

Introducing Miranda Bell, our Associate Director...

Miranda has been working with Philippa Cordingley, founder and CEO of CUREE, since the organisation was a mere twinkle in Philippa's eye. Now, in our tenth anniversary year, Miranda reflects on the learning that has accompanied a decade of growth. "Everyone who joins this team has to be prepared to learn new skills – and that includes us old hands – because just about everything we do is ground breaking. We can't say oh he's good at that and she'll be able to do this as we never know what is coming around the corner." Miranda believes that CUREE's constant scanning of the research horizons and engagement with research evidence has kept her on her toes:

"Being in a position to carry out systematic research reviews and appraising recent research is a huge privilege. But actually working on projects which successfully take that evidence and turn it in to something which makes a difference to practice or influences policy is the real bees knees for me."

She also finds that she is constantly honing her editorial expertise. "New media mean new editorial challenges. It is definitely not a case of here comes the apostrophe police! (Well ok just a little bit). All our outputs have to be carefully crafted both for the medium and for the learning they generate. In a system as segmented and diverse as ours that takes quite some tackling."



Miranda Bell
CUREE Associate Director

How can schools successfully promote equality for BME pupils?

Research shows that schools which are successful at promoting equality of opportunity for black and minority ethnic (BME) pupils are characterised by certain principles:

- high expectations
- high quality teaching and learning
- an ethos of inclusivity and respect, and
- effective partnership between parents and schools.

We have brought together research findings from the GTC's popular Research of the Month (RoM) resource about each of these key areas in our latest RoM anthology. The RoM anthology includes a number of case studies carried out by teachers that illustrate some of the key messages of the research. We have also produced a related set of research taster activities which teachers can use to develop their practice. (nb RoM is in the process of changing its name to Research for Teachers.)



The 'promoting equality for BME pupils' resource is housed on the GTC's website at:
http://www.gtce.org.uk/networks/achieve/resources/promoting_equality_spring08/

Do you want to know which aspects of the work of school leaders makes most difference to students?

Perhaps you have been thinking hard about leadership and learning as part of school planning. Perhaps you have been working with Philippa Cordingley at a recent conference exploring intriguing key findings from Viviane Robinson's best evidence synthesis.

In either case you'll want to know more about what works for students. As Philippa has been promising, in response to popular demand, here is a summary, written by CUREE, of this exciting new study that reveals important evidence about how school leaders' involvement in, and leadership of, professional learning and development has twice the effect of any other single intervention!

You can access the Robinson summary here: <http://www.curee-paccts.com/dynamic/curee11.jsp?m=47>

Are you interested in developing the curriculum?

As part of CUREE's work on the QCA Building the Evidence Base project, we have produced a map of research reviews in the field of 'curriculum' (in its widest sense) in order to give QCA an overview of the field.

This report brings together and maps out existing reviews of research relevant to the QCA's new and wide ranging curriculum framework. It describes and analyses the resulting evidence about the range and type of curriculum related research and highlights gaps.

Our next step will be to flesh out the 6 key messages by analysing and synthesising the core issues on which the reviews are based.

Any comments, suggestions or contributions are welcome, especially in relation to further studies that fill the gaps highlighted in the map.



To download a copy of the map, please visit <http://www.curee-paccts.com/dynamic/curee80.jsp?m=19> or for more information please contact sarah.gibbons@curee.co.uk

Research of the Month (RoM) Latest summaries on the GTC website

RoM 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:

Strategies for improving pupils' writing skills

http://www.gtce.org.uk/research/romtopics/rom_curriculum/writing_skills_feb08/

The role of specialists in continuing professional development

http://www.gtce.org.uk/research/romtopics/rom_cpd/038throleofspecialistsincpd/

NB soon RoM will be known as Research for Teachers

GTC
General Teaching Council
for England

Interested in how other teachers have enhanced their teaching of mathematics?

Teacher Enquiry Bulletin

National Centre
for Excellence in the
Teaching of Mathematics



Of course there are no magic bullets, but in this bulletin you'll find lots of examples of teachers' enquiries which have led to improvements in mathematics teaching and learning at all levels. The projects ranged from Key Stage 1 to post-16, covering a wide number of topics. In every case the teachers had identified an issue or a problem as a starting point.

The teachers involved made use of a variety of teaching and learning strategies, including:

- assessment for learning
- structuring group work and discussion
- problem solving, and
- games and practical activities.

Most of the teachers worked collaboratively to share ideas, develop responses, try out new approaches and observe the effects. Many were also supported by specialists. Taking part in the enquiries helped them to become more open to new teaching approaches and willing to experiment, which in turn helped to enhance their students' engagement, confidence and achievement. In the process, they learned more about student learning as well as teaching mathematics.

Reading these teachers' stories will, I am sure, give you a real sense of the excitement about teaching and learning mathematics generated within these projects.

Mathematics suddenly becomes much more accessible and engaging for both teachers and students. There is a clear shift in several of the projects away from traditional, teacher-led, text book-driven approaches with students working independently, to active learning with students of all ages 'cutting and sticking' and discussing and defending their solutions.

Some projects sustained the buzz outside school. The sixth form students at one school spent a Friday night and Saturday morning at a youth hostel doing mathematics, whilst a primary school enabled its students to involve their parents in their mathematics learning at home.

I hope that after you have read about the teachers' enquiries and our teacher interviews that you will feel inspired to develop your own mathematics teaching and learning in a similar spirit. If this is the case, please do share with us so we can spread the message.

Professor Celia Hoyles OBE
Director, National Centre for Excellence in the Teaching of Mathematics

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A focus on raising achievement in Area mathematics **Page 10-11**

How can we use ICT (interactively) effectively in mathematics at KS2 & KS3? **Page 12-13**

How can we improve the quality of students' mathematical conversations? **Page 14-15**

Enhancing the quality of learning and teaching in co-located mathematics **Page 16-17**

Coaching as a means of developing mathematical thinking **Page 18-19**

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We have produced a new bulletin on behalf of the National Centre for Excellence in the Teaching of Mathematics (NCETM). The Teacher Enquiry Bulletin gives a wide range of useful examples of teachers' enquiries that have led to improvements in mathematics teaching and learning at all levels – from Key Stage 1 to post-16. We show, for example, how teachers have:

- used interactive whiteboards effectively
- encouraged pupils to play mathematics games with their parents at home to help raise attainment for KS1 and KS2
- improved the quality of their students' mathematical conversations
- used coaching as a means of developing mathematics teaching, and
- changed to an enquiry-based approach.

When you read the teachers' stories you get a real sense of the excitement about teaching and learning mathematics that was generated within these projects. We hope they will inspire you to develop your own practice in new, innovative ways too.

National Centre
for Excellence in the
Teaching of Mathematics

The Teacher Enquiry Bulletin is downloadable from NCETM's website at: www.ncetm.org.uk/research To request a free hard copy, please email: kirsty.bond@curee.co.uk

Have you visited curee.co.uk recently?

The next time you do you may find that there are a number of changes!

We are currently in the process of redesigning our website to more fully reflect the needs of practitioners and policy makers. The new site will be bigger, clearer and easier to use, but in the transition to the new site we may lose some of the weblinks quoted above. The search engine will help you find them, but if you are still having difficulty, contact michael.hawkins@curee.co.uk if there is something in particular you are looking for.



Up coming events...

National Teacher Research Panel Conference

The National Teacher Research Panel is hosting its 4th biennial Conference, **Improving Teaching Enhancing Learning: Connecting evidence, practice and policy** on 24th November at the QE2 centre in Westminster in partnership with the Teaching and Learning Research Programme. This free to attend, joint event will offer delegates the opportunity to engage with major new challenges facing education for children and young people, and is aimed both at those already doing research as well as those new to it.

You can now register your expression of interest and download the conference flyer at <http://www.tlrp.org/conference/2008/index.html>. To find out more about the NTRP and the 2008 conference please visit <http://www.standards.dfes.gov.uk/ntrp> or email the Panel Administrator zenobia.daar@curee.co.uk