



GORDANO SCHOOL

JULY 2008

REVIEW OF TRAINING SCHOOL  
DEVELOPMENT PLAN

## Review of Training School Development Plan – Gordano School July 2008

1.IIT			
Objectives	Action Undertaken	Evaluation/contextual factors	Further Action
<p>To increase number and range of trainee placements</p>	<ul style="list-style-type: none"> <li>▪ Increased the number of providers</li> <li>▪ Increased the number of faculties/ departments involved</li>   <li>▪ Increased range of placements- SAS, SSE, paired placements,</li>   <li>▪ Increased number of trainees</li> </ul>	<ul style="list-style-type: none"> <li>▪ 2003=2 providers 2007/8= 4 providers</li> <li>▪ 100% involvement from faculties maintained 2007/8 = 13 faculty/ departments</li> <li>▪ SSE from Bath SAS from Bristol and UWE (11 placements) Paired placements in Science, MFL, PE</li> <li>▪ 36 block placements for 2007/8 from 4 different HEI's</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continue to support our providers with placements and last minute requests</li> <li>▪ Develop block placements with current HEI's</li> <li>▪ Supporting the trainees with their Masters level studies.</li> </ul>
<p>Number and quality of mentors</p>	<ul style="list-style-type: none"> <li>▪ Increased number of mentors</li>   <li>▪ In-house training as well as HEI provider training</li> </ul>	<ul style="list-style-type: none"> <li>▪ Mentors in all faculty/departments and 2 in science</li> <li>▪ All mentors attend the provider training.</li> <li>▪ In house Mentor training</li> <li>▪ Have also provided mentor training for other schools at Gordano and at their schools</li> <li>▪ Provided workshops and</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continue in house training but will increase emphasis on coaching and mentoring for working with paired placements and the range of experiences trainees can be offered. Liaising with UWE for this</li> </ul>

	<ul style="list-style-type: none"> <li>Regular mentor meetings on the school calendar</li> </ul>	<p>lecture slots at all 4 provider conferences</p> <ul style="list-style-type: none"> <li>Evaluations present</li> <li>Regular meetings to relay information to each other regarding present trainees and future planning. Mentor training also takes place in these sessions</li> </ul>	<p>training</p> <ul style="list-style-type: none"> <li>Technicians and TAs will be included in the training.</li> <li>Increase support for present professional tutor in EPS support and lesson observation. By appointing additional mentor to work with PT.</li> <li>Increase whole school training in working with trainees as a large new cohort of teachers in the last 2 years.</li> </ul>
<p>Trainees' subject and Educational Professional Studies knowledge</p>	<ul style="list-style-type: none"> <li>Increased range of EPS training</li> <li>Increased range of experiences on the timetable to include learning mentoring etc.</li> </ul>	<ul style="list-style-type: none"> <li>EPS sessions are held with all trainees provided good cross fertilisation of ideas as well as individual sessions for each institutions.</li> <li>Training has widened to support the Masters level work of the current trainees</li> <li>The increased range of activities for trainees has been well received but work is still required to produce the necessary</li> </ul>	<ul style="list-style-type: none"> <li>Continue development and expansion into technicians working with trainees in addition to learning mentors and TAs</li> <li>Develop this further 2008/9</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Involve the trainees in action research</li> <li>▪ Trainees involved in contributing to a Leading Edge- G and T projects.</li> </ul>	<p>impact across the whole school</p> <ul style="list-style-type: none"> <li>▪ Trainees have been involved in the development of pupil voice in the school and AfL research</li> <li>▪ Trainees produced materials such as mini podcast materials to be used in some faculties.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Extended 2008/9</li> </ul>
Broadening trainees experience	<ul style="list-style-type: none"> <li>▪ Work through the PDS project. In Phase 2.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Learning Mentoring involving the schools learning mentors</li> <li>▪ Specialist support through the use of science technicians.</li> <li>▪ Evaluations present.</li> <li>▪ Dissemination has occurred to all the local providers and mentors attending the conferences.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Continue to develop the programme through 2008/9</li> <li>▪ Training provided for other schools</li> </ul>

<b>2. To develop the use of ICT in training and learning</b>			
<b>Objectives</b>	<b>Action Undertaken</b>	<b>Evaluation/contextual factors</b>	<b>Further Action</b>
To develop use of podcasting amongst teachers	<ul style="list-style-type: none"> <li>▪ Invitations to all staff to be involved in project</li> <li>▪ 6 members of staff trained at Nailsea on using Garageband</li> <li>▪ Podium licenses purchased for creating podcasts on PCs</li> <li>▪ Julie Holmes trained in making podcasts on both Mac and PC – offer of support gone out to all staff</li> <li>▪ Examples of podcast resources shown to all staff at 2 staff meetings and 1 HOF Away day</li> <li>▪ MFL &amp; English creating podcasts</li> <li>▪ Design Technology being trained in how to use Sep 2008</li> </ul>	<ul style="list-style-type: none"> <li>▪ Some difficulty with software – problems with Podium on PCs and not enough Macs for classes to work on</li> </ul>	<ul style="list-style-type: none"> <li>▪ Ian Johnson to look at how to make podcasts accessible for students on Talmos</li> <li>▪ Ian Johnson to develop own ability at making podcasts to enable him to train staff</li> </ul>
To use Voting Pads as means of AfL/ motivation	<ul style="list-style-type: none"> <li>▪ 3 sets of 32 voting pads purchased</li> <li>▪ Staff demonstrated use of pads at staff meeting and at HOF away day</li> <li>▪ Used in Revision sessions for Yr 9 and 11 in Maths and English</li> </ul>	<ul style="list-style-type: none"> <li>▪ 3 sets to be allocated to specific departments – English; LS and Small School and either Hums or Maths</li> </ul>	<ul style="list-style-type: none"> <li>▪ Resources for use of voting pads to be developed for specific year groups and uploaded onto Talmos</li> </ul>

PDAs	<ul style="list-style-type: none"> <li>▪ Project brief completed for using PDAs in Year 10 Drama – as means of recording work both in pictures, words and orally</li> <li>▪ Year 10 DT involved in Goldsmiths research – used PDAs to record and evaluate practical exam in Product Design</li> </ul>	<ul style="list-style-type: none"> <li>▪ Some debate over best handset to use</li> </ul>	<ul style="list-style-type: none"> <li>▪ PH has costed equipment – now on order</li> <li>▪ Will need to evaluate success of project in 2009</li> </ul>
Crazy Talk – video resource	<ul style="list-style-type: none"> <li>▪ Being used by DT as means of giving instructions</li> <li>▪ Bank of resources being developed</li> </ul>		<ul style="list-style-type: none"> <li>▪ Project to be rolled out into other departments 2008/9</li> </ul>
Animation	<ul style="list-style-type: none"> <li>▪ Project proposal received from Geography – making animations in Year 10 geography to help in learning about coastal processes</li> </ul>	<ul style="list-style-type: none"> <li>▪ To be carried out Sep 2008</li> </ul>	<ul style="list-style-type: none"> <li>▪ Materials to be bought and support given for teachers with video editing</li> </ul>
Set up “Classroom of the future” using state of the art technology. Demonstration lessons to be delivered using Leading Edge ICT, monitored and/or recorded with CCTV system and observed on Plasma TV in neighbouring room and in staffroom.	<ul style="list-style-type: none"> <li>▪ Detailed plans drawn up and submitted to ICT and Business Managers</li> </ul>	<ul style="list-style-type: none"> <li>▪ Construction to begin Summer 2008</li> </ul>	<ul style="list-style-type: none"> <li>▪ £20,000 to be set aside from 2008/2009 Training Budget</li> </ul>

<b>3. L2L</b>			
<b>Objectives</b>	<b>Action Undertaken</b>	<b>Evaluation/contextual factors</b>	<b>Further Action</b>
Clarify HoFs understanding of what constitutes an outstanding school and provide a training model to be used by HoFs at Faculty workshops	<ul style="list-style-type: none"> <li>▪ Workshop run for Gordano Heads of Faculty on identifying existing strengths and weaknesses in relation to the characteristics of Faculties in Outstanding schools, as identified by OfSTED</li> </ul>	<ul style="list-style-type: none"> <li>▪ Positive feedback from HoFs</li> </ul>	<ul style="list-style-type: none"> <li>▪ HoFs replicated the training activity with their faculties</li> </ul>
Carry out outreach training of staff at Backwell school on Enquiring Minds	<ul style="list-style-type: none"> <li>▪ Training workshop on Enquiring Minds run for teachers at Backwell School</li> </ul>	<ul style="list-style-type: none"> <li>▪ Positive Feedback from Deputy Head at Backwell</li> </ul>	<ul style="list-style-type: none"> <li>▪ Backwell planning introduction of similar project based work</li> </ul>
Produce training document on how to set up and moderate wikis in MFL teaching	<ul style="list-style-type: none"> <li>▪ Article posted on website on how to set up and use wikis in the MFL classroom. Editorial feedback from CILT. Training article published by CILT on their website. Also presented to Heads on MFL @ North Somerset Heads of MFL network.</li> </ul>	<ul style="list-style-type: none"> <li>▪ North Somerset Heads of MFL requested copies of article.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Bid for LEP funding to buy Apple Mac and microphone to enable pupils to record and publish MFL podcasts, with some to be published on the revision wikis</li> </ul>
Incorporate L2L and Thinking Tools into MyPM – cross curricular work run with Year 7 on Wednesday afternoons	<ul style="list-style-type: none"> <li>• MyPM timetabled and staffed on Wednesday afternoons for double period</li> <li>• Hyerles Maps – training for 8 members of staff undertaken and then cascaded to all teaching staff through twilight inset sessions</li> <li>• 4 maps introduced to year 7 during Terms 1 &amp; 2</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluations from MyPM extremely positive</li> <li>• Evaluations from Maps training very positive – all members of staff issued with Hyerle’s Maps folder</li> <li>• Year 7 teachers incorporating maps into schemes of work</li> <li>• Site enhanced</li> </ul>	<ul style="list-style-type: none"> <li>• My PM to be extended into Year 8 for 2008-9</li> <li>• L2L programmes for Years 9-11 to be rewritten in light of work in Year 7 and 8</li> </ul>

	<ul style="list-style-type: none"> <li>• Remaining 4 maps rolled out during Terms 3 -6</li> <li>• Large maps produced and displayed around school site</li> </ul>		
Improve breadth of thinking in Year 8 study by training MyPM team and whole of Year 8 in 8Way thinking	<ul style="list-style-type: none"> <li>▪ Organised event for whole of Year 8.</li> <li>▪ Introduction to Multiple Intelligences to whole of Year 8 (PLM &amp; RDM) followed by an introduction to Ian Gilbert's 8Way thinking process (PLM and MyPM Team). All Year 8 pupils used the 8Way thinking tool during educational visits to Glastonbury / Brittany / Rheinland. Also used with Year 9 during educational visit to Spain</li> </ul>	<ul style="list-style-type: none"> <li>▪ RDM monitored delivery of 8Way thinking lessons. 8/10 sessions "went well".</li> </ul>	<ul style="list-style-type: none"> <li>▪ Present to whole staff at start of Sept 2008 for use with Years 9 and 10</li> </ul>
Improve quality of independent study in Year 11 by training whole of Year 11 in use of "magic list" of 10 images to facilitate recall.	<ul style="list-style-type: none"> <li>▪ Presented to two half-year groups of Year 11. Trained them how to recall the complete list of key qualities of living things (from KS4 Science spec). Emailed copy of the "magic list" to all year 11 students.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Positive feedback from pupils</li> </ul>	<ul style="list-style-type: none"> <li>▪ Worth doing again next year.</li> </ul>
Improve quality of independent study in Year 11 through improved awareness of the effects of background music on learning	<ul style="list-style-type: none"> <li>▪ Presented current research into the effects of background music on learning to parents of Year 11 pupils and to whole of Year 11.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Positive feedback from pupils</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do again next year</li> </ul>

<p>Improve quality of independent study in Year 9 by training whole of Year 9 in Bloom's taxonomy of thinking.</p>	<ul style="list-style-type: none"> <li>▪ Presented to two half-year groups of Year 9. Pupils deconstructed typical classroom tasks in terms of Bloom's Taxonomy and then considered how they could improve the quality of their independent study by evaluating their own coursework next year in similar terms</li> </ul>	<ul style="list-style-type: none"> <li>▪ Positive feedback from pupils.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Do with next year's Year 11 early in year and with next year's Year 9 at same point in year.</li> </ul>
<p>Development of G&amp;T provision &amp; Management of G&amp;T team</p>	<ul style="list-style-type: none"> <li>▪ Overhaul of G&amp;T register presented to SLT and Inclusion group ready to launch Sept 08</li> <li>▪ Raised profile of G&amp;T register – notice board in staffroom, increased demand for Staff referrals</li> <li>▪ Formation of student / parent friendly G&amp;T website – run by James Douglas in Yr 9 (<a href="http://www.gordanogt.t83.net">www.gordanogt.t83.net</a>)</li> <li>▪ Formation of Student Leadership Team by Andy Budge</li> <li>▪ Implementation of Master Classes</li> <li>▪ Dissemination to HoF of Kilve Court / extension opportunities</li> <li>▪ Formation of the G&amp;T Academy</li> <li>▪ Formation of Gordano / Oxbridge information exchange website <a href="http://www.oxbridgeatgordano.t83.net">www.oxbridgeatgordano.t83.net</a></li> <li>▪ Work with Tom Inman and</li> </ul>	<ul style="list-style-type: none"> <li>▪ To work on improved profile of G&amp;T and to ensure organisation is seen as inclusive</li> <li>▪ To ensure all staff have a working understanding of how G&amp;T list is formulated</li> <li>▪ To ensure appropriate differentiation and opportunities are in place within Faculties and Classrooms for our top-end students.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To oversee successful implementation of new G&amp;T register from Sept 08</li> <li>▪ To “rebrand” G&amp;T and to implement new name.</li> <li>▪ Andy Budge to “Head up” Student Leadership team</li> <li>▪ Justin Humphreys to “Head Up” G&amp;T</li> </ul>

	<p>Pippa Ramsay regarding Oxbridge provision from Yr 8 in order to enable students to be strong Oxbridge Candidates</p> <ul style="list-style-type: none"><li>▪ Formation of the G&amp;T Team within the Student Leadership organisation to work with Justin Humphreys on G&amp;T provision during next academic year</li><li>▪ Dissemination of relevant extra-curricular competitions</li></ul>		
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<b>4. CPD</b>			
<b>Objectives</b>	<b>Action Undertaken</b>	<b>Evaluation/contextual factors</b>	<b>Further Action</b>
To involve all faculties in Action Research projects aimed at raising standards in the classroom.	<ul style="list-style-type: none"> <li>▪ Information briefing given to all staff at start of academic year</li> <li>▪ Schools within N.Somerset invited to publicise to their own staff.</li> <li>▪ Marion Woodward (Somerset LA) employed on consultancy basis to act as research co-ordinator</li> <li>▪ Termly meetings set up and held between Marion Woodward and individual staff to track progress of projects</li> </ul>	<ul style="list-style-type: none"> <li>▪ 12% staff involved in research projects leading to PGCert, PGDip, and masters qualifications</li> <li>▪ Feedback at staff meetings has increased staff interest in research work.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Identify departments/faculties not involved and encourage them to participate 2008/2009</li> <li>▪ Projects to be downloaded on to Training School website</li> </ul>
To increase the number of opportunities for support staff	<ul style="list-style-type: none"> <li>▪ NVQ Training made available to all classroom assistants (LSAs &amp; TAs)</li> <li>▪ Matched funding for support staff wishing to continue with personal CPD programmes</li> <li>▪ Full funding for CPD programmes directly related to job specialism</li> <li>▪ All support staff invited to participate in CPD opportunities (including Learning Forums &amp; Inset days) arranged for teaching staff</li> </ul>	<ul style="list-style-type: none"> <li>▪ Three members of Learning Support Team have successfully finished TA qualifications this year (NVQ Level 3)</li> </ul>	<ul style="list-style-type: none"> <li>▪ £5.000 extra built into support staff Training fund for 2008/2009</li> </ul>
To develop a range of high quality coach training and coaching programmes across the school for teachers,	<ul style="list-style-type: none"> <li>▪ Graham Silverthorne (Head) undertook next level of formal coaching qualification</li> <li>▪ 12 members of staff trained over 3 days on Life Coaching skills</li> </ul>	<ul style="list-style-type: none"> <li>▪ 100% staff involved in the coaching felt it was beneficial and</li> </ul>	<ul style="list-style-type: none"> <li>▪ Train at least twelve more staff in formal</li> </ul>

<p>support staff and administrative staff</p>	<ul style="list-style-type: none"> <li>▪ Introduce whole staff to coaching at staff meeting and ask for colleagues interested in becoming coaches to sign up to be coached themselves before undertaking coaching programme.</li> <li>▪ Another 12 staff signed up for individual coaching by above trained staff</li> <li>▪ Group of Year 10/11 students trained in Life Coaching skills</li> </ul>	<p>worth introducing across the school as a tool to help raise standards</p> <ul style="list-style-type: none"> <li>▪ Coaching programme was 300% oversubscribed</li> </ul>	<p>coaching qualifications</p> <ul style="list-style-type: none"> <li>▪ Set aside Training Money (£6,000) to support coaching across the school</li> <li>▪ Establish a suitable venue for coaching to take place</li> <li>▪ All coaches to set aside one protected free per week to undertake coaching</li> </ul>
<p>To provide training for aspiring and newly appointed Middle Leaders</p>	<ul style="list-style-type: none"> <li>▪ Six module course set up and funded from Training Funds</li> <li>▪ Course published to teaching staff in all secondary schools across North Somerset</li> <li>▪ Course run – October-December 2007 within North Somerset</li> <li>▪ Course run – May – July 2008 within North Somerset</li> <li>▪ Course advertised across North Somerset for 2008/2009</li> <li>▪ Involvement of outside consultant, Peter Maliphant, for Session 2 on Team Building and for the 360 profiling</li> </ul>	<ul style="list-style-type: none"> <li>▪ 100% staff involved in training within North Somerset very positive about the course</li> <li>▪ Three delegates have since been back to Gordano for advice and help on their next career step – e.g. writing letters of application, job interview practice and one has been appointed as Biscay House Learning Manager from Sept 2008.</li> <li>▪ Four candidates from within Gordano have gained internal promotions this summer</li> <li>▪ Waiting list set up to hold names of people who have contacted us within year</li> </ul>	<ul style="list-style-type: none"> <li>▪ Establish dates for course to run on two occasions next year.</li> <li>▪ Publish to schools during September</li> </ul>

<p>Investigate rolling out Middle Leadership Training for Primary colleagues in Portishead as a pilot project</p>	<ul style="list-style-type: none"> <li>▪ Primary Heads in Portishead addressed at Primary Cluster Meeting about the proposal</li> <li>▪ Working party set up (Arthur Grannan, Mike Scriven &amp; LJG) to discuss proposed modules in further detail</li> <li>▪ Copies of materials presented to working party for consideration</li> <li>▪ £1500 offered to primary colleagues to support pilot project</li> </ul>	<ul style="list-style-type: none"> <li>▪ Following initial meeting no further progress made this year</li> </ul>	<ul style="list-style-type: none"> <li>▪ Set dates and publicise pilot project at start of new academic year, offering places to colleagues across whole of north Somerset</li> </ul>
<p>Working parties in school set up to drive forward current educational issues e.g.</p> <ul style="list-style-type: none"> <li>○ AfL</li> <li>○ Self-Evaluation</li> <li>○ Thinking School</li> <li>○ Gifted &amp; Talented</li> </ul> <p>Chairs of all groups invited to join Drive Team, together with all members of SLT</p>	<ul style="list-style-type: none"> <li>▪ Drive Teams established in each area</li> <li>▪ Staff invited to join working parties</li> <li>▪ Work of each group tracked and monitored through feedback sessions at staff meetings and Inset Days</li> <li>▪ Drive Team for “Thinking School” commit working towards accreditation as a “Thinking School”</li> <li>▪ Language for Learning framework created</li> </ul>	<ul style="list-style-type: none"> <li>▪ All three working groups successful in generating staff to join them</li> <li>▪ AfL now established within school- audit of needs carried out across whole staff</li> <li>▪ Self-Evaluation embedded in all Faculties and Pastoral system through use of Gardeners Calendars and Faculty SEFs</li> <li>▪ Insted programme established across the school – internal inspection of faculties</li> <li>▪ 100% staff believe Language for Learning framework should be introduced across the school, starting in September 2007</li> </ul>	<ul style="list-style-type: none"> <li>▪ AfL to be built into all feedback sheet for lesson observations</li> <li>▪ Closer scrutiny of AfL work in individual faculties and individual classrooms</li> <li>▪ Annual process of Self-evaluation to be continued</li> <li>▪ Post-Insted reports to be written within one month of review finishing, taking into account action/development points from the review.</li> <li>▪ Language for Learning to be incorporated into Schemes of Learning</li> </ul>

			during next academic year
Using OFSTED training and SIP/Consultative Leadership Training, work alongside Redland Green School in Bristol, a newly established comprehensive	<ul style="list-style-type: none"> <li>▪ Graham Silverthorne working closely with Sarah Baker, Head of Redland Green School</li> <li>▪ Lesley Greenway delivered advice and support to SLT at Redland Green in run up to Ofsted Inspection</li> <li>▪ Other Heads of Faculty (eg Paul Wilson – DT) working with HoF at Redland Green</li> <li>▪ Strategic Planning Day delivered to Senior staff and Governors at Redland Green by Graham Silverthorne and Lesley Greenway</li> </ul>	<ul style="list-style-type: none"> <li>▪ 100% School Leadership Team at Redland Green School found support sessions extremely useful, particularly in preparation for OFSTED and in Strategic Planning.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Work with other local secondary schools to prepare Pre-Inspection Briefing based on RAISEonline data and SEF evidence</li> <li>▪ Within Gordano, provide more training on lesson observation skills in order to raise quality of Teaching and Learning within the classroom</li> </ul>
Run Senior Leadership Training for Aspiring Assistant Heads and Deputy Heads across North Somerset	<ul style="list-style-type: none"> <li>▪ In conjunction with Priory School, 2 day programme devised for aspiring Senior Leaders based on two day interview process</li> <li>▪ Pilot course advertised to staff who have already participated in shadowing programme across North Somerset.</li> <li>▪ Programme devised and delivered at outside venue (Engineers' House)</li> <li>▪ Delegates videoed during the two day event and copies passed to individual candidates.</li> <li>▪ Interview panels made up of existing Heads, LA officers, Deputy Heads, Middle Leaders &amp; students</li> <li>▪ Candidates given 1:1 feedback and</li> </ul>	<ul style="list-style-type: none"> <li>▪ 7 candidates took part in the process</li> <li>▪ 100% positive feedback from course participants</li> </ul>	<ul style="list-style-type: none"> <li>▪ Report back to Succession Group in North Somerset</li> <li>▪ Advertise and run course again during 2008/2009</li> </ul>

	the opportunity for coaching on development points raised during the interview process		
Gordano Learning Forums	<ul style="list-style-type: none"> <li>▪ Monthly Learning Forums timetabled and run for all NQTs and other interested staff on range of topics eg Behaviour Management, Starters and Plenaries, sixth Form Teaching, Talmos, Safeguarding Children, Target Setting &amp; Use of Data</li> <li>▪ Raising attainment: Ran workshop for Gordano Heads of Faculty on “What makes an outstanding Faculty?”</li> <li>▪ Trained MyPM team in use of 8Way Thinking tool</li> <li>▪ Following observations carried out during INSTED, colleagues graded as satisfactory offered follow up coaching/mentoring</li> </ul>		<ul style="list-style-type: none"> <li>▪ Look at RQT timetables next term and help them strategise.</li> <li>▪ Have agreed to work with 3 staff next year to develop T&amp;L and observe again.</li> </ul>
To produce a readable magazine which will re-inforce T&L concepts being piloted by the Drive Team	<ul style="list-style-type: none"> <li>▪ Peter Morris and Sophie Francis published first edition May 2008</li> </ul>	<ul style="list-style-type: none"> <li>▪ Many colleagues actually read it! Lots of favourable comments.</li> </ul>	<ul style="list-style-type: none"> <li>▪ 2<sup>nd</sup> edition to be published Term 1 2008-2009</li> </ul>