



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

Introducing Julie Temperley, Associate Director at CUREE ...

Julie first met Philippa Cordingley, CUREE's Chief Executive in 2000 at a (then) TTA conference where Philippa was giving a keynote speech on the role of teacher research in professional development and school improvement. Julie promptly booked Philippa to speak to the network of teacher researchers that Julie was working with in 17 secondary schools in a Local Authority. Julie found she kept bumping into Philippa in many different places and so she became intrigued to learn more about CUREE. She joined the organisation in 2004 in time to be part of the team developing the National Framework for Mentoring and Coaching. Julie's main research interest is in the area of evaluation and so she has also been leading for CUREE the three-year external evaluation of the (now) TDA Postgraduate Professional Development programme. Her next big challenge will be to work with QCA to develop and launch an action research scheme for teachers to support them to experiment with innovative approaches to curriculum development.



Want to help with the development of the new curriculum for the 21st century?

CUREE is working in partnership with the University of Wolverhampton to assemble an evidence base to support the development of the curriculum for the 21st century for the QCA. Our focus is to bring together key skills, experiences and networks and different forms of evidence about the curriculum. We will be focussing on identifying what's happening now, what works where and what needs to be improved to create a curriculum with capacity to meet the needs of a rapidly changing society. Combining, large scale surveys, action research, multi site probes, and research reviews, this exciting project focuses on both creating an evidence base and on making it accessible and useful to practitioners and policy makers. Our first round of research questions focus on different forms of assessment, on challenging and inspiring learners, flexibility and choice, student well being and aspirations.

How can you help?

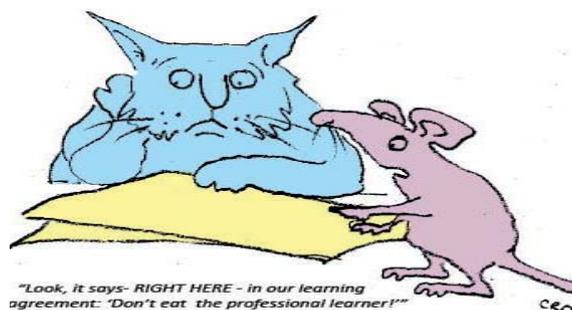
We'd welcome any thoughts or contributions you have on developing the evidence base for the new curriculum. You may be working on creating a more flexible curriculum in your school or leading change in relation to a more flexible school timetable, for example. If you have examples of innovative curriculum design – or indeed anything to contribute on this important subject – please contact:

holly.mitchell@curee.co.uk



Not ordered your copy of the Effective Mentoring & Coaching packs yet? Unsure which pack will best suit your school's needs?

To help you decide which of the Effective Mentoring & Coaching packs will help you achieve your mentoring & coaching goals, why not download the individual pack demos from the CUREE website? You'll find them at <http://www.curee-paccts.com/dynamic/curee73.jsp?m=65> The samplers contain a selection of the materials from each of the packs, including activities and their associated resources, animated video clips, articles featured with the booklets plus interactive activities. Both cost and time effective, the EM&C packs contain all you need to develop an in-house CPD programme to get mentoring & coaching practices embedded in your school. For further information and/or to order, email emac@curee.co.uk



Working in an area of deprivation? Want to know where to find evidence-based help?



Renewal.net provides ideas, evidence and examples for organisations and individuals looking to improve local outcomes through multi-agency working. CUREE has produced a new series of reports for the site. They include case studies on projects to reduce the number of young people not in education, employment or training (NEETs), tackle gun and gang related crime, and to improve outcomes for children experiencing disruption at home. Two 'solving the problem' reports bring the messages from across the case studies and larger scale research together, and also highlight the role that the Local Area Agreement (LAA) can play in supporting the planning and evaluation of projects. Find out more by visiting www.renewal.net

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

Promoting students' persistence in meeting learning challenges
www.gtce.org.uk/research/romtopics/rom_teachingandlearning/persistence_oct07/

Transforming teaching and learning with ICT
www.gtce.org.uk/research/romtopics/rom_teachingandlearning/ict_nov07/



How do teachers like you get involved in research?

The General Teaching Council's (GTC) Engage Network is keen to encourage teachers to engage with research and evidence from the very start of their careers. CUREE worked with the GTC to develop a series of resources that would act as a springboard. These included a research 'anthology' that brought together some of the cumulative findings from its popular Research of the Month (RoM) series. We also prepared a selection of practical research taster activities based on bite-sized chunks of the evidence. The activities help teachers understand the implications of the research evidence for their practice.



We introduced the taster activities at two conferences and invited teachers to try them out. We helped them write up their activities too, to enable them to share their experiences. You can find out how the teachers successfully used the research tasters to improve the learning behaviours of their pupils by reading their case studies on the GTC website at: www.gtce.org.uk/networks/engagehome/resources/behaviour_for_learning/. Here you'll also find links to both the research tasters and the anthology as well as to the whole RoM resource, so you can get involved with research too.

Interested in taking part in one of our research projects?

Our work often involves working with schools and/or individual teachers, and they usually find they learn a great deal from the experience. One of our latest projects to directly involve schools is for the TDA and is expressly designed to support effective CPD. We are supporting groups of teachers and teaching assistants in two schools (one primary and one secondary) in using research evidence as a stimulus for their own classroom enquiries.



First, we will explore with the groups the findings from a number of specially written digests of quality research which focus on areas relevant to the schools' development plans, such as assessment for learning, speaking and listening, and inclusion. Then, we will ask the teachers and teaching assistants to work with each other to experiment with the

ideas and teaching and learning processes they have read and discussed, using tools and approaches which we have developed. Later, we will ask the teachers to share and reflect on their experiences with each other. We will also help them to write about their investigations – reporting on their aims and approach, the evidence they collected and the impact on their own and their pupils' learning.

Finally, we will produce a report that details the 'reflective activities' and case studies and draws out the key messages for the benefit for other schools and CPD leaders.

If you think your school would like to be involved in a project like this, then let us know, by emailing zenobia.daar@curee.co.uk



Up coming events...

February

E-Learning and ICT – Leading change for digital dividends launch event,
Wednesday 27th February 2008, London.

The leading change for digital dividends launch event is designed for senior leaders and their teams from across the further education and skills sector. This covers FE colleges, work-based learning providers and adult and community learning organisations, to realise digital dividends from their e-learning and technology strategies. Philippa Cordingley, Chief Executive of CUREE will be running a key note presentation and a transfer and scaling up e-learning module.

For further information, visit the CEL website <http://www.centreforexcellence.org.uk/?Page=Programmes&id=52F48C17-D7BF-4AC1-B407-6AF314A0C594>