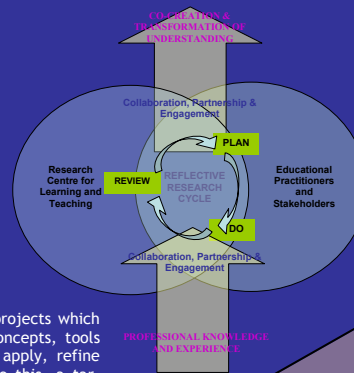


CONCEPTUAL MODEL

We believe that collaborative partnerships and equality between the different sectors on which we have impact is essential. These relationships are based on a reflective research cycle (which mirrors an effective teaching and learning cycle), operating between the Centre and educational practitioners and stakeholders. The output of this process is the co-creation and transformation of knowledge. In this way we facilitate the development of understanding of learning and teaching as well as an appreciation of how research on learning and teaching can support this process.



Our vision is realised through large national projects which break new ground and help generate new concepts, tools and frameworks and smaller projects which apply, refine and add validity to this knowledge. Alongside this, a targeted and strategic communication strategy has been developed which includes a rapidly evolving website, an annual conference and two national publications for the practice community, all of which aim to disseminate good evidence-based practice.

RESEARCH THEMES

Professional Practice

CfLaT is interested in how professional knowledge is constructed, translated across contexts and moved forward. The use of professional enquiry through action research and a privileging of multiple outcomes is common across projects.

Learning Environments

This theme focuses on the relationship between physical space and teaching and learning. In particular, there is a focus on the ways consultation and participation techniques can be used to help make the design process effective for all users.

Innovative Pedagogies

The Centre has an extensive history of research exploring different aspects of pedagogy, in particular perspectives on learning theory, thinking skills and metacognition. A number of pragmatic approaches for putting this theory into practice in different contexts have been developed, focusing on the facilitation of talk between learners and the co-construction of new knowledge.

Visual Methodologies

Centre members have developed thinking on how visual media, e.g. cartoons, children's drawings, video and picture based activities, can be used in supporting education research agendas, particularly when consulting younger children and marginalised groups. They are generating epistemological understanding of how they fit with more traditional methods and how they can be incorporated into an professional enquiry as pragmatic tools.

14-19 Education

Centre members are involved in understanding and shaping the development of partnership provision for 14-19 education in England. They are learning from young people's perceptions of their current learning experience, future education and employment, mapping ways in which achievement is attained and valued, and working with 14-19 providers to innovate and move provision forwards.

Community Learning

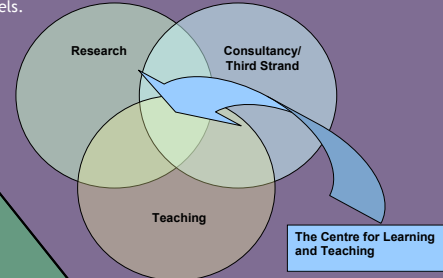
Centre members have established expertise in collaborative working between schools, communities and multi-agency partners to better support the needs of vulnerable children, young people and adults living in different learning communities. This theme has informed policy and has been influential in evaluating government initiatives.

THE CENTRE FOR LEARNING AND TEACHING NEWCASTLE UNIVERSITY

ENGAGEMENT

The Centre for Learning and Teaching (CfLaT) was established in 2002. It is embedded in the School of Education, Communication and Language Sciences (ECLS). It has established itself as a driving force behind teaching, learning and curriculum innovation and as a foundation for research capacity building across the School and the Faculty.

The Centre operates at a critical but complex cross over between different aspects of members' professional and academic interests. As such it works to combine different perspectives and to ensure outputs are produced at multiple levels.



CfLaT has an impressive, and ongoing, strategy for supporting the research careers of its members, regardless of experience and expertise. The more experienced support the less experienced, and vice versa. Staff in the Centre work hard to create and promote a vibrant research culture which helps to facilitate and enable researchers at all stages of their research careers (including students) through events and activities:

- Research teas
- Bid writing and paper writing groups
- Guidance group
- Education Section seminars
- National conferences and seminars
- Regular Away Days.

The Centre for Learning and Teaching is a hub of research based activity to which Postgraduate Taught and Research students are invited. Centre events provide the chance for them to engage with researchers of national and international standing. Students across postgraduate programmes are encouraged to take part in research events.

The aspiration of the Centre for Learning and Teaching (CfLaT) is to be an authority in the research and practice of learning and teaching, life-long and life-wide. We are widely recognised as an effective University partner in developing research-led practice with a growing reputation for pragmatic collaboration and improvement in the field of learning and teaching. The Centre has a strong orientation towards applied research and impact, developed through a range of work exploring a variety of innovations all of which address the educational experience and outcomes of learners.

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