exam specifications will be necessary to attract a certain constituency within the CPD market. For these teachers, conventional Masters level study may well not be either an attractive or a viable option, and the development of programmes of themed events and short courses may be the most appropriate. For other teachers, whose perspectives encompass other priorities, the MA may continue to offer useful provision.

2.7.2 Development of wider knowledge bases

For many teachers the development of subject content knowledge was a significant factor in pursuing CPD. Comments were often general in their nature. However, the following responses offer a flavour of the range of benefits teachers identified. Some commented on the importance of CPD in developing breadth of knowledge:

- *Wider knowledge of English Literature, Language, media and drama would help teaching at this point in my career and also if teaching at a higher level (e.g. A Level).*

- *More rounded knowledge that will enable me to cover a larger span of topics in the classroom.*

- *Helps connectivity between subject areas within English, which helps embed knowledge.*

Others comment on how they look for CPD to address the depth or specialism of their knowledge in particular areas:

- *Knowledge specialism.*

- *They would develop my exisiting knowledge and enable me to teach these topics more effectively and in depth.*

For a third group of teachers, CPD can be used to fill in the gaps they perceive in their own subject knowledge for teaching:

- *There are some gaps in my subject knowledge that I would like to fill. Also I enjoyed my degree level studies and would like to extend my knowledge.*

- *Although I don't currently teach these topics they are areas in which I would like to extend my subject knowledge. I anticipate this supporting further teaching.*

- *I am happy to undertake short courses to 'plug a gap'. I am not in a position to undertake fuller commitments.*

Another group wishes to use CPD as a means of keeping abreast of academic developments within the subject, to ensure their knowledge is current:

- *Improve and update knowledge.*

- *I am keen to keep my subject knowledge up to date.*

The uses to which teachers envisage using their CPD courses is, therefore, varied, and it is important to consider how CPD provision can cater for this variety of interest and need.

2.7.3 Passion/enthusiasm

Sustaining enthusiasm emerges as a significant function teachers anticipate in considering higher education CPD. A genuine sense of importance emerges, teachers identifying the wish to maintain a continuing passion for their subject. In this respect, higher education serves a key personal function which then influences classroom practice. Teachers' responses suggest that even if the content of postgraduate courses is not directly relevant to the content of teaching it nevertheless impacts upon what happens in classrooms by (re?)kindling teachers' love of their subject.

The following comments make this clear:

- *It would help me to continue to have enthusiasm for my subject and see changes in approach to working with it. It would offer fresh perspectives on texts and maintain passion and interest which I can translate into pupils' learning experiences.*

- *It would help me stay engaged with my subject.*

- *It would keep my interest/passion in the subject alive and would keep me involved in English as a live research subject rather than just something I teach.*

- *It would enhance my ability to teach an area of literature I am passionate about.*

- *Deeper subject knowledge and enthusiasm for the subject. If I am a learner and enthused about the learning process, I am more likely to transmit this to my pupils.*

It is hard to avoid, in considering these responses, the extent to which teachers find teaching in the secondary environment can be an enthusiasm-sapping process. As identified elsewhere in this report, one of the most important aspects of developing appropriate knowledge for teaching is that teachers should be allowed the opportunity to engage with texts and topics for teaching at their own level. An essential part of this process is making the time to talk about the subject with colleagues and others. This ensures that personality and originality remain part of the processes of teaching and learning, and also guards against the dangers of introversion and stagnation. In this, higher education can serve a very useful function if teachers are targeted in appropriate ways. (See the example of Glasgow University's Teachers' CPD programme in Appendix A.)

2.7.4 Confidence

The development of confidence for teaching is an issue repeatedly raised by respondents. As with responses to the general issue of subject knowledge acquisition, sometimes this relates to breadth of knowledge and sometimes to depth. Both of these particularly relate to the demands of teaching at A Level.

The responses below demonstrate the underlying lack of confidence in subject knowledge that teachers sometimes have:

- *It would help with historical context and allow me to develop the skills to teach confidently at sixth form level.*

- *Enable me to confidently teach a broader range of literature.*

- *More confidence in teaching difficult poetry, especially if I've never been taught it myself.*

- *By filling gaps in my knowledge. This would give me greater confidence in my authority.*

- *They would improve my subject knowledge within specific areas and therefore my confidence in teaching them.*

As identified in Section 4 of this report, early in their careers teachers tend to equate subject knowledge for teaching with content knowledge, as this is the point of first exposure in the classroom. The acquisition of accurate and broad subject knowledge is a key aspect of subject knowledge for teaching, and teachers clearly see the importance of higher education in helping them acquire this.

2.7.5 Subject specific gains

A number of teachers used their responses to point to particular areas of subject knowledge they wish to address and the benefits accruing:

- *I would be able to take on more teaching of English Language/stylistics.*

- *I would love to see how to apply Literary Theory in learning pre-university.*

- *Greater awareness of literary development, period and context.*

- *Provide a broader base for teaching not only at a specific subject level but also to have a more complete overview of the progression of literary periods.*

- *Media Studies – be able to bridge knowledge from literature towards other cultural forms.*

- *To get a rounder/more in-depth subject knowledge, especially in Language.*

- *Better approaches to teaching Creative Writing would enhance my ability to develop pupils' skills.*

- *I would probably enjoy developing my knowledge of linguistics and it would be very likely to revivify and improve my teaching of the subject.*

- *English Language, so that I can feel confident teaching it at A Level.*

- *Media/Film Studies is increasing part of teaching English at GCSE and A Level.*

- *Creative writing – to help with Gifted and Talented pupils, develop writing styles.*

- *I feel I could expand to a higher level my main degree interests in modernism and postmodernism.*

- *I feel my personal interest in modernism could be vastly expanded, as I see these as potentially linking in with my long-term career plans.*

- *Because of the standardised curriculum it would be useful for me to enhance my knowledge in these areas, especially Media Studies.*

2.7.6 Pedagogy

Unsurprisingly, issues of pedagogy are also present in teachers' expectations of CPD. This is an area typically less overtly addressed within higher education English, where such matters are often tacit dimensions of the subject (Green, 2007; Knights, 2005). In undertaking CPD, however, even if for academic reasons, teachers will always be alert to the wider pedagogical implications of what they are doing.

The following responses represent some of the main areas of concern:

- *Improve variety of teaching.*

- *New ideas/resources/teaching styles.*

- *Provide practical tips and ideas that I can use in my own teaching.*

- *Encourage me to reflect on my own practice.*

- *I would really welcome a combined English teaching and learning MA to enhance my development.*

- *I'd be much more confident about the bank of knowledge I could draw from to teach students. However, I'd probably appreciate more learning about pedagogy – i.e. how to translate dense, high level academic knowledge into accessible student-friendly versions.*

- *I think the more subject knowledge one has to hand which can be used in a relevant and interactive way for pupils, the better. Ultimately courses should enable me to translate a topic into teaching terms.*

- *I would value the opportunity to discuss pedagogical issues arising from the topics included, as successful teaching is as much about how knowledge can effectively be conveyed as it is about the content knowledge itself.*

- *Encourage me to be reflective and try new things.*

Several of these responses address what is always a direct concern for teachers. This is what Chevellard & Joshua (1985) call 'la transposition didactique', or the process by which raw knowledge is converted into operable classroom forms. In seeking to develop programmes appropriate to the needs of teachers, higher education providers may like to consider how teachers can be allowed to develop their multi-faceted interest in their subject to take account of pedagogic issues. For a detailed consideration of some of the implications of this, see Martin Wills' (2004) report to the English Subject Centre, *Development of a Work Project Module for an MA in English* available via the Subject Centre website at: **www.english.heacademy.ac.uk/archive/projects/reports/workproj_glam.doc.**

2.8 What modes of course delivery would you find most useful/accessible from higher education institutions? (Question 7)

The purpose of this question was to identify the means teachers would find most appropriate and useful in accessing CPD through higher education. As in previous questions, teachers were not limited to providing a single response.

Table 17: Preferences for course delivery medium

Medium	Number
Full-time MA	15
Part-time MA	34
Short course	30
One-day event	32
On-line/distance learning	22
Evening/twilight classes	1

It is useful to compare the preferences teachers express here to the means by which higher education courses are typically delivered. A full summary of higher education provision can be found in Section 3. The key points to observe here are:

- the full-time MA proves to be the least attractive option amongst teachers surveyed;

- the part-time MA option is the most popular, illustrating the qualification in itself is still very attractive as a potential means of study amongst teachers, but that the flexibility of provision the part-time format offers is important;

- short courses and themed days would be further popular ways to provide CPD for teachers. As explored in question 3 these means of provision would be a very useful way for departments to consider extending their engagement with teachers' CPD. Both means of delivery are almost as popular as the part-time MA with respondents. Some courses may even have the potential to be awarded modular M level credits which could lead to interim awards such as PGDips and PGCerts to reflect the study undertaken in a more flexible way. In its turn, creative thought about how such modules of study may be combined could encourage teachers to move on to fuller programmes of study;

- on-line and distance learning modes also attract a good proportion of interest from teachers. Whilst such means of delivery obviously present particular challenges and raise certain pedagogical issues, it is clear that this would a be a useful means by which higher education could access another teacher constituency.

2.9 Into which areas of your work do you feel such courses would provide useful input? (Question 8)

This question was to see whether teachers consider higher education CPD would make useful input into any particular phase of their work in school. Whilst many respondents felt the benefits gained would be of use across the full secondary age range, it is clear that it is perceived as most useful in relation to the teaching of A Level and other post-16 qualifications. Given the continued troubled relationship between A Levels and higher education, it is interesting to note that teachers still forge a meaningful connection between their own higher education and A Level teaching. A breakdown of responses can be found in Table 18.

Table 18: CPD and input into teaching

Phase	Number
Key Stage 3 (Years 7-9)	33
GCSE (Years 10-11)	46
A Level/IB (Years 12-13)	56

Teachers were then given the opportunity to provide brief explanations of the ways in which they believed CPD would enhance their teaching. Their responses fell into the following broad categories:

1) contextual knowledge;

2) confidence;

3) enthusiasm;

4) working with more able pupils;

5) pedagogy;

6) subject knowledge development;

7) professional/academic dialogue.

A range of their responses is provided below.

2.9.1 Contextual knowledge

- *GCSE and A Level can benefit from additional knowledge always – i.e. deeper historical, political, cultural knowledge. Generally I believe that if teachers have extra interest and knowledge it will inform the classroom with added enthusiasm.*

- *To help me be able to give children a more complete background.*

- *Knowing more about issues/ideas surrounding what I'm teaching will help make sure I deliver exciting, pithy, thought-provoking lessons rather than boring, dry ones.*

- *Providing links between topics/texts and reducing gaps in knowledge.*

- *It would allow me to think and teach more analytically in a variety of areas and topics.*

It is evident that teachers appreciate the academic overview of their discipline that higher education can provide, seeing this as a great advantage to their development as teachers. Many GCSE specifications now require pupils to be introduced specifically to the contexts within which texts were composed. Current A Level specifications foreground through the Assessment Objectives the requirement for students to discuss contextual issues in relation to their set texts, and the new A Level specifications for teaching from 2008 place a much greater emphasis on breadth of reading. For all these reasons, and in pursuit of good academic practice these are issues teachers wish to pursue.

2.9.2 Confidence

- *Wider knowledge of specific areas of English makes you more of a specialist within all subject areas – could teach language, media, theatre, performing arts more comfortably.*

- *English Language – a better knowledge would build confidence to communicate.*

- *Develop confidence in delivering a range of topics.*

- *Greater confidence in teaching creative writing.*

Many teachers commented on this issue. As demonstrated earlier, many teachers of English do not come from English degree backgrounds, and even where teachers have pursued English degrees they will frequently be required to teach aspects of the subject (e.g. Media, Drama, texts from other cultures and traditions) and/or texts they may feel inadequately prepared to address. Other specific examples relate to the teaching of English Language across the school, (but particularly at A Level), and the new emphasis placed on the use of Creative Writing at A Level in the new specifications, both of which are likely to cause teachers concern. Here they see a specific role for higher education CPD.

2.9.3 Enthusiasm

- *Maintain subject enthusiasm which would come across in your teaching.*

- *Refreshed perspectives and approaches.*

It is pleasing to see that a number of teachers responding in this section commented on the importance of CPD providing a means by which to sustain their passion for their subject. In the often crushingly pragmatic world of secondary education in the league table era, too often teachers lose their passion in the endless round of teaching set scenes from *Macbeth*, anthologies of GCSE poetry, *An Inspector Calls* and *Of Mice and Men*. An essential aspect of teaching, and developing subject knowledge for teaching, is for teachers to engage with their subject and with the material they are preparing to teach at their own level before seeking to mediate this to their students. In this, higher education has a clear role to play. In fact, a number of respondents comment specifically on the pleasures of being a student again and the benefits this had for them in thinking about developing their teaching.

2.9.4 Working with able students

- *Taking courses would help enhance my teaching at A Level and with advanced pupils in KS3/KS4 whilst also helping create diversity within the curriculum.*

- *I would be able to draw on other areas of knowledge particularly at the level of Gifted and Talented.*

- *In high achieving sixth form environments further study would aid my ability to stretch and challenge pupils as much as possible.*

- *Helps in meeting the academic challenges of teaching A Level.*

This is a significant area for a number of teachers. Especially where teachers come from non-English academic backgrounds and/or where they encounter unfamiliar areas of the subject, they sometimes find the presence in their classrooms of very able learners an uncomfortable experience. This is particularly so at A Level, where young teachers are often conscious they are teaching students who may be more able than themselves. CPD in higher education can help address such concerns, providing teachers with insight into a range of ways in which they may seek to extend and broaden the knowledge of their most able students.

2.9.5 Pedagogy

Interestingly, given that this is not a specific focus of most postgraduate English provision, insight into pedagogy is an issue that many teachers identify as something they would gain from undertaking higher education CPD. Some observations refer to benefits teachers feel they would gain in terms of practice:

- *Greater range of teaching techniques.*

- *Advance my knowledge of teaching.*

- *Improve strategies to teach topics and inspire students.*

- *Improve ways to tackle texts and improve understanding.*

Others address broader issues relating to pedagogy, observations which demonstrate how teachers see their own pedagogical understanding interacting with the new materials and ideas they will access through further academic study:

- *Provide a better pool of resource texts and the ability to provide more comparative opportunities in the classroom.*

- *The ability to expand ideas for coursework/exam topics of students.*

- *Pointing students to other books and areas of interest in their work.*

These observations demonstrate that teachers see specific ways in which their own further education can benefit their work as teachers and the work of the students they teach. One teacher in particular comments on how ideas developed in higher education could be used to challenge current trends with secondary education, observing 'It could help to escape the examination/results driven model presently imposed and develop more of an academic approach. This would change the emphasis in learning.'

2.9.6 Subject knowledge development

This is the most commonly addressed issue amongst respondents and relates closely to the discussion of subject knowledge for teaching in Section 4 of this report. The point at which teachers feel most concerned is at the level of content knowledge. Do they know the set text? Do they understand the relevant contextual details? Are they familar with how to identify subordinate clauses? Exposure of personal ignorance in front of a class is, understandably, one of their fears. In this respect, they frequently identify a specific role higher education can play in their development of knowledge. Often such observations are linked to specific areas of knowledge the teacher desires to approach for the first time or to update:

- *Filling gaps in subject knowledge, particularly at A Level.*

- *Wider knowledge/breadth of texts/canon would be useful to really develop up-to-date understanding.*

- *Media Studies – greater variety to offer the older pupils.*

- *Creative writing – more experience to draw on when teaching.*

- *Media Studies is a developing subject in English GCSE and it would be wise to be prepared for it.*

- *I would like to develop my English Language knowledge in preparation for A Level.*

- *Enhance knowledge of literary genres of which I am unsure.*

- *Good preparation for A Level teaching.*

Careful thought about examination specifications and the nature of the English curriculum would provide higher education departments with a wealth of issues and curriculum areas that teachers would be very eager to address. As suggested above, it is most important that teachers are provided with the opportunity to engage with their subject at their own level if they are to mediate it effectively to others. Data presented in response to question 5 provides an outline of many such useful areas for consideration.

2.9.7 Professional/academic dialogue

A number of respondents comment on the personal importance of entering into professional and academic dialogue. This in part relates to the issues discussed above, but also incorporates distinct elements relating to the interaction of secondary and higher education. For all the barriers that stand between secondary and higher education, students and teachers are forever moving between them, and it would be unwise to ignore this interaction.

- *Allowing ideas and professional development to be shared in an interactive dialogue between teachers, academics and professionals.*

- *Undertaking a course would provide a forum for discussion.*

Such opportunities for discussion, talking about literature and other aspects of subject, are often not available in the pressurised environment of the school, and teachers value the opportunity to discuss their subject with peers and academics rather than simply with pupils. Engagement in CPD is one of the most significant ways in which dialogue between secondary and higher education teachers of English can be established.

2.10 What would prevent you from considering undertaking such courses? (Question 9)

It is apparent from teachers' responses to the questions above that there is a high level of interest in pursuing study beyond degree level. The world of teaching in secondary schools, however, is pressured and teachers' own wishes for professional development and the possibility to pursue such wishes are entirely separate propositions. In this section teachers were asked to identify from a number of key factors any barriers to their pursuit of higher education courses as a means of CPD. The results are presented in Table 19.

Table 19: Barriers to CPD

Reason	Number (% respondents)
Pressure of time	65 (58%)
No funding available	46 (41%)
Not interested	8 (7%)
Other more relevant qualifications	5 (4%)
Inappropriate format of courses	0

It is interesting to note here a number of points:

- no teachers commented on course format as being a particular issue, although it is clear from data presented in question 7 that there are certain preferred modes;

- only five teachers (4%) felt they would choose other, more relevant qualifications – MA Education (1), MA Ed Management (1), NPQH (2), Media-related (1);

- only eight teachers (7%) were not interested in pursuing further study, demonstrating a high level of desire for further engagement with academic English amongst those surveyed;

- overwhelmingly teachers identified issues of funding (46 - 41%) and time pressure (65 - 58%) as the primary barriers to engaging in further academic study.

In the light of these practical barriers, higher education providers need to reconsider the range of provision they make and how this may be made more accessible to teachers.

Section 3: What do Higher Education Institutions Currently Provide?

3.1 Higher education postgraduate provision

The following tables summarise the range of postgraduate provision at Masters level and other types of courses that may be relevant to secondary school teachers of English. These data are drawn from university departmental websites, which were taken as the 'shop window', the place where many teachers would be likely to seek information on available courses. Only English departmental links were followed.

Following the categories employed in the teachers' questionnaire, courses have been grouped according to the following headings for ease of comparison:

1) author-based;

2) period-based;

3) genre-based;

4) Creative Writing;

5) English Language;

6) related areas;

7) other.

Note: Whilst observations are made related to provision at pre-1992 and post-1992 institutions, the data has not been presented in this way (except in section 3.9) for reasons of simplicity.

3.2 Author-based provision

Table 20: Author-based courses

	Full-time MA	Part-time MA	Short courses	Flexible provision	Distance learning	Day events
Author-based						
Dickens	1	1	0	0	0	0
Shakespeare	12	12	0	0	0	1
Teaching of English with Shakespeare	2	2	0	0	0	0
Total	**15**	**15**	**0**	**0**	**0**	**1**

Key observations:

- Across pre-1992 institutions, single author courses are offered on only two authors: Shakespeare (27) and Dickens (2).

- Only one post-1992 universities offers a single author course.

- This provides a stark contrast to the CPD desires expressed by teachers surveyed, 47% of whom expressed the need for single author provision covering a range of authors. See Section 2.6.1 for full details.

- Only one course is available other than the traditional MA routes.

3.3 Period-based provision

Table 21: Period-based courses

	Full-time MA	Part-time MA	Short courses	Flexible provision	Distance learning	Day events
Period-based						
Old English	2	1	0	0	0	0
Medieval	19	18	0	0	0	0
Renaissance	17	16	0	0	0	0
C16/C17th	3	2	0	0	0	0
C18th	9	8	0	0	0	0
Romanticism	10	10	0	0	0	0
C19th	7	6	0	0	0	0
Victorians	13	13	0	0	0	0
C20th	10	9	0	0	0	0
Modernism	32	32	0	0	0	0
Postmodernism/ Contemporary	13	12	0	0	0	0
Total	**137**	**129**	**0**	**0**	**0**	**0**

Key observations:

- A wide range of period-based postgraduate courses is available in the pre-1992 universities, covering Old English to Contemporary periods. Courses dealing with the medieval period (37), the nineteenth century/Romantics/Victorians (51) and Modernism (44) are the most commonly available.

- The number of such courses taught in the post-1992 universities is considerably fewer, and there are no courses dealing with either Old English or medieval periods. Here the most frequently found courses are also in the nineteenth century/Romantics/Victorians (12) and Modernism (20).

- This coincides much better with teachers' expressed needs, 52% of survey respondents identifying that they would like to undertake further work in this area. See Section 2.6.2 for full details.

- There is no provision other than MA routes.

3.4 Genre-based provision

Table 22: Genre-based courses

	Full-time MA	Part-time MA	Short courses	Flexible provision	Distance learning	Day events
Genre-based & Other Literatures						
Science Fiction	1	1	0	0	0	1
Fiction	1	1	0	0	0	0
Poetry	5	5	0	0	0	1
Children's Literature	8	10	0	0	1	0
American Literature	12	12	0	0	0	0
Irish Writing	1	1	0	0	0	1
Scottish Literature	2	2	0	0	0	1
Caribbean Lit.	1	1	0	0	0	0
Gothic	3	3	0	0	0	0
Norse & Viking Studies	2	2	0	0	0	0
Arthurian Literature	1	1	0	0	0	0
Postcolonial	12	12	0	0	0	0
Women's Writing	3	3	0	0	0	0
Popular Literature	1	1	0	0	0	0
Highlands & Islands Literature	1	1	1	0	1	0
World Literature	1	1	0	0	0	0
Hyperfictions	1	1	0	0	0	0
Total	**56**	**57**	**1**	**0**	**2**	**4**

Key observations:

• there is a varied range of coverage amongst the pre-1992 universities in terms of genre areas, which is also taken here to include regional literatures. The most frequent courses are in American Literature (22) and Postcolonialism(20);

• in the post-1992 universities there are fewer courses, but still a varied range. Children's Literature courses (15) are the most frequently taught;

• although minimal, a few non-traditional delivery modes are adopted here: distance learning (2), short courses (1) and day events (4);

• the variety of genre interests identified by the 38% of teachers interested in this area fairly matches the provision available (see Section 2.6.3 for full details), but the limited provision outside traditional MA routes is again significant.

3.5 Creative Writing provision

Table 23: Creative Writing courses

	Full-time MA	Part-time MA	Short courses	Flexible provision	Distance learning	Day events
Creative Writing						
Creative Writing	49	49	5	0	2	1
Life Writing	1	1	0	0	0	0
Screenwriting	6	6	1	0	0	0
Writing for Children	2	2	1	0	0	0
Travel Writing	2	2	0	0	0	0
Total	**60**	**60**	**7**	**0**	**2**	**1**

Key observations:

- Creative Writing is clearly a significant area of growth in the higher education sector with a total of 130 courses on offer across all institutions at postgraduate level;

- this is the one area in which provision in the post-1992 universities (72) exceeds that in the pre-1992 universities (58);

- there is a growing Creative Writing agenda within schools, especially at A Level, where new specifications for first teaching in 2008 place a new emphasis on this;

- perhaps reflecting this, 46% of teachers surveyed were interested in pursuing Creative Writing as part of their CPD (see Section 2.6.4 for full details);

- the number of courses available suggests their needs are generally well served here. The lack of alternative modes of delivery, however – a total of 7 short courses, 2 distance learning options and 1 day event – may be a limiting factor.

3.6 English Language provision

Table 24: English Language courses

	Full-time MA	Part-time MA	Short courses	Flexible provision	Distance learning	Day events
English Language						
Linguistics	25	25	4	0	4	0
Language	14	14	1	0	2	0
Language Acquisition	2	2	0	0	0	0
English Language Teaching	11	11	1	0	4	0
Total	**52**	**52**	**6**	**0**	**10**	**0**

Key observations:

- 37% of teachers surveyed indicated that they see this as an important area for their development as teachers (see Section 2.6.5 for full details);

- A Level English Language and A Level English Language & Literature are both growing in popularity and are areas where many teachers feel they require further knowledge;

- a variety of courses in this area is available across the higher education sector: pre-1992 institutions (83) and post-1992 institutions (37);

- a larger range of alternative provision is available here: six short courses and 10 distance learning options are available, making this more accessible to teachers, who are thus not tied to long and expensive courses, and who do not have to live geographically close to the provider.

3.7 Related areas provision

Table 25: Related courses

	Full-time MA	Part-time MA	Short courses	Flexible provision	Distance learning	Day events
Related areas						
Drama & Theatre	8	8	0	0	0	0
Communication	1	1	0	0	0	0
History, Literature & Theatre	2	2	0	0	0	0
English & American Studies	2	2	0	0	0	0
Lang & Lit	2	2	0	0	0	0
Film/TV	24	24	0	0	0	0
Media	8	8	0	0	1	0
Humanities	4	4	0	0	1	0
Total	**51**	**51**	**0**	**0**	**2**	**0**

Key observations:

- this is a popular area for development amongst teachers: 49% of those surveyed identified the wish to undertake further study here (see Section 2.6.6 for full details);

- Media and Drama are both component areas of the National Curriculum for Key Stages 3 and 4 and are frequently taught by teachers of English to A Level;

- English teachers often need to explore the relationships between these subjects and English and have distinct needs in this area;

- a range of such courses is available in both the pre- and post-1992 institutions (69 and 35 respectively), but alternative provision is limited to two distance learning options.

3.8 Other provision

Table 26: Other courses

	Full-time MA	Part-time MA	Short courses	Flexible provision	Distance learning	Day events
Other						
Word and the Visual Imagination	1	1	0	0	0	0
Literary History	1	0	0	0	0	0
Women's Writing & Gender Studies	5	5	0	0	0	0
Reading in Practice	1	1	0	0	0	0
World Englishes	1	1	0	0	1	0
Comparative Literature	9	9	0	0	0	0
Literary Translation	6	6	0	0	1	0
Text & Book	1	1	0	0	0	0
Literary Linguistics	3	3	0	0	1	0
Place & Identity	1	1	0	0	0	0
Publishing Studies	3	3	0	0	0	0
English in Education	2	2	0	1	0	0
English Lit Open pathway	35	35	2	1	2	0
Criticism & Theory	6	6	0	0	0	0
Literature & Medicine	1	1	0	0	0	0
Literature & Religion	2	2	0	0	0	0
English & language in Education	2	2	2	0	0	0
Communication	2	2	1	0	0	0
Gay & Lesbian Studies	1	1	0	0	0	0
Bibliography & Textual Studies	1	1	0	0	0	0
Literary Theory	1	1	0	0	0	0
Cultural Studies	1	1	0	0	0	0
Total	**86**	**85**	**5**	**2**	**5**	**0**

Key observations:

- 30% of teachers surveyed identified other areas of English that they would like to address through further study. The areas they select represent a diverse range of specialisms, many of which are unrelated to professional development and are of personal interest (see Section 2.6.7 for full details);

- the range of provision in both the pre- and post-1992 universities is wide, representing a total of 183 different courses, including five short courses, two flexible and five distance learning options;

- the open pathway English option has been included here because of the difficulty of incorporating it in the other sections.

3.9 Conclusions

Table 27: Summary data (pre-1992 universities)

	Full-time MA	Part-time MA	Short courses	Flexible provision	Distance learning	Day events	% total provision	% teachers interested
Author-based	14	14	0	0	0	1	4.5%	47%
Period-based	109	101	0	0	0	0	34.9%	52%
Genre-based & Other Literatures	36	37	0	0	0	4	11.5%	38%
Creative Writing	27	27	3	0	0	1	8.7%	46%
English Language	36	36	3	0	8	0	11.5%	37%
Related areas	32	32	0	0	1	0	10.3%	49%
Other	58	57	0	1	4	0	18.6%	30%
Overall Totals	312	304	6	1	13	6	100%	N/A*

Table 28: Summary data (post-1992 universities)

	Full-time MA	Part-time MA	Short courses	Flexible provision	Distance learning	Day events	% total provision	% teachers interested
Author-based	1	1	0	0	0	0	0.7%	47%
Period-based	28	28	0	0	0	0	19.3%	52%
Genre-based & Other Literatures	20	20	1	0	2	0	13.8%	38%
Creative Writing	33	33	4	0	2	0	22.7%	46%
English Language	16	16	3	0	2	0	11.1%	37%
Related areas	19	19	0	0	1	0	13.1%	49%
Other	28	28	5	1	1	0	19.3%	30%
Overall Totals	145	145	13	1	8	0	100%	N/A*

* A total percentage is not applicable here, as teachers were permitted to make multiple responses in this section of the questionnaire.

Table 29: Comparative provision (pre- and post-1992 institutions)

	Author-based		Period-based		Genre-based		Creative Writing		English Language		Related areas		Other	
	Pre-1992	Post-1992	Pre-1992	Post-1992	Pre-1992	Post-1992	Pre-1992	Post-1992	Pre-1992	Post-1992	Pre-1992	Post-1992	Pre-1992	Post-1992
Full-time MA	14	1	109	28	36	20	27	33	36	16	32	19	58	28
	48%	50%	52%	50%	47%	47%	46%	46%	43%	43%	47%	48%	48%	44%
Part-time MA	14	1	101	28	37	20	27	33	36	16	32	19	57	28
	48%	50%	48%	50%	48%	47%	46%	46%	43%	43%	47%	48%	47%	44%
Short Course	0	0	0	0	0	1	3	4	3	3	0	0	0	5
	0%	0%	0%	0%	0%	2%	6%	5%	4%	8%	0%	0%	0%	8%
Flexible	0	0	0	0	0	0	0	0	0	0	0	0	1	1
	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%	2%
Distance learning	0	0	0	0	0	2	0	2	8	2	1	1	4	1
	0%	0%	0%	0%	0%	4%	0%	3%	10%	6%	6%	4%	4%	2%
Day Event	1	0	0	0	4	0	1	0	0	0	0	0	0	0
	4%	0%	0%	0%	5%	0%	2%	0%	0%	0%	0%	0%	0%	0%

Table 29 summarises for comparison the overall provision data across both pre-1992 and post-1992 institutions and is intended to illustrate the range of provision in each course type against mode of study available. To give an example, there are 109 Period-based Full-time MA courses on offer within the pre-1992 universities, representing 52% of the total provision within pre-1992 universities in this area. Likewise, there are two Distance Learning English Language courses available at post-1992 universities, representing 6% of the provision within post-1992 universities in this area.

For statistical purposes, differing modes of study are taken to represent different courses, even where the content covered may be the same. Part-time and Full-time versions of a particular MA course, for example, are considered as two courses for the purposes of analysis.

These summary data raise a number of significant issues:

- in all areas the full-time MA route accounts for between 43% and 52% of the total provision made by HEIs, whereas only 11% of the teachers surveyed considered the full-time MA to be a preferred option;

- the part-time MA accounts for between 43% and 50% of the available provision in all areas. This is the mode of delivery most favoured amongst teachers: 25% of those surveyed identified this as a preferred option for study;

- it is clear that the traditional MA format, whether in its full-time or part-time mode is not a very viable option for many teachers;

- short course provision accounts for between 0% and 8% of provision nationally, whereas 22% of the teachers surveyed see this as a useful way to engage with higher education CPD;

- day events are even scarcer, representing between 0% and 5% of provision. For 24% of the teachers surveyed, however, this would provide the most practical form of engagement;

- distance learning modes account for between 0% and 6% of the courses available, while 18% of the teachers responding felt this would be a useful means of accessing CPD materials.

These data make it evident that if HEIs are more effectively to attract the teacher market a much broader range of provision needs to be made available. Full-time and part-time MA routes are clearly the lynchpin of HEIs' postgraduate provision, but careful consideration of how a wider range – both of course content and of modes of delivery – could be provided is necessary if teachers are to be encouraged back into engaging with higher education.

Section 4: Subject Knowledge for Teaching and Continuing Professional Development

There follows a paper outlining in detail a range of theoretical issues underpinning the data that have been presented in this report. In outlining a set of core issues within the formation of subject knowledge for teaching, it seeks to clarify what secondary school teachers of English may be seeking in the way of subject knowledge development and how this may relate to the provision made within HE.

4.1 Teachers and subject knowledge

Central to an understanding of subject knowledge for teaching is the interrogation of assumptions about the 'what', 'why' and 'how' of studying English. Views may vary significantly between teachers in higher education and in schools. The purposes and nature of English education in schools may require teachers to modify their university knowledge to meet the requirements of the classroom and school curricula. The relationship between academic study and the demands of secondary teaching is not straightforward.

Realigning subject knowledge can be a difficult process to manage. Detailed knowledge of the works of Gissing or Meredith, for example, both absent from the National Curriculum list of pre-1914 authors, provides the teacher with nothing directly usable in content terms for classroom practice, although in terms of 'contextual' or 'skills' knowledge it may well be highly relevant. The same is true of many of the authors and issues teachers will have studied. Even such unquestionably usable figures as Shakespeare – the only obligatory author for study in the National Curriculum, who must be studied at Key Stage 3, Key Stage 4 and post-16 – present difficulties. What constitutes effective working knowledge of Shakespeare at university is substantially different from practical classroom knowledge for use with pupils at Key stage 3 or GCSE. Teachers need to challenge their sense of what it means to 'know' Shakespeare, to enter into a reconstructive dialogue with their knowledge and to understand how these linked but distinct knowledges interrelate. Many teachers undertaking postgraduate study of English will continually be engaged in such an internal dialogue.

This is suggested in the words of one trainee teacher:

> The transformation from graduate in English to teacher of English primarily concerns the ability to devise appropriate teaching strategies to modify my knowledge and understanding into accessible and motivating experience [for pupils].

This observation exposes the fundamental issue that scholarship and pedagogy must interact within teaching. Effective practice is based on what Knights (2005) calls 'the mutually constitutive relations of pedagogic and scholarly practice'.

4.2 Subject knowledge and teaching

To establish how teachers perceive their relation to their subject and how this may impact upon views of CPD, it is worth exploring subject knowledge and its relation to teaching. Grossman, Wilson and Shulman (1989) note:

> Given the central role subject matter plays in teaching, we must re-examine our assumption that the subject matter knowledge required for teaching can be acquired solely through courses taken in the appropriate university department.

In managing the relationship between higher education and school, teachers have to reconsider their position as subject 'experts' and their multi-faceted relationship with English, evaluating their subject knowledge on a variety of different levels. (Further useful information is also available from the English Subject Centre website on David Stevens' page, 'Subject Knowledge and the Teacher', available at **www.english.heacademy.ac.uk/explore/resources/transition/knowledge.php**.)

Reflecting early in their careers upon English at school and at university, teachers were asked to comment upon what they considered their subject knowledge strengths and their areas for development. Their responses were illuminating. At this early stage, perceptions of what constitutes subject knowledge tended to be heavily content-biased, measuring knowledge against lists of authors from the National Curriculum, GCSE or A Level syllabuses. As Turvey (2005) observes:

> Literature – what constitutes its 'objects of study' and the processes of engagement in classrooms – is … for many (but not all) PGCE students central to how they define themselves as English teachers.

In a less-developed way it is also possible to trace an outline sense that teachers' subject knowledge depends on more than content alone. The desire, for example, 'to make texts available to all pupils', to ensure 'accessibility' and 'entitlement', and the frequent identification of key skills, evidences an important if undeveloped recognition that pedagogy and methods of delivery are essential components of effective teacherly subject knowledge. Similarly, in identifying the significance of 'school frameworks and contexts', teachers demonstrate awareness of the role of curricular and institutional contexts in defining the varied forms English may take.

Developing their engagement with these issues, teachers need to recognise what distinguishes university study and knowledge from its school counterparts and then need to identify personal difficulties or opportunities for development. In terms of content, most trainees declare confidence in the field of literary study, while recognising that the transfer of knowledge from university to school is far from straightforward. In relation to English Language, Media Studies, Drama and Information Communications Technology (ICT), significant caveats apply. A more general area of need lies in knowledge of curriculum and effective pedagogic approaches. A particular area of focus for teachers is how to break down the study of subject, perceiving where barriers to understanding may lie. As one teacher puts it, the key issue for development is:

> how to ensure that I'm getting that common area with pupils where learning occurs.

Another identifies the need to:

> break things down and not to assume students understand terms. Breaking knowledge down and manipulating it so it is at the right level for students to learn.

Such issues are repeatedly identified by teachers, who often see this as an area of need. To what extent, therefore, do teachers undertake CPD simply to increase their content knowledge, and to what extent do they require it to address other aspects of the multi-faceted subject knowledge they need in order to be effective teachers?

Within such initial observations lies a putative recognition that any academic discipline functions around an essentially dichotomous, dialogic structure. As Dewey (1903) remarks:

> Every study or subject thus has two aspects: one for the scientist as a scientist; the other for the teacher as a teacher. These two aspects are in no sense opposed or conflicting. But neither are they immediately identical.

The interface between these two linked but separate knowledges is the business of teaching and learning. The teacher and the learner are frequently in obverse relationships with the subject they share: their knowledges and experiences of the subject are connected but functionally differentiated. It is through effective pedagogic practice that the two knowledges come together to enable new learning for both teacher and student. Thus, effective teachers are not solely experts in subject content, but also metacognitively and reflexively engage with their subject, interrogating cognitive and pedagogic processes.

4.3 Model 1: Banks, Leach and Moon (1999)

In constructing a usable school manifestation of subject, the ideas of Banks, Leach & Moon (1999) are particularly interesting. They propose a tripartite division of inter-related subject knowledges:

4.3.1 Subject knowledge

This is a declared body of content knowledge. This develops from a variety of sources: from attitudes and input at home, at school, at college and at university, as well as through personal reading and study. Although teachers' engagement with these different aspects of subject knowledge will vary, this is usually their area of greatest confidence. It is also what they most readily associate with the concept of subject knowledge. Early in their careers, such knowledge is often seen by teachers as the key indicator of their preparedness to teach. However, later discussion with teachers indicates that as they evaluate the uses to which their subject knowledge is put in practice, they increasingly realise that it is only a part of the picture. Prior knowledge of an area of learning or even a specific text does not stand on its own and cannot be delivered whole, but requires careful, often substantial, modification.

4.3.2 School knowledge

This is a very different but linked body of knowledge. It relates to curricular issues (Shulman, 1986), such as the breadth of study required under the National Curriculum and how this translates into a GCSE course, or understanding of the demands of the Secondary Strategy and its non-statutory relationship with the curriculum. It also requires consideration of the role of a variety of modes of assessment and their impact upon the forms English takes. Beyond this, it encompasses historical perspectives of the development of English and its academic roots, the developing school and teenage canon of literature and the forces that shape these. Teachers also have to engage with school and departmental issues, policies and procedures that will impinge directly upon the version of the subject they are preparing to teach.

Teachers are faced with the reality that English as delivered in school and university is differently constructed, encoding varying socio-political, cultural, philosophical and ideological principles. These principles, the messages they convey and the ensuing choices they require of teachers have profound impact on developing subject constructs and upon the role of CPD.

4.3.3 Pedagogic knowledge

This is the body of skills and approaches teachers learn for effective delivery of their subject. This involves developing strategies for gaining and sustaining the interest of students, and for encouraging the disaffected. It includes differentiation to help less able learners and to extend particularly gifted students. However, pedagogic knowledge encompasses more than this.

Engagement with pedagogy further broadens notions of subject knowledge and the formation of subject construct. The challenges of devising effective means by which information may be conveyed and processed so that learning is facilitated, and understanding how this relates to other dimensions of subject knowledge – these are complex and demanding tasks, incorporating what Daly (2004) terms assurance of 'learner readiness'. They involve acts of creative empathy on the part of teachers in order to understand students' learning needs.

All of the above distinct components of teacherly subject knowledge, set alongside personal subject constructs, interrelate as teachers consider their CPD needs. The development of content knowledge comprises only part of the overall picture.

4.4 Building teacherly knowledge

As Grossman, Wilson and Shulman (1989) observe:

> teacher education begins long before students enter formal programs for teacher preparation.

The building of a working school knowledge of subject is more complex than has so far been suggested: other ideas also have to be brought into play. Formative experiences (both positive and negative) also play a part in shaping teachers and the methods they employ. In many cases these experiences underpin the very reasons why they enter teaching.

It is important to understand the fluid nature of subject knowledge and constructions of subject. Calderhead & Miller (1985) explore the relationship between teachers' content knowledge and class-specific knowledge – e.g. knowledge of the individuals within the class (Turvey, 2005) and the dynamics these establish. In bringing these knowledges to bear on each other, they suggest, teachers create 'action-relevant' knowledge. This recalls Feiman-Nemser and Buchman's (1985) concept of 'pedagogical thinking', through which teachers locate their subject knowledge within the individual needs of students and their developing constructs of English (Turvey, 2005). Teachers' development of subject models is not solely personal, but also

interacts with a classroomful of other subject constructs in increasingly complex ways as students develop in maturity and ability as subject practitioners.

For many teachers, it is important that CPD should allow engagement with such questions. For others, working in poorly resourced schools resistant to pedagogic innovation and where the Secondary Strategy is rigidly adhered to, the opportunities CPD offers to engage in the subject by and for themselves may be refreshingly beneficial.

4.5 Model 2: Grossman, Wilson and Shulman (1989)

Grossman, Wilson and Shulman (1989) identify four categories within what they term 'subject matter knowledge':

4.5.1 Content knowledge

This they identify as the 'stuff' of the discipline, itself not an unproblematic concept. Teachers often need CPD to extend their content knowledge for teaching. Many teachers, for instance, require input on language (Burley, 2005; Gregory, 2003) to assist their development and to boost their self-confidence. In this respect, higher education can make considerable input, especially by the provision of judiciously developed short courses or day events. As teachers develop, the ways they relate to subject knowledge change, reflecting a growing perception of school and pedagogic requirements and the importance of these in the development of teacherly knowledge.

4.5.2 Substantive knowledge(s)

There are multiple substantive forms of English. Metacognitive engagement with the various substantive manifestations of subject is essential for teachers: each version of the subject encodes its own implied relationship between teachers and learners (Knights, 2005) as well as between readers and texts. This is an area of subject knowledge teachers find difficult to engage with, as it is frequently a tacit feature of subject constructs. It is important, however, that this issue is addressed. Teachers' roles in exploring substantive formations of subject are frequently synthetic. These substantive modes of subject, and fruitful dialogues between them, can effectively be approached through higher education.

The importance of such substantive frameworks within the curricular formation of English is forcibly argued by Bluett et al (2004). They identify in the lack of coherent theoretical underpinning, a significant weakness in English at school level. Teachers need to be alert to the substantive foundations on which the school curriculum is built and how this connects (or fails to connect) with their academic studies.

4.5.3 Syntactic knowledge

This relates to the tools and forms of inquiry in English and is an area that higher education is particularly well placed to address. This is an aspect of subject knowledge with which teachers are often less familiar and confident. Again it is a fundamental aspect of subject formation in their development as teachers. It deals with canons of knowledge, the formation of evidence and proof accepted within the discipline and the ways in which new knowledge is brought into the discipline. Such dimensions of subject knowledge in other words underpin not only study prior to teaching, but also form a key aspect of the abilities they are seeking to develop in their students. This is subject not as

content, but rather as process. Higher education is well placed to assist teachers in developing their abilities and understanding in this dimension of subject knowledge. It is essential that teachers remain abreast of developments in the syntactic structures of the subject if they are effectively to continue the development of their own subject knowledge for teaching.

4.5.4 Beliefs about subject matter

In many ways this is similar to Banks, Leach and Moon's concept of the personal subject construct. It takes into account values and assumptions about English. Teachers' locus in any given area of the subject is very important. For example, some adhere firmly to the notion that language and grammar should be taught discretely and the skills thus learned applied to reading and writing; others hold strongly to the view that they should only be taught integrally and in context – Gregory (2003) argues for a balance of both. Some would prioritise (and see as sacrosanct) the role of literature in the English curriculum, whilst others hold a wider and more utilitarian view of text. Political, philosophical, theoretical and religious views, as well as personal experiences of the subject at school, at university and elsewhere, will also play an important role in shaping the nature of the subject the teacher wishes to deliver. Here again postgraduate study can offer a great deal, allowing often pressurised and curriculum-bound teachers the opportunity to explore English at their own level, an essential element of CPD.

4.6 Conclusion

The development of effective teacherly knowledge through CPD is, therefore, a complex and interactive process. According to Grossman, Wilson & Shulman (1989), it is:

> by drawing on a number of different types of knowledge and skill teachers translate their knowledge of subject matter into instructional representations.

The process of subject knowledge development whether in the practical context of the classroom or through CPD is a process through which teachers can develop the recognition that subject knowledge, in the school context, is much more than the books they have read, or other areas in which they have expertise. As Feiman-Nemser and Buchman (1985) observe:

> In learning to teach, neither firsthand experience nor university instruction can be left to work themselves out by themselves.

Within the processes outlined above, postgraduate study has a very significant role to play. It is important to recognise, however, that engagement with such study on the traditional terms of higher education (the taught Masters programme) may well be inaccessible to many teachers for a range of reasons, and higher education may need to consider a range of ways in which it seeks to package work within the field of teachers' CPD.

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Appendix A: Non Credit Bearing CPD Courses at the University of Glasgow – A case study

Christian Kay, Department of English Language, University of Glasgow c.kay@englang.arts.gla.ac.uk

The material in this appendix presents a programme of CPD events for teachers taught at the University of Glasgow. Teaching is undertaken by academics in the three departments in the School of English and Scottish Literature and Language (SESLL) and the Department of Curriculum Studies in the Faculty of Education. This illustrates how effective programmes of teacher CPD can be developed through collaboration within HE.

We host a series of Saturday meetings aimed at the subject knowledge development needs of teachers of English. These sessions are held on the University of Glasgow campus, taught by staff from the Faculties of Arts and Education and guest speakers. Courses begin with coffee at 10 a.m. and finish around 3.00 p.m. and a sandwich lunch is provided. A full programme with short texts and/or suggestions for reading and other preparation is issued a few weeks in advance of each session, and participants are issued with certificates of attendance. A typical programme is:

10.15-11.00 Plenary presentation

11.00-11.15 Questions/Discussion

11.15-11.30 Break

11.30-12.15 Plenary presentation

12.15-12.30 Questions/Discussion

12.30-1.15 Lunch

1.15-2.00 Plenary presentation

2.00-2.45 Group discussions; classroom applications

2.45-3.00 Plenary session; group reports.

Each day is free-standing, and participants may attend as many or as few days as they wish. The fee is £75 per day and booking forms are available on our website (**www.gla.ac.uk/departments/sesll/cpdcourses/**). Updates of information are also posted there.

Publicity material is specifically related to teachers' needs:

Creative Writing

This course will consider various stages of the creative writing process, particularly in relation to young writers in the secondary classroom. Participants will be invited to review their own creative potential, and to reflect upon what this can offer to their teaching of writing. The course will be led by three tutors who combine both teaching and writing in their professional lives.

Contemporary Scottish Fiction

This course will offer discussion of some of the outstanding texts in contemporary Scottish fiction, with particular emphasis on those most suitable for classroom use. There will be opportunities to consider the most fruitful ways of handling these texts, and suggestions about thematic links to other works of fiction and texts in other genres.

Close Reading skills

This session will suggest ways of discussing the meaning and impact of short texts through close examination of significant features of their language and structure. The texts examined will come from non-literary genres such as reflective, discursive and descriptive prose, as exemplified in essays, feature writing, editorials, etc.

Irish Classics (Yeats, Joyce, Beckett)

Back in the mid-twentieth-century, some French surrealists compiled a map of the world in which states and cities were given space according to their literary achievement. On this map, Dublin was larger by far than - for instance - England, no doubt reflecting the high esteem given to W. B Yeats, James Joyce, Samuel Beckett... In this day-school, we plan to explore what the Irish Classics can contribute to the twenty-first-century curriculum.

Shakespeare

So much to talk about, so little time. Four tutors will do their best to say at least something illuminating about the multitude of topics and concerns that arise from reading and seeing Shakespeare's poetic dramas. We will confine ourselves to four plays (*Twelfth Night, King Lear, Antony and Cleopatra* and *The Tempest*). We will try to incorporate some study of the effect of different performance-practices. We will understand all over again why Shakespeare is still our contemporary. We will also try to help bridge the gap of four hundred years which is – let's admit it – sometimes going to open up painfully when the youth of the twenty-first century are introduced to a most extraordinary mind which occupied itself in a popular (and disreputable) art-form in an era where the monarch was a sacred being and liberal values, let alone science, were barely a gleam in history's eye.

Science Fiction and Fantasy

Three tutors who have been reading SF and Fantasy since their youth, and who have staunchly upheld the genres' ample claims to intellectual respectability, will consider the sort of imaginative challenges and rewards offered by writers' visions of other worlds and beings. What are the rules? (Are there any rules?) Does extrapolative and fantastic literature inevitably reflect the concerns of its creators' own times? How is a coherent vision created of something which may be only tenuously connected to the everyday? How far is the 'prophetic' aspect important? And what are (or is) the clinesterton beademung?

Books recommended for advance reading are: Aldous Huxley, *Brave New World*, John Crowley, *Little, Big*, Ursula LeGuin, *The Left Hand of Darkness*, Alfred Bester, *The Stars my Destination*.
Some short stories for discussion will be issued before the event.

Modern Poetry (Scottish and American)

Specialists in modern Scottish and American poetry will consider a range of texts from both sides of the Atlantic, comparing theme, style and cultural context as appropriate.

Short Stories

This course will examine the particular value of the short story in the classroom. We will consider a range of short stories (Scottish and international) with which pupils can identify, and reflect upon how they can best be used to enlighten and inspire our pupils. Aspects of these stories that will be discussed include subject, theme, language, cultural context, characterisation and structure. You will also be encouraged to develop your own story-writing skills. Some stories for discussion will be issued before the event.

Practicalities

For Arts Faculty staff, the main motivations for contributing to these courses have been the enjoyable and worthwhile teaching and networking opportunities with secondary colleagues they provide, and the fact that moneys raised above overheads, including the cost of staff time, comes to departments as cash. By agreement with the HoDs, such cash is generally spent to the advantage of the person who earned it, e.g. as extra research funding. Web-based publicity is supplemented by an annual mailing of around 800 programmes to English departments, Advisers and FE colleges.

All the evidence suggests that we have hit on a model that works. Most teachers seem happy to come on Saturdays provided we stop early enough to allow for other activities. There are two recurrent comments:

- the teachers (many of whom are our graduates) like to come back to a university and stretch their minds a bit – 'talking to adults' and 'remembering why I love this subject' are frequently cited as reasons for attendance;

- they want material to be relevant to their classroom needs and like to take away suitable texts and ideas on how to use them.

Courses run to date

- Contemporary Scottish Fiction.
- Aspects of English and Scots Language
- Contemporary Scottish Poetry.
- Contemporary Women's Writing.
- Creative Writing
- The Scots language: where it came from and what to do with it.
- Contemporary Irish Writing
- Focus on Analytical Skills
- Children's Literature
- Crime Fiction
- Teachable Texts
- Computing in English Studies
- Close Reading skills
- Irish Classics
- Shakespeare
- Science and Fantasy Fiction
- Modern Poetry
- Short Stories

Appendix B: MA in Shakespeare Authorship Studies – A Case Study

William Leahy, Subject Leader for English,
Brunel University

The following Case Study of the MA in Shakespeare Authorship Studies at Brunel University, is included here as an example of a new course specifically marketed to teachers of English in secondary schools. It has also been selected as a course particularly relevant to teachers, as under the National Curriculum pupils must study Shakespeare at Key Stage 3 and Key Stage 4 as well as at post-16 level.

An integral aspect of the formulation of this Masters course has been its potential for attracting teachers, particularly teachers who deliver English courses (which naturally include works by Shakespeare) in schools. The delivery of the course and its assessments mirror this.

Course Content

The following is extracted from the course description:

> The MA in Shakespeare Authorship Studies tackles and takes seriously Shakespeare and the subject of Authorship in all its diversity. The programme examines ways in which Shakespeare has been mythologised and how issues of collaboration change our notion of authorship, value and authority. The programme also examines the enormously controversial phenomenon of the Shakespeare Authorship Question and ponders why this question causes such controversy.
>
> The way in which Shakespeare has been made into what he is today, namely "Shakespeare", is examined through a close analysis of the historical developments and forces which gave rise to the perceived need, or at least desire for a national and global icon/genius. A number of Shakespeare's works are studied and shown to contain the work of other writers. Finally, the phenomenon of the Shakespeare Authorship Question is considered. The aim is not to promote an alternative candidate as the author of Shakespeare's work. Rather, it is to analyse the actual social and cultural phenomenon that is the Authorship Question itself. Why that Question is now more popular than ever amongst the general public is an important area of discussion. The modules available are:
>
> • The Making of Shakespeare;
>
> • Shakespeare the Collaborator;
>
> • The Shakespeare Authorship Question;
>
> • Research Methodologies;
>
> • Final Major Project.

Evening teaching is highlighted in the literature advertising this course in a direct attempt to attract teachers and others wishing to continue full-time employment. This allows completion of the MA in two years by attending evening sessions only. All secondary English teachers have to teach Shakespeare under the National Curriculum. Many build up a great knowledge of and interest in Shakespeare's works as a result. The demanding nature of their job often means, however, that they cannot deepen and pursue that knowledge and their research skills to any great extent. This course enables them to do precisely that, providing an excellent opportunity for CPD.

Five hundred local English teachers were sent the following letter:

> Dear Teacher of English/Shakespeare lover
>
> I am writing to you as the Head of English at Brunel University, West London in order to inform you about the launch of a new Shakespeare MA. As you can see from the attached leaflet, this MA is in Shakespeare Authorship Studies and will look at many aspects of what makes Shakespeare the iconic figure he is today. We will examine all sorts of problems and issues surrounding his status and ponder the nature of his importance in our schools, our universities and in our lives in general.
>
> The course will be of special interest to teachers for three reasons. Firstly, it will investigate and clarify many of the questions that any teacher of Shakespeare will come across in their professional lives. Why do we study Shakespeare? Why is he such an important part of the National Curriculum? How is he relevant today? Secondly, it will look at issues that arise when one begins to become very familiar with both the works and the context in which they were written. Did Shakespeare write the plays alone? Did he write some of them at all? Did someone else write some or all of them? What is at stake when pondering these questions? Thirdly, one module will run in the evenings, allowing full-time teachers to take the course part-time over two or three years. Support will be forthcoming through email tutorials and so on (and in person if desired), but attendance is only required on this one evening per week (6.30pm-9pm).
>
> So if you love the plays and poems and wish to deepen your interest while attaining a professional qualification I would more than happy to hear from you.

Appendix C: Necessity, as ever the mother of invention...

Fay Weldon, Professor of Creative Writing at Brunel University considers the place of creative writing in schools and universities.

The growth and popularity of Creative Writing courses both at undergraduate and postgraduate level in recent years has been remarkable. Statistics are hard to come by, but there are now 60 institutions in this country which offer postgraduate courses in Creative Writing. In 1970 there was only one – Malcolm Bradbury's famous course at the University of East Anglia (UEA). At the time writers regarded it with suspicion. Surely writers were born not made? Surely there were more than enough wannabees to go round? But that UEA course produced Booker Prize winners and the picture changed. The image of writer-as-genius morphed into that of writer-as-literary-intellectual. And as our universities – not without pain – became less ivory towers than training grounds for the citizens of the future, the image of the writer-professional has become increasingly entrenched.

Today's Creative Writing courses are as much about how to earn a living through developing a sensitivity to language, and fostering the creative imagination as they are about just writing novels. 'Just' I say, though the creation of convincing alternative realities is a truly complex skill – 'touchy-feely' has very little to do with it – and teaching in this area is both tricky and a joy - and central, of course, to the role of the secondary English teacher. 'Personal development', mind you, a phrase heard often up and down the corridors of humanities departments, is a real enough aspiration. The practice of writing fiction is a training in standing in other people's shoes: good for the individual and also, of course, for the improvement of our societies. Simply the more people who are good at it the better. It is an issue of particular importance to teachers in secondary schools, who are charged with the responsibility of developing new generations of not just writers, but citizens.

This is the age of the trained professional. 'Writing skills' are now needed in a host of new areas: politics, advertising, PR, the Web – wherever words need to be used to advantage and profit. Copy-editing skills are in short supply. The publishing industry itself, once the playground of the talented amateur, lurches into crisis. It's a long story, but one that tends to end happily at least for the wave of new graduates with qualifications in Creative Writing. Overworked editors delegate their responsibilities to agents, agents increasingly put their trust in Creative Writing graduates to bring less trained and confident writers on. Demand comes from the top down – where demand is, there supply, willy-nilly, will follow.

Creative Writing now also finds itself more and more formally entrenched within secondary school English, and teachers are at the forefront of the development of new young writers. New specifications for A Level for first teaching in 2008 formalise opportunities for students to submit creative responses to literary texts and to reflect on these as critical-creative acts. At GCSE level, too, pupils have to complete extended pieces of personal and/or Creative Writing. Sooner or later pupils will have to face the criticism of the outside world - and for them the stakes are high. Today's secondary teacher needs to be up to the challenge, and would be wise to take up the training courses now so widely available in our universities, not just for the pleasure of it, but for the sake of the children whose future depends upon them.

Appendix D: A Local Authority Perspective on Teacher CPD

Hugh Betterton, General Inspector for English, Sutton Local Education Authority, reflects on the priorities and practicalities of teacher CPD.

For those of us who work in local authorities in the ever changing environment of demands from central government, providing the 'best' CPD often creates some real tensions. On the one hand the majority of us are firmly grounded in the fundamental belief that improvements in 'teaching and learning' in English come about by sharing the best practice in the context of external demands, whilst on the other hand we are keen to nurture teachers' 'love' of the subject and their desire to know more about how this can be translated into classroom practice. These issues are central to teachers' personal concerns. We are also, quite rightly, charged with developing pedagogy - what Michael Marland, many years ago, called the 'craft of the classroom', yet it is much more than that.

Underpinning these three central tenets, local authority advice and support services seek to ensure that all teachers of whatever experience, expertise and/or seniority can access the best available CPD. This, in itself, is a nettle to be grasped with care. We know that in the teaching world of CPD Standards many more teachers and departments now access a greater variety of 'training'. For example the English and Media Centre, for so long the absolute acme of high quality training, remains the first choice for most English teachers around London. National Association of Teachers of English (NATE) courses have a similar cachet. Examination Boards have also diversified their support to include 'content' training about set texts and the teaching of particular A Level specifications. However all of this comes at a price, and more often now than not price is what governs teachers' access to CPD training. English departments simply do not have the substantial money that is needed to keep all colleagues updated either in pedagogy or subject knowledge. What we have seen much more recently is the developing trend for in-house sharing of expertise that costs very little to run. This can obviously be highly valuable in its impact on improving practice, but does not necessarily do much to address cognitive content.

Of course the purpose of this particular report is to "consider how university English departments can contribute to teachers' Continuing Professional Development" and to "encourage English departments to provide opportunities that are appropriate and timely in terms of subject coverage, level of study and mode of delivery." What we would argue is that agreeing what is appropriate in terms of CPD is not always that easy, as such decisions do not lie in the hands of individuals, but are subject to individual, institutional, local and national scrutiny. Evidence within this Local Authority indicates that English teachers tend to choose higher education for MA courses more for their own academic interests than for 'promotion purposes', especially as specific courses like Coaching for Middle Leaders or even National Professional Qualification for Headship - the gold standard - are now the rites of passage for promotion within and across schools.

What we also see is some English teachers wanting greater diversification of knowledge within the subject 'English' so that they can, for example, teach aspects of linguistics to a wider age range than five to eight years ago. We have seen the greatest growth in English teachers gaining new knowledge in their understanding of how to teach Media, a compulsory component of the National Curriculum at Key Stages 3 and 4. In addition, since 2000, ten times as many students study Media in our schools as a discrete subject at GCSE and/or post 16 as did previously. Many English teachers used to dabble with Media and, occasionally, Sociologists pitched in as well. But much more CPD time has been given over to meeting the demands of new Media courses. English GCSE has a particular component for Media. Only the very large Local Authorities have the capacity to offer detailed courses for post-16 exams or GCSE. Hence the void is filled by exam boards – or subject areas do their own training. The marked growth of on-line/distance-learning modes of study is also becoming far more attractive especially if whole departments can access these together over, say, a half term. Cheap, bright, detailed and usually challenging, these approaches are often favoured.

We recognise that collaboration between providers of CPD is the best way forward. University departments can certainly use their own expertise, moderating that to meet matters of pedagogy. Shared understanding about what constitutes English subject knowledge also needs to be thoroughly investigated by university departments in partnership with schools. It is also important to recognise the external agenda from National Strategies which will not go away. This study offers some helpful ways forward and reflects importantly on how to keep the subject English developing itself, as well as identifying that increasing the knowledge and understanding of texts, language, theory and genre is an area of core concern for many teachers. These are the reasons why they teach English, and effective CPD is central in ensuring students' continuing richness of experience.

Appendix E: A Teacher's Experience of MA Study

Craig Morris, Wellington College

In the following personal reflection Craig Morris, an English teacher at Wellington College, writes of his experiences in studying for an MA. In it he outlines some of the difficulties he faced as well as the ways in which he found the experience to be advantageous to his work as a teacher.

My teacher training provided me with many answers in relation to the teaching of English, but as I progressed in my teaching many new questions surrounding subject knowledge and related issues of pedagogy arose. I therefore appreciated the opportunity the MA course gave to explore and test ideas.

During term time keeping up with the work necessary to participate fully in the weekly seminars and discussions was a challenge, so careful use of school holidays was essential to fulfil assessment requirements. Perhaps a way for universities to get more teachers involved might be to allow access to modules without the requirement to submit assignments and to credit participation formally if not at M level. Certainly, I would love the opportunity to do so for the odd module of interest.

The two factors most on my mind when deciding whether to begin an MA were obtaining funding and the support that my school would be able to give me in terms of flexibility to attend seminars and to cope with the extra workload (or not, as the case may be). In my case, financial support was not given and I could only attend seminars that did not clash with regular school commitments. The vast majority of modules I attended, therefore, were taught in the evening. Senior colleagues were wary of funding a qualification perceived to be of little practical use. From a personal perspective, however, studying for an MA has made me a more knowledgeable practitioner, enabling me to re-evaluate the balance between theory and practice. I learnt much from watching expert teachers teach MA students. The content of modules was exciting, challenging and rewarding at practical and theoretical levels.

The MA I undertook has been very relevant to my career needs as a teacher, though I would have appreciated structured opportunities to reflect upon how cognitive content related to pedagogic practice. It enabled me to improve my knowledge and confidence with language and linguistics and by pursuing such options equipped me with the skills to take over the running of Language A Level in the Department and prepared me to become Head of English as an Additional Language. Such promotions were not why I began the MA, but have resulted from it. My primary motivation was the desire to become a more effective English teacher.

Appendix F

Questionnaire: higher education and teachers' CPD

Thank you for taking the time to complete this questionnaire, which will contribute to a report on the relationship between higher education and teachers' continuing professional development.

1) What was the subject/main focus of your first degree? Please tick as appropriate:

❑ English Literature

❑ English Language

❑ Drama

❑ Media Studies

❑ Combined Honours (please give degree title)

....

❑ Other (please give degree title)

....

2) How many years have you been teaching? ....

3) What kinds of higher education courses have you undertaken subsequently? Please tick as appropriate:

❑ MA. Please identify subject:

....

❑ Short courses. Please identify subject:

....

❑ One off events. Please identify subject:

....

❑ Themed days. Please identify subject:

....

❑ Other. Please give details:

....

❑ None

4) Please identify your main reasons for undertaking these. Please tick as appropriate:

❑ career development/promotion

❑ academic development

❑ preparation for teaching author/text/topic

❑ gap in subject knowledge (e.g. Language)

❑ personal interest

❑ other

5) What kinds of MA courses/short courses/events would you be interested in undertaking to enhance your CPD? Please complete all rows that apply to you.

Course content	Please identify Topic	Please indicate reasons why you would take this course				
		career development / promotion	academic development	preparation for teaching author/ text/topic	gap in subject knowledge	personal interest
Single author courses (e.g. Shakespeare).						
Period-based courses (e.g. Modernism).						
Genre-based courses, including Other Literatures (e.g. Gothic fiction, American literature).						
Creative writing						
English Language						
Related areas (e.g. media studies, film studies?).						
Other (e.g. literary theory, literary linguistics).						

6) How do you believe undertaking these courses would contribute to your development as a teacher of English?

7) What modes of course delivery would you find most useful/accessible from higher education institutions? Please tick as appropriate:

❏ Full-time MA

❏ Part-time MA

❏ Short course

❏ One-day event

❏ On-line/distance learning

❏ Other. Please identify:

....

8) Into which areas of your work do you feel such courses would provide useful input? Please tick as appropriate:

❏ KS3

❏ GCSE

❏ A level/IB

In what ways could it do so?

9) What would prevent you from considering undertaking such courses? Please tick as appropriate:

❑   pressure of time

❑   not interested

❑   no funding available

❑   inappropriate format of courses. Please explain:

....

❑   other more relevant qualifications. Please identify:

....

❑   other. Please specify:

....

10) Please make any other observations you feel are relevant:

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