

Introducing David Willis, one of our Research Managers...

David joined CUREE in March 2009. Having completed a BSc in Medical Genetics at the University of Leicester he became a Research Assistant in Bioethics for Universities Centre of Excellence in Teaching and Learning (CETL). David comments: "This was an interesting and exciting project to work on. Not only because of the drive to develop innovative ways of teaching genetics and bioethics, but also it provided me with the opportunity to make the transition from science to education."

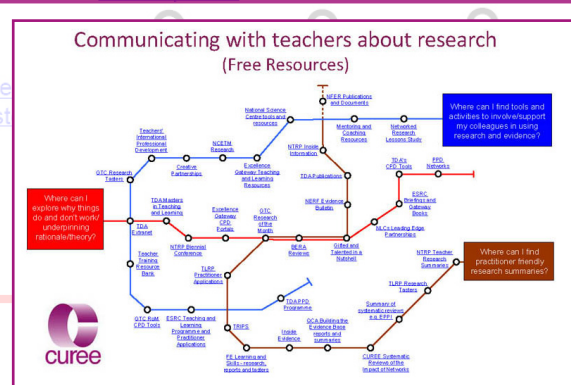
These experiences have been what David describes as a "natural stepping stone" to working at CUREE. "I am very proud to be part of this organisation. Having a background in academic and scientific research, I have always been keen to realise the importance of how effective this was in practice. That's exactly what CUREE is all about, helping to bridge the gap between research and professional practice in education."

"One of the best things about working for CUREE so far, is the diversity of projects that I am already involved in. Not only am I beginning to formulate the Knowledge Management strategy but I am also heavily involved in projects such as QCA's Building the Evidence Base for curriculum development. Finally one of the main things that has struck me since starting here, is the passion to achieve excellence and the drive to develop educational practice within the UK, something I am very pleased to be part of."



David Willis
CUREE Research Manager

CUREE Route Map of Free Resources



CUREE has been at the forefront of developing resources for busy practitioners to enable them to use evidence from research for teaching and learning. Once the 'Bubble Map', now the 'Route Map'; this interactive resource for locating research resources has been updated and re-designed to make it more user-friendly. Each 'station' offers a hotlink, a fast transit to useful and relevant free resources. The map has been applauded by teachers because it represents a really engaging and practical way of connecting teaching, learning and research.

The map is designed to answer the questions:

- Where can I explore why things do and don't work and look at the underpinning rationale and theory?
- Where can I find tools and activities to involve and support my colleagues in using evidence?
- Where can I find practitioner friendly research summaries and activities?

The route map will benefit from regular enhancements, so if you have any suggestions or would like to find out more, please contact michael.hawkins@curee.co.uk

The route map can be found on the CUREE website at www.curee.co.uk and registered users can download an interactive version of the map.

“Don’t Eat the Professional Learner!”

How you can gain more from your Mentoring Opportunities

Use this two day programme to establish yourself – or your new teaching colleagues - as people who take charge of their own learning! Tried throughout 2008-9 with groups of teachers in the first three years of their careers, this programme has proved its worth to participants, and their schools, time and again

You’ll leave the programme with a wide range of engaging and practical tools, protocols and resources for making sure that school based learning makes a difference for pupils. Plus you will receive a pack of Effective Mentoring and Coaching resources to use back in school.

“It has totally transformed the way in which I see “mentoring””

“The more we help each other as learners, the more we help the most important people: our students”

Specifically designed to support NQTs and early career teachers the next two day programme will be run at our headquarters in Coventry on 6th October and 8th December 2009.

Delegates should ensure they are available for both dates.

The discounted pack of resources (normally £195) plus 2 day training, all for a special price of £295. Please contact serena.dong@curee.co.uk for more information.



Look! It says it - RIGHT HERE - in our learning agreement: ‘Don’t eat the professional learner!’



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:

Dyslexia

www.gtce.org.uk/teachers/rft/dyslexic_dec08/

Neuroscience

www.gtce.org.uk/teachers/rft/neuroscience/

GTC

General Teaching Council
for England

New learning and skills section of our website



Helping colleagues in the learning and skills sector (LSS) to reflect on and enhance their practice is an area of rapidly-developing expertise for CUREE. We select the best of LSS-based research and put it into the hands of leaders, policy makers and practitioners, for example, through LSIS’s Inside Evidence. Our extensive knowledge of education research means we can recontextualise evidence

from the schools sector which is also relevant post-school. Our networks and focus groups help ensure that the resources we produce create an appetite for evidence-informed practice across the sector and meet practitioners CPD needs.



The new dedicated learning and skills pages of our website feature examples of projects involving the learning and skills sector, including research tasters, student surveys, focus group reports and Inside Evidence. The learning and skills section of our site can be found at www.curee.co.uk/learning-and-skills

Sauce for the Goose

Sauce for the Goose has got everyone talking about learning: teachers' learning.

After more than a decade of research and practice in teacher professional development, Philippa Cordingley argues persuasively in this pamphlet for a new and informed focus on professional learning as a powerful transformational tool. "Over the past ten years this work has strengthened our belief in the power of professional learning to transform teaching, pupil achievement, and the status of the profession as a whole."

Sauce for the Goose targets three key questions:

- What do we know about how teachers learn?
- How does teacher learning compare with pupil learning? And, crucially,
- How does support for professional learning compare with the evidence?

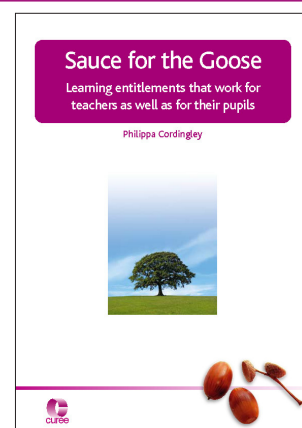
"It really makes some serious points in an accessible way"

Drawing on a wealth of experience and several recent reviews of relevant research, Cordingley's central thesis is simple: if we paid as much attention to what is known about teacher learning as we do to pupil learning then professional development would look a whole lot different.

"Ensuring all teachers can access the best possible CPD means clarifying the evidence that does exist about professional learning and learners and using this to explore the strategic opportunities and challenges that lie between current practice and a future in which teachers take increasing control of, and responsibility for professional learning."

"Sauce for the Goose is a gem!"

You can download a free copy of Sauce for the Goose at www.curee.co.uk/news/sauce-goose



Up coming Events...

CUREE will be attending AERA in San Diego, visit www.aera.net/Default.aspx?id=5348 for more information.

SSAT Regional Enterprise Co-ordinator Training, 20th April, and **Training for Enterprise Learning Partnerships** on 16th May.

SSAT Lead Practitioners development day 3, 29th April, and **SSAT LP Induction Conference**, 16th June.

Effective Mentoring and Coaching event for Nottingham City, 14th May, and for Northumberland, 22nd May.

Day 2 Leicester City Leadership Group, 5th June.

Local Authorities Update on Effective Coaching and Mentoring, Coventry, 10th June.

NQT and Early Career Teachers Mentoring Programme, 6th October and 8th December.

TDA CPD Providers Database

The Training and Development Agency (TDA) is piloting a database of CPD providers for one year to determine whether a national database is required, and how it might impact on schools, CPD providers and other stakeholders.

The aims of the database are to provide educational professionals with better information about the CPD opportunities available to them, and to allow the TDA to monitor the quality and coverage of CPD opportunities on offer.

All CPD providers listing opportunities on the database must sign up to a code of practice. This has been developed by the TDA in consultation with key stakeholders and sets out guiding principles for high quality professional development and a series of requirements for providers to meet.

The TDA has commissioned CUREE to undertake an evaluation of a sample of CPD providers registered on the database to monitor adherence to the code and assess its impact on providers and the CPD opportunities they offer.

For more information, contact terence.read@curee.co.uk or visit the database at www.cpdsearch.tda.gov.uk

