

*Everybody at CUREE would like to wish our readers a peaceful and rewarding New Year...*

## Introducing Natalia Buckler, one of our Research Managers...

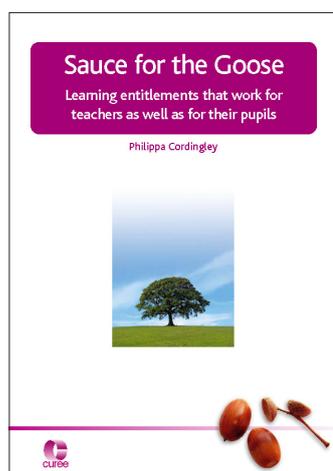
Natalia joined CUREE in July 2008 and has been enjoying every second of it. Natalia explains: "There are several things I love about CUREE. Firstly, the diversity of the projects CUREE is involved in. I am passionate about education and enjoy seeing things from different perspectives, which is why I, for example, used to work in three different places at the same time – teaching English as a foreign language, mentoring student-teachers as a University lecturer and working on my own research as well as publishing its results. But CUREE seems to be that magic all-in-one for me!"

"Secondly, it's great to know that our work is making the difference. Difference to teachers who use CUREE research summaries in their professional learning and practice; difference to schools, using our CPD resources, and, hopefully, difference to education in general – with the bigger projects CUREE is involved in, such as National Framework for Mentoring and Coaching, QCA's Building the Evidence Base for curriculum development, or most recently, Masters in Teaching and Learning (MTL). "Last, but not least, the team here at CUREE is fantastic: professional and committed, but also wonderfully friendly and... human."



Natalia Buckler  
 CUREE Research Manager

## CUREE 10th Anniversary



CUREE just had its 10th birthday! The CUREE team celebrated ten years of the promotion of the use of research & evidence in education with friends and partners from the policy, practice and research community on 4th December in the Imagination Gallery in London. Look at our short presentation of key milestones to date and join those at our event in identifying aspirations for the next ten years via the discussion site on our website.

Richard Harrison kicked off the proceedings with warm congratulations and our CEO Philippa Cordingley offered a new take on a slice of the pedagogic and CPD evidence base based on CUREE's face to face work with over 3,000 CPD leaders and teachers over the last three years. CUREE's 10th Anniversary publication "Sauce for the Goose: learning strategies that work for teachers as well as their pupils" was enthusiastically received – it has already been circulated as a thank you to a team of pioneer CPD leaders who attended the event of one of our delegates a week later and been flagged up on the web site of another. Several

guests also told us that they had every intention of trying out the recipe for chilli, apple, ginger, coriander and yoghurt sauce with goose, duck or chestnut roast over Christmas. The publication is available to download free of charge to registered users on our website at [www.curee.co.uk](http://www.curee.co.uk), and hard copies are available at a price of £5, please contact [serena.dong@curee.co.uk](mailto:serena.dong@curee.co.uk) to order your copy.

## Continuing our effective practices in CPD project into the New Year

CUREE was delighted to receive further funding from TDA in the Autumn to develop work we started at two schools (a secondary and a primary) which involved teachers and TAs using research evidence as a springboard for CPD.

We launched the first phase of the project in both schools last year with a workshop where we introduced staff to research taster activities designed to help them to carry out collaborative small-scale classroom enquires based on a nugget of research evidence. The staff then carried out action research in their classrooms on their chosen areas. These research activities included pupil voice, thinking skills, assessment for learning, early years, group work and inclusion. Later, we ran another workshop to help the staff to both reflect on, and write up, their projects.

Such was their success, five of the project reports were put forward for either review or dissemination at the National Teacher Research Panel (NTRP) Conference held in November. All five reports were published in pamphlet form (available to download from the NTRP website soon) and the teachers involved were invited to run workshops about their projects at the conference itself. We expect the schools to build on their experience during the next phase. In the secondary school, a teacher will be leading a follow up project on thinking skills with colleagues from different departments, whilst the primary school staff will be developing their own action research enquiries focused on; numeracy teaching, speaking and listening and independent learning in early years, all with our support.

If you are interested in finding out about how we might work in a similar way with you and your school, or if you are interested in finding out more about the research tasters the schools used or the NTRP and the conference summaries, then please email [kate.holdich@curee.co.uk](mailto:kate.holdich@curee.co.uk)



## The **Research**Informed **Practice** Site

New TRIPS digests on the DCSF Standards website, please click on the titles below:

[Teaching Children How to Use Language to Solve Maths Problems](#)

[How do pupils' beliefs about learning affect their understanding of physics?](#)

[The impact of a thinking skills approach \(CAME\) on students' mathematical ability](#)

## The Early Years Foundation Stage (EYFS) – How is it for you?



QCA has commissioned CUREE to conduct a research project into practitioners' experiences of the EYFS, which came into effect in September 2008. This will involve us talking to around 200 early years practitioners who work in reception classes, nurseries, Children's centres, pre-schools, before and after school clubs and childminders about their views of the new framework.

In particular, we are keen to find out how the framework is affecting practitioners' planning, delivery and assessment as well as the effects on the children. We are currently recruiting early years' practitioners for focus groups to be held around the country in January and February. So if you work in early years, perhaps with responsibility for the curriculum, and would like your voice to be heard, or if you can put us in touch with early years practitioners in your area, then please email [emma.jacobmeyer@curee.co.uk](mailto:emma.jacobmeyer@curee.co.uk)

## Influencing Secondary Curriculum Reforms

Would your school be willing to take part in an online survey to help fashion the future development of the secondary curriculum? If so, CUREE would like to hear from you. The online survey will involve around 10 people at all levels within your school. It is in two parts, the first in the spring term, the second in the summer, with each questionnaire taking only 20 minutes to complete.



Qualifications and Curriculum Authority

### What will you get out of it?

We try to make our research work useful to the participants as well as the wider system by providing you with an analysis of your responses and a comparison with the national data. This is a major piece of research work for QCA, and you might also win a prize for your school! If you are interested in taking part please contact Laura Smith at [laura.smith@curee.co.uk](mailto:laura.smith@curee.co.uk) or Emma Jacobmeyer at [emma.jacobmeyer@curee.co.uk](mailto:emma.jacobmeyer@curee.co.uk)



You can also find more information about the survey on our website at: [www.curee.co.uk/node/630](http://www.curee.co.uk/node/630)

## Up coming Events...

**Making the Most of Mentoring and Coaching Opportunities** is a free 2 day course designed to support NQTs and early career teachers in all phases to develop their professional learning skills that will ensure that being coached or mentored affords the best and most efficient learning opportunity. The course is running on 20th January & 18th March 2009 at the Novotel Leeds. For more information visit <http://www.curee-paccts.com/what-we-offer/mentoring-and-coaching-development> or contact [laura.smith@curee.co.uk](mailto:laura.smith@curee.co.uk)

**NEEC - North of England Education Conference** - Wirral and Chester, 7-9 January. For the first time, social care, education, research and young people's health are all being addressed at the conference. If you are attending, we look forward to seeing you there.

## FE in Focus

The spring issue of the LSIS journal will explore the many ways in which policy and practice across all sectors of the further education system are increasingly drawing on research evidence to enhance teaching and learning.

The Journal will feature some of the ways in which organisations - from colleges to work based providers and adult and community learning centres - are engaging in their own research or using existing research evidence to tackle some of their improvement strategies. Practitioners are working collaboratively to use evidence in their practice too. The range is broad and there is much innovative work going on. For example, in one college a member of the SMT is using action research to create new structures to facilitate staff discussion opportunities and an adult learning centre is focusing on the use of benchmarking and peer review.

You may also find of interest a new series of tasters designed specifically for the further education system. Tasters are CPD resources which introduce evidence on various aspects of teaching and learning and provide guidance on how practitioners might reflect on and develop their practice. You can access the FE tasters at: <http://www.rtweb.info/ls>

From time to time we run focus groups with practitioners within the FE system to share with them ideas and collect their views about the Journal and Inside Evidence. The next focus group will be held on 11th February at Brixton Centre, Lambeth College, London. If you would like know more or would be willing to take part, please contact Antoni Wojcik at [antoni.wojcik@curee.co.uk](mailto:antoni.wojcik@curee.co.uk)

