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**PROGRAMME
DIRECTOR'S
ANNUAL REPORT FORM**
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PROGRAMME DIRECTOR'S ANNUAL REPORT 2005

Programme Name: Teaching and Learning Research Programme

Director's name: Professor Andrew Pollard,
University of London, Institute of Education

Reporting period: From 1st January 2005 to 31 December 2005

Number of Projects funded under the Programme: 57 awards made to date

**Total ESRC budget for Programme
(to end of 2005):** £729,000

Co-funding amount (to end of 2005): £31,263,000

**Total amount of Director's Award including any
Supplement (award for 2005 held at IOE):** £658,336

1 Introduction

TLRP is an unusual element within ESRC's portfolio because of the scale and proportion of co-funding (see Section 12 of this report). In summary:

- The total programme budget to 2005 was some £32m. This grew during the year when HEFCE funded seven new projects on widening participation in higher education.
- Of TLRP's committed budget, some 97% comes from UK government bodies and agencies *outwith* ESRC. ESRC charges a 5% fee for management services in respect of TLRP.

During 2005, TLRP:

- Was endorsed for funding to 31/12/2008 following a successful mid-term review.
- Deepened its engagement with key user bodies in each UK country.
- Completed most of its school-focused projects and began an impact campaign.
- Launched new projects on widening participation in higher education.
- Prepared for new funding competitions on technology enhanced learning.
- Expanded its thematic work and cross-programme analysis.
- Positioned its responsive policy task groups to focus on contemporary issues (as later confirmed by the 2006 Budget).
- Facilitated the development of a new Strategic Forum for Research in Education UK.

Aims

The public representation of TLRP's aims continues to emphasise the positive contribution being made to research on teaching and learning.

Learning: TLRP aims to improve outcomes for learners of all ages in teaching and learning contexts across the UK.

Outcomes: TLRP studies a broad range of learning outcomes. These include both the acquisition of skill, understanding, knowledge and qualifications and the development of attitudes, values and identities relevant to a learning society.

Lifecourse: TLRP supports research projects and related activities at many ages and stages in education, training and lifelong learning. The Programme is concerned with patterns of success and difference, inclusion and exclusion through the lifecourse.

Enrichment: TLRP commits to user engagement at all stages of research. The Programme promotes research on teaching and learning across disciplines, methodologies and sectors, and supports various forms of national and international co-operation and comparison.

Expertise: TLRP works to enhance capacity for all forms of research on teaching and learning, and for research-informed policy and practice. This work is the particular focus of the Programme's research capacity building strategy.

Improvement: TLRP develops the knowledge base on teaching and learning and contributes to the improvement of policy and practice in the UK. The Programme works to maximise the impact of its research.

TLRP's work focuses on the outcomes of teacher/learner interaction in many settings, and is thus central to educational research. However, it does not by any means embrace the whole field. In particular, it does not draw significantly on the interface between education and cognitive psychology, neurobiology and other learning sciences. Nor does it fully address the broader concerns of sociology, economics, history, philosophy, political science, etc as they contribute to education.

Key performance indicators

TLRP's KPIs are intended be authentic, practical, informative and measurable. They are clustered around three major issues and are being used for monitoring and reporting purposes as appropriate. The clusters concern:

- Contributions to knowledge;
- The development of research capacity and expertise;
- User engagement, communication and impact.

Programme dimensions

The Programme's research projects started work during 2000 and the last funded research activity (on technology enhanced learning) is presently expected to end in mid-2011. Major publications are expected throughout the period. The Programme's present award is to 31st December 2008.

The reporting period, 2005, is the 6th year in which TLRP's funded research activity has taken place. The start-end dates and numbers of investments in each of ten TLRP funding initiatives are as follows.

- Phase I (2000-03) supported four networks of projects (three in school sectors and one in post-compulsory education);
- Phase II (2001-04) supports nine projects (six in school sectors and three in post-compulsory sectors);
- Phase III (2003-08) supports twelve additional projects in post-compulsory sectors.
- Building on Phase II funding, 'extension projects' have been funded in Scotland (four from 2003-05), Northern Ireland (three from 2004-07) and Wales (four from 2004-07).
- Widening Participation in Higher Education (2006-08) supports seven projects in England.
- Five Thematic Groups ran from 2002-4.
- Six Thematic Seminar Series will run from 2005-06.
- Three thematic consultancies were awarded in 2000-2 and more are anticipated from 2006-7.
- Two Career Development Associates (CDA) (2000-03) and five research training fellowships (RTF) (2001-08) have also been funded.
- Technology enhanced learning is the focus of a new EPSRC/ESRC funded phase which was agreed in principle during the year (2007-2011).

The total number of awards made to the end of 2005 was 57, and the number of research activities which TLRP has discretely managed is now over 70.

TLRP was staffed at the end of 2005 by a distributed Directors' Team of five (3.1 fte) and by a Programme Office of two (2 fte). The number of researchers engaged in the Programme to the end of 2005 was approximately 450.

2 Overview of Year

At the start of 2005, TLRP moved from the University of Cambridge to the Institute of Education, University of London. With institutional changes at both ends, the transition required careful management. Continuity in the Directors' Team stood the Programme in good stead whilst a new office team was recruited and inducted into TLRP systems. The strategy of drawing on the specialist infrastructure of the Institute of Education is proving to be increasingly valuable. From March 2005, TLRP lost the services of John Siraj-Blatchford, Associate Director for ICT, because of a serious illness. His contributions to the Programme's IT infrastructure had been very considerable and, with appropriate adjustments, we continued to build on them.

A 'Mid-term Review' of the Programme, conducted by the National Foundation for Educational Research, reported in February 2005. The review assessed the quality of research, user engagement, research synergies and added value, capacity building and impact on policy and practice. The report was pleasingly positive (see <http://www.tlrp.org/manage/progprep.html>). For example:

The review team found the quality of the Programme's research to be very high. No serious criticisms were raised in relation to academic rigour, and several projects were seen to go well beyond previous work in this field.

It is clear that TLRP has already made major strides in terms of: helping to raise the profile of educational research; promoting interesting forms of cross-institutional working; engaging with significant groups of practitioners and policy-makers; and stimulating and supporting projects of a high quality across a range of teaching and learning contexts. (Rudd, Rickinson and Walker, 2005)

Following consideration of the NFER report by the TLRP Steering Committee and ESRC Strategic Research Board, the 2006-08 phase of the Director's Award was confirmed. Since then, TLRP has agreed to manage a joint ESRC/EPSRC investment on e-learning with effect from early 2006. This work will contribute to the 'Education for Life' challenge within ESRC's new strategic framework.

TLRP's overall development continues to be driven by six key elements of strategic commitment and activity. The six elements are:

- User engagement for relevance and quality
- Knowledge generation by project teams
- Knowledge synthesis through thematic activities
- Knowledge transformation for impact
- Capacity building for professional development
- Partnerships for sustainability

Because of the duration, scale and complexity of TLRP, these elements are managed simultaneously - for instance, with some projects being commissioned just as others complete. However, as the Programme matures, there is also a progressive change in the balance of activity, with more emphasis being placed on knowledge synthesis, transformation and impact. Explicit strategies to underpin post-Programme *sustainability* were developed further during 2005 in relation to capacity building, the use of ICT to support research development in the field and the deepening of partnerships with cognate bodies.

User engagement for relevance and quality:

During 2005, active project teams continued to both work closely with practitioners and others in their research sites and also to link up with key national organisations with

potentially 'high leverage' for dissemination and impact activity. Such relationships were reflected in the membership of project 'Advisory Groups'.

The Directors' Team maintained links with high-leverage user organisations in each educational sector and in each part of the UK. TLRP also works directly with governments in each part of the UK to maximise the use of its research. TLRP was represented by the Director on significant national bodies for the coordination of education research - in Wales (Education and Training Research Liaison Committee of the National Assembly for Wales); England (National Education Research Forum and the DfES Schools Research Advisory Group); Scotland (Management Committee of the Applied Educational Research Scheme). The Programme also sustained excellent links with senior government officials in Northern Ireland and presented at the 2005 conference on the restructuring of teacher education.

Knowledge generation by project teams (by funding initiative):

Phase I networks: Three manuscripts of the 'gateway' books in TLRP's *Improving Learning* series were received during the year (the fourth is delayed through illness). *Phase II projects:* Nine research teams concluded analysis and writing up and contributed to a flow of new Research Briefings and books in the *Improving Practice* series. A 'schools campaign' to enhance press coverage during 2005/6 began. Participation in Programme events continued to be excellent. *Scottish Extensions:* Four small projects continued their work during 2005 and made sound progress. *Phase III projects:* The twelve projects in this phase deepened their work during 2005 and some moved towards their conclusion. *Welsh and Northern Irish Extensions:* Four Welsh and three Northern Irish projects began work in early 2005. *Associated projects:* Two further associated projects were endorsed during 2005 - focused on older learners and on teacher's lives and professional careers. They join those on early years and primary provision; identity and learning through schooling, skills strategies of multi-national corporations and the development of virtual research environments. *Widening Participation in HE:* seven projects were finally selected following a stiff competition. Researcher teams were quickly inducted into the Programme for project starts in early 2006. *E-learning:* extensive work on the specification for the call for this new competition took place.

Knowledge synthesis through thematic activities:

The Programme's strategy for thematic development is a growing focus of work and aims to 'add value' to the work of projects. The portfolio of initiatives includes: consultancies, thematic groups, thematic seminar series, conferences, workshops, thematic meta-tagging of outputs and sectoral reviews. A conceptual framework through which the products of such initiatives is organised and integrated was discussed, endorsed and operationalised through the Directors' Forum, the Steering Committee, the Annual Conference, a meta-tagging system in an electronic output repository and within the Programme's database. Five Thematic Groups concluded their work during 2004, and arrangements were made for publication of outputs in special issues of journals. Six Thematic Seminar Series were commissioned to start work in January 2005. TLRP's Annual Conferences, held in November each year, make important contributions to this work. A review of outstanding thematic issues will lead to further initiatives by members of the Directors' Team where appropriate or to proposed consultancies if additional expertise is required. Cross-Programme analysis of specific thematic issues is scheduled for completion in 2007/8, with 2008/9 being devoted to meta-analysis of generic concerns.

Knowledge transformation for impact:

A dozen 'Research Briefings' have been produced so far offering concise summaries of project findings and providing for targeted distribution. The first 'TLRP Commentary' was published in 2004 following the formation of a 'Policy Task Group', to respond quickly to the contemporary issue of 'Personalised Learning'. A project has been funded to explore

the use of video in disseminating research results. TLRP has established a publicly accessible knowledge management system that includes a D-Space electronic repository and meta-tagging system. This is now used for deposition of all project publications as part of the annual reporting procedure, and has significantly improved the availability of outputs via the internet and major databases. The first books in TLRP's *'Improving Learning'* and *'Improving Practice'* series, published by Routledge, are due out in early 2006. The use of 'special issues' of journals, with particularly strong support from *Education Review*, is becoming a major means for TLRP projects and thematic groups to communicate findings (see, e.g. *Research Papers in Education* and *The Curriculum Journal*)

TLRP also seeks to transform and disseminate research knowledge in partnership with others. Key users, such as the General Teaching Council (England), the National College for School Leadership, the Learning and Skills Development Agency, the National Institute for Adult Continuing Education and Department for Education and Skills, have been extremely helpful in the dissemination of results through their communication systems. For example, agreement has been reached with GTC(E) to feature TLRP some projects on their popular 'Research of the Month' website, NCSL distributed a booklet on learning to all schools in England which drew extensively on TLRP, LSDA issued a TLRP 'Review of Research in Practice' in their Building Effective Research Series and the DfES circulated widely the TLRP Commentary on 'Personalised Learning'. Excellent working relationships have also developed with the Higher Education Academy and will continue with the development of the HEFCE-funded work on widening participation in higher education.

Capacity building:

Capacity building is an intrinsic part of TLRP's work. Indeed, in all phases of TLRP funding, it has been a criterion for project selection, and this work is supported, monitored and reported on each year. Particular attention has been paid to skill and career development of contract research staff. Additionally, with support from the Department for Education and Skills, TLRP has funded five Research Training Fellowships, which enable senior practitioners to study part-time for PhD's in association with TLRP projects.

From 2002-2005 the Programme's Research Capacity Building Network, based at Cardiff, provided cross-Programme training services in the research methods which were felt to be particularly appropriate in the study of teaching and learning. Each included: research design issues, the use of large-scale data-sets, and the combination of quantitative and qualitative methods. RCBN also initiated a journal, Research Capacity Building, and a website offering advice and resources.

A new strategy for capacity building provision has been adopted for 2005-8. This is based on an explicit attempt to embed processes for the development of research expertise within the social practices of educational researchers and is intended to complement ESRC's provision through the National Centre for Research Methods and Research Methods Programme. Additionally, there are close working relationships with the Applied Research in Education Scheme in Scotland and with relevant UK learned societies, such as the British Educational Research Association.

In short, the objective of TLRP's capacity building work is to work *with* the academic community and to support the development of new forms of commitment and provision for the professional self-improvement of educational researchers.

Partnerships for sustainability:

Despite its size, TLRP is still small in relation to the challenge and range of educational research. It is also only expected to exist for a limited period. For such reasons, we have

sought to develop close working relationships with other organisations. A least five different forms of partnership can be identified.

First, we seek expertise from which we can benefit. Such partnerships exist with the British Education Index (BEI) for electronic knowledge management, the Cambridge Centre for Applied Research in Education Technology (CARET) for development of an advanced ICT infrastructure, and Routledge for book and journal publications.

Second, as indicated above, we work with key user organisations which are generous enough to promote TLRP work through their communications systems, and thus lend us some of their leverage as we attempt to maximise impact.

Third, we work with partners where cooperation enables us to be more effective – for example, a recent TES special supplement was co-funded with NIACE and LSDA. Indeed, TLRP aspires to contribute to a series of sectoral reviews, developed in partnership with others. An excellent start has been made by TLRP contributors to the Nuffield Foundation's 14-19 Review, and it is hoped, in due course, to work with the Institute for Employment Research on a review of work-based learning.

Fourth, as indicated previously, we work where we can with the government bodies which help to form policy regarding education research within each country of the UK. For some years too, TLRP has contributed to the work of the NERF, through the membership of first Charles Desforges and, more recently, myself. This has been valuable both in the expression of support and reservation for particular initiatives, as appropriate. For example, TLRP has contributed actively to discussions and development work on the establishment of a National Education Evidence Portal (NEEP) and been active in preparing the ground for a new Strategic Forum for Research in Education UK.

Finally, we work with organisations which may, in due course, take on some of the resources, assets or commitments of TLRP into the future. Indeed, one of our informal goals is to 'give everything away' by the end. The most important legacy organisations are seen as being among the professional research associations – and, in particular, BERA. TLRP participants are active in membership and a number of key positions are held by colleagues who bridge both organisations. I myself was delighted in 2004 to be elected to serve on BERA's Executive Council. There are many areas on which cooperation is developing, including joint capacity building activities and the possibility of eventual transfer of much of TLRP's IT infrastructure. On the capacity building front, we are also very pleased to be working with UCET's research committee. Other associations with which we have collaborated closely include SERA and SRHE, with major contributions being made to the latter's 2005 conference.

3 Capacity building and research environment

TLRP's Phase 1 Research Capacity Building Network (RCBN) at Cardiff University ended on 31st March 2005. An End of Award Report has been submitted and the outcome of the formal evaluation is awaited. The Phase 2 Capacity Building strategy seeks to distribute and embed capacity building activities within the practices and institutions of educational research. This has entailed a shift of focus from building capacity primarily within the Programme to one where TLRP seeks to act as a catalyst for sustainable capacity building activity beyond the present funding period. There are nine specific areas of activity, each of which is reported on below:

Continuation of aspects of RCBN

Two further issues of *Building Research Capacity* have been produced and agreement made with Cardiff for further issues to 2008 with an increasing emphasis on strategic issues. The RCBN e-mail Alert service has been re-located to the University of Strathclyde and is now run as a JISCMail list. The Cardiff lists were thought no longer to be valid in terms of Data Protection and a new list has been established. This currently stands at 143 subscribers. The RCBN Website has been transferred wholesale into the TLRP site and will be progressively integrated.

Continuing Capacity Building Conferences

A Conference was organised by RCBN in February and plans made for a further Conference in February 2006 which will engage with the implications of ESRC's Demographic Review. The format of future Conferences is under review and the focus may move to holding high-level seminars on capacity building strategies.

Liaison with NCRM

The relevant member of the Directors' Team serves on NCRM's Advisory Board with a reciprocal place on the Steering Committee. NCRM's provision is publicised by the Alert service and discussions have been joined with the LEMMA node over the provision of on-line training resources. TLRP projects are being used as a case study of the issues of dataset management by a Consultant to ESRC. TLRP has joined with NCRM, the Research Methods Programme in making representations to ESRC about the long-term maintenance of web resources.

AERS-TLRP On-Line modules/resources

Progress on these has been slower than anticipated. Personnel difficulties in the AERS Capacity Building Network has required TLRP's Associate Director to spend much more of his overall time on the substantive work of the modules/resources. During the year, differences in AERS/TLRP expectations about timescale and authoring teams also became increasingly apparent. In particular it became clear that producing on-line modules for a validated degree (the AERS project) is different from producing on-line resources as a free educational good for research communities. It has therefore become necessary to treat the two projects as distinct but in a mutually beneficial dialogue. A strong group of authors has been formed for the TLRP resources and production is expected to move forward more rapidly during 2006.

Developing Networks in the Learned Societies

Initial meetings have been held with BERA (3), SRHE (1), HEA (3), UCET (2) to discuss the development of networks and customised versions of the on-line resources. TLRP strategy has been greeted with a high degree of enthusiasm but progress has been limited by the difficulties with the AERS/TLRP on-line resources noted above. HEA has offered to fund and develop a customisation of the on-line resources for researchers interested in pedagogic research in HE. Currently it is forming a reference group to take this forward.

Personnel and Career Development

A programme of tailored events for contract research staff and new researchers is being organised by Chris Taylor of the former RCBN at Cardiff, who has been employed as a TLRP Capacity Building Fellow.

TLRP Fellowships

This scheme has been publicized within TLRP as a means of consultation over the terms etc (and as means of gauging enthusiasm). Documentation is being produced in the light of these consultations and will become public in 2006. Initial soundings suggest that this will be a popular and cost effective scheme.

Establishing an Advisory Committee

The first meeting of an Advisory Committee with strong representation from across the UK was held at the Annual Conference in November 2005.

4 External communication

The Director presented the annual *Educational Review* Guest Lecture on 12th October 2005 at the School of Education, University of Birmingham. 'Taking the Initiative? TLRP and Educational Research', reviewed TLRP's developmental strategy of 'reflexive activism' and also the major challenges facing professional educational researchers. It has been widely cited externally, appears to have influenced thinking about the future of the field and is to be drawn on at a BERA's session at AERA in April 2006 - the largest educational research conference in the world. Updated versions of parts of the lecture are to be published in *Educational Review* and the *British Journal of Educational Research*.

Work continued during 2005 to deepen the relationship of TLRP with the education policy-making communities of the four UK governments. Links were maintained with relevant government departments in England, Wales, Scotland and Northern Ireland. Excellent working relationships were sustained with various sections of the Department for Education and Skills and with key staff in the National Education Research Forum. The Director served on the National Education Research Forum and on the DfES Schools Research Advisory Group. In Wales, the TLRP Director continued to contribute to the development of the research strategy of the Department for Training and Education as a member of the Liaison Group for Research in Education and Training. In Scotland, the Director served on the Management Committee of the Applied Educational Research Scheme, thus enabling contact with representatives of many significant agencies. Such contacts were deepened by the cross-over role of TLRP's Associate Director for Capacity Building with the AERS and his extensive contacts in Scotland. He also served on the Management Committee of the National Centre for Research Methods. In Northern Ireland, close contacts have been maintained with specialist officials in the Executive through a number of visits. In all such discussions with government agencies, TLRP has continued to position itself in terms of ESRC's commitments to 'Quality, Relevance and Independence'.

Beyond central government departments, TLRP aims to work as closely as possible with relevant user organisations and to promote projects and their findings through multiple forms of output. For example, Alan Brown has continued to provide specialist advice to the assessment sub-committee group for the (Tomlinson) 14 – 19 Review.

Links with many research users have been developed since the inception of TLRP. Work occurs within every educational sector and over 5000 user organisations (excluding schools) are now registered on the TLRP database. 'Key user organisations' have been identified in each sector, with selection based on a judgement of significance and potential leverage for impact. Working relationships with contacts in these organisations are developed by members of the TLRP Directors' Team. The benefits of these relationships have been sustained during 2005 with growing payoff for impact and dissemination activities.

The Programme's infra-structure for managing external communication to 2008/9 was maintained during the year. This includes partnership arrangements with: Routledge for journal and book outputs. Some dozen special journal issues are in production and there is now provision for three forms of book publication, including a series of 'gateway books' in the *Improving Learning Series* explicitly targeted at users. Research briefings and A5 and A4 books and pamphlets will also be aimed at user audiences. We also have partnerships with British Education Index for promoting TLRP occasional publications; and Fieldfare Press, Cambridge, for TLRP's print requirements. The Programme's partnership with CARET for communication technologies is very strong and we have

begun to negotiate a new relationship with CUREE to enhance communication with practitioners.

Established TLRP strategies for developing user engagement have been affirmed. All projects are encouraged to work closely with users in their research sites to enhance validity and relevance, and to develop links with appropriate bodies with high impact leverage. In many cases, this is formalised through Advisory Groups. Projects are requested to submit names of their user contacts to the Programme office for entry into the database so that information can be appropriately targeted. Users are also represented in all thematic activities.

Our Media Fellow, Martin Ince, has provided very welcome support through 2005. A review of media impact, particularly in relation to school focused projects, was initiated.

Approximate expenditure on Programme-wide external communication activities (excluding all Directors' Team liaison with user organisations) was:

- Design: £16k
- Research Briefings: £15k
- Programme leaflet: £2k
- Commentaries: £4k
- Posters: £3k
- Exhibition equipment and materials: £2k
- Website development: £10k
- Spring capacity building conference: £7k
- Summer Directors' Forum: £3k
- Autumn Annual conference: £65k
- Media Fellow: £15k

Project-level meetings with potential research users in the private and public sectors are so numerous in this very large programme that it is not possible to represent them in this summary report. Full details are provided in the reports of each project.

5 Scientific representation

(to avoid repetition, this is focused on international work only)

During 2005, the President-elect of the American Educational Research Association, Professor Eva Baker, continued to advise the Programme and the Director was appointed as one of eight members of AERA's International Advisory Committee. TLRP was invited to represent BERA at the annual conferences of the American and Australian education research associations and to host an OECD CERI conference on Evidence-informed Policy Making. Excellent relations with parallel research programmes were maintained, with particular visits from TLRI in New Zealand and representatives of a new programme in Norway. TLRP provided staff to run the European Educational Research Association's Summer School for research students.

Projects in TLRP are principally involved in four types of international collaboration:

- as an integral component of some projects;
- through co-operation between projects in different countries;
- through formation of other national and international partnerships;
- and through participation in international conferences, symposia and workshops.

Many TLRP projects engage with international research at a number of levels: from the design of the methodology through to the interpretation of findings. Some TLRP projects have developed close links with similar projects in other countries, such as Finland, and projects in the Netherlands and Norway have included explicit links with TLRP projects. These bilateral arrangements have been particularly successful and complement attempts at larger-scale European collaboration.

The major links for TLRP projects have been with projects in linked educational research programmes in Finland, the Netherlands and Norway, with more informal links to projects in France, Sweden, Germany, Australia and USA. A number of formal symposia, workshops and conferences have been held to facilitate project to project interactions in order to facilitate mutual learning, with outcomes including publications, collaborative research design and exchange of information on methodology, data collection and data analysis.

Examples by sector of projects particularly active in terms of international collaboration in different sectors include:

- **Schools:** Learning how to Learn project links with the Finnish Assessment of Learning to Learn Project facilitated by the Finnish Life as Learning Programme. A joint proposal is being developed to enable exchange visits of researchers. Mary James has also been nominated by the DfES to be the UK representative to the European Network of Policy Makers for the Evaluation of Educational Systems to assist with advising the European Commission on the development of a pilot indication to test learning to learn skills in European schools.
- **FE:** Transforming Learning Cultures: Phil Hodgkinson went on a study tour to Australia where he built links between TLC and a range of projects in TAFE and vocational preparation there.
- **HE:** HE projects have particularly strong links with Sweden and Finland, and the SOMUL project team are participating as part of a European funded network.
- **Workplace Learning:** Members of the Techno-mathematical Literacies and Learning as Work project teams have been involved in continuing liaison with similar projects in Finland, Germany, Norway and the Netherlands. A group of projects made coordinated presentations in Australia in December 2005.
- **Professional learning:** Early Career Learning project team has close links to a Norwegian project team explicitly set up as an international comparator.

6 Key Performance Indicators

The matrix below relates KPI for projects and the Programme as a whole to TLRP's main goals. Where ratings are given, data was gathered using TLRP's adaption of ESRC's standard template for project reports and ESRC's standard project evaluation scale was used: outstanding, good, problematic, unacceptable.

These data are based on 31 project and thematic seminar series reports, with reference to 6 end of award reports where appropriate. Other projects had either not started or had completed.

Overall TLRP goals	Project KPIs	Programme KPIs
Contributions to knowledge	<p>KP1 Number of project articles in refereed journals. There were 24 articles from the 28 projects reporting through this mechanism (6 completed projects reported through EoA Reports in 2005). The majority of these articles came from projects active for over two years but not yet completed. Some extension projects and thematic seminars are of more recent origin and had no outputs in refereed journals. This raises an interesting question about at which stage and how to collect KPI data.</p> <p>KP2 Proportion of completed projects evaluated as 'good' or 'outstanding'. 100%. 4 TLRP projects have been evaluated as Outstanding with 6 evaluated as Good.</p>	<p>KP3 Proportion of projects rating Programme Team contributions as 'good' or 'outstanding'. 95%. 5 Projects rated the contributions as Outstanding, 16 as Good and 1 as Problematic. The latter Project is one to which the Steering Committee has had to devote considerable attention. The rating is not explained.</p> <p>KP4 Thematic initiatives facilitated. 25 - Six Thematic Seminar Series ran during the year each holding between 2 and 6 Seminars with a further 10 spin off events. The Annual Conference contained four sectoral mini-conferences and thirteen Thematic Workshops held over three days. A sectoral overview on school projects was prepared and a response to the Foster Review initiated. The Steering Committee agreed an extended Thematic Strategy</p>
	<p>KP5 Proportion of current researchers reporting a broadening of knowledge, skill and understanding. 95%. This remains a healthy figure, with many recognising the role of the Programme in creating the context for such personal development.</p> <p>KP6 Numbers of researchers leaving TLRP work obtaining other research posts in HE and elsewhere. 5 appointments were reported. This figure is from the 28 reports for 2005 from projects <i>in process</i>. It does not represent the career progression from projects which already have completed.</p>	<p>KP7 Proportion of current researchers rating the capacity building strategy as 'good' or 'outstanding'. 91%. Most returns were consistent in rating the capacity building strategy as 'good' or better during 2005. However, as for KP3, some staff in one project rated the strategy as 'problematic' but did not offer an explanation, while staff in another Project rated it similarly citing uncertainty about what a change in the capacity building strategy entailed.</p>
User engagement, communication and impact	<p>KP8 Number of Research Briefings published. 16 Research Briefings have now been published. Three new Briefings were published during the year and three more were prepared for publication in early 2006.</p> <p>KP9 'Significant' UK initiatives, events or outputs from projects. 233 significant UK initiatives, events or outputs were reported by projects for 2005, with a further 68 of a significant international character.</p>	<p>KP10 Number of TLRP Commentaries published 2 TLRP Commentaries, on <i>Teaching and Learning in Schools</i> and on <i>14 to 19 Education</i>, were collectively prepared for publication during 2005. The former offers '10 Principles on Teaching and Learning' and was worked on at the TLRP annual conference. It is to be launched during Social Science Week 2006. A version of the latter was issued to QCA post-Tomlinson working parties in mid-2005 and a final version will be launched in May 2006.</p>

7 Forward Look

During 2006, TLRP will continue to support funded projects, promote research expertise, engage constructively with users of educational research and work to maximise the impact of the research generated within the Programme. There will be a 'schools campaign' to highlight the outcomes of this group of projects. Continuing priority will be given to cross-Programme thematic analysis. New inter-disciplinary consortia to work on e-learning will be commissioned.

The TLRP website will undergo a front-end re-design to enhance its use by practitioners and policy makers. The growing portfolio of books, special issues of journals, research briefings and TLRP Commentaries will be promoted. The planned campaign to disseminate findings from school-focused projects will be implemented. Media-related activities will be increased.

Close relationships will be maintained with key users in every sector in which TLRP's research is taking place. We will continue to build confidence in TLRP amongst politicians, government departments and others, and will use any resulting influence to promote a constructive approach to change and development in the field of education across the UK. We will support ESRC's work on the health of education as a discipline in the light of the Demographic Review of the Social Sciences. We will promote the formation of a Strategic Forum for Research in Education UK and support the development of an appropriate UK resource for knowledge transfer in education.

Internationally, we will continue to promote project-to-project links and continue to work with colleagues with similar European programmes. We will host a major conference for OECD on evidence informed policy making in which TLRP will feature strongly. We will represent the Programme, with the support of BERA, at educational research conferences in the USA, Australia and New Zealand. We will

TLRP continues to 'look forward' on the basis of what it can do with the intention of being respectful and constructive, but also realistic, open-minded and practical. Where we can do something useful, we will and we aim wherever possible to form alliances with other, more sustainable bodies. We will support the outcomes of ESRC's strategic review in relation to research on 'Learning for Life'.

The ultimate future-oriented goals of TLRP remain to contribute both to a more capable, self-confident and respected body of researchers in this field, and to the improvement of knowledge about teaching and learning on which better educational policy and improved practices can be based.

Indicative forward plan for 2006

January	Decisions on e-learning funding and competition
February	Teachers' TV event with producers Capacity Building Conference, London Deputy Director to contribute to Conservative Party working group on Public Sector Reform
March	Steering Committee meeting Social Science Week TLRP Commentary on Teaching and Learning in Schools Research Evidence on Science Education TLRP/BEI Technologies for Educational Research

April	TLRP briefing for education team at HM Treasury Call for e-learning competition published American Educational Research Association Conference
May	Directors' Forum, London Publication of <i>Improving Learning</i> book cluster Presentations on TLRP in Norway
June	Launch of TLRP Commentary on 14-19 Education Commissioning meeting for e-learning consortia
July	Steering Committee Meeting TLRP to host OECD conference in London
August	Mary James to retire as TLRP Deputy Director and, subject to funding, to focus on thematic analysis through an ESRC Fellowship
September	TLRP Schools Newsletter distribution to all UK schools British Educational Research Association Conference European Educational Research Association Conference
October	EERA Summer School for new researchers Presentation on TLRP in Sweden
November	Annual Conference, Glasgow (with SERA/AERS/ ETTLD/SEED/SFC) Steering Committee Meeting TLRP presentations at Australian educational research events
December	Department for Education and Science Research Conference Society for Research in Higher Education annual Conference TLRP presentations for the Australian Educational Research Association and at New Zealand educational research and ministry events