

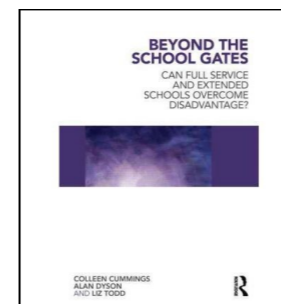
Publications 2010/11

- Bourke, R., Mentis, M. and Todd, L. (2010) 'Visibly learning: Teachers' assessment practices for students with high and very high needs', *International Journal of Inclusive Education*, vol. 14(7).
- Carpenter, H., Peters, M., Norden, O., Cummings, C., Hall, I., Laing, K., Todd, L. and Davies, P. (2010) Extended Schools Subsidy Pathfinder Evaluation. Final Report. DCSF Research Report RR042, London, DCSF.
- Carpenter, H., Peters, M., Oseman, D., Papps, I., Dyson, A., Jones, L., Cummings, C., Laing, K. and Todd, L. (2010) Extended Services Evaluation: End of first year report (DFE).
- Clark, J. and Hall, I. (2010) Exploring Transition: The Experiences Of Students At Newcastle University In Their First Year. Newcastle University: Newcastle.
- Cummings, C., Dyson A. and Todd, L. (2011) Beyond the school gates; can full service and extended schools overcome disadvantage?. London: Routledge
- Cummings, C., Dyson A., Jones, L. Laing, K., Scott, K. and Todd, L. (2010) Thematic Review: Reaching Disadvantaged Groups and Individuals, DCSF RR196, London: DCSF.
- Cummings, C., Dyson, A., Jones, L., Laing, K. and Todd, L. (2011) Extended Services Evaluation: The Role of Local Authorities. Thematic Review. DFE Research Report RR088 DFE, London: DFE.
- Dyson A. and Todd, L. (2010) Dealing with Complexity: Theory of Change Evaluation and the Full Service Extended Schools Initiative. *International Journal of Research and Method in Education* 2010, 33(2), 119-134.
- Hennebry, M. (2011) 'Modern foreign language learning and European citizenship in the Irish context'. In *Irish Educational Studies* issue, Issue 30, Volume 1, for publication in March 2011.
- Kennedy, H., Landor, M. and Todd, L. (2010) 'Video Interaction Guidance as a method to promote secure attachment'. *Journal of Educational and Child Psychology*, 27(3), p. 59-72.
- Laing, K. and Wilson, G. (2010) Understanding Child Contact Cases in Scottish Sheriff Courts (Scottish Government).
- Li, L. and Walsh, S. (2011) 'Technology uptake in Chinese EFL classes'. In *Language Teaching Research* 15(1), p. 99-125.
- Lofthouse R., Leat, D., and Towler, C. (2010) Coaching for teaching and learning: a practical guide for schools. CfBT Education Trust.
- Lofthouse R. (2011) Is this big enough? Using 'big geographical questions' to develop subject pedagogy, *Teaching Geography*, Volume 36(1).
- Lofthouse R. and Birmingham, P. (2010) The camera in the classroom: video-recording as a tool for professional development of student teachers, *TEAN Journal*, vol 1(2).
- Lofthouse R., Leat, D., Towler, C., Hall, E. and Cummings, C. (2010) Improving coaching: evolution not revolution. CfBT Education Trust.
- Lofthouse R., Thomas, U. and Cole, S. (2011) 'Creativity and Enquiry in Action: a case study of cross-curricular approaches in teacher education', *TEAN Journal*, *Creativity Issue*, Vol. 2 (1), p. 1-20.
- McCarter, S. and Woolner, P. (2011) How listening to student voice can enable teachers to reflect on and adjust their use of physical space. *Educational and Child Psychology*, 28(1), 20-32.
- McGrane, J. & Lofthouse R. (2010) Developing Outstanding Teaching and Learning: Creating a culture of professional development to improve outcomes, Optimus Education.
- Melville, A. and Laing, K. (2010) Closing the gate: family lawyers as gatekeepers to a holistic service. *International Journal of Law in Context*, vol. 6(2) p. 167-189.
- Milne D., Pattison S., Sheikh A. and Wilkinson A. (2011) 'Evidence-Based Training for Clinical Supervisors: A Systematic Review of 11 Controlled Studies', *The Clinical Supervisor: An interdisciplinary journal of theory, research, and practice*, Vol. 30(1).
- Morrall, P., Marshall, P., Pattison S. and MacDonald, G. (2010). Crime and health: a preliminary study into the effects of crime on the mental health of UK university students. *Journal of Psychiatric and Mental Health Nursing*, no. doi: 10.1111/j.1365-2850.2010.01594.x.
- Seedhouse P, Walsh, S., and Jenks CJ, (Eds). (2010) Conceptualising Learning in Applied Linguistics. London: Palgrave MacMillan.
- Todd, L.(2011) Multi-Agency Working and Children and Young People with Disabilities: from What Works to active becoming' In Ruebain, D. and Haines, S. Eds (2011) Education, Disability and Social Policy, London, Policy Press.
- Walker, J., Thompson, C., Wilson, G. and Laing, K. (2010) Family Group Conferencing in Youth Inclusion and Support Panels: Empowering Families and Preventing Crime and Antisocial Behaviour? (Youth Justice Board).
- Wall, K., Hall, E., Baumfield, V., Higgins, S., Rafferty, V., Remedios, R., Thomas, U., Tiplady, L., Towler, C. and Woolner, P.. (2010) Learning to Learn in Schools Phase 4 and Learning to Learn in Further Education, Campaign for Learning: London.
- Woolner, P. (2010) The Design of Learning Spaces. London: Continuum,
- Woolner, P. (2011) Creating individualised optimal learning environments through participatory design. *Educational and Child Psychology*, 28(1), 9-19.
- Woolner, P., and Hall, E. (2010) Noise in Schools: A Holistic Approach to the Issue in: *International Journal of Environmental Research and Public Health*, 7(8), 3255-3269.
- Wright, D. (2010): Orchestrating the Instruments: Integrating ICT in the mathematics classroom through handheld technology networks In: *Technology, Pedagogy and Education*, 19(2), Themed Issue: "Research into Teaching with Whole-class Interactive Technologies".
- Young, T. and Walsh, S. 'Which English? Whose English? An investigation of 'non-native' teachers' beliefs about target varieties' in: *Language, Culture and Curriculum*, Volume 23 Issue 2, 123 - 137.

Research Centre for CfLaT Learning and Teaching

CfLaT Headlines

On the 12th April Liz Todd and Colleen Cummings new book, 'Beyond the School Gates', was published by Routledge.



This book, for the first time ever, critically examines the role of full service and extended schools. The authors ask what real evidence exists that schools of this kind make a difference, and question how school leaders can evaluate the impact of this work.

We have said 'goodbye' to Kate Wall who has moved to Durham University. Read more inside.

Preparations are now advanced for CfLaT's next conference—School Buildings: achieving productive relationships between school settings and educational activities. This is an interdisciplinary event with Guy Claxton putting the educational viewpoint. There is still time to register. For details and to book your place: <http://www.ncl.ac.uk/cflat/news/schoolbuildings2011.htm>

In this issue:

L2L GOES EUROPEAN	1
PARTICIPATORY RESEARCH	1
LAUNCH OF DUTCH L2L	2
AERA 2011 IN NEW ORLEANS	2
MAKING EXPERIENCE VISIBLE	2
PGCE OFSTED INSPECTION	3
GOODBYE KATE WALL	3
TEACHING SCHOOLS	3
PUBLICATIONS	4

NEWSLETTER

May 2011

Issue 9

Learning to Learn goes European



From 9th – 12th May CfLaT hosted a European study tour about Learning to Learn with 14 people from 12 countries: from Lithuania in the north to Italy in the south, and Portugal in the west to Turkey in the east.

We took them to visit Wooler First School, St Thomas More RC School in Blaydon, Bedlingtonshire Community High School and Northumberland College, as well as having university based sessions on L2L principles, educating teachers for L2L, encouraging teacher creativity, Self Organised Learning Environments (Sugata Mitra) and L2L with university staff. We were pleased that our view that L2L is as much about teacher learning as it is about student learning, and not about programmes, was understood and endorsed. Our visitors were a delightful group from a variety of backgrounds, including a trainer from a customs service. They were very generous with their presents which included a fair sprinkling of very strong spirits! We look forward to further collaboration with some of our guests and we are grateful to our school and college hosts. As a first step, David has made it into a Czech newsletter (see right).

For further information, contact: D.J.K.Leat@ncl.ac.uk

Po uzávěrce

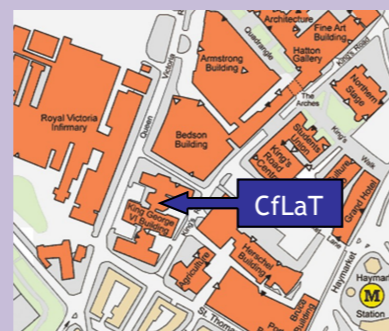
L2L – nová výzva pro celoživotní učení?

Learning to learn nebo L2L nebo naučit se učit? O čem to bude, co nového se dozvíme?

Osázky se honily hlavou při odjezdu na studijní návštěvu, kterou v rámci programu celoživotního učení pořádá Cedefop (the European Centre for the Development of Vocational Training). Když jsem se pokoušela společně „vyguglovat“ L2L, zjistila jsem, že pod tímto termínem – stejně jako pod dalšími, se může schovat řada pojmů: návrhy či způsoby myšlení, učení založené na zvědavosti, formování zpětné vazby, styly učení se, výukové prostředí, profesionální učení at. styly myšlení, hodnocení učení, stanovování cílů a věřte – skoro všechno, co s autorem učím se souzní. Mnoho termínů ještě nemá svůj ustálený ekvivalent v češtině, např. pro



Research Centre for Learning and Teaching
School of Education, Communication and Language Sciences
King George VI Building
Newcastle University
Newcastle upon Tyne
NE1 7RU
0191 222 6943
www.ncl.ac.uk/cflat/



GRONINGEN LAUNCH OF DUTCH L2L

In January Kate Wall and David Leat spent two days at Groningen University in Holland doing key note presentations as part of the launch of a Dutch version of Learning to Learn.

There is much to admire in the Dutch system, not least the greater freedom given to schools to design their own curriculum. Surprisingly, however, there is very little tradition of teacher action research in Holland, which is such a vital component of school based curriculum development. If we can find the funds in either country we sincerely hope to be able to bring together Dutch and English researchers. For further information contact: D.J.K.Leat@ncl.ac.uk

AERA 2011 in New Orleans



Pam Woolner and Kate Wall took two papers to the annual meeting of the American Education Research Association, which took place from 8th to 12th April in New Orleans.

Kate and Pam presented a paper about the process of using visual methods in education research, based on the experience of the L2L in Schools and L2L in FE projects. It took an existing way of classifying visual methods and queried whether the tools we have developed in L2L fit neatly into the categories. Pam also presented a paper with Sheila McCarter, an Educational Psychologist with Suffolk local authority, who was supervised by Pam for her doctorate. The paper used findings from this doctoral research together with another project of Pam's. It discussed how thinking about school spaces may sometimes help teachers

re-assess the teaching and learning that occurs there.

But apart from our papers, we all enjoyed attending a range of presentations, papers and discussions chosen from the vast range on offer each day. It was a fascinating insight into American education and the associated research community. The setting of New Orleans provided a particularly striking context since many speakers discussed how rebuilding after Hurricane Katrina has impinged on the education system. And the jazz was pretty good too...

For further information on the papers see: <http://www.ncl.ac.uk/cfla/news/Conferencepapers.htm>



Making experience visible...

A conference on visual research methods at the Baltic, on 8th April, succeeded in bringing together researchers and practitioners from a range of disciplines to think about the visual. Liz Todd organized the event, supported by the BERA methodology special interest group and the Baltic.

Finding that architects and young children make highly compatible researchers enabled Open University's Alison Clark, who gave the opening talk, to work with them and others to develop early years' education centres. Children like making storyboards of their environments – and architects think in storyboards! Another versatile tool for exploring the development of school

buildings with young people and staff was explained in detail by Jill Clark – diamond ranking – usually used in teaching rather than research.

This was an impossibly packed day in the inspiring environment of the Baltic sponsored by BERA and Newcastle University. Charlotte Thomson, Louise Richards and Dan Morton from Investing in Children showed us the impact of funding cuts on all ages using their video research. And all the time, at the front of the room a large board was being filled by Nick Park with visual images of our day's conversations and ideas. In the afternoon Alison Unsworth and Paul Merrick, artists with the Baltic, took us to explore the paintings of George Shaw and then to reflect on the different ways we repre-

sented our experience of this reflection. The day gave practical ideas but also much food for thought – as visual methods had the effect of rupturing the ordinary in terms of how we think of research.

For more information contact: Liz.Todd@ncl.ac.uk



PGCE Ofsted inspection

The benefits of a research informed approach to Initial Teacher Training was recognised in the recent Ofsted inspection report for Secondary PGCE.

Staff involvement in research was highlighted as making a 'positive contribution' to the experience of trainees. The report recognised how different features of the course combine well to enable the very large majority of trainees make good progress towards challenging targets. University-based training is complemented very effectively by school-based training. Masters' Level work was highlighted as an effective source of school-based tasks which help trainees to see how educational re-

search informs practice. Inspectors also made reference to the fact that student teachers benefit from seeing university tutors modelling good practice in training sessions and appreciate the many ideas for use in the classroom that they are shown. The strong emphasis on personal reflection helps students to identify how they can improve. In practice, this is fully balance with the active consideration of research and theory perspectives that has come to define the success of our approach to Secondary teacher training.

For more information: [Jo McShane, Director Secondary Initial Teacher Training](mailto:Jo.McShane@ncl.ac.uk) J.McShane@ncl.ac.uk

New Policy Directions: Teaching Schools

Researchers and tutors from CfLaT and the PGCE teams have been working with a number of local primary and secondary schools who are bidding to become Teaching Schools. The development of these bids has allowed us to explore current and potential collaborations which would open up the opportunities to further embed practitioner enquiry, professional learning and partnership research in schools, for the benefit of

teachers and pupils. We wish each of our partnership bids the very best of luck as their tenders are assessed, and appreciate the chance to work alongside them in this new initiative. If successful these schools will begin to change the educational landscape in the north-east and we hope will improve opportunities and outcomes for learners beyond their own institutions.

Goodbye to Kate Wall



In CfLaT we are adjusting to life after Kate.

After 10 fantastic years at Newcastle University, Kate Wall has taken up her new post as Senior Lecturer at Durham University, where she will team up again with Steve Higgins. She is a big loss to Newcastle and we will greatly miss her incredible energy, enthusiasm, intelligence, fun and sheer hard work. She was part of our glue, but happily she is only 20 miles away and primed for continued collaboration. I know that I will speak for legions of staff and students when I say: "Kate, a very big thank you and happy times at Durham."

RESEARCH TEA TIMETABLE (Summer 2011)

Research teas aim to provide an informal forum for discursive examination of emerging research themes and concepts. Tea and cakes will be available from 3pm in the Centre base (KGV1 2.50) with the session officially beginning at 3.15.

Wednesday 15th June - Jane Anderson - The whole school staff wellbeing pilot

Wednesday 20th July - Olga Pykhtina - Digital Technology in Play Therapy

Dates for the Autumn Term: 21st Sept, 19th Oct, & 16th Nov

Further information about the research teas can be gained from Mairin Henneby (Mairin.Henneby@ncl.ac.uk) or from the Centre website (www.ncl.ac.uk/cfla/news/teas). You could even volunteer to contribute one yourself!!

LEARNING & TEACHING Update
Innovation and excellence in the classroom

Issue 32 March 2010

In this issue...

1. News
2. Editorial
3. Learning in and coming out
4. Research news
5. Research in progress
6. Research in progress
7. Case study
8. Case study
9. Case study
10. Case study
11. Research
12. What's on

Creative approaches can raise standards

One of the key findings of a recent Ofsted report on creative approaches to learning is that 'to succeed with great teaching, there is a close link between the teacher's curriculum, content, resources in core subjects and creative approaches to learning...'

Effective parental support for transition

Recent research into which types of parental and family support most effectively support children's transition into secondary school is highlighted as a key feature in this issue.

Students present research on learning

An issue of or close to what we mean by learning, engaging and effective has been through discussion between students, staff and researchers. The focus is on how deep and lasting learning is achieved in schools.

CONTRIBUTORS WANTED!

Learning and Teaching Update is our monthly Newsletter published by Optimus Publishing.

Each issue includes news, updates on policy and research, fund raising initiatives and case study articles highlighting good practice in teaching and learning. We are currently looking for contributors for future issues.

For more information contact: U.Thomas@ncl.ac.uk (LTU)