



# IDTA

## Newsletter

Volume 3 Issue 5

February 2008

### Special points of Interest:

- Pam Levin's article, see page 8
- TAPACY in Cumbrian schools, see page 9

**IDTA Conference  
Advanced notice  
3 and 4 October  
2008**

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## Conference Success!

The IDTA Conference held last November offered up not only a variety of workshops but also four respected speakers from the TA community: Anita Mountain, Pam Levin, Julie Hay and Pete Shotton.

The theme of the conference was "Cultural Difference—Can we be different and still get on with each other?"

Anita Mountain (one of the founder members of the IDTA) gave the opening speech.

She urged us to consider what autonomy means in different cultures and what are the differences in our frames of reference—some cultures do not have fairy stories for instance.

She encouraged us to think about how we as a TA community were reaching out to others, and made the point that when we have strength and security in ourselves, then we can be strong and secure with others.



We were also privileged to have Pam Levin deliver a presentation on her Cycles of Development. The question and answer session that followed was appreciated by all.

Julie Hay (Honorary President of the IDTA and one of the Founder Members) took us through an explanation of the IDTA Professional Qualifications.

Pete Shotton gave an enthusiastic closing speech by revealing a model he has developed based on Okayness.

The buzz was lively, the learning was palpable, and the dancing ..... well!

## Fabulous news!

The Teacher Development Agency has awarded the University of Cumbria in partnership with National Strategies £44,000 to train 120 secondary school teachers to embed SEAL (Social and Emotional Aspects of learning) in their schools.

Kaz Stuart says she welcomes the return to a focus on social and emotional aspects of learning as being key to pupil achievement.

She is commissioned to deliver 6 x 3 day courses to 120 teachers using TA. Ben Wye and Giles Barrow are helping her

to design the courses. The project involves collecting baseline and summative data in order to demonstrate impact and provide case study material for national school use. "This is a significant development for Developmental TA" Kaz said.

Exciting news!

## Editorial

It has been a pleasure editing this edition of the newsletter, as it has brought back memories of a fun time had at conference last year.

We have an article from the Conference Team Leader, as well as an article from a conference novice. Always good to get different perspectives—and as diversity was the theme of the conference, that is quite neat!

The IDTA Annual General Meeting was held at the end of the first day, and you will find Annie Murray's (Chair) report on page five. It is really good to see the list of achievements over the year.

And talking of achievements, on page seven you will find an article from one of our overseas members, Henk Tigchelaar on his experience of achieving his CTA in Switzerland in July last year. Congratulations Henk! Love the photo.

On page nine you will find an article from Kaz Stuart about conducting a TAPACY (TA Proficiency Award for Children and Young People) in two Cumbrian schools.

Kaz outlines in some detail the fantastic work she is doing with young people, and on page 12 you will find a Moderation report from Jane Hafren.

I urge you to read both these arti-

cles because they clearly demonstrate how TA is being applied in schools, and the amazing results which are being achieved. Jane's report on the Moderation and Awards presentations clearly conveys the exciting atmosphere of the day, when some students told her the project had "changed their lives" for the better. Brilliant! We want to spread this great work and get it into more schools throughout the UK.

If you have any queries or suggestions about IDTA or the newsletter, please contact me on the email address below.

**Lynda Tongue**  
Editor (newsletter@instdta.org)

## IPQ Study Day

Are you registered to do an IDTA Professional Qualification (IPQ)?

Do you want some help with your essays and portfolios?

Would you like to join in a study day with a group of trainers and jointly explore the standards expected?

If you answer yes to these questions you may like to know that on 3 June 2008, IDTA is

offering a study day in Hertford at no cost.

To qualify you must have submitted at least one essay and one portfolio by the end of March.

To book a place let your trainer

know and email the IDTA office on [admin@instdta.org](mailto:admin@instdta.org)



Not only will you get valuable feedback on your work you will also be able to claim additional supervision hours and gain support from others. Contact with people on the same journey can be a valuable way of supporting yourself.

## IDTA receive a gift!

Annie Murray, Chair of IDTA, was contacted by Susannah Temple seeking a home for a large collection of TA books and articles. The collection belonged to a friend of hers, Robert Lees, who was a long-standing member of the TA community and had died recently.

His widow, Mrs Daphne Lees was wanting to put the books to good use. We have received a complete collection of Transactional Analysis Journals and some very early publications of the TA Bulletin. Years of research, information and findings—a real treasure! Susannah said "He had an immense library! The TA stuff is just a small part, but it was important to him and he had been involved with the ITA (Institute of Transactional Analysis) since the 1970s.

The Council are very grateful for such a wonderful, generous donation, and will consider very carefully how we care for and manage the gift. Our thanks and appreciation go to Mrs Lees and to Susannah for directing her to the IDTA.

## Glasgow Conference 2008

## Gill Edmondson

After months of organisation and preparation, at last it was 8 November and I was on my way to Glasgow.

Entering the hotel my excitement and anticipation rose. I knew some of my colleagues from the Conference team were already there and meeting friends is always a great part of conference. To my surprise and delight the first person I met was Pam Levin! Having Pam at the conference was such an honour.

The rest of that day was busy, putting the conference packs together and getting everything ready, all interspersed with greeting friends and colleagues as they arrived. Whilst experiencing feelings of anxiety about the success of the conference, I remember having an intuitive feeling that all was going to go well. All I needed was a good night's sleep!

Conference day one dawned at last. Walking into breakfast was great, a sea of familiar faces, so many people to catch up with and yet so much to do, not much time for sitting down and relaxing.

At this point everything becomes something of blur - whilst I like to think that everything just happened, this is not the case, the conference team and helpers all had their tasks and very efficiently get on with them. Workshop details appeared on doors, delegates met and greeted as they arrived and it all seemed to be working well.

Opening the conference was a real privilege and highlight for me. After the months of planning, to know that it has all come together, people have travelled from across the world to be with us, for me there is always something quite magical about the start of conference.

The first day went incredibly well, there was a great buzz at break times as people discussed their workshops, met old friends and hurried off to their next session. At the end of a packed day, there was the opportunity to relax at the conference dinner which was well attended. And the opportunity for some Natural Child activity on the dance floor was very welcome and very much enjoyed!

In contrast to the first day, the second day of conference had a sense of sadness: it was coming to an end. It seemed only minutes ago that I was greeting people and on Saturday morning the goodbyes started.

After a more relaxing day, it was soon time for the plenary from Pete Shotton, and at last I started to take in the content, better late than never! Then it came to the final task of the acknowledgements. There are so many people involved in the preparation and organisation of the conference, it is almost impossible to mention them all by name, my hope is that everyone knows who they are and I would again like to thank them all for their support and hard work.

The conference didn't end there for me, I stayed the Saturday night to 'wind down' and enjoy a little relaxation. It was then back home to start thinking about Conference 2008.

If anyone is interested in helping in anyway with the 2008 conference please send an email to [events@instdta.org](mailto:events@instdta.org). You will be welcomed with open arms!



## Workshops on .....

Over the two conference days, there were 15 workshops offered, outside of the main gatherings.

There was a wide variety of topics, delivered by practitioners in Developmental TA.. Below are just a sample of what was on offer:

Karen Pratt, visiting from South Africa posed the question *"Is TA relevant in African culture?"*. She introduced Wilber's AWAL model on being integral and linked it to Okayness .

Doug Hampson ran a two-part workshop called *"The Cyber Imago"*. He introduced a method of capturing tactile imagoes and discussed how to use them as a basis for organisational analysis and development.

Julie Hay presented a workshop entitled "Reflective practice and supervision". In which various models for getting the most out of reflection and supervision were reviewed.

Trudi Newton ran a session entitled "TA Gift or Commodity? She encouraged participants to explore what choices we had in sharing and exchanging our TA knowledge.

Chris Davidson's workshops was entitled "OK to be different, OK to Be the same". Chris has been developing his ideas on Okayness and shared some of his research.

Maxine Green's workshop was about working with bullying and scapegoating, and Susannah Temple's workshop was an exploration of 'accounting'.

Karen Stuart presented a workshop about TAPACY, and Paul Robinson concentrated on using TA to develop a peer assessment process.

Annie Murray's workshop was about translating values into action while Debbie Robinson considered valuing difference in organisational cultures.

As you can see from this brief run down, where because of space issues it has not been possible to list all the workshops, it was a varied, interesting and impressive list!

Add to this the key note and plenary speeches, and it is plain to see that variety and diversity ruled!

## Notes from a Conference Novice

### Christine Mansfield

New experiences are always enriching and some bring the added benefit of new friends, fun and valuable learning. This was just how it turned out for me when I attended my first TA Conference in November.

I admit to approaching the date with some trepidation, as I am relatively inexperienced in the world of TA. I thought that I would have little contribute, although lots to gain and I find it uncomfortable to take without being able to give back. Of course, as it turned out, I need not have worried, as TA is more part of my daily life than I had consciously realised and I was therefore able to fully participate.

A few years ago, I was lucky enough to work with Julie Hay when I completed the 101 and I thoroughly enjoyed that stretching experience. Since then I have been privileged to work with Lynda Tongue on many occasions and to benefit from her knowledge, experience and great insights. So I was travelling up to Glasgow full of anticipation for what this event would hold in store.

My first impression was; *"what a wonderfully friendly and warm bunch of people"*. My second was; *"what a wonderful variety of backgrounds, perspectives and experience"*.

Those impressions lasted throughout the entire time for me. The workshops I attended were informative and fun, the coffee breaks, lunch and dinner provided opportunities to make new contacts and, perhaps more to the point, new friends. The highlight was hearing the inspirational presentation from Pam Levin.

If anyone out there is thinking that these events are only for vastly experienced and highly qualified TA practitioners, think again. This was a relaxed and supportive experience, from which everyone benefited, so I shall definitely be signing up again!

**"What a  
wonderfully  
friendly bunch of  
people"**

# Chair's report to the AGM

**Annie Murray**

This report consists of three sections:

1. A report on the achievements between 31<sup>st</sup> March 2006 and 1<sup>st</sup> April 2007
2. An update on the foundations of our future focus
3. A summary of the strategic direction that is proposed for IDTA for the future



## Achievements 2006 - 2007

- ✦ Thanks to the efforts of Karen Stuart the first TAPACY to take place out of the Greater London area was completed involving two schools in Barrow.
- ✦ Sandra Wilson was appointed Vice President of EATA and chair of EATA conference committee
- ✦ Thanks to the efforts of Lynda Tongue we have continued to publish well received newsletters
- ✦ We held a successful conference at the Hilton Watford in 2006
- ✦ We have engaged in constructive dialogue with EATA regarding PTSTA requirements
- ✦ We have engaged in constructive dialogue with T&CC regarding the valid definition of organisational practice
- ✦ IDTA Council have conducted a fundamental review of roles and responsibilities
- ✦ IDTA Council decided to increase the focus on research and undertook an audit of existing research undertaken by IDTA members which was displayed at the IDTA conference 2006
- ✦ We established a working group to re-vamp the web site
- ✦ We agreed to develop relationships with other parallel organisations (e.g. Antidote and BPS)
- ✦ Paul Robinson joined IDTA council and was nominated treasurer

## Foundations for the future

In the last few months leading up to this AGM we as a council have developed our thinking with regard to a vision for the future of IDTA and have identified a number of strategic goals to develop that vision should it be successfully adopted.

This thinking is based upon a recognition of certain trends and a desire to respond as a forward thinking organisation that does exactly what it promotes in professional fields – development!

The trends that we have noticed are:

- ✦ Increased interest in the developmental fields worldwide, particularly Scandinavia, Eastern Europe, Russia and India.
- ✦ Increased and wider visibility of Developmental TA practice through presentations at international conferences and training groups
- ✦ Requests for information about DTA qualifications from a wider geographical spread

The challenges that we face operationally are those of any committed small group of busy people with competing priorities and a finite amount of spare time.

People move on, largely because they are successful! Emma Bradshaw has massively increased her job role responsibilities, Sandra Wilson is a director of the EMCC (UK) as well as being vice president of EATA and chair of the conference committee, Maggie Chadwick has been appointed chair of Cumbria PCT.

**“There is a need to be actively involved in succession planning”**

# Chair's report to the AGM cont'd

There is therefore a need to be actively involved in succession planning and the continuous development of members of council. We also need to be proactive in involving members in the work of the committees and teams within council. We are aware of a strong, talented growing network of members, we need to be more active in how we engage people and coordinate the spread of activity.

***“We are impacting positively on other professions and communities of practice such as coaching and mentoring”***

## Future focus

Planning for the future inevitably involves us in reconsidering our assumptions about our organisational identity, our skills and the integration of our work within and on behalf of IDTA.

When Julie Hay, Trudi Newton and Anita Mountain set up IDTA there was an analogy drawn about the younger specialist professions in the wider TA community growing up and leaving home.

At the stage we're at now, we've not only left home but we're starting to raise new families, and not just in the United Kingdom..

Our 'parent' organisation is EATA, our extended family includes ITAA, WPATA and other international organisations. ITA is a sibling organisation with a different focus of professional activity.

Our growth and development as an organisation requires us to keep good links with our parent family and know what they are doing that might have implications for us. We need also to stay in touch with members of our extended family at the same time as knowing that we need to be increasingly present in other networks.

We are impacting positively on other professions and communities of practice such as coaching and mentoring.

The challenge for the future as I see it is to :

- ✦ become business-like whilst retaining our specialness as a dynamic and developing professional organisation
- ✦ to expand our membership whilst identifying the needs and wishes of current members and addressing those
- ✦ to maintain a cohesive IDTA identity whilst spreading the word about DTA in increasingly wider circles
- ✦ to deliver against goals which are bold and ambitious yet achievable.
- ✦ to strengthen the leadership function within IDTA council, review the terminology of leadership and continuously improve our systems and processes
- ✦ to continue or efforts to 'mainstream' developmental TA practice so that it adds value to more lives and takes its place more widely as a methodology of choice for development professionals

There is a strategy for addressing these challenges that is presented to the new council for discussion and decision making. In standing for re-election I hope to be a part of the team that leads IDTA in a way that builds upon achievements, addresses challenges and continues to develop and claim its place in the world.

**Annie Murray**

IDTA Chair November 2007

## Autonomy and exam success!

Allow me to introduce myself: my name is Henk Tigchelaar, I am working as a self-employed trainer and coach in the Netherlands. Last July I passed my CTA exam in Switzerland. In this short report I like to share my enthusiasm with you.

More than ten years ago I was using TA on a regular base which encouraged me to start my way toward the CTA exam. But it did not work for me at that time. I was reluctant to get writing, was busy with other things and could not see the value of this huge time investment.

Five years ago I started again to attend TA courses with Julie Hay in Watford. That really was an inspiration to me. Most participants were on their way to the CTA or TSTA exam. I learned a lot from them. Especially how they used TA in their own professional development and the development of their clients.



An important experience was that I was able to stay in "I am OK - You are OK" while being asked critical questions about my performance. I rediscovered my Internal Adult and did not listen to my Critical Parent. I still profit very much from this insight. I learn more and develop myself faster. This was an important impulse for me to step back onto my CTA path again. Due to personal circumstances I had to look for a sponsor nearer to my home. Nelly Micholt in Brussels, became my primary supervisor. Again I was reluctant to get writing, but encouraged by Nelly, it became more and more fun. To me the written part of my exam became a structured form of talking aloud. It helped me to get a clear view and to put into words what I did more intuitively.

The same happened while recording my work on tape. It was a tremendous job to go and look for suitable material fit for an exam situation. What helped me very much was the suggestion "choose a piece of work where a client changes Ego States by your intervention".

During the preparation for my exam I became more and more aware of the fact that my process towards my CTA exam has everything to do with the goal of TA: *autonomy*. That was the real motivation to go for my CTA exam. The result is that I, as a professional and as a person, devote myself more consciously to my autonomy and the autonomy of my clients.

I was very happy with the process during my examination. The exam board consisted of four TA colleagues who were sincerely interested in how I use TA in my work. It was as if we were exchanging work experiences. Never before during any exam have I experienced such an atmosphere of "I am OK - You are OK".

Afterwards I realized that a CTA exam is not about what you know, but about who you are and the extent in which you show your autonomy.

It gives me a boost to have the CTA certificate. It is a token of an important investment in my development and myself. In brief: a special and valuable experience.

## Advertisement

### TA 101—Official Introductory Courses

4 and 5 March 2008, 18 and 19 June 2008  
Buckfast Abbey, Devon £150 per person



This internationally accredited course will introduce you to the main concepts of TA and show you how these can be related to topics including: assertiveness and confidence building; team building; influencing and managing others.

Facilitator: Lynda Tongue CTA (Organisational)  
Contact: 08456448308

# Demonstrating the Cycle of Life: Six Parts

## Pamela Levin CTM

A picture is worth a thousand words, so the saying goes. So it makes sense, then, that in informing people about *The Cycle of Life*, an image is an excellent tool.

The following are six tips to communicate the essential aspects of *The Cycle of Life* both easily and accurately.

1. What the ancients knew is now being rediscovered by quantum physics. It's an inescapable fact that everything that exists in the material world is spinning, and that includes our own individual lives. The image that expresses our life process then is not a line, as we might suppose, but rather a circle.
2. Everything in life is part of nature, and nature is composed of revolving seasons that signify movement through time. Called stages in our human lives, they give rise to the second part of the image: pie-shaped wedges to demarcate the divisions within the circle.
3. As the 3000 year old *I Ching* (or *Book of Changes*) points out, all things are accomplished in six stages and the seventh brings return. The third part of the image, then, dictates *how many* divisions within the circle, and that total is six.
4. Everything in nature exists in proportion to each other (or, as Einstein put it, it's all relative). The relative relationship of the divisions within the circle to each other is expressed mathematically as a fractal series, which is a repeating geometric pattern. Starting with the first stage and expanding outward, it can be seen that size of the second stage is double that of the first, while the third is the sum of the first two, and so on through all six.
5. Our lives progress through these natural and relative divisions within the circle. Starting in the centre of the circle where all the parts of the divisions meet, the path of our lives expands outwards from this centre while always staying within the pattern of these stages. The image that represents our life passages, then, describes a spiral moving within the circle of stages.
6. Since we repeat the cycle at a core biological level and also whenever we begin a new process, this gives rise to the image of smaller spirals on top of the larger one.

The line beginning at the centre of the circle and spiralling outward until the first return represents our lives in the world of water, while the rest represent the spiralling repetitions of our lives in the world of air, repeating at a biological level every thirteen years.

For additional information, refer to *The Cycle of Life; Creating Smooth Passages in Every Life Season* for an introduction and overview to this information, and to *Cycles of Power; A User's Guide to the Seven Seasons of Life* to learn how it is expressed in people's individual lives and relationships.

Both are available at [yourcycleoflife.com](http://yourcycleoflife.com).

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# Transactional Analysis in schools in Cumbria!

## Kaz Stuart

This article describes our application of Transactional Analysis in schools with disadvantaged young people in Cumbria.

Brathay Hall is a centre of excellence for personal development. We have been working with young people and organisations developmentally for 60 years. TA is a key component in the way we work with young people, but we often do this discretely as a teaching methodology. However, we wanted to see if children and young people would benefit as much as we thought when taught TA overtly. Brathay uses experiential learning as its method of delivery. The programme would embody this and teach in an active, experiential way.

I particularly wanted to use TA with groups that usually display challenging behaviours, and the schools in Barrow were the perfect location for this target group. They had also recently failed Ofsted inspections. My case was, that if I could use it with the most disruptive of classes, then other teachers would be able to use it mainstream. Barrow Excellence Cluster Partnership (BECP) was interested in using TA to support schools with high levels of difficult pupils. They agreed to Brathay delivering a programme of TA in two schools in Barrow.

Thornccliffe School identified a Year 9 class that displayed disruptive behaviours. The lesson to be used was a drama lesson, and the teachers were likely to leave half way through the programme. This programme could additionally help to support this transition. This is a class of 30 pupils.

Alfred Barrow School identified a group of Year 11 pupils who come to Brathay for a series of short residencies. The TA programme would complement, and be woven into the residential programme. They are also young people who display disruptive behaviours at times; they are a large group of 34.

Before work in class commenced, there was a multi agency meeting to clearly establish the nature and content of the contract for this work, as there were many stakeholders.

### What are the benefits?

Children and young people benefit from learning about TA in the following ways:

- They gain a better understanding of relationships
- They learn to recognise and understand patterns of behaviour
- They develop a language with which to discuss relationships
- They learn that all people have difficulties with relationships
- They develop an ability to discuss relationships in an objective way

Additionally this scheme is designed to increase self confidence and self-esteem and to empower the young people through its teaching methodology.

### How?

I prepared weekly lesson plans where the sessions were designed to teach TA concepts in a practical experiential way. As such, I treated all people as OK and had respect for them. The sessions were contracted so that expectations were clear. Behavioural issues were dealt with in an IOKUOK way, and TA concepts applied to help pupils understand what was going on. The only departure from TA ethos was that the pupils did not have a choice about attending. Where possible, I empowered the young people to make choices and decisions, and used their feedback to design sessions, delivering a powerful You're OK message.

In Thorncliffe there was a high staff presence. The class teacher was present for the first 5 sessions, and was then replaced by a supply teacher. Millie Scott from the BECP was usually present to support the lesson. Additionally Meryl Washington (Assistant Head) came to as many sessions as possible. We also had some 6<sup>th</sup> form student support volunteers, but this was sporadic around their study and exam timetable.

In Alfred Barrow the after school group was supported by the staff that organise the residentials – Lisa Balderstone and a team of three other staff were in regular attendance.

I asked for feedback after each session from the pupils and the teachers, and evaluated the session from a personal perspective.

The high levels of staffing were planned to overcome my 'newness' to the school. The kids would inevitably try to test the boundaries, and there was not time for extensive team building/relationship work in the 10 week programme. They had to be learning throughout. From a more positive perspective, a number of people wanted to be present in order to learn about the programme themselves, and joined in to do so. This high level of staff would not be necessary in a 'normal' class of 30 with one teacher from working in this way.

The programme delivered the IDTA TAPACY award.

### **Open College Network (OCN) Award**

The IDTA TAPACY is not on the DfES list 400. To overcome this, I dually accredited the scheme with the Open College Network. A school would need to be a registered OCN centre, or have access to one to be able to provide the externally moderated OCN certificate.

This provided a TA qualification in a way that was OK for myself as an IDTA TA practitioner, and in an OK way for the school.

### **The lessons**

There were 10 lessons developed, delivered and evaluated. The subject of the lessons in each school was the same, but the method of delivery varied to keep it appropriate to

- a) the intellectual/emotional development of the pupils and
- b) the content of that lesson slot (drama for one class and problem solving/team building for the other).

The lesson plans identified the aims, outcomes and learning styles for KS 3/4 classes. Each lesson had an introduction, a main part and a plenary with optional homework. Lessons and relationships were enhanced by starting and ending with an activity where possible.

A review of each lesson, and recorded comments was useful to keep the group motivated, and focussed on the contract. It also helped them to keep track of the concepts that they have learned, and allowed them to feel empowered by them.

Positive reinforcement, permissions and strokes featured highly in the lessons.

A library of photocopiable resources was made and presented to the schools so that they could adopt the scheme of work after my departure.

- |                    |                                 |
|--------------------|---------------------------------|
| 1. Contracting     | 6. Stamp collections            |
| 2. Ego States      | 7. Windows on the World         |
| 3. Transactions    | 8. Strokes and affirmations     |
| 4. Drama Triangles | 9. Cycles of Development        |
| 5. Rackets         | 10. Goal Setting and Assessment |

## Achievements

### Aims

All the aims of the programme were met. Pupils discussed relationships and felt that they had more skills in relating to others. Pupils and teachers felt that they had increased understanding of patterns of behaviour. TA certainly gave the pupils a language with which to discuss relationships, and this additionally allowed them to talk about difficulties in a passive and non-emotional way. Open discussion of the difficulties of relationships increased their awareness that these are difficulties that we all face.

Additionally the programme increased the pupils' sense of self esteem as it was loaded with positive strokes and unconditional regard. Pupils blossomed that had not spoken before.

*“Other pupils wanted  
to join in”*

Pupils learned that they were valued, listened to, and that an adult/pupil relationship could be based on trust and integrity. They were empowered by having influence over the course design and responded to this well.

Communication skills were given status and value in the school, on an equal footing to academic studies – this delivered a powerful message.

The celebration event gave the pupils recognition, empowerment, value and status. This for some was an unusual experience and gave them much to be proud of.

### Impact on the young people as individuals

A specific case study of pupils (anecdotal) shows that the programme had significant impact on some, had much impact on the majority, and although not liked by a minority, it still impacted on them.

The engagement and interest of the pupils showed that it was not a one-off wonder, but a series of lessons that had interest and relevance for them. A caveat to this is the time to prepare lessons thoroughly with ‘Gucci’ resources, and additional support in class and this is a luxury a class teacher may not have.

### Impact on the school

Yes, other pupils wanted to join in, the teachers and pupils had something to jointly celebrate, and the schools gained positive profile in the community. A clear message was delivered by the pupils that teachers should also be engaged in TA training, it would be great to see this adopted.

### Age group

The year 11 pupils engaged more thoroughly with the materials, and were able to assimilate and accommodate the information. Their intellectual and emotional stages of development, coupled with increased life experience allowed them to reflect and apply concepts to personal lives more easily. Their desire to remain ‘cool’ was a barrier at times to activities that the year 9 pupils had no inhibitions about ie acting. Both classes benefited, both gave positive feedback, but the year 11s were more reflective.

### Recommendations

- Transactional Analysis is adopted in Schools across Cumbria/the North West and the country
- TA is used in form tutor times throughout KS4
- Teachers train ideally with, or ahead of the pupils so that they can teach in a way that embodies TA
- A programme of 10 concepts is taught, but with more time given to each to allow for absences, and for deeper application of each
- Sessions start with a contract and end with feedback for both pupils and teacher, applied to next session
- Unconditional positive regard and positive strokes are a key part of any programme
- The IDTA TAPACY award and celebration event is the appropriate accreditation tool for the programme, backed up by OCN for external validity

## TAPACY Moderation

Jane Hafren

A few months ago, I was asked by Annie Murray if I would be prepared to be a moderator for the first TAPACY programme to be held in the UK outside the south east of England. Kaz Stuart, a fellow TA student in Annie's group had planned and delivered the programme for two schools in Barrow-in-Furness.

Maggie Chadwick and I visited both schools to act as assessors and moderators for this milestone of personal development learning using TA with young people. Trudi Newton was also there to talk to students, look at their work, and present their TAPACY badges and certificates. For some of the students this would be the first time they had received any kind of certificate of achievement.

TAPACY stands for Transactional Analysis Proficiency Award for Children and Young People. But what does it mean? You'd have to ask the young people - Maggie and I were eager to find out.

The task of a TAPACY moderator is to check out the learning of the young people in the group, do they know and understand what they've been learning and more importantly can they apply it to relationships at school, at home and with their friends and peers.

The visits were to Thorncliffe School, which had been on the government's 'special measures' for schools because it was deemed to be failing its pupils. Alfred Barrow School is an inner city school, albeit in a smallish industrial town. The shipyards and docks both past and present are close by and the surrounding housing, tenement blocks reminiscent of parts of old Glasgow. Both schools draw the majority of their pupils from deprived neighbourhoods.

The young people from Thorncliffe met us in a classroom and we assessed their work by talking to them as they waited to be seen at tables in groups of four, as they had worked with Kaz. Those at Alfred Barrow were brought to a central hall, where their work was laid out on long trestle tables for us to look at and discuss with them.

To qualify for the award each young person we spoke to had to be able to demonstrate verbally that they understood six of the ten TA models Kaz had been teaching them.

What I found was that this was easy for the vast majority of those I spoke with, and that they were eager to demonstrate what they knew. I was shown the course folders they had produced and 'Affirmation T-shirts'. They had chosen affirmations based on the work Kaz had done with them around Pam Levin's 'Cycle of Development', and designed and painted T-shirts with slogans on them. Many were very proud of their T-shirts and keen to

show them to me. It was clear which parts they had enjoyed the most: the art work sections, like making the T-shirts and any pieces of the work where they felt actively involved. And very much like any group of adults, some liked role play whilst others hated it.

Most of the students had loved learning about Berne's Ego States model and about Rackets in particular, both of these were mentioned frequently. Some said they now noticed when other people were running rackets. Others said they would use what they learned to hide their own feelings if they felt vulnerable. I saw these insights/decisions as positive and affirming.

It's true that a tiny minority of students said, 'it was boring' or that they couldn't remember what they'd learned. But as an ex-high school teacher myself, I was overwhelmed at the level of enthusiasm most of the students displayed. In both schools there was an air of excitement and achievement and the students clearly felt they had spent this time wisely and had learned something they would find useful. Some even said it had changed their lives.

Some students were clear about what they were using and would continue to use what they had learnt. Others said they thought ego-states and transactions would be very useful (say) when they were applying for jobs, but they were less clear about how to use their new found knowledge in the 'here and now'. However, in conversation with several of them, it was clear they were already using their learning, they just hadn't noticed.

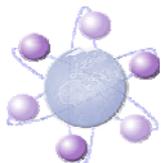
At Alfred Barrow School the extra dimension of the visit was that parents had been invited to see their children receive their certificates, presented to them by Trudi Newton. When we talked to the students, they almost fell over one another to let us know what they'd learned, and show us their work, we also had the opportunity to speak to their mums and dads. I found what *they* had to say almost as moving as what the young people had said. Parents were so delighted their children were now talking to them more, sharing some of their learning, behaving better and getting on so much better at school.

For me, meeting the students and parents at Alfred Barrow added something to the day. This was learning that changed things for individuals and families. I also talked to teachers who were pleased and surprised with the outcomes.

Overall it was such a positive, empowering and inspiring day. To experience that much enthusiasm amongst 'cool' teenagers was a delight. I personally, would love to see the programme extended and to be asked to moderate again.

*"Some said it had changed  
their lives"*

# Advertisement



## The International Centre for Business Coaching

### **Becoming a Business Coach – Making the Professional Transition**

*With Annie Murray PTSTA (O) and Sandra Wilson PTSTA (O)*

**Autumn 2008 (date to be confirmed)**

This five day conversion workshop is designed for two audiences. It is for psychotherapists and counsellors who seek to apply their clinical experience to the corporate workplace. The second audience is HR professionals, trainers and consultants who would like more background on the psychological theory underlying the practices of systemic business coaching. In both cases, the goal is to translate psychological theory into practical business coaching skills.

The workshop will cover the following topics:

- Understanding the difference between coaching and other helping professions
- Understanding the context
- Working in a business environment
- Coaching strategy
- Developing your signature as a coach
- Working with executives
- Coaching practice and developmental feedback
- Ethics and professional indemnity

We will offer a stimulating and enjoyable learning experience which equips participants to leave the workshop able to launch their professional coaching practice.

The workshop will be delivered by Annie Murray and Sandra Wilson both of whom are experienced Organisation Development Consultants and Coaches. Full details of their qualifications, background and experience are available on request.

We aim to offer the workshop on the continent and we are currently exploring optional venues in Portugal, Spain and Montenegro. Tuition fees will be in the region of £750 plus VAT which will include all course materials.

Places will be limited and in the first instance we invite prospective participants to register their interest by contacting Alison Stephen on 07000 26224464 or by email [Alison@icbcoaching.com](mailto:Alison@icbcoaching.com).

## Council Members



**Annie Murray**, IDTA Chair, PTSTA (Organisational). Annie is the director of HeadSTART Ltd and co-director of the International Centre for Business Coaching. She has been involved in developing people and organisations since 1985. Annie's background is in the public sector and she now works nationally and internationally with a wide range of clients .



**Debbie Robinson**, Secretary and Marketing Officer, PTSTA (Organisational). Debbie runs her own organisational development company Quay Interactions which provides consultancy services to private and public sector organisations. She also offers coaching and a range of leadership training using a range of techniques, grounded in Transactional Analysis.



**Giles Barrow**, PTSTA (Educational). Giles is an educator, based in Suffolk and works all over the country. He has been on the Council since the start and is especially interested in TA proficiency awards and raising the profile of Developmental TA.



**Anne de Graaf** TSTA (Organisational) is managing partner with BMC, one of the largest independent consulting firms in the Netherlands. He is internationally endorsed to TSTA level, and has an interest in liaising with TA associations world wide. He is also a board member of the International Transactional Analysis Association.



**Gill Edmondson**, Conference Officer, Contracted trainee in the Organisational field. I am a Project Manager/ Training Co-ordinator for an IT company, the majority of work is based in Cumbria where I live. I have been a member of Council for 3 years. I am committed to raising the profile of Developmental TA and supporting people in discovering its many applications.



**Anthea Harding**, Research Officer, Contracted trainee in the Educational field. Anthea works one to one with children who are working below an age-appropriate level at school. Her vision for the future is that TA will become the common language in schools and that every child will have a TA toolbox.



**Bill Heasman**, PTSTA (Organisational). Bill's early career was in Social Care and management. For the past 20 years he has been involved in facilitating learning in three areas; with individuals through coaching, with groups through training and team development and he produces policies to promote development of the organisation he works for.



**Lynda Tongue**, Communications Officer and Newsletter Editor, CTA (Organisational). Lynda is a Partner in Triangle Partnership, an organisational development company specialising in Leadership, Communications and Management Development. Lynda works with organisations and individuals and is passionate about using TA in order to promote personal growth and change.



**Kaz Stuart**, Kaz has just recently been appointed as Educational Consultant and Programme Manager at the Education Development Unit at the new University of Cumbria. She is a regular attendee of TA workshops and is enrolled on the IPQ Certificate Programme



**Paul Robinson**, Treasurer. Paul is currently Director of Education for a professional body, responsible for a range of professional, technical and developmental qualifications and awards. Paul has been studying TA for two years, and he uses TA in both organisational and educational contexts.



**Jane Hafren**, works as a freelance organisational development consultant, trainer and coach, working with organisations and individuals across all sectors - the majority of her experience to date is within the public and voluntary sectors. She specialises in all aspects of communication, relationship development and group process, using Transactional Analysis (TA) for organisational settings, and Neuro-Linguistic Programming (NLP) as the theoretical bases for her work.

# IDTA

**IDTA Conference**  
**3 and 4 October 2008**

## **IDTA Membership Benefits**

- ✦ Conferences and events with a DTA focus
- ✦ Access to professional qualifications and proficiency awards
- ✦ Forthcoming e-journal
- ✦ Membership of a worldwide TA community
- ✦ Internet-based Professional Register (coming soon)
- ✦ Networking with others who share your interest in developmental applications of TA

## **IDTA Newsletter**

### **Rules of Submission**

- ✦ News items and articles 800 words maximum
- ✦ Arial font, 10 point
- ✦ Diagrams referenced
- ✦ TA status as designated in EATA handbook
- ✦ Send to Lynda Tongue (Newsletter Editor: newsletter@instdta.org)

## **IDTA Registered Office**

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email: admin@instdta.org

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**[www.instdta.org](http://www.instdta.org)**

Readers will already be aware that the IDTA aims to provide networking and professional development opportunities to practitioners using Developmental Transactional Analysis. The purpose of this newsletter is not only to update members but also to invite and encourage participation in the growth of the Institute. Views expressed in this newsletter are those of contributors and do not necessarily reflect the official policy of the IDTA.