

CfLaT: who are we and what do we do?

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 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.

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.

We believe that collaborative partnerships and equality between the different sectors on which we have impact is essential. We have six key research themes which are underpinned by this philosophy:

- Professional practice
- Learning environments
- 14-19 education
- Visual methodologies
- Innovative pedagogies
- Community Learning

Across these themes 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.

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 such as: research teas; bid and paper writing groups; guidance group; education section seminars; national conferences and seminars; and 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.

RECENT PUBLICATIONS:

Francis, B. Skelton, C. Carrington, B. Hutchings, M. Read, B. Hall, I. A perfect match? Pupils' and teachers' views of the impact of matching educators and learners by gender. *Research Papers in Education* 2008, 23(1), 21-36.

Baumfield, V, Hall, E. and Wall, K. *Action Research in the Classroom*. London: Sage, 2008.

Moseley, D and Jones, H. Costs and Benefits of Thinking for Learning. *Teaching Thinking and Creativity* 2008, (25).

Elliott, J. & Gibbs, S. (2008). Does dyslexia exist?. In: Cigman, R, ed. *Journal of Philosophy of Education: New Philosophies of Learning*. 2008, pp. 475-491.

Wall, K. (2008) Understanding Metacognition through the use of Pupil Views Templates: Pupil Views of Learning to Learn, *Thinking Skills and Creativity*, 3: 23-33

Moseley, D and Jones, H. Does Thinking for Learning live up to its name?. *Teaching Thinking and Creativity* 2008.

Gibbs, S. & Gardiner, M. English and Irish Teachers' Attributions for Misbehaviour: A preliminary cross-phase and cross-cultural investigation. *Journal of Research in Special Educational Needs* 2008, 8(2), 68-77.

Hutchings, M; Carrington B; Francis, B; Skelton, C; Read, B; Hall, I. Nice and kind, smart and funny: what children like and want to emulate in their teachers. *Oxford Review of Education* 2008, 34(2), 135 - 157.

D. Wright S. Taverner. *Thinking Through Mathematics*. London: Chris Kington Publishing, 2008.

Jones, H. Thoughts on teaching thinking - Perceptions of practitioners with a shared culture of thinking skills education. *The Curriculum Journal* 2008, 19(4), 309 - 324.

Clark, J. and Hall, E. Will the lessons be learned? Reflections on Local Authority evaluations and the use of research evidence. *Evidence and Policy* 2008, 4(2), 255-268.

Research Centre for CfLaT Learning and Teaching

CfLaT Headlines

Pam Woolner is presenting as part of the Nottingham University lecture series on Transforming Schools: http://www.nottingham.ac.uk/education/events/transforming_schools.php

Sue Robson has published work in the International Journal of Inclusive Education exploring how children in Zambia's schooling is impacted on by HIV and AIDS

CfLaT is hosting an ESRC Researcher Development Initiative workshop on May 21st and 22nd. Focusing on developing visual methods research capacity it will include presentations from Jon Prosser, Rob Walker, Ruth Holliday, Steve Higgins and Tessa Muncey.

Successful EdD student and Centre Fellow Dr Thien Lwin visited Newcastle in March to deliver a talk entitled: Reflections on nine years of the Teacher Training for Burmese Teachers Programme

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NEWSLETTER

May 2009

Issue 3

CfLaT has a new base room!



Over the Easter break the Research Centre moved into a new base room in King George VI Building. This new room will allow us to consolidate group communication and develop an outward face that we can be proud of.

The new room is where Vivienne Moffett, our research secretary, is now located. It also provides meeting space, an individual work area for students and staff and storage and display for the

Centre's growing reference library. The latter includes the many books donated by the Rosie Turner-Bisset's family after her sad death—a fabulous resource which students and staff are already making full use of.

On April 22nd a research tea led by Dr Cathy Burke from Cambridge University examining issues around the voice of the child was held. This provided an ideal opportunity for Centre members to use the space for the first time.

The new base room is located in G16 KGVII—come and visit!

Anna Reid: Business Leader of Tomorrow

Congratulations are in order to Anna Reid, ECLS and CfLaT Knowledge Transfer Partnership (KTP) associate, who has won a Business Leader of Tomorrow Award following a presentation in London.

Anna has been working at Bedlingtonshire High School developing an assessment and progression framework for enquiry skills. She has done an amazing job and we would like to take this opportunity to thank her for all of her hard work, creativity and determination.

Only 6 awards are given each year so this is recognition indeed. Anna received her award in London on 5th March at the highly prestigious Knowledge Transfer Partnership Awards 2009 event which is attended by invited guests from Industry, Universities and Government, including KTP Sponsors and potential Sponsors. Her award was presented by Graham Spittle.

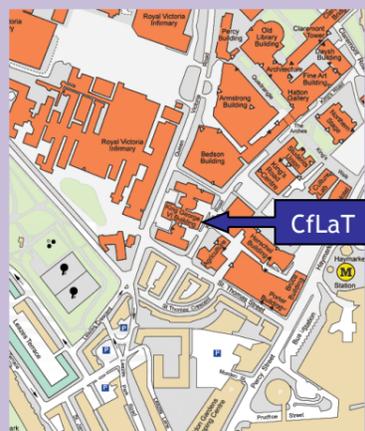
See last term's newsletter contains full information about the funding.

If you would like further information about Anna Reid and her project, please contact D.J.K.Leat@newcastle.ac.uk



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BERA SIG Seminar hosted by CfLaT: Researching Pupil Voice

In April, CfLaT played host to a BERA SIG Seminar entitled 'Researching Pupil Voice: Issues of Participation and Inclusion'. The seminar was organised by Liz Todd, convenor of the BERA Research Methods Special Interest Group (SIG). Around fifty delegates from universities, colleges and schools around the country gathered in the School of Education, Communication and Language Sciences to debate the issues surrounding methodology for supporting authentic perspectives of inclusive and participatory practice. The speakers included:

- Professor Pat Thompson (Nottingham University)
- Dr Kate Wall (Research Centre for Learning and Teaching, Newcastle University)
- Dr Kaye Howe (Nottingham University),
- Tina Cook (Northumbria University).

And the input was varied, from specific data collection tools to anecdotes focusing on research completed in schools and education institutions around the world to descriptions of particular research projects. There were also many opportunities for discussion and networking. With colleagues renewing contacts as well as new acquaintances being established.

This seminar was funded by the British Education Research Association (BERA) organisation and therefore CfLaT was very lucky to be host. It provided an invaluable opportunity for members and associates to hear influential speakers and learn more right on their doorstep.

BERA is currently moving towards an organisation which is much more SIG focused. This means that the role of these seminars in generating and transferring knowledge and developing capacity in different areas of education research is important.

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



Networking at the L2L Project Residential



January brings the annual Learning to Learn project residential in Bristol. This year, for the first time, it included teachers from further education colleges as well as schools.

The residential has been running for five years. It offers teachers the space and time for thinking about issues related to L2L alongside colleagues from other age phases and regions.

The guest speaker this year was Dave Pedder from Cambridge University, who spoke about lessons from TLRP related to student voice. However ultimately the teachers took centre stage as the experts sharing their practice. It was fascinating to see, for example, FE teachers learning from early years practitioners.

For further information contact Elaine Hall: Elaine.Hall@ncl.ac.uk

New DCSF Project: Extended Schools Evaluation



CfLaT members Liz Todd and Colleen Cummings have received funding - over £880K - from the DCSF to complete a large collaborative research project looking at the impact of Extended Services in Schools.

The consortium - which includes CfLaT and the University of Manchester and is led by the National Market Research Bureau - has previously worked together on evaluations of extended schools, including a three year Evaluation of Full Service Extended Schools and the DCSF Evaluation of the Extended Schools Subsidy Pathfinders (ongoing).

The research consists of a wide variety of data collection methods and tools, including a large-scale panel study, a Cost Benefit analysis, Impact Assessment phases, in-depth longitudinal case studies and regular thematic reviews. The project is expected to run for 5 years and is just about to start officially.

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

Annual Conference: Sustaining Educational Change Through Partnership

On May 1st CfLaT ran its annual conference in the Research Beehive on campus. Over 60 delegates attended the day long event.

The conference included a key note paper by Professor Ann Briggs as well as a presentation by members of the successful SEAMS partnership, Co. Durham. In addition there were a range of eight workshops, each comprising a CfLaT member presenting alongside a professional partner, that aimed to prioritise discussion around the thorny topic of supporting different partnerships. The day was characterised by a good 'buzz' of activity and learning. Delegates said how they appreciated meeting people from a range of organisations and partnerships. They emphasised how they had learned from their experiences. The whole day was a resounding success.

For further information contact Viv Moffett: Vivienne.Moffett@ncl.ac.uk

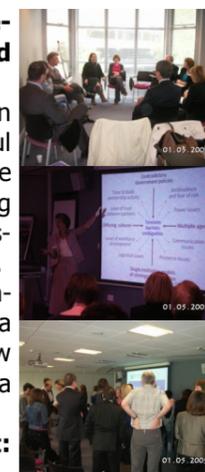
Professor Ann Briggs is moving to pastures down under

This summer we are sad to see the departure of Professor Ann Briggs as she retires and up sticks for New Zealand.

Ann has been an influential and active member of the Centre for the three years she has worked at Newcastle University. She has been an invaluable colleague whose opinion and expertise has been highly valued by all.

During the past academic year Ann has regaled us all with progress reports on the house she and her husband are building on the North Island—earth was broken just before Christmas and the speed with which it has gone up has been amazing. We have looked on with awe at her calmness, and a hint of jealousy at the amazing new life she has planned.

We hope that Ann will continue to collaborate with CfLaT—even from the other side of the world; but we also wish her well in her new life. It's well deserved!



RESEARCH TEA TIMETABLE

(Summer 2009)

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 G16 KGVI with the session officially beginning at 3.15.

April 22nd - Catherine Burke: The view of the child and young person, in designing museum and gallery spaces for learning, through exploration, discovery and research.

May 20th - Jo McShane and colleagues: Catherine Cookson Research Project: Pupils Leading Educational Research.

June 24th —Lucy Tiplady and Pam Woolner: School gardening as a potential activity for improving science learning in primary schools.

July 15th – Deborah Currans: How effective are marking ladders in supporting children's self-assessment of their own writing?

DATES FOR THE Autumn TERM: 23rd September, 21st October, 18th November and 16th December

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

Celebration of 10 years working with Optimus Publishing Company

In February the Optimus Publishing and Chris Kington teams travelled to The Baltic Centre for Contemporary Art, Gateshead, to join CfLaT in celebrating over a decade of publishing collaboration.

This event represented a network of people interested in teaching and learning from across a variety of contexts getting together to say a big well done. What was fascinating was how similar the Optimus network was to the CfLaT network—it just shows how many synergies there are between our work.

The partnership with the Northeast has been fruitful in bringing about the *Thinking Through* book series edited by Centre Executive Director, David Leat, and the Update series which includes the *Extended Schools Update*, edited by Colleen Cummings and *Learning and Teaching Update* edited and run by Ulrike Thomas, David Leat and Kate Wall.

For further information contact: Vivienne.Moffett@ncl.ac.uk

