

Introducing Kate Coleson, our Research and Knowledge Manager...

Kate joined CUREE in September 2009 upon completion of a Masters in Librarianship at the University of Sheffield. Since joining CUREE Kate has been involved in sourcing evidence for the LSIS Inside Evidence project, and is coordinating the synthesis strand of the three year Building the Evidence Base project for QCDA. She has also brought a strong systematic approach to the co-ordination of coaching skills and techniques resources for the 14-19 support programme.

Before joining CUREE and completing her Masters, Kate spent a year working at the University of Nottingham's Hallward Library followed by a year's graduate traineeship at E.ON UK's Technical Library. Here she was involved in the development of a collaborative wiki knowledge management tool, which she subsequently evaluated for her Masters dissertation.



Kate Coleson

Supporting 14-19 through the new Coaching for Diploma Support Programme

From July 2009 CUREE has been using its coaching experience and resources to support the 14-19 Workforce Support programme managed by SSAT for LSIS. We have trained a specialist team at SSAT to use mentoring and coaching skills and techniques in ongoing 14-19 development work. Importantly, CUREE have crafted and tailored a selection of its powerful Effective Mentoring and Coaching (EMAC) resources for use by 14-19 providers as a way of embedding and sustaining partnership working and applied learning.

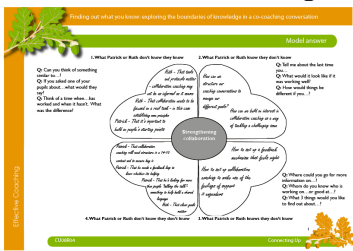
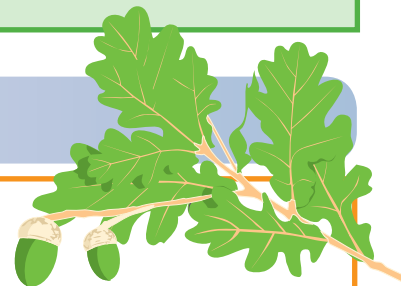
The tool kits, called Connecting Up*, offer a general introduction to resources that help to ensure that the benefits of coaching skills and techniques feed through into student success. Focussed at an introductory level on ways of planning for and getting the most out of learning conversations, linking practitioner learning and student learning and the benefits of collaborative coaching the tools can be readily integrated into day to day practice, they also start to support practitioners in making really good use of the coaching opportunities they encounter.

This Diploma Support pack has been specifically contextualised for 14-19 provision including new animations of learning conversations and offers a set of tools and techniques that make specialist and collaborative coaching effective.

Colleagues, schools and colleges interested in accessing the introductory resources should contact their regional 14-19 support and development partner or register on the Diploma Support website (www.diploma-support.org/facetoface/coaching)

Those interested in embedding these in organisational life systematically, in building a practitioner learning and/or coaching culture should contact Serena Dong (serena.dong@curee.co.uk) to take advantage of the special discounted prices available on the full range of CUREE resources.

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AERA Podcast

New to the CUREE website is a podcast, in which Philippa Cordingley from CUREE talks to Helen Timperley from the University of Auckland in New Zealand about the use of research and evidence in informing educational practice.

The podcast was filmed at the American Evidence Research Association (AERA) conference in San Diego.



The podcast focusses on professional development that makes a difference to student outcomes and the key messages from both UK and New Zealand including some surprises.

This is the first in a series of podcasts we will be launching on the CUREE website, if there is a particular subject you would be interested in seeing covered, or for more information, contact michael.hawkins@curee.co.uk

The podcast can be found at www.curee.co.uk/node/1011

Research for Teachers

Latest summaries on the GTC website

Research for Teachers (formerly Research of the Month) helps teachers access large scale and high quality research of practical value in the classroom. It hot links academic findings to teachers own research, thus bringing abstract evidence to life. Latest published summaries include:

Curriculum - what does this mean in practice? The key factor is the design of the curriculum at school level. It is the point at which the curriculum meets the learner that is crucial and it is what teachers do that really matters.

<http://www.gtce.org.uk/teachers/rft/curriculum0809/>

Bilingualism - what helps learners with English as an additional language? A pilot project set up in January 2004, aimed to increase 'the confidence and expertise of mainstream primary teachers in meeting the needs of advanced bilingual learners and also raising the attainment of bilingual learners'.

<http://www.gtce.org.uk/teachers/rft/bilingualism0709/>



NCSL Narrowing the Gap

CUREE is pleased to have been commissioned by the National College for Leadership of Schools and Children's Services to investigate and develop understanding of the 'Narrowing the Gap' project. During the second year of this successful collaborative enquiry initiative, around 140 groups from across the country will be undertaking enquiries into effective action to reduce a variety of gaps in achievement. The project sets out to reduce the difference between outcomes for specific groups (e.g. those made vulnerable by socio-economic status, ethnicity, transition stage) and those for all children and young people, against a background of improvement for all. The project will also increase leaders' confidence and their capacity to act on their understanding and knowledge of successful practice. CUREE's main role is to provide a sound evidence base, provide research tools to enhance the effectiveness of enquiry and to look for findings that can be helpful across the system.

For more information, contact natalia.buckler@curee.co.uk



National College for
School Leadership

Learner Survey and Focus Groups

CUREE is about to begin the third year of surveys to find out how learners experience the curriculum. The Building the Evidence Base project, on behalf of the QCDA, aims to gather the best available evidence on effective curriculum design. If you or your school would like to be involved in the survey, play a part in influencing future policy and guidance around curriculum design, and obtain a picture of the views of pupils in your school as compared with schools nationally, please contact Laura Smith at laura.smith@curee.co.uk, or on 024 7652 4036.

CUREE is also running a series of focus groups for learners to tell us in more depth how they feel about their learning. The focus groups are an excellent opportunity for you and your networks to get some feedback on how your learners are experiencing changes as you develop your curriculum. CUREE designs the focus group activities to be lively and engaging, and the activities can provide excellent feedback for practitioners. If you would like to host a learner focus group at your next network event, again, please contact Laura Smith at laura.smith@curee.co.uk or on 024 7652 4036. We look forward to hearing from you.

To find out more about the Building the Evidence Base for the Curriculum project, and read reports from the first two years of the project, please visit www.curee.co.uk/our-projects/qcda-building-evidence-base



Qualifications
and Curriculum
Development
Agency

Up coming Events...

On the 12th November Alison Halford will be running a seminar on coaching and professional learning at the **CPD Leadership Conference** in London. CUREE will also be leading the inaugural meeting of the **Ealing Coaching Network** in the 12th Nov. Philippa Cordingley will be at the **British-American Project annual conference** in Edinburgh, 5th-9th November and on the 18th November she will be running a coaching session for representatives from Italian universities and ministry of education in Florence.

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

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

[The impact of enquiry-based science teaching on students' attitudes and achievement](#)

[Differentiating Learning in the Literacy Classroom](#)

[Training parents to help their children read](#)