



IDTA

Newsletter

Volume 3 Issue 6

May 2008

Special points of Interest:

- Annie Murray resigns, see page 3
- Understanding birth order, see page 6
- TA for Teachers, see page 4

IDTA Conference
3 and 4 October
2008
Manchester

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New DTA book launched!

Readers who were at the dinner at the IDTA Conference in Glasgow last year will remember Pete Shotton proposing a toast to a new book on Transactional Analysis with children and young people which had been published just a few days before. Five of the authors were present then – Pete, plus Anita Mountain, Chris Davidson, Susannah Temple and Trudi Newton. The book – *The Adult is Parent to the Child*, edited by Keith Tudor – was formally launched, courtesy of Russell House Publishing, at the ITA Conference in Keele in April.

Jean Illsley Clarke, showing her enthusiasm in the photo, told how she had read the (very weighty) manuscript last year. She believes the book is a valuable addition not only to TA literature but to resources for professionals and all those seeking to



help children and adolescents. Trudi remembered a workshop in 2001, also in Keele, when people from all fields shared experiences from their work with young people and how this was followed by two very successful one-day conferences on the theme of working with children and young people. This book, like those conferences, draws on contributions from practitioners in all fields of TA, and, as it says on the cover, 'provides the most current and comprehensive account of the state of both the art and the science of TA with children and young people'.

Some of the proud authors are shown in the photo – Mica Douglas, Diane Hoyer, Trudi Newton, Pete Shotton, Keith Tudor, Mark Widdowson, Marie Naughton, Paul Kellet, Laura Hyatt, Graeme Summers and Kath Dentith.



CTA exams at the 2009 Conference!

If you are working towards your CTA exams you may be additionally motivated by the news that the IDTA intend to run oral exams at the start of our October 2009 Conference in London.

Marco Mazzetti, COC Chairperson (COC stands

for Committee of Certification) is working with Bill Heasman on the finer details which will give us the go ahead to run the CTA oral exam.

This will add greater eminece to our conference, as we hope the exams will attract candidates and

examiners from all over the world.

So if 2009 is your year for qualifying, why not plan to have your written exam submitted for marking by April 2009? You could then join us in London for our first exams and celebrate success with us!

Leadership update

Giles Barrow

I am writing to let members know the Council arrangements for the immediate future following Annie's resignation (please see the open letter from Annie on the next page).

First though, I want to acknowledge on behalf of Council our sadness at hearing about Annie's illness and her subsequent resignation. Annie had recently been at the tail end of establishing a longer term plan of action and arguably our first as an organisation. She really understood the need for such a strategy and her departure leaves a significant gap which will prove difficult to fill.

We send her our best wishes and trust that she will create the space and opportunity to get the rest and support she needs. Thank you, Annie.

Meanwhile as the appointed Vice Chair I will take up the reins from now until our AGM in the autumn. During the period from now until then, Council has three immediate tasks:

To continue progress in planning Conference 2008 - we have secured the venue, keynote speakers and begun to recruit workshop presenters.

To continue to upgrade and expand the IDTA website - we have almost completed arrangements for having a members' register, in addition to uploading new information

To plan the Council strategy days in September and pave the way for a new leadership team at the AGMo, I would ask all members to consider how they can support any or all of these activities. I would also ask you to think carefully about how you might contribute to the development of IDTA beyond 2008. Please contact me or any council member if you have ideas and resources to share.

IDTA Conference 2008

Manchester is the venue for this year's IDTA Conference, and we on the Council have high expectations that this year's conference will be even better, even bigger, even brighter (as in the switched on, learning sense!) than it has been before.

The theme this year is **Lifting the Lid on Learning, - What does it TAKE to release potential?**

We are anticipating a wide variety of workshops run by presenters who will offer opportunities to explore the contribution Transactional Analysis makes to individual and organizational development. So many people discount themselves when it comes to learning ("I'm too old/too dim/too lazy to learn!"), and they put blocks and barriers in their way without even realizing it. Such a waste of potential! And many leaders in organizations stunt the growth of others by reinforcing the rackets they run, and by not providing ways in which the individual can break through the blocks.

We have some wonderful keynote speakers, all are very well respected in their fields:

Trudi Newton (TSTA—Education), is very well known in her field. She has a particular interest in new and radical approaches to learning.

Emma Bradshaw is an innovative and committed educator and has co-authored a book called *Improving Behaviour and Raising Self Esteem*.

Sari van Peolje (TSTA—Organisation), is an internationally recognized coach, manager and consultant. She has published several books and articles on learning, leadership and coaching.

Phil Morley is the Chief Executive of the Mid Cheshire Hospitals NHS Trust. His passion is the constant search for high quality services, delivered by staff working in an environment that allows them to enjoy their work.

So come and join us! See page 8 for details, or download a booking form from the website: www.instdta.org.

Open letter to the membership of IDTA



Crooked Holme Farm Cottage Brampton Cumbria CA8 2AT

Dear all

I feel very strange writing this letter and I have to say that just over a month ago I could not have imagined that I'd be doing so. Eight days ago I wrote to Debbie Robinson, in her role as company secretary, a letter of resignation on health grounds, from my role as IDTA chair.

Some of you will be aware that 10 years ago I was diagnosed as having breast cancer for which I had surgery and a course of chemotherapy. In April this year I was taken into hospital with severe pain and was subsequently diagnosed as having secondary tumours in my spine and liver.

Although this sounds somewhat bleak there is some good news in that I am happy with the treatment plan that I'm on, my pain level is low and the health care in this neck of the woods has been excellent.

I don't have to have any surgery and I am well enough to be in a position where I can prioritise and manage my professional life. I am making some changes in terms of commitments and after years of teaching others how to do it I am learning how to delegate.

This brings me to the point of this letter which is informing you of my resignation as chair of IDTA. I have pondered long and hard about whether or not this is the right thing to do and I have come to the conclusion that I have to conserve the energy that I have (which is less than the energy that I used to have) and that I really do have to cut back on a number of responsibilities.

In writing this letter for the newsletter I realise that there was no way that I would ever be forwarding to Lynda an anodyne one-liner such as 'Annie has resigned due to ill health'. This says something about the nature of the community that I am addressing. I remember a conversation at the last conference with Anita Mountain. Anita commented on the informality and the intimacy that we had achieved within IDTA and how that was expressed in the feel of the conference.

In my AGM speech last year I referred to the challenge of balancing this quality of contact, this organisational uniqueness, with the ambition of growth and development. I felt sure that the challenge would be well met and I am still confident in that belief.

I have never been that good at formality and I have a sneaky hope that even though the leadership region is made up of polished professionals, IDTA AGMs will continue to have the convivial, scatty, comedic quality I think I achieved in my term of office. A sort of music hall meets city hall atmosphere.

It was a hard decision to withdraw from the leadership of IDTA, although it was made easier knowing there is a structure in place for succession and there is a huge amount of talent, commitment and drive within IDTA council.

We have achieved a lot and this is not by accident. The progress that we have made is directly attributable to the collective and individual efforts of committed people who are willing to put energy into making things happen. Had I been continuing in post I would have been instrumental in shaping collective goals and firming up on the strategic actions that would move IDTA into the next phase of its achievements.

However, it is with some satisfaction that I reflect on how this will happen anyway. The direction is set, the foundations are in place, the people who are actively working within IDTA are *exactly* the right people. Also there are other 'right people' who have not yet realised they could be council members. I have every faith that such supporters within the IDTA community will soon be identified and recruited!

Although I am resigning from this post I will of course continue to be an extremely dedicated and enthusiastic supporter of IDTA and I look forward to a celebratory conference with you all in October.

Yours truly,

Annie

Annie Murray

TA for Teachers

Kaz Stuart

Delivering the National Strategies for Social and Emotional Aspects of Learning (SEAL)

In 2005 a National Strategy was launched along side the literacy and numeracy strategies to increase social and emotional learning in primary schools.

In 2007 it was extended to secondary schools. Many schools are struggling

- a) to conceptualise what it is (*another* thing to fit into the timetable, another subject?),
- b) to find time to implement it, and
- c) to develop social and emotional skills across the whole staff.

SEAL is a process, it is a way of operating for pupils and staff alike, creating safe and optimum learning environments for all. So all school staff need to model these skills as well as teaching them.

I gained teacher development agency funding to pilot 3 day courses based on TA to embed SEAL in schools. The courses cover a range of TA concepts that help encourage inter and intra personal awareness on days one and two, and day three progresses to look at how to lead SEAL in school - managing change and influencing without authority.

I have run three courses so far (Manchester, Liverpool and Cumbria) and TA has been received exceptionally well. There is no stealth involved, I am able to fully account for TA and why it is relevant for SEAL - I assert it underpins SEAL, it fast-tracks schools to a SEAL way of working, and that it can extend SEAL. As we work, I encourage the teachers to think on the level of:

- What does this mean for me - personally and professionally?
- What does this mean for my teams and departments?
- What does this mean for my school ?
- What does this mean for the pupils?

I contextualise all of the concepts at each of these levels, ensuring that transfer of learning takes place.

Teachers are supported by a network of learners, or community of practice when they return to school, and I continue to support the study of those choosing to complete a masters level module - 'Critical Perspectives on Leading SEAL', and help others to write case studies of their work for National Strategies. These are exciting developments as they will create a body of evidence for use of TA in schools.

So the really great news is that there are 100 teachers across Government Office North West doing the training this year, and courses are planned and being recruited for 140 next year.

Feedback from the field is also that teachers, teaching assistants and learning mentors would like a professional, practical (non-academic) qualification too - so we at the IDTA had better get moving with the TAPATE (Transactional Analysis Proficiency Award for Teachers and Educators) as the time is ripe for TA in schools.

**100 teachers training this year,
and 140 expected next year**

IDTA Qualifications

Our qualifications have been designed with a practical emphasis and are set to equate to approximately the same level as typical postgraduate qualifications.

The Certificate is equivalent to 25% of Certified Transactional Analyst (CTA) status, and the Diploma 50%.

Each level takes about one year to attain, and requires you to attend regular training and supervision sessions with internationally-accredited TA trainers—about 2 days per month.

You are also required to use the TA you are learning to help others develop—personally, professionally, or with a focus on their teams or organisation—an average of 2 hours a week.

You will also need to read books and articles, and write 4,000 words to demonstrate your theoretical understanding and produce several portfolios that illustrate your ways of working with TA.

If you have already been studying TA with an internationally recognised TA training (PTSTA or TSTA), you may well be able to count hours already spent, even if the trainer was a psychotherapist (limits apply for this category). Check this out direct with IDTA or with your chosen sponsor.

Fees are realistic—£205 to the IDTA for each level covers the costs of administering the scheme and marking your assignments (in addition to payments direct to trainers for the training and supervision they will be providing).

Discounts are possible in economically disadvantaged areas of the world.

These new qualifications are aimed at all those who help others to develop themselves including teachers, trainers, consultants, facilitators, advisors, mediators, coaches, mentors, counsellors, HR professionals, managers, executives—and any others who contribute to the growth of others., have responsibilities for bringing about individual or organisational change, want to create healthy corporate cultures, aim to educate others to learn more effectively, work to help others form relationships, and live more autonomously.

See below for providers.

DTA Training Groups

Giles Barrow	Suffolk	01728 720150	giles.barrow@virgin.net
Colin Brett	South Africa		crb@ananzi.co.za
Pia Bylund	Sweden	+46 8 592 50590	nike.orgpsykologi@ele2.se
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Anne de Graaf	Netherlands	+31 33 496 52 00	annedegraaf@bmc.nl
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Bill Heasman	Devon	0845 324 0958	bill@heasman.freeseve.co.uk
Kaare Kristiansen	Sweden	+46 8 592 50590	kaare-k@tele2.se
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Annie Murray	Cumbria	01697 741087	annie@crookedholme.plus.com
Trudi Newton	Ipswich	01473 780117	trudi.newton@btinternet.com
Debbie Robinson	Ipswich	01394 411607	deborah.robinson@quayinteractions.co.uk
C. Suriyaprakash	India	+91 994 208 1078	suriya.sunshine@gmail.com
Lynda Tongue	Devon (from Aug 08)	08456 448308	lynda@trianglepartnership.com
Sandra Wilson	St Andrews	01334 478736	sandra@tasotland.org

Where am I? Understanding Birth Order

by Giles Barrow

Here are some observations about birth order. They are based on the work of a chap called Alfred Adler. They may, or may not, help us make more sense of what goes on between us and our children. The most important thing to remember is that life is understood by more than simply the place of the child in the family. It is how the individual sees their place in the family order that matters most; it's the psychological position that is most important.

Only Child

Not surprisingly the only child can have a sense of themselves as special – they are the focus of so much attention. Possible attributes and beliefs can include the ability to relate well to younger and older people – but less so with their peers; be highly creative; apprehensive/timid; lonely; compliant; self-reliant and mature.



First Born/Oldest Child

It's worth remembering that for at least a short while they were the only child. They had all the interest and excitement of the parents as they discovered how to take care of a new baby. And then another child came along!

They can tend to be the bossy one; they have a tendency to leadership and take responsibility for others; they may have a sense of being 'knocked off the throne'. (This means I may have a good sense of what authority means and the importance of how things should be done).

They can also be the one with which others are often disappointed. '*You should know better*', so feeling guilty may be familiar. They are generally self-reliant but this can be associated with a sense of not belonging. The oldest may also have a sense that life is a fairly serious business.

For both the Only and First Born Child we can support them by encouraging enjoyment and spontaneity. We can intentionally take responsibility from them at times and be clear with them when they do not have to be in charge. Be aware of how we are critical of what they do and check the extent to which we freely give nurturing contact, eg hugs. Be wary of taking their obvious independence for granted!



Second Born Child

The second child never quite gets the attention that the first child enjoyed. So, from the earliest days the second child works hard to find ways of getting recognition – they are always trying to catch up. Whilst they don't quite get the sense of responsibility they feel a keen sense of competition – which is a real no-go area for the oldest child.

They can be wary of trusting too much and may decide that the effective way of getting recognition is to be quite the opposite of the first sibling. Perhaps not surprisingly their competitiveness can carve out a sense of themselves as revolutionary, with all of the associated rebelliousness.

“It's the psychological position that is the most important”

Understanding Birth Order by Giles Barrow (contd)

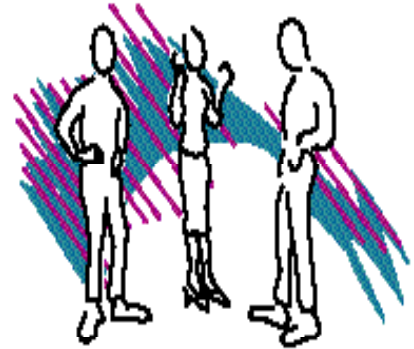
Middle Child

The middle child can have a sense of being squeezed between the older and young children. In large families there may be more than one middle child. They may struggle in getting a sense of who they really are but compensate for this by being able to get along with all kinds of people.

Often cited as difficult, they may have decided that the only remaining way of getting attention is through generating problems. They learn that they need to grow up fast. They may have a sense that they're invisible within the family and have a keen sense of injustice; 'It's not fair!'

To support the second born and middle child it can be helpful to recognise their efforts and provide them with attention for success and individuality.

They'll be quick to pick up on being let down so it's important to deliver on promises. Resist talking about the middle child syndrome—it's a sure way of creating one!



Youngest Child

Often the youngest is accustomed to having things done for them. They can tend to have an optimistic view on life and a sense that the world revolves around them. Having developed advanced levels of seduction they can be charming and resourceful in getting along with others. Whilst some may give up in trying to out do their older siblings others carefully choose areas where they can be more skillful.

For some being the youngest child can mean not being taken seriously and having others do things for you, whether requested or not. Hand-me-downs are common currency which links to a tendency for the youngest not to feel special. The youngest can whine, tell tales, be the centre of 'spoiling' and struggle to grow up.

To support the youngest child, parents can encourage them to think for themselves, ask for what they want and spot the qualities and expertise that are unique to them. It can also be important to discourage older siblings from taking over the care of their little brother or sister.

To support the youngest child, parents can encourage them to think for themselves, ask for what they want and spot the qualities and expertise that are unique to them. It can also be important to discourage older siblings from taking over the care of their little brother or sister.

Giles would like to acknowledge the brilliant work Colin Brett has done on Adler, and from which Giles and many others (including the editor of this newsletter!) has benefited

Notes on Alfred Adler

Alfred Adler was born in the suburbs of Vienna on 7 February, 1870, the third child, second son, of a Jewish grain merchant and his wife. As a child, Alfred developed rickets, which kept him from walking until he was four years old. At five, he nearly died of pneumonia. It was at this age that he decided to be a physician.

He began his medical career as an ophthalmologist, but he soon switched to general practice, and eventually turned to psychiatry. In 1907 he was invited to join Freud's discussion group. He wrote a paper concerning an *aggression instinct*, which Freud did not approve of and then a paper on children's feelings of inferiority, which suggested that Freud's sexual notions be taken more metaphorically than literally. Adler resigned from the Society for Free Psychoanalysis in 1911, founding The Society for Individual Psychology the following year.

During World War 1, his thinking turned to the concept of *social interest* and after the war was involved in various projects, including clinics attached to schools and the training of teachers. Adler postulates a single drive behind all our behaviour which he called *striving for perfection*. It is the desire we all have to fulfil our potentials, to come closer and closer to our ideal, and is very similar to Maslow's idea of *self-actualisation*.

IDTA Conference 2008

Lifting the Lid on Learning!

What does it TAKE to release potential?

3 & 4 October 2008

The Hilton, Manchester Airport

Keynote speakers:

Trudi Newton TSTA (E)

Emma Bradshaw

Sari van Poelje TSTA (O)

Phil Morley

Innovation in learning is the focus for the sixth IDTA conference.

From our earliest moments we are hungry to learn and this curiosity is sustained throughout our lives. Whether we are in schools, lifelong learning, organisational development, human resources or committed to encouraging growth within communities, this event will have something for you.

Presenters will have backgrounds in educational, organisational and community development contexts. They will be sharing growing edge theory and practice about emerging ideas in how we learn, why we learn and how education offers radical possibilities for personal, organisational and community growth.

For your early bird discount book by 31 July 2008

Contact Paul Robinson for a booking form
(info@instdta.org)

Advertisement

Developmental TA Training Programmes 2008-2009 East Anglia

Giles Barrow (PTSTA – E) and Debbie Robinson (PTSTA – O) are offering two programmes both starting in Autumn 2008 and running through 2009.

Next Steps is a foundational level programme, focussing on the core concepts and supports accreditation at IDTA Professional Qualifications and CTA levels. The programme is designed for people who have completed an Introduction to Transactional Analysis and are interested to learn more.

The programme is a series of 10 two-day mid-week sessions based in Bawdsey, near Woodbridge.

Beyond Next Steps is a post-foundation level programme aimed at those who have already completed 60 hours of initial training and are increasingly interested in accreditation and/or a deeper understanding of theory and application.

This programme is a series of six Friday and Saturday sessions based in central Ipswich.

Both programmes are founded on the principles of Developmental TA:

- promoting healthy growth and development,
- recognising that power needs to be used properly
- generating insights, ideas and solutions through collaboration
- being skillful in building effective partnerships
- that Transactional Analysis is a powerful tool for change.

For more details regarding costs and dates, please contact Giles or Debbie at:

giles.barrow@virgin.net telephone—01728 720150

deborah.robinson@tiscali.co.uk telephone—01394 411607

Or download complete fliers at www.crackingbehaviour.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 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 Newsletter

Advertising Rates

Rates for display advertising:

Full page: £50

Half page: £30

Quarter page: £20

IDTA Registered Office

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Visit the website
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.