

Bespoke gateways to research for schools

CUREE offers a personalised service to schools to connect each aspect of your School Improvement/Development Plan with selected summaries of relevant research specifically written for practitioners and often carried out by them.

We can create your school's own gateway to research or networks of practitioners tackling particular issues through a 1xA4 summary of your SIP/SDP that is hyperlinked to relevant evidenced based resources on the web, which can be housed on your intranet. The links can be classified by both subject and cross-curricular issues, such as assessment, raising boys' attainment or inclusion. CUREE's support and expertise in this area will ensure that the research you are linked to is high quality, relevant and practical.

For more information, e-mail us at: info@curee.co.uk

TLA Leader Toolkit

The GTC Teacher Learning Academy (TLA) commissioned CUREE to create a TLA Leader Toolkit designed to help TLA leaders create a positive learning environment for developing TLA in their school. The Toolkit is focused around five key questions:

1. How do you interest people in getting involved in and committing to TLA?
2. How do you demonstrate to senior management the benefits of investing resources in TLA and giving it status?
3. How do you motivate people to use TLA as a way of enriching teacher and pupil learning?
4. How do you get people to deliver on what they've agreed?
5. What do you need to think about if you're leading TLA in a school other than your own?

The Toolkit will include video clips and activities designed to help TLA leaders to:

- develop their own skills and understanding of TLA and its role in their school
- support them in doing a TLA presentation about this work
- explore the connections between TLA processes and school development plans/performance management
- identify the benefits of TLA for teachers at different stages of their career, and
- find other relevant and helpful resources.

For more information contact: emma.king@curee.co.uk

Transfer and scaling up of good practice

We are now moving into the final stages of our Transfer and Scaling Up project in which we are working with the Innovation Unit to explore the strategies employed by national agencies to transfer good practice from site to site, and how to take good practice to scale.

Preliminary findings from the project are captured in a paper we presented at the ICSEI conference in January, copies of which are available. We took the outcomes from these workshops to a national policy maker seminar in March. We are currently defining the draft principles for supporting the transfer of learning and practice and the process of going to scale that we tested and refined at the conference.

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Inside Information: Teaching assistants – crucial partners in children's learning



The cover of the 'Inside Information' newsletter features a central photograph of a woman, likely a teacher or researcher, smiling. The text on the cover includes the title 'Teaching assistants – crucial partners in children's learning' and a sub-headline 'In This Issue'. The cover also mentions 'National Teacher Research Panel' and 'engaging teacher expertise'. The background is a mix of white and orange tones.

A second issue of 'Inside Information', geared specifically at teaching assistants, is now available. CUREE worked with National Teacher Research Panel members to write summaries of teachers' classroom research on a range of themes, such as encouraging effective discussion between pupils

during group work, and supporting disaffected and underachieving students. It suggests how teachers and teaching assistants can use the evidence to support pupils' learning in their own classrooms. It also contains interviews with the teacher researchers, showing what inspired them to carry out the research and how they got started.

Copies of the new Inside Information are downloadable from the National Teacher Research Panel's website:

www.standards.dfes.gov.uk/ntrp

Free research resources



Postgraduate professional development

The Postgraduate Professional Development (PPD) QA Strand evaluation which CUREE is undertaking for the TDA is progressing well; the majority of the desk based work has now been completed. This has involved a review of a range of documentation that the sites have to complete and return to the TDA.

The second phase of the project has involved CUREE research managers visiting each individual site to gather further information to supplement that gained from the documents. The site visits have been taking place in February and March and have provided a valuable opportunity for CUREE research managers to meet with the Partnership Managers, students and tutors. This phase of the project will also involve interviews with students and reviews of student work.

For more information contact: holly.mitchell@curee.co.uk

Integrating learning platforms into teaching and learning

The government has a target that all pupils will be able to access a personalised online workspace, capable of supporting an e-portfolio, by 2007-08. The systems that provide this capacity are called 'learning platforms'. We have been carrying out a project on behalf of Becta aimed at supporting schools in implementing learning platforms. As part of this project we are interviewing schools who have successfully introduced similar systems to find out what advice they would give to other schools who are just starting out. Becta is also undertaking a major project to develop a list of 'preferred suppliers' who can provide learning platforms to a minimum specification. Schools, local authorities and regional broadband consortia will be able to use the list of suppliers to purchase learning platforms without needing to go through EU procurement procedures.

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QIA focus groups

CUREE has recently worked with Wolverhampton University on a project supporting the next phase in the development of interactive teaching resources for teachers and trainers in the further education sector. This initiative, part of QIA's National Teaching and Learning Change Programme is now developing resources for teachers and trainers in creative arts and media.

CUREE was supporting Wolverhampton University's research and development role and helped them deliver a series of regionally organised focus groups. Our brief was to gather together classroom/studio/workshop practitioners and curriculum leaders to contribute their views and experiences to the early thinking on the content and design of the resources.

Despite the difficult timing, either side of Christmas, we were able to encourage over 100 participants from colleges, schools, adult and community education and work based learning settings to join us at four regional events. We gained a lot of valuable insights into the environments in which the participants work and teach. We heard a very diverse range of views about the value of e-learning resources.

Many people are keen on computer-based resources but there are plenty who prefer to use more traditional physical resources. The multi-agency involvement in the focus groups proved to be a success with much fruitful feedback and the information gained will help develop a product more sensitive to the needs of its audiences. We also learned that there are a lot of practitioners out there willing spend some of their time sharing their experiences and opinions with organisations trying to develop support resources. It is, however, surprisingly difficult, even in this wired-up age, to find them and communicate with them.

For more information contact: holly.mitchell@curee.co.uk

Engaging teachers with research

In March we ran two conferences with the GTC targeted at teachers in the early stages of their careers, to help them to use research and evidence in their daily classroom practice. We have developed a resource that brings together teaching techniques that research shows support effective pupil learning.



Teachers at the Engaging Teachers With Research: Behaviour for Learning conference in March 2007

The teachers were trying out tools that we have created to support teachers in putting the research to work in classrooms and were writing up their experiences to create a web resource. There were also opportunities for teachers to access support to gain professional recognition for their work by completing a stage 1 presentation for the Teacher Learning Academy (TLA). Follow up conferences are planned for the Summer term to support teachers further with their research.

For more information about the conferences please contact: emma.king@curee.co.uk

CUREE focus group

CUREE uses a variety of methods for ensuring that the work it does meets the needs of education practitioners. One of these is the focus group. The term has become a bit discredited because of the association with political spin, but focus groups provide a very valuable opportunity for a small group of people to look at ideas, processes, techniques or products and offer their views on how useful the resources are and how they can be improved.

At CUREE we make every effort to ensure that we are producing resources that are relevant, accessible and productive for practitioners and leaders. We regularly invite practitioners to test and give feedback on our work as a way of maintaining the development of resources as an iterative process. Most recently we have been testing TRIPS and ROM CPD activities and have also gained feedback on ways in which to improve the CUREE website. We are always keen to hear from anyone who has suggestions on how to improve our products and services.



Practitioners at the CUREE focus group, 16th March 2007

Please consider volunteering to take part in our focus and testing groups. It will take 3 to 4 hours of your time and you can do it just once or as many times as you wish. Of course, we pay expenses and cover costs if you need to be released from teaching. Very many of our focus group participants say that they found the experience valuable to their own professional development.

If you are interested or would like further information please contact: zenobia.daar@curee.co.uk

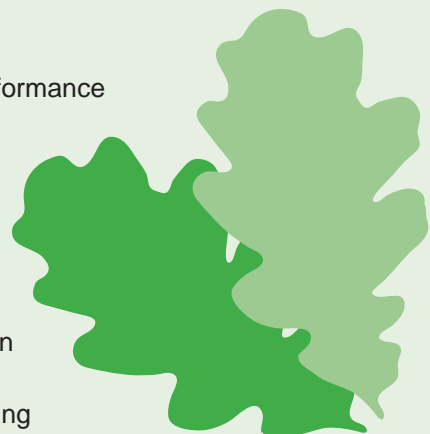
Effective Mentoring & Coaching: Leading professional development to make a difference

CUREE has developed a series of 6 resource packs for education practitioners designed to equip facilitators with the knowledge, confidence and resources to run successful in-house mentoring and coaching programmes.

The packs provide facilitators with interactive tools and support materials for group activities linked to the National Framework for Mentoring and Coaching. The resources centre on video clips and animated presentations of a series of common problems and practical tools for resolving them.

The suite of 6 packs focus on the following areas:

- **Joining up:** linking coaching and mentoring with school development and performance management
- **Taking hold:** putting professional learners in charge of their own development through coaching
- **Doubling up:** securing learning *and* accreditation benefits from mentoring
- **Letting go:** developing coaches' skills in increasing professional learners' independence
- **Pulling through:** developing mentors' ability to support professional learners in drawing on evidence and expertise
- **Pulling together:** ensuring the right mix of challenge and support in co-coaching



The entire product set will be released in the Summer term of 2007 with introductory training packages being launched simultaneously.

If you would like more information go to: www.curee.co.uk/dynamic/curee57.jsp?highlight=EM&C