



curee news



Welcome to the new look CUREE newsletter

It's been an exciting few months in CUREE. Being involved in creating the first TV based set of research resources together with practitioners using the research, definitely a highlight. We were so grateful to the busy practitioners and schools who welcomed the demanding TV cameras into their learning!

I always feel a bit tentative about working overseas – I worry about being sure we can make research useful when we aren't familiar with the whole context. But our trips to Italy and Ontario reminded me that there's a lot to be learned from making the strange familiar and the familiar strange; the research process does that in one way, but working with colleagues from overseas does it in another. On which topic it's also been very exciting to work with colleagues from the wider workforce and those involved in the Paul Hamlyn Foundation Learning Away project. So we are still learning huge amounts – and we hope our work and this newsletter will help you do the same.

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Introducing Lisa Bradbury, our Principal Professional Learning Manager...

I joined CUREE in November last year from a role in the GTC where I was involved in a variety of activities to develop, enhance and embed the Teacher Learning Academy. During my 20 years of experience in schools in Herts and Birmingham, and particularly in my role as Deputy Head, I was increasingly interested in the professional development of teachers. After doing my own action research I became involved at a consortium level in developing action research projects around thinking skills.

The move to CUREE has provided me with a stimulating learning environment with many opportunities to grow and develop whilst building on previous experience. In my new role as Principal Professional Learning Manager I have been involved in the planning and

facilitation of CPD especially relating to mentoring and coaching and the evaluation and accreditation of CPD. I have loved working with a wide variety of teachers already as they make use of the Effective Mentoring and Coaching resources in their schools and networks. I have also been involved in the development and design of research based CPD resources as well as Quality Assurance which has helped me to understand rapidly the depth and breadth of CUREE research support for practitioners.



School Leadership and Student Outcomes: Identifying what works and why

How fair is the perception that if learners fail it's the Head's fault? What is the evidence that heads can really make a difference? And if they can, how do they do it? This is something Vivienne Robinson, key author of this best evidence synthesis set out to establish.

The findings come from a rigorous re-analysis and synthesis of research which explored direct and indirect links between leadership and student outcomes. Just as there were some real surprises in the sections about the overall impact of leaders that were published in individual articles late last year, there's new evidence to set us all thinking in this long awaited full report



– in particular about how leaders relate to learning at home and to the use of systems and tools:

- Learners made substantial progress when teachers engaged with family funds of knowledge
- Children's learning suffered when parents helped with homework unguided, or when the teacher-parent relationship was less than good
- Effective leaders made available to their staff sound theory and specialist knowledge embodied in tools such as formative assessment frameworks

A summary of the report can be found at www.curee.co.uk/school-leadership

Real Life Modelling and Research from Teachers TV

If you want immediate, real life footage of teachers experimenting with research based strategies then look no further than Teachers TV. From Monday March 22nd, www.teachers.tv will be hosting "Proven to Work", a series of ten short films. Each will showcase teachers experimenting with and embedding approaches that they chose on the basis of research.

Philippa Cordingley contributes to the short film clips by building a bridge between the practices being shown and the underpinning research. She and CUREE colleagues have also played a central role by identifying links to practical research tools, tasters and summaries

designed to help programme viewers work out how they might use the research



in similar ways. Just follow the hot links on the teachers TV web site to find a range of engaging ways of connecting with the research. The clips were filmed in Heather Primary school in Leicester and President Kennedy School in Coventry.

Proven to Work was filmed and produced by Maverick TV and will be available to view from March 22nd at <http://www.teachers.tv/series/proven-to-work>

Maximising Potential: Learning Together Through Enquiry

- Do you want to explore how practitioners are using research and enquiry to narrow achievement gaps for vulnerable young people?
- Would you like to learn more about how practitioners are working together to maximise the potential of all the adults and young people in their schools?
- Do you want to hear more about how the use of evidence helps to make sure that CPD has real impact for the practitioners involved?

CUREE is supporting the National Teacher Research Panel as it marks its 6th Annual National Teacher Research Conference in November 2010.

Join 400 practitioners, school leaders, policy makers

and researchers at the National Teacher Research Panel's 5th national conference on Monday 29th November 2010 at the National Exhibition Centre, Birmingham.

Share and debate these hot topics and take away examples of effective practice to adapt for your context.

Early registration for this free to attend (and always oversubscribed) conference is strongly advised. Register your interest today by e-mail to:

kirsty.bond@curee.co.uk



Are your wider Workforce involved in research too?

Practitioner-led research projects help us all to gain a greater understanding about existing good practice in children's services and enable practitioners to explore their own practice, develop new ideas, and work with colleagues across a range of settings. If you are a practitioner involved in early years, childcare, education, welfare or social care for children and young people you will soon be able to access new resources to help in your practice related research.

CUREE have been commissioned to develop a good practice guide on how to produce high quality practitioner research based partly on quality research already carried out. The good practice guidance will be published on the Children's Workforce Development Council (CWDC) web-site and widely disseminated to practitioners throughout the 500,000 strong children's workforce. This initiative will inform workforce development by learning from those who deliver and receive services.



Recent Events...

Have you ever wondered whether engaging in and with research as part of professional practice is a peculiarly English phenomenon? Philippa Cordingley recently delivered the opening keynote speech at the 5th Annual Ontario Education Research Symposium in Toronto in February and spent two fascinating days learning all about Ontario's approach to "Knowledge mobilisation". If you would like to see an excerpt from her presentation or keep up to date with CUREE events, please visit www.curee.co.uk/events

Future Opportunities...

CUREE is planning to run Coaching Cornerstones and Coaching Masterclass Development days in the autumn term. We will also be offering programmes at CUREE for people who are embedding, mediating or brokering coaching and or mentoring to groups of practitioners or schools. If you would be interested in finding out more please contact serena.dong@curee.co.uk.

Want to connect your use of CUREE coaching materials? CUREE is pleased to launch a web forum for users of the Effective Mentoring and Coaching suite of resources. The forum will be regularly updated with news, helpful hints and supporting resources. The forum can be found at www.curee.co.uk/forum and if you need a password you can contact serena.dong@curee.co.uk

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

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

Access easy summaries of research to improve your practice - click here for the latest:

[Improving group work among primary pupils: facilitating attainment, interaction and classroom activity](#)

[How can evidence-based CPD programmes improve the professional development of science teachers?](#)

[Follow the leader: how can leadership improve achievement?](#)



department for
children, schools and families

Enhancing Learning Through Innovative Residential Experiences

What do we know about the impact of residential learning experiences on young people's development? CUREE is working with the Paul Hamlyn Foundation to share what's known already with a group of 13 pioneers and to find out more.

"Learning Away" is a £2.25 million initiative from the Paul Hamlyn Foundation that supports groups of schools to develop, pilot and embed residential learning experiences. A team from CUREE will be supporting clusters as they evaluate the impact of their projects.

The aim of the work is to build an evidence base about successful teaching and learning in residential learning environments that will ultimately support the wider scaling up of the Learning Away initiative to many other schools and organisations.



Paul Hamlyn Foundation also aims to develop the potential of the projects in order to exert influence at a policy level, encouraging more availability and support for residential experiences for children.

Each cluster has proposed distinctive forms of evidence gathering tailored to the aims and the nature of their projects. As always CUREE will be using approaches to evidence collection that help the clusters understand the learning and develop their practice at the same time as answering research questions. This will involve activities such as enhancing self evaluation techniques, supporting co-coaching in clusters and gathering detailed practice case studies.

If you would like to know more about the evaluation plans please contact Natalia Buckler at natalia.buckler@curee.co.uk

Coaching and Mentoring spreading to Italy

English schools have some leading practice in terms of coaching and mentoring and this best practice is being sought internationally.

In November the National Agency for School Autonomy, an agency that work under the vigilance of the Italian Ministry of Education, sought help from CUREE to develop a group of key staff who will be supporting large scale project teacher development projects in Italy. They recognise the potential for a significant element of peer coaching in their programmes but want to learn from our experiences, build on our effective mentoring resources and the principles that have been established and how to build effective skills and practice.



Philippa Cordingley and Alison Halford visited Florence to share the experiences of the UK system in developing coaching and mentoring. For any of you that have been part of recent CUREE development sessions you may have heard us use the tree analogy to differentiate between Specialist coaching, Co-coaching and Mentoring. While we were in Italy we found this lovely image of a tree on a tile in a nearby traditional building and we have been using this picture ever since. If you would like to find out more about this metaphor the slides are on the new website

forum for users of the CUREE Effective Mentoring and Coaching packs and for other general coaching and mentoring enquiries please contact serena.dong@curee.co.uk