

**ESRC Directors' Fellowship Scheme**  
**End of Award Report**  
**March 2009**

**Improving Teaching and Learning in Schools: towards coherence in  
a complex field (RES-052-27-003)**

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## **Executive Summary**

The aims of this fellowship, awarded to the former Deputy Director of the Teaching and Learning Research Programme (TLRP), were to add value to the Programme by:

- consolidating and building on the research findings on school education
- maximizing the impact of synthesized findings on user communities
- developing strategic proposals for taking the substantive topic to the next stage.

This report provides an account of the ways in which the research was consolidated by reviewing the findings of projects and thematic work in relation to the framework provided by TLRP's conceptual model. This gave rise to the formulation of ten evidence-informed principles of effective teaching and learning that engaged with diverse forms of evidence whilst calling for the necessary application of contextualized judgement by practitioners and policy makers. One major activity of this fellowship was to test the validity of these principles with various audiences. Another has been to disseminate refined versions. A third has been to plan books that will elaborate these principles and ground them in the TLRP research evidence and wider international scholarship.

The fellowship has also enabled further development of the research field particularly in investigations of the relationships among the key processes associated with curriculum, assessment and pedagogy. A special focus has been investigations of the fitness for purpose of assessment and testing practices in relation to formulations of significant learning outcomes. A thematic seminar series and a TLRP Commentary have focused on the issues arising. The Fellow's own particular interest in the development of models of learning underpinning assessment practice has been pursued and led to several publications. There are strong possibilities for further development and research in this area.

Fellowship activities have included desk research, writing for publication and presentation, and meetings with stakeholders to advise on the implications of TLRP schools research for policy and practice. The report provides evidence of activities intended to meet fellowship objectives by:

- Disseminating TLRP's work generally, with special attention to the experience of improving uptake of research in policy and practice
- Carrying out and disseminating synoptic syntheses of research findings of TLRP schools projects and thematic investments
- Developing, refining, validating and disseminating the TLRP's ten evidence informed principles of effective teaching and learning
- Integrating and embedding TLRP insights into the wider body of educational research and thereby adding to the accumulation of evidence and the contribution to international scholarship

- Bringing TLRP research and findings to bear on policy debates through discussions with politicians and policy advisers, and membership of advisory groups and committees
- Disseminating results of the Fellow's own TLRP project, 'Learning How to Learn in classrooms, schools and networks'
- Developing the research field in the area of assessment and its relationship to curriculum and pedagogy

TLRP has applied a robust set of developmental strategies. Impact highlights are selected to illustrate how these strategies have been implemented in academic and user contexts:

- *Academic impact 1: knowledge transformation and communication strategies.* The fellowship has enabled sharing, with researchers worldwide, those strategies that TLRP has used to best effect. An example of work with NZCER is given.
- *Academic impact 2: research synthesis.* The research survey invited by the Esmee Fairbairn Primary Review provided a vehicle for a detailed research synthesis that also revealed gaps in research that would benefit from further study.
- *User impact 1: development, refinement, validation and dissemination of TLRP's 10 Principles.* Examples are given of their reception and use by the Primary National Strategy in England, by the GTC in Northern Ireland, by DCELLS in Wales, and potentially by the NCSL and the TDA.
- *User impact 2: contributing knowledge for democratic debate with Westminster politicians.* Whilst being careful to maintain a balanced, non-partisan approach, the example here is the independent contribution made to the Conservative Party's review of public service policy in 2006-7.

Strong links were established with academic and user groups overseas during the fellowship. International outputs have been of three kinds:

- Contributions to joint publications in order to embed TLRP work in the wider international body of research and scholarship
- Contributions to international conferences
- Contributions through advice and support to overseas research and government agencies.

These activities promoted and developed the international profile of TLRP. The countries involved included: the USA, Australia, New Zealand, Hong Kong, Singapore, South Africa, Spain, Sweden, Norway, and other countries in the European Union.

The Report ends with some personal reflections on the Fellowship processes and outcomes, and an expression of gratitude to the Board and the ESRC Office for their support, especially when it was necessary to re-profile the Fellowship in order to make time to cover some additional work on research capacity building.

## **PART 1: Introduction and overview of fellowship objectives**

The proposed aims and objectives of the fellowship were to deploy the insights, experience and learning of the Deputy Director of the Teaching and Learning Research Programme (TLRP) who, from 1 May 2002 to 31 August 2006, had responsibility for supporting the work of 22 school-based networks, research training fellowships, projects and 'associate' projects. The Fellowship would allow her an additional year (full-time) to add value to the Programme by:

1. Consolidating and building on the research findings on school education by using the opportunity of a Fellowship to:
  - a. develop further thematic work on learning outcomes, teacher learning and teaching and learning principles;
  - b. test the validity of the principles adduced from an interim analysis of project findings and refine these principles in the light of further analysis as more substantial project outputs appear;
  - c. identify and develop further thematic analyses as appropriate;
  - d. attempt to build a model of effective teaching and learning in schools that integrates these principles through an analysis of their interactions.
2. Maximising the impact of synthesised findings on practitioner and policy maker user communities by ensuring that a full programme of dissemination and impact activities can be fulfilled.
3. Developing strategic proposals for taking the substantive topic area to the next stage by advising the Council about gaps and inconsistencies in the research field that would benefit from further research.

These aims and objectives were agreed and the fellowship began as scheduled on 1 September 2006. However, after the resignation of Professor Stephen Baron from the TLRP Directors' Team in March 2007, it was agreed with the TLRP Steering Committee and the ESRC that the Fellowship should be re-profiled to allow Professor James to pick up some of the work on Research Capacity that remained to be done. Therefore the period of the Fellowship was extended to 31 December 2008 and, in the period 1 April 2007 until 31 December 2008, 0.33fte was committed to it. There were some benefits to the fellowship from this arrangement because it allowed more time to incorporate more insights from those projects whose outputs emerged later than expected. This had no additional costs to the fellowship because the additional work was funded through the TLRP Capacity Award. It was agreed that this new arrangement would allow ESRC to get the best value from both the Fellowship and the Capacity Building investments<sup>1</sup>.

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<sup>1</sup> The Research Capacity work undertaken by Professor James from 1 April 2007 entailed planning, commissioning, supporting and editing the production of 30+ resources, in the form of 'showcases of expertise', to be deposited in the TLRP website as a legacy for use by the educational research community: see [http://www.tlrp.org/capacity/rm/research\\_approaches.html](http://www.tlrp.org/capacity/rm/research_approaches.html) These resources are now incorporated into the BERA website also and it is hoped that the educational research community will be motivated to develop them further: see <http://www.bera.ac.uk/blog/2009/01/resources/> (Accessed 9 February 2009)

## **PART 2: Research consolidation**

The 22 schools projects within TLRP, like all its other investments, were expected to pursue a number of common aims:

- To work to achieve significant improvements in learning outcomes for identified groups of learners;
- To work in authentic settings of teaching and learning;
- To bring multidisciplinary or interdisciplinary approaches to research;
- To enhance the capacity for a research-based approach to education and training practices;
- To work in partnership with practitioners, learners, policy makers and others in the research community, to achieve maximum impact through transformation of the research results into actionable strategies and practices;
- To make research-based contributions to the fundamental understanding of teaching and learning.

However there was no specification of the research questions, the modes of inquiry, the nature of samples, the theoretical frameworks for data collection and analysis, or the form of outcomes. All of these things were considered to be a proper focus for investigation themselves. In line with standard ESRC procedures, the proposals of the highest scientific quality and relevance to the field were selected for funding. Thus, as the TLRP Director, Andrew Pollard, has said, the TLRP Directors' Team was given a 'hand of cards' and the task of trying to make sense of it. In very broad terms the schools projects could be clustered as follows:

### *Learning in specific areas of the curriculum*

- The Role of Awareness in the Teaching and Learning of Literacy and Numeracy in Key Stage 2 (Nunes et al. 2001-04).
- 5-14 Mathematics in Scotland: the relevance of intensive quantities (Howe, 2003-05).
- Towards Evidence-based Practice in Science Education (ESPE) (Millar et al. 2000-03).
- Learning Scientific Concepts in Classroom Groups at Key Stage 1 (Research Training Fellowship)(Hodgkinson, 2001-05).

### *Learning across the curriculum*

- ACTS II: Sustainable Thinking Classrooms (McGuinness, 2001-04).
- Learning How to Learn in Classrooms, Schools and Networks (LHTL) (James et al. 2001- 05).
- Identity and Learning (Pollard 2004-07) (Associate Project)

### *The use of ICT to enhance learning*

- InterActive Education: Teaching and Learning in the Information Age (Sutherland et al. 2000-04).
- INTERPLAY: Play, Learning and ICT in Pre-school Education (Plowman et al. 2003-06).
- The Use of ICT to Improve Learning and Attainment through Interactive Teaching (Kennewell et al. 2005-07).
- From Black Boxes to Glass Boxes: Computerised Concept Mapping in Schools (Research Training Fellowship)(Bevan, 2002-06).

### *Environments for better learning*

- Improving the Effectiveness of Pupil Groups in Classrooms (Blatchford et al. 2001-04).

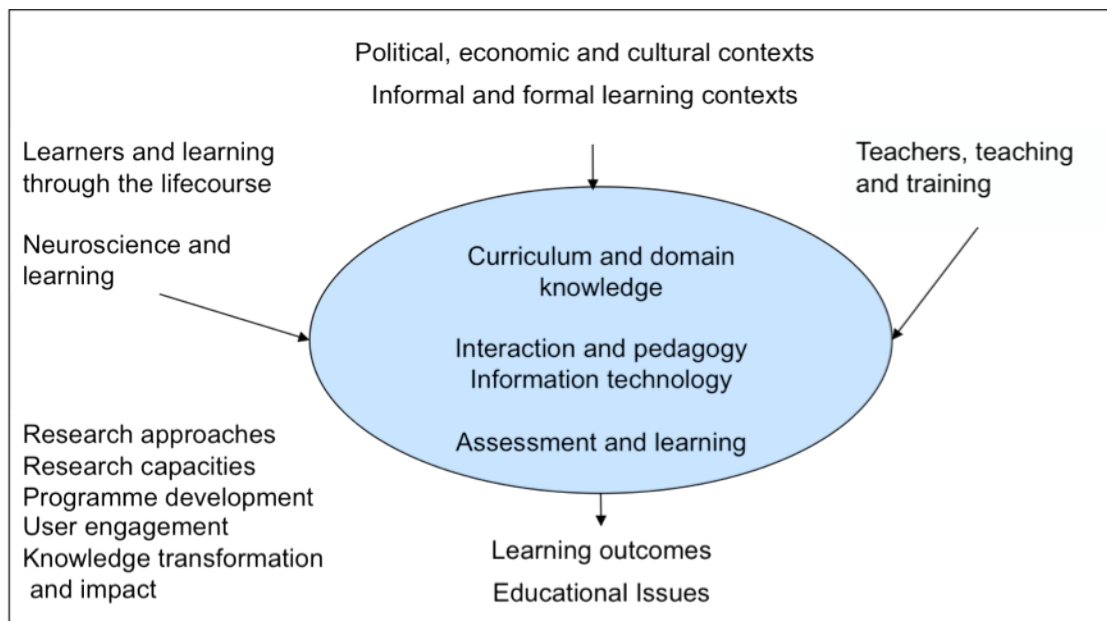
- Supporting Group Work in Scottish Schools: Age and the Urban/Rural Divide (Christie et al. 2003-04).
- Home-School Knowledge Exchange in Primary Education (HSKE)(Hughes et al. 2001-2005).
- Provision for Gifted and Talented Pupils at Secondary Transfer (Research Training Fellowship) (Brookes 2002-07).
- EPPE: Effectiveness in Pre-School Primary Education (Siraj-Blatchford et al. 2003-08) (Associate Project).

*School conditions for the improvement of teaching and learning*

- Consulting Pupils about Teaching and Learning (Rudduck et al. 2000-2003)
- Consulting Pupils on the Assessment of their Learning (CPAL)(Leitch et al. 2005-06).
- Lessons for Learning: Using Research Study Lessons to Innovate and Transfer Metapedagogy (Research Training Fellowship) (Dudley, 2003-07).
- Understanding and Developing Inclusive Practices in Schools (Ainscow et al. 2000-03).
- Facilitating Teacher Engagement in More Inclusive Practice (Davies et al. 2005-07).
- VITAE: Variations in Teachers’ Work, Lives, and their Effects on Pupils. (Day et al. 2004-06) (Associate Project).

This list indicates the wide range of investigations and the challenges of forging coherence and consolidating findings. In the first instance a simple conceptual model was used to map the areas under investigation (See Figure 1).

Figure 1: *Scope of TLRP’s interests*



These concepts provided an initial framework for reviewing the findings emerging from the schools projects. For example they were used by the Fellow as the basis of a detailed audit of insights from TLRP schools projects, and related thematic work, which was presented to the DCSF National Strategies team at a workshop in October 2007, and also for the Research Survey commissioned from the Esmee Fairbairn Primary Review.

In 2006, a few months before the start of the Fellowship, the Fellow had begun to look across project findings to see whether any overarching messages were emerging. This work was accelerated by the need for a succinct summary to present at a meeting with the Education Team at HM Treasury. The Fellow proposed the device of Ten Principles for Effective Teaching and Learning on the grounds of her earlier experience of developing successful principles of Assessment for Learning, with the UK Assessment Reform Group. This approach also recommended itself as a way of dealing with high quality evidence from different contexts, with different foci, using different methods. Principles engage with diverse forms of evidence whilst also calling for the necessary application of contextualized judgement by teachers, practitioners and policy makers. They also enable the accumulation and organization of knowledge in resilient, realistic and practically useful ways, as well as having the potential progressively to generate understanding and language for use within public debates.

The TLRP Commentary, *Improving teaching and learning in schools*, included the first formulation of the Ten Principles, including a brief summary of the evidence for them. The first task of this Fellowship was to ‘test’ the validity of these principles in discussion with various audiences. One such critical audience was TLRP researchers, especially those working on post-school projects, who were interested in the extent to which such principles might generalise to their work. Discussions at the November 2006 TLRP annual conference alerted the Fellow to some particular emphases and gaps in the school based work. For example, although the schools projects were interested in learning and learning outcomes, they probably contributed more to an understanding of effective *teaching*, than learning per se, reflecting the prominence of teachers in schools, in contrast with post-compulsory settings where ‘teachers’ do not always exist. Furthermore, whereas psychological, social-psychological or sociological approaches were drawn upon, biological (neuroscientific) aspects of learning were not investigated in TLRP schools projects. TLRP has since sought to redress this imbalance by funding a thematic seminar series that has published a highly successful TLRP Commentary on *Neuroscience in Education*. Other criticisms of the attempt to synthesise the findings from school-based projects highlighted limited attention to issues of equity and transitions, including a need for greater clarity about the relationship of informal to formal learning. Broadly, however, the attempt to present findings from school-based projects in the form of principles was welcomed. They were subsequently revised and developed into a version appropriate for schools and another version for all sectors<sup>2</sup>. The headlines of the schools version are as follows:

Effective teaching and learning:

1. equip learners for life in its broadest sense
2. engage with valued forms of knowledge
3. recognise the importance of prior experience and learning
4. require the teacher to scaffold learning
5. need assessment to be congruent with learning
6. promote the active engagement of the learner
7. foster both individual and social processes and outcomes
8. recognise the significance of informal learning
9. depend on teacher learning
10. demand consistent policy frameworks with support for teaching and learning as their primary focus

Dissemination of the schools version has been a major activity of this fellowship (see Parts 4 and 5 below and Annex C). The thinking behind them continues to evolve and at their presentation in Westminster in November 2008, at the final TLRP annual conference, they

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<sup>2</sup> This version can be found at <http://www.tlrp.org/themes/themes/tenprinciples.html>

were clustered under four headings: 1) educational values and purposes; 2) curriculum, pedagogy and assessment; 3) personal and social processes; 4) teachers and policies.

These four headings provide the framework for the book proposal currently under review with Routledge. Provisionally entitled *Improving Teaching and Learning in Schools: principles into practice* the book will locate insights from TLRP's schools projects, thematic work and ten principles in the wider field of research and scholarship and draw out implications for education policy and practice. The aspiration had been to have this book complete within the timescale of this Fellowship but, apart from some delay in the publication of some findings of some projects, progress on the book slowed because of a strategic decision to use more of the time to respond to the huge and immediate interest in the ten principles in their synoptic form. As one headteacher in Oslo said, 'This is what I can give my teachers'. It seemed sensible to capitalize on this interest at this time and come back to the book when the work on the principles had been extensively communicated. (See Part 7 for more on this decision.)

## **PART 3: Development of research field**

The synoptic reviews of TLRP schools projects that led to the distillation of ten evidence informed principles of effective teaching and learning, gave the Fellow an understanding of where TLRP schools research had particularly strong coverage and findings (e.g. in relation to the importance and character of teacher learning). They also revealed gaps or relatively slight coverage of some of the concepts and processes identified in the conceptual model (Figure 1).

At the heart of the model is the familiar triad of curriculum, pedagogy and assessment whose interactions represent the core processes of teaching and learning in classrooms. Most schools projects were centrally concerned with aspects of pedagogy and many had a strong curriculum component, especially those with a specific focus on one or more subject domains. However, apart from the Fellow's own project (the Learning How to Learn project), and one of the constituent projects of the ESPE network of projects on science education, few projects focused directly on assessment issues. Assessments were indeed used to measure effects of project interventions, but rarely was their development a central focus of the work. Thus issues of validity, reliability, manageability, and other issues of fitness for purpose, were rarely brought to the fore. Given the evidence of the powerful impact of assessments on curriculum and pedagogy – for good or ill - the Fellow was aware that this particular area is in need of further development, especially in terms of investigations of interactions in classroom practice. For this reason, and because it accorded with her particular research interests, she made it a special focus for development during the fellowship.

First she built on her earlier TLRP work of leading the Learning Outcomes Thematic Group (LOTG) in 2002-2004, which carried out a grounded analysis of the outcomes mentioned in the first thirty TLRP projects to be funded<sup>3</sup>. It was evident to the LOTG that the projects they reviewed had faced a dilemma. The project teams wanted to engage in research to promote new conceptions of learning but rigorous investigation of change requires learning outcomes to be assessed against a baseline measure. Rarely did they have sufficient time to develop and trial entirely new assessments fit to the purpose of assessing new formulations of significant outcomes. Moreover, in order to persuade stakeholders of a need to reconceptualise outcomes, it was necessary to convince them that existing models are inadequate and that alternatives are available or feasible to develop.

In response to this, the Fellow, with colleagues from the UK Assessment Reform Group of which she has been a long-standing member, bid to the TLRP for a Thematic Seminar Series to explore these issues further. The Assessment of Significant Learning Outcomes (ASLO) project became part of her work during the fellowship. Three questions were identified:

1. what are the significant learning outcomes that are not being assessed in a system that relies wholly on test-based assessment procedures?
2. what are the indicators of student performance which have been / could be developed in relation to such learning outcomes?
3. what are the assessment procedures that do not rely on testing but do give / could give dependable measures of student performance in relation to those indicators?

The method chosen to explore these questions was a series of six seminars at which the project team engaged with invited specialists with relevant expertise in specific areas of education and training. The terms in which the alignment of assessment procedures to learning outcomes in each context, were conceptualized were then analysed and discussed.

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<sup>3</sup> James, M. and Brown, S. (2005) 'Grasping the TLRP nettle: a preliminary analysis and some enduring issues surrounding the improvement of learning outcomes', *The Curriculum Journal*, 16(1) pp. 7-30 (TLRP Special Issue from the work of the LOTG).

Findings included:

- the constructs underpinning programmes of study and their assessment are often inadequately articulated;
- progression in learning is interpreted in different ways by students, teachers and programme designers;
- the nature of assessment procedures impacts in both intended and unintended ways on the extent to which assessed outcomes are aligned to curriculum goals;
- the use of aggregate attainment data as an indicator of system performance can distort the learning outcomes that are prioritized.

These findings have been reported in a conference paper, a journal article and a book chapter. A further collaboration, between the TLRP and the ARG, which the Fellow is leading, will result in a TLRP Commentary, *Assessment fit for purpose*, to be published in the summer of 2009.

In addition to this, but pursuing some of the same themes regarding the synergy of curriculum, pedagogy and assessment, is the work that the Fellow pursued during the fellowship in editing the new 'Educational Assessment' section of the third edition of the *International Encyclopedia of Education*, to be published by Elsevier in 2010. The Fellow commissioned and edited 57 articles and has written an 8000-word overview for this. This overview article distinguishes educational assessment from psychometric measurement in education and introduces the main topics covered: impacts of assessment on learners; different kinds of assessment activities; assessment in subject domains; classroom assessment in different countries; key concepts and issues. It then explores some of the cross-cutting themes: what makes assessment educational; formative assessment practices and relationships with summative assessment; models of learning underpinning models of assessment, and their congruence; support needed for educators to develop effective practice.

The models of learning underpinning assessment practice has been a particular interest and the Fellow has made an original contribution by exploring the implications of sociocultural approaches to learning and pedagogy for assessment practice. Developing some of her ideas published in 2006<sup>4</sup>, she proposed a model of assessment ('third generation assessment') as better aligned to sociocultural views of learning than either 'first generation assessment' (differentialist or behaviourist) or 'second generation assessment' (cognitivist)<sup>5</sup>. Although ostensibly mostly of academic interest, she presented this at a conference for 150 practitioners, whose enthusiasm for it led to a group of teachers and local authority advisers seeking and winning some external funding to try to engineer the model into practice. This indicates strong possibilities for further development and research in the field.

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<sup>4</sup> James, M. (2006) Assessment, teaching and theories of learning: in J. Gardner (Ed) *Assessment for Learning*, London: Sage, pp. 47-60.

<sup>5</sup> James, M. (2008) Assessment and Learning: in S. Swaffield (Ed.) *Unlocking Assessment*, London: Routledge/David Fulton, pp. 20-35.

## **PART 4: Fellowship activities**

Fellowship activities included: 1) desk-work (reading, analysis, synthesis and evaluation of output from TLRP projects; 2) writing for publication, presentation and other forms of communication with academic colleagues and user groups; and 3) meetings with stakeholders to discuss and advise on the implications of TLRP schools work for policy and practice and for future research. Often these activities were integrated in particular tasks. Appendices B and C list outputs and communication activities by type; in this Part of the Report, activities and impacts of different kinds are clustered according to the themes to which they relate. No attempt is made here to separate academic contributions from contributions to policy and practice because a chief goal of the TLRP was to work in 'Pasteur's Quadrant' i.e. to pursue research that has both high scientific quality and high relevance. As the last paragraph in Part 3 illustrates, it is possible to present theoretical ideas in such a way that practitioners perceive relevance to action.

The activities of the fellowship were focused on meeting its aims in the following ways. Evidence of the visibility and impact of these activities is illustrated under each heading (see also Appendices B and C):

### 1. Disseminating TLRP's work generally, with special attention to the experience of improving the uptake of research in policy and practice

Much of the Fellow's work under this heading has been international. During the fellowship she has given keynotes at major international research conferences and symposia in Australia, New Zealand, the United States, Hong Kong, Norway, and Sweden. For example:

- 'Improving Teaching and Learning in Schools'. BERA TLRP Presentation at AARE annual conference, Adelaide, November 2006.
- 'The Teaching and Learning Research Programme: a UK response to academic challenges'. Keynote given with Andrew Pollard at the NZARE annual conference, Rotorua, December 2006. Following further presentations and meetings with the Directors of the NZ Centre for Educational Research, in Wellington, in December 2006, she was invited to become a member of the Editorial Board of their journal, *SET Research Information for Teachers* and to provide feedback on its contents. Meetings at NZCER will be held in March 2009 when she visits again.
- 'Teaching and Learning Research Program – an \$80 million 12-year strategic initiative to enhance the quality of educational research in the United Kingdom'. Invited Presidential Session, American Educational Research Association conference, Chicago, April 2007.
- 'The UK's Teaching and Learning Research Programme'. Introductory keynote given at a joint TLRP/ HKIED international symposium, Hong Kong Institute of Education, April 2008.
- 'What the UK's Teaching and Learning Research Programme has learnt about learning processes, fields of knowledge and benefits of learning'. Keynote given at the final 'Norsk skole og utdanning – hva vet vi?' conference of the Norwegian Research Council's KUL (Knowledge, Education and Learning) Programme Conference, Oslo, April, 2008. The audience was made up of politicians, bureaucrats, school leaders, union representatives, and academics and researchers.
- 'Improving teaching and learning in schools'. Keynote to the conference organised by the Swedish Research Council, Committee of Educational Sciences, University of Karlstad, October 2008. Following this presentation the Deputy Director-General of the Institute for Labour Market Policy Evaluation requested permission to send the presentations to the Swedish Ministry of Education, which has launched a public investigation into ways to strengthen the connection between educational research and teaching practices.

In the UK also there has been continuing interest in finding out more about the TLRP, and its approaches to linking research and practice. HE lecturers, teacher educators and advisers have shown particular interest and the following were talks given to these groups:

- ‘Promoting learner autonomy and engagement: insights from TLRP’. Keynote to the annual conference of the Association for Achievement and Improvement through Assessment (AAIA), Newcastle, September 2008.
- ‘The UK’s Teaching and Learning Research Programme: adventures in conducting high quality research for high impact’. Keynote given at the 4<sup>th</sup> annual ROERCE conference, Roehampton University, December 2007.
- ‘Implications of TLRP’s work for teacher educators’. Keynote to UCET R&D Committee, London, October 2007.
- ‘What counts as ‘evidence’ in evidence-informed approaches to ‘teaching for learning’ (in HE) policy and practice’. Keynote to Cambridge University teachers and researchers at St John’s College Cambridge, October 2007.
- Keynote to ‘Learning about Learning’ Conference, IOE, London, May 2007.
- ‘Engaging Practitioners in TLRP research’. Presentation at the Institute of Education Conference on applied and practice based research, November 2006.

## 2. Carrying out and disseminating synoptic syntheses of research and findings of TLRP schools projects and thematic investments

Although the task of summarizing and synthesizing TLRP schools project findings was always an objective of the fellowship, this task was given impetus, shape and direction by two particular events. One was a request from Professor Robin Alexander for a TLRP research survey as a major contribution to the Esmee Fairbairn Primary Review, which attracted considerable media attention during 2008 (making national newspaper headlines on several occasions). The other was the need to provide an audit paper for a meeting with the DCSF National Strategies Team at a joint TLRP/DCSF workshop. The outputs (each approximately 12, 000 words) are:

- James, M. and Pollard, A. (2008) ‘Learning and Teaching in Primary Schools: insights from TLRP’, *Primary Review Research Survey 2/4*, 28pp. (available for download at [http://www.primaryreview.org.uk/Downloads/Int\\_Reps/9.Teaching-learning/RS\\_2-4\\_report\\_160508\\_Learning\\_teaching\\_from\\_TLRP.pdf](http://www.primaryreview.org.uk/Downloads/Int_Reps/9.Teaching-learning/RS_2-4_report_160508_Learning_teaching_from_TLRP.pdf))
- ‘Learning and teaching in schools: a commentary and audit from TLRP’. Paper written with Andrew Pollard and presented at a DCSF National Strategies Workshop entitled ‘What have we learned about pedagogy from TLRP and what do we need in the future?’ October 2007.

## 3. Developing, refining, validating and disseminating the TLRP’s ten evidence informed principles of effective teaching and learning

Following the early development of the ten principles in 2006, interest in them grew and many fellowship activities focused on their dissemination, often in response to invitations to present them at conferences, seminars and workshops, within the UK and internationally. These gave the Fellow the opportunity to test their relevance in diverse contexts and refine them accordingly. During the period of the fellowship there were at least eight such occasions:

- ‘TLRP’s ten principles for effective teaching and learning’. Concluding plenary keynote at final annual TLRP Conference ‘Improving Teaching, Enhancing Learning’, Queen Elizabeth Conference Centre, Westminster, 24<sup>th</sup> December 2008.
- ‘Improving teaching and learning in schools: ten principles from TLRP’. Keynote to conference organised by the Swedish Research Council, Committee of Educational Sciences, University of Karlstad, October 2008.
- ‘Assessment should be congruent with learning – and other principles of effective teaching and learning in schools’. Keynote to the Association for the Study of

Evaluation and Assessment in Southern Africa, University of Pretoria, July 2008. Also 'Applying the [TLRP] principles of effective teaching', a workshop at the same conference.

- 'What makes a good teacher? Ten principles from the UK's Teaching and Learning Research Programme'. Talk given at a House of Commons Seminar chaired by the Chair of the Education Select Committee, January 2008.
- 'Improving teaching and learning in schools: ten principles from TLRP'. Keynote to Strathclyde University Faculty of Education, January 2008.
- Interviewed by Libby Purves on Radio 4's 'Learning Curve' in conjunction with the publication to all UK schools of TLRP's teachers' guide 'Principles into Practice', the Ten Principles poster and accompanying DVD, October 2007.
- 'TLRP's 10 Principles for Effective Teaching and Learning'. Introductory keynote to 250 IOE PGCE students who were about to begin the first M level course framed around these principles, September 2007.
- 'It's the quality of teaching and learning, stupid!' Educational Alliance Conference, Institute of Education, London, March 2007.

Other organisations requested articles for their professional journals and newsletters. The Fellow wrote four articles for these:

- James, M. (2008) 'More than the sum of the parts: principles for effective teaching and learning from the TLRP', *Curriculum and Assessment Update*, Issue 4, Spring p. 2 (in English and Welsh). Cardiff: DCELLS, Welsh Assembly Government.
- James, M. and Pollard, A. (2008) 'What have we learned from TLRP?' *Education Review*, 21(1), pp 90-100. (This is the NUT journal, which is refereed)
- James, M. (2007) 'Ten key messages from the UK's biggest ever educational research programme', *Learning and Teaching Update*, Issue 6, July/August, pp. 5-7.
- James, M. (2007) 'What makes a good local school for every child? It's the quality of teaching and learning, stupid!' *CSCS Journal*, 18(1), Summer, pp. 8-9.

#### 4. Integrating and embedding TLRP insights in the wider body of educational research and thereby adding to the accumulation of evidence and the contribution to international scholarship

On the basis of the work described above, and the understandings it generated through dialogue with individuals, groups and organisations, the Fellow has written and submitted a proposal for a book which will elaborate the evidence base for the ten principles and locate them in the wider literature internationally:

- James, M. and Pollard, A. *Improving Teaching and Learning in Schools*. London: Routledge (TLRP Improving Learning series). (Proposal under review).

Another book proposal, co-ordinated principally by Andrew Pollard but involving the Fellow as a co-editor, has also been submitted for review. A planning discussion with the US editor (A. Lieberman) was a key activity during the Fellow's attendance at the AERA Conference in New York in 2008. If the contract is awarded this major international handbook will provide a state of the art overview of research in which the work of TLRP will be embedded. It will draw attention to the relationship between what is known about effective pedagogy from the educational sciences and the application of this understanding in contemporary national systems across the world.

- Pollard, A., Hogan, D., James, M. and Lieberman, A. (Eds) *International Handbook of Teaching and Learning in Schools*, London, Sage. (Proposal under review)

A similar, although even larger, international project was completed during the fellowship. The Fellow was invited to be the section editor for 'Educational Assessment' within the third edition of a major international reference work, the *International Encyclopedia of Education*. This is a new section and the Fellow is one of only two section editors (of 24) invited from

the UK. The section consists of 57 articles, plus the Fellow's own overview article of 8000 words. This project enabled the Fellow to invite approximately 20 per cent of contributions from TLRP researchers.

- James, M. (2010 in press) (Section Editor) 'Educational Assessment': in E. Baker, B. McGaw and P. Pearson (Editors in Chief) *International Encyclopedia of Education (3<sup>rd</sup> Edition)*, Oxford, Elsevier.

#### 5. Bringing TLRP research and findings to bear on policy debates through discussions with politicians and policy advisers, and membership of advisory groups and committees

There have been numerous opportunities during the fellowship to engage with government agencies and policy advisers, sometimes arising from invitations from them and sometimes from direct approaches from TLRP. Direct contact with the politicians who make or formulate policy is often more difficult.

However the Fellow has taken advantage of some unusual opportunities.

- In 2006, she was invited by Rt Hon. Stephen Dorrell MP and Baroness Perry to be an independent (non-aligned) member of the steering group of the Conservative Party's Public Services Improvement Policy Task Group and chair of its Education Sub-group. This was a major activity and involved taking evidence from a wide variety of interest groups in a series of meetings, writing a report on education policy for the steering group and commenting on the final report written by the politicians and submitted to the Shadow Cabinet in May 2007. There were nine meetings of the steering group, six meetings of the education sub-committee and up to eight days were spent writing and negotiating the sub-committee's report. The Fellow was also an occasional adviser to the Shadow Secretaries of State for Education (David Willetts MP and Nick Gibb MP) on the school curriculum and on the 'professionalism of teachers'.
- With Andrew Pollard, the Fellow was invited to advise the Prime Minister's Strategy Unit on 'Raising teacher quality; insights from the TLRP'. She prepared the briefing paper on this theme, which was presented to the Cabinet Office in September 2007.
- She was also invited to an informal meeting with the House of Commons Select Committee (Children, Schools and Families) to discuss the scope of the Inquiry into the National Curriculum, set up in February 2008.
- The Fellow was also invited to communicate the findings of TLRP schools projects at a one-to-one meeting with the Liberal Democrat spokesperson on Education, David Laws MP, November 2007. He commented on the value of the TLRP projects' Research Briefings that gave him a quick summary of findings and implications.

Other opportunities came from meetings with, and roles in relation to, government departments and agencies in the UK and overseas:

- The Fellow met with DCSF National Strategies leaders (Sue Hackman, Peter Walker and Pete Dudley) to discuss the policy implications of TLRP's findings, October 2007.
- From 2005-08, she was a member, of the advisory group for ACCAC (now DCELLS) Thinking Skills and Assessment for Learning Development Programme, funded by the Welsh Assembly Government. This large development programme (almost £1m) built directly on the findings of two TLRP projects – 'Learning How to Learn' and 'Sustainable Thinking Classrooms (ACTSII)'.
- The Fellow was appointed (2007-9) as the Overseas Member of the Curriculum Development Council, Education Bureau, Government of Hong Kong Special Administrative Region, People's Republic of China (she attends regular meetings via video link). In this capacity, but face-to-face on this occasion, she met with all teams in the Curriculum Development Institute, gave six seminars to officers, inspectors and teachers, visited schools and commented on materials produced to support the new senior secondary curriculum, during a three week visit to Hong Kong in April/May 2008. She returns for a further week in March 2009. She works directly with Dr KK Chan who is Deputy Permanent Secretary for Education.

#### 6. Disseminating results of the Fellow's own TLRP project, 'Learning How to Learn in classrooms, schools and networks'

In addition to the communication and dissemination of over-arching summaries and themes, the Fellow has continued to disseminate the results of specific TLRP projects, including her own project which was completed in 2005. Further publications from the project include:

- James, M. and McCormick, R. (2009) 'Teachers Learning How to Learn', *Teaching and Teacher Education*, 25 (7 or 8) (This is a TLRP special issue)
- James, M. (2008) *Only Connect! Improving teaching and learning in schools*. London: Institute of Education, 28pp.
- James, M. (2007) 'Assessment for Learning – for all', *Make the Grade*, Autumn pp.18-2. (This is the journal of the Institute of Educational Assessors.)

The following were keynote presentations on the project during the Fellowship:

- 'Learning How to Learn and Assessment for Learning'. Keynote to a conference on 'Policies and practices of educational assessment of learning', sponsored by the Cantabria Government, at the Universidad Menendez Pelayo, Santander, July 2008.
- 'Developing, embedding, spreading and sustaining AfL in schools'. Keynote to the Association for the Study of Evaluation and Assessment in Southern Africa, University of Pretoria, July 2008.
- 'Assessment for Learning, Learning and Teaching' and 'Formative and Summative Assessment: the teacher's role', keynotes given at four meetings for officers, inspectors, teachers and headteachers, organised by the Education Bureau, Hong Kong, April to May 2008.
- 'What helps AfL take root in schools? Findings from the Learning How to Learn Project'. Keynote at the annual conference of Thame Partnership Schools, Thame, Oxon, February 2008.
- Inset based on the findings of LHTL given to Lewisham Primary Teachers, January 2008.
- 'What helps AfL take root in schools? Findings from the Learning How to Learn Project'. Keynote at Cambridge Assessment conference, Downing College, Cambridge, November 2007.
- 'Embedding, spreading and sustaining AfL: 12 key messages from the Learning How to Learn Project'. Keynote at Scottish Qualifications Authority event for teachers involved in the Scottish Survey of Achievement, Glasgow, November 2007.
- 'Only Connect! Improving teaching and learning in schools'. Professorial Lecture, Institute of Education, London, October 2007.
- 'Teachers Learning to Learn'. Paper presented with Robert McCormick in the European Learning to Learn Network Symposium, ECER Annual Conference, Ghent, Belgium, September 2007.
- Keynote on LHTL Project findings to AFL Network of 27 schools, Redbridge LEA, June 2007.
- 'Assessment for learning for school improvement'. Keynote to conference of 250 Cambridgeshire teachers, April 2007.
- 'Embedding, spreading and sustaining AfL: 12 messages from the LHTL Project.' Keynote to the East Midlands CPD Partnership conference, March 2007.
- 'The TLRP Learning How to Learn Project: key messages for teacher development, school leadership and national strategies'. Keynote given at Hong Kong University, December 2006.
- 'How schools support the successful promotion of learning how to learn'. Symposium at the BERA annual conference, Warwick, September 2006.

As a direct result of her role as director of this TLRP project, the Fellow was invited to be a participant in a European network of researchers interested in the concept and practice of learning to learn. This was co-ordinated by the European Commission's Joint Research Centre, the Institute for the Protection and Security of the Citizen and the Centre for Research on Life Long Learning, based at Ispra, Italy. This was

convened to explore further some of the issues arising from the work of the Expert Group, set up in 2006 by the European Network of Policy Makers for the Evaluation of Educational Systems, to advise on the development and piloting of a European indicator for Learning to Learn. The Fellow had been was nominated by the DfES to be the representative for England on this expert group.

### 7. Developing the research field in the area of assessment and its relationship to curriculum and pedagogy

This theme is discussed fully in Part 3 of this Report. Publications arising from it are:

- James, M., Mansell, W. et al. (2009) *Assessment fit for purpose*. London: TLRP. (This is a TLRP/Assessment Reform Group Commentary on assessment that is in preparation. The Fellow is co-ordinating this and writing part of it.)
- James, M. (2009) 'Chapter 2: Assessment for Learning: research and policy in the (dis)United Kingdom': in R. Berry and R. Adamson (Ed.) *Assessment Reform and Educational Change*, New York, Springer.
- Daugherty, R., Black, P., Ecclestone, K., James, M. and Newton. P. (2009) 'Chapter 9: Assessment of Significant Learning Outcomes': in R. Berry and R. Adamson (Ed.) *Assessment Reform and Educational Change*, New York, Springer.
- Daugherty, R., Black. P., Ecclestone, K., James, M. and Newton. P. (2008) 'Alternative perspectives on Learning Outcomes: challenges for assessment', *The Curriculum Journal*, 19(4): 243-254. (This is an output from a TLRP Thematic Seminar Series (ASLO)).
- James, M., (2008) 'Assessment and Learning': in S. Swaffield (Ed.) *Unlocking Assessment*, London: David Fulton, pp. 20-35.

Conference papers and presentations include:

- 'Investigating the alignment of assessment to curriculum'. Paper written with R. Daugherty, P. Black, K. Ecclestone and P. Newton and given by Richard Daugherty at the BERA Annual Conference, London, September 2007. (This is an output from the TLRP Thematic Seminar Series ASLO)
- 'Assessment and Learning: meeting the need for better alignment'. Keynote at a GTCE teacher conference on assessment, Guildford, July 2007.
- 'Can we be creative about the assessment of creative learning?' Keynote at the final conference of the CLPE/Lewisham Creative Learning Partnership project on assessment, London, July 2007.
- 'Assessment and Learning'. Keynote to Mantle of the Expert conference for 150 practitioners organised by Essex LEA, November 2006.

Advice given on this theme has included:

- In November 2008 to a team of five professors in the University of Bergen, Norway, on a proposal for a major research project on 'Assessment and Feedback' to be submitted to a new programme on Knowledge, Education and Learning, supported by the Norwegian Research Council. If this is successful the Fellow is asked to be a member of the advisory group.
- In 2008, to Cambridge Assessment on the development of a proposal for a post-graduate diploma/masters' level course on educational assessment.
- As a member in 2006-7 of the Advisory Group for 'Assessing Communication and Learning in Creative Contexts', a development project supported by CfBT, Lambeth EAZ and CLPE.

## **PART 5: Impact highlights**

Throughout its existence the TLRP has applied a robust set of developmental strategies: 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; and adding value through innovative review. The impact highlights selected below illustrate how these strategies have been developed and implemented for impact during the Fellowship.

### Academic impact 1: Knowledge transformation and communication strategies

Traditional approaches to the communication and dissemination of research outcomes in the social sciences have tended to concentrate on the production of academic conference papers, journal articles and books. Whilst these are important outcomes, the TLRP has attempted to extend this approach by encouraging colleagues, and providing infrastructural support and resources, to enable user engagement to be a feature of research practice throughout the life projects, not just at their conclusion. It has provided innovative approaches to outputs and impact strategies by involving journalists and working on ways to translate and transform research findings using a wide range of media. At the very least, every project is expected to produce, with the help of journalists, a research briefing, a press release, a website and books in the accessible *Improving Learning* and/or *Improving Practice* series. The products of thematic work have been published, in hard copy and online, in the highly successful TLRP Commentary series, as a magazine-type guide for teachers, a poster and a DVD. The TLRP website is also structured so that different stakeholders might navigate it according to their particular interests.

The efforts made by TLRP in these respects are now becoming known and appreciated, and much of the work of the Fellow has been to share with researchers, and their professional associations, worldwide, the strategies that TLRP has used to good effect. As the cluster of activities under the first sub-heading in Part 4 (above) illustrates, overseas interest has been particularly strong as programmes of research, similar in some respects to TLRP, struggle with the same issues that TLRP faced in order to demonstrate the relevance of high quality research to policy and practice. For example, New Zealand's Teaching and Learning Research Initiative (TLRI), supported by the NZ Centre for Educational Research, has shown much interest in learning from TLRP. Evidence for this is in the briefing the Fellow received from the Director of NZCER prior to a meeting with TLRI researchers:

‘A current priority is building our knowledge about how to improve the uptake of research findings into practice. Or, looking at it another way, what strategies are most productive in engaging practitioners with research findings? In the current iteration of the TLRI we are placing considerable emphasis on project teams working to connect to practice, and the practitioner audience, and we would appreciate any insights you have. Another area of interest is the process you used for the TLRP Thematic Development Initiative. The briefings produced are such a useful and succinct examination of key issues and I suspect the process used means they were also able to be timely. Again your reflections about the effectiveness of these would be valuable. Finally, we are interested in how you think the TLRP has been able to add value to education in England and what lessons you have learnt along the way about how to maximise that value so the grant stays interesting and relevant even in tight financial times.’

### Academic impact 2: Research synthesis

Research synthesis was, from the outset, a priority for this fellowship and the opportunity afforded by the invitation to provide a Research Survey for the Esmee Fairbairn Primary

Review provided added focus, purpose and modes of dissemination to academic, professional and lay audiences (see Part 4, sub-heading 2, above, for details). This ‘survey’ of schools projects and related thematic work, carried out and written by the Fellow, was over 11,000 words in length and included an account of the conceptual framework used in the analysis, the sources of evidence, a discussion of methodological approaches, an analysis and synthesis of findings from projects related to identified themes, and presentation of summary principles to guide practice, adduced from the evidence. This survey also led to the identification of gaps in the research that would benefit from further study (some of which stimulated the Fellow’s own further work towards the development of the research field - see Part 2 above). The areas in need of further research and development are:

- The contribution of neuroscience, on the one hand, and socio-cultural approaches, on the other, to our understanding of learning and the formation of learning identities;
- Valid assessments of valued learning outcomes, following renewed public debate on the latter;
- How successful small-scale innovations in teaching and learning can be effectively scaled up and rolled out across schools and across the system.

#### User impact 1: Development, refinement, validation and dissemination of Ten Principles of Effective Teaching and Learning

In autumn 2007, TLRP’s principles were published as a poster inside *Principles into Practice: a teacher’s guide*. This was sent, with a DVD, to every school in the UK. The poster has been reproduced in CPD material from the Primary National Strategy in England. In Autumn 2008, the *Termtalk* publication of the General Teaching Council for Northern Ireland also reproduced the poster, and a Gaelic version is planned in the near future. It has been translated into Welsh and distributed to all schools in Wales by DCELLS<sup>6</sup>. As a direct result of the mediation of the Fellow, the National College for School Leadership is considering it as a model to underpin its programmes for Leadership of Teaching and Learning (for middle leaders, early headship, system leaders etc), and the TDA manager responsible for the Masters in Teaching and Learning is also interested in the possibilities for using it to serve similar purposes. During the period of the Fellowship the principles have also been disseminated through articles, workshops and keynote lectures to researchers, policy makers and practitioners in Australia, Hong Kong, New Zealand, Norway, Sweden, South Africa, and the USA (see Part 4, sub-heading 3 for details).

#### User impact 2: Contributing knowledge for democratic debate with Westminster politicians

TLRP has adopted a policy of constructive engagement with civil servants, politicians and representatives of civil society in each part of the UK. It has liaised directly with leading Westminster politicians, contributed to Parliamentary enquiries and to national reviews on primary education, national curriculum, national assessment, 14-19 education, workplace and lifelong learning, mental capital and well being, and published Commentaries on many of the associated issues.

The Fellow continued to be involved in this aspect of TLRP work throughout the fellowship and made a very substantial INDEPENDENT contribution to the review of public service policy initiated by the Leader of the Conservative Party, David Cameron. The outcome of the work of this group was a report by Stephen Dorrell MP and Baroness Perry to the Shadow Cabinet in September 2007 entitled *Restoring Pride in our Public Services*. This was written by the politicians but was informed by reports from the independent chairs of sub-groups who had taken ‘evidence’, much like the parliamentary select committees, from a range of

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<sup>6</sup> The teachers’ guide, the DVD and the English and Welsh versions of the poster are downloadable from <http://www.tlrp.org/findings/Schools%20Findings/Schools%20Findings.html>

stakeholders. The Fellow was appointed the chair of the education sub-group supported by, among others, Professor Alan Dyson, a co-director of a TLRP project on inclusion. The report from the sub-group was based on research evidence, much of it informed by the work of TLRP. Of course, when the politicians came to write their report they needed to take account of political considerations. However, some strong messages from TLRP survived; about the moral purposes of education; about teaching and learning processes as the key to school improvement; about the need to rethink the assessment system so that it does not distort educational purposes; and about the importance of teachers, teacher education and research-based innovation in practice. The acid test will be to see how much of this, if any, is incorporated into the Conservative manifesto before the next election. However, the exercise was an interesting and powerful one and attracted the goodwill of those who represent teachers e.g. the NUT.

The TLRP has sought to have a balanced approach and the Fellow, together with Andrew Pollard, has also had discussions with politicians from the other main parties although, as yet, no other party has mounted quite the same kind of exercise. What is significant about this experience is the extent to which politicians were prepared to talk seriously with academic researchers. These kinds of conversations are evidence that TLRP has worked hard to overcome the challenges to educational research and to confront the criticisms made in the 1990s i.e. that educational research is characterized by lack of rigour and accumulation, theoretical incoherence, ideological bias, irrelevance, weak user engagement, poor dissemination, inaccessibility and low value for money. We are confident that, partly as a result of the efforts of TLRP, to which this fellowship has made a contribution, these criticisms will no longer be voiced in relation to the educational research community as a whole.

## **PART 6: International activities**

The international dimension of the activities undertaken during the fellowship is particularly strong and permeates the accounts given in preceding sections of this report. Strong links have been established with both academic and user groups overseas, and the kinds of activities engaged in have been diverse. International outputs have been of three kinds:

### 1. Contributions to joint publications in order to embed TLRP work in the wider international body of research and scholarship

- R. Berry and R. Adamson (Ed.) *Assessment Reform and Educational Change*, New York, Springer. This book is to be published as a major output of a joint TLRP/Hong Kong Institute of Education symposium in Hong Kong in April 2008. This symposium was facilitated and part funded by TLRP. The Fellow headed a team of eight TLRP researchers. The Fellow's particular contributions to this book are: James, M. (2009) 'Chapter 2: Assessment for Learning: research and policy in the (dis)United Kingdom', and Daugherty, .R., Black, P., Ecclestone, K., James, M. and Newton. P. (2009) 'Chapter 9: Assessment of Significant Learning Outcomes'.
- James, M. (2010 in press) (Section Editor) 'Educational Assessment': in E. Baker, B. McGaw and P. Pearson (Editors in Chief) *International Encyclopedia of Education (3<sup>rd</sup> Edition)*, Oxford, Elsevier. This is a new section for this encyclopedia and the Fellow is one of only two section editors (of 24) invited from the UK. The section consists of 57 articles, plus the Fellow's own overview. This project enabled the Fellow to invite approximately 20 per cent of contributions from TLRP researchers.
- Pollard, A., Hogan, D., James, M. and Lieberman, A. (Eds) *International Handbook of Teaching and Learning in Schools*, London, Sage. (Proposal under review) A planning discussion with the US editor (A. Lieberman) was a key activity during the Fellow's attendance at the AERA Conference in New York in 2008.

### 2. Contributions to international conferences

- 'Improving Teaching and Learning in Schools'. BERA TLRP Presentation at AARE annual conference, Adelaide, November 2006.
- 'The Teaching and Learning Research Programme: a UK response to academic challenges'. Keynote given with Andrew Pollard at the NZARE annual conference, Rotorua, December 2006.
- 'The TLRP Learning How to Learn Project: key messages for teacher development, school leadership and national strategies'. Keynote given at Hong Kong University, December 2006.
- 'Teaching and Learning Research Program – an \$80 million 12-year strategic initiative to enhance the quality of educational research in the United Kingdom'. Invited Presidential Session, American Educational Research Association conference, Chicago, April 2007.
- 'Teachers Learning to Learn'. Paper presented with Robert McCormick in the European Learning to Learn Network Symposium, ECER Annual Conference, Ghent, Belgium, September 2007.
- 'The UK's Teaching and Learning Research Programme'. Introductory keynote given at a joint TLRP/ HKIED international symposium, Hong Kong Institute of Education, April 2008.
- 'What the UK's Teaching and Learning Research Programme has learnt about learning processes, fields of knowledge and benefits of learning'. Keynote given at the final 'Norsk skole og utdanning – hva vet vi?' conference of the Norwegian Research Council's KUL (Knowledge, Education and Learning) Programme Conference, Oslo, April, 2008.

- ‘Assessment for Learning, Learning and Teaching’ and ‘Formative and Summative Assessment: the teacher’s role’, keynotes given at four meetings for officers, inspectors, teachers and headteachers, organised by the Education Bureau, Hong Kong, April to May 2008.
- ‘Learning How to Learn and Assessment for Learning’. Keynote to a conference on ‘Policies and practices of educational assessment of learning’, sponsored by the Cantabria Government, at the Universidad Menendez Pelayo, Santander, July 2008.
- ‘Assessment should be congruent with learning – and other principles of effective teaching and learning in schools’. Keynote to the Association for the Study of Evaluation and Assessment in Southern Africa, University of Pretoria, July 2008. Also ‘Applying the [TLRP] principles of effective teaching’, a workshop at the same conference.
- ‘Developing, embedding, spreading and sustaining AfL in schools’. Keynote to the Association for the Study of Evaluation and Assessment in Southern Africa, University of Pretoria, July 2008.
- ‘Improving teaching and learning in schools’. Keynote to conference organised by the Swedish Research Council, Committee of Educational Sciences, University of Karlstad, October 2008.

### 3. Contributions through advice and support to overseas agencies (research agencies and government agencies)

- The Fellow was appointed (2007-9) as the Overseas Member of the Curriculum Development Council, Education Bureau, Government of Hong Kong Special Administrative Region, People’s Republic of China (she attends regular meetings via video link). In this capacity, but face-to-face on this occasion, she met with all teams in the Curriculum Development Institute, gave six seminars to officers, inspectors and teachers, visited schools and commented on materials produced to support the new senior secondary curriculum, during a three week visit to Hong Kong in April/May 2008. She returns for a further week in March 2009. She works directly with Dr KK Chan who is Deputy Permanent Secretary for Education.
- The Fellow held meetings with the Directors of the NZ Centre for Educational Research, in Wellington, in December 2006 and March 2009, and accepted an invitation to become a member of the Editorial Board of their journal, *SET Research Information for Teachers* and to provide feedback on its contents.
- The Fellow was invited to be a participant in a European network of researchers interested in the concept and practice of learning to learn. This was co-ordinated by the European Commission’s Joint Research Centre, the Institute for the Protection and Security of the Citizen and the Centre for Research on Life Long Learning, based at Ispra, Italy. This was convened to explore further some of the issues arising from the work of the Expert Group, set up in 2006 by the European Network of Policy Makers for the Evaluation of Educational Systems, to advise on the development and piloting of a European indicator for Learning to Learn. The Fellow had been nominated by the DfES to be the representative for England on this expert group.
- In November 2008 the Fellow met with a team of five professors in the University of Bergen, Norway, to give advice on a proposal for a major research project on ‘Assessment and Feedback’ to be submitted to a new programme on Knowledge, Education and Learning, supported by the Norwegian Research Council. If this is successful the Fellow is asked to be a member of the advisory group.

All of these activities have made a contribution to promoting and developing the international profile of TLRP with overseas researchers, with research councils and with user groups including key policy-makers in national governments. The countries involved include: the USA, Australia, New Zealand, Hong Kong, Singapore, South Africa, Spain, Sweden and Norway, plus much of the European Union.

## **PART 7: Personal reflections and development**

The evidence in the preceding Parts of this Report attest to the value added to the TLRP investment by the Fellowship. In terms of the Fellow's own research it has provided opportunities both to reflect on the wider significance of the TLRP schools findings and to locate them in the wider international literature. This, and the added connections with other researchers worldwide working in the same field, will enable her to take forward the work proposed on the *Improving Teaching and Learning in Schools* book, if it is commissioned by Routledge (a decision is still awaited). However the Fellow is now retired so her future plans are 'to have more time with her family' and she has no immediate plans to pursue further funded projects of her own. However, the experience of TLRP and the Fellowship will enable her to advise other researchers in the 0.2fte she has at the University of Cambridge as Deputy Director of Research. She will concentrate her efforts on this research capacity building function; the TLRP experience will be invaluable for this.

The Fellow would like to record that she felt well supported by the Board and the ESRC office especially when it was necessary to negotiate the re-profiling of the Fellowship to accommodate the additional work undertaken in relation to the TLRP Research Capacity Award. She recognizes that these were unusual circumstances. She believes the effect was to strengthen the outcomes of the Fellowship and of the TLRP more generally.

## **Annex A Summary Details**

Award reference number: RES-052-27-003

Award start date: 1 September 2006

Award end date: 31 December 2008

Amount awarded: Total grant of £125,764.48 of which the ESRC awarded 80% i.e. £100,611.58

Amount expended: £125,531.83 of total grant and £100,425.46 of ESRC 80%

Average time percentage spent on the fellowship per week: 100 per cent from 1 September 2006 to 31 March 2007, then 33 per cent from 1 April 2007 to 31 December 2008.

No other staff were employed on this fellowship.

## **Annex B List of Outputs**

*Publications related to this fellowship i.e. excluding those recorded in the annual reports of the TLRP main award, to September 2006, and the End of Award report (October 2005) of my previous TLRP project L139 25 1020.*

### **Book, handbook, encyclopedia**

James, M. (2010 in press) (Section Editor) 'Educational Assessment': in E. Baker, B. McGaw and P. Pearson (Editors in Chief) *International Encyclopedia of Education (3<sup>rd</sup> Edition)*, Oxford, Elsevier. (This section consists of 57 articles, plus an overview article of 8000 words. Approximately 20 per cent of contributions have been invited from TLRP researchers.)

James, M. and Pollard, A. *Improving Teaching and Learning in Schools*. London: Routledge (TLRP Improving Learning series). (Proposal, under review).

Pollard, A., Hogan, D., James, M. and Lieberman, A. (Eds) *International Handbook of Teaching and Learning in Schools*, London, Sage. (Proposal, under review)

### **Articles in journals**

#### Academic refereed journals

James, M. and McCormick, R. (2009) 'Teachers Learning How to Learn', *Teaching and Teacher Education*, 25 (7 or 8) (Resubmitted with minor revisions in response to reviewers' suggestions). (This is a TLRP special issue)

Daugherty, R., Black, P., Ecclestone, K., James, M. and Newton, P. (2008) 'Alternative perspectives on Learning Outcomes: challenges for assessment', *The Curriculum Journal*, 19(4): 243-254. (This is an output from a TLRP Thematic Seminar Series (ASLO)).

#### Professional journals

James, M. (2008) 'More than the sum of the parts: principles for effective teaching and learning from the TLRP', *Curriculum and Assessment Update*, Issue 4, Spring p. 2 (in English and Welsh). Cardiff: DCELLS, Welsh Assembly Government.

James, M. and Pollard, A. (2008) 'What have we learned from TLRP?' *Education Review*, 21(1), pp 90-100. (This is the NUT journal, which is refereed)

James, M. (2007) 'Assessment for Learning – for all', *Make the Grade*, Autumn pp.18-2. (This is the journal of the Institute of Educational Assessors.)

James, M. (2007) 'Ten key messages from the UK's biggest ever educational research programme', *Learning and Teaching Update*, Issue 6, July/August, pp. 5-7.

James, M. (2007) 'What makes a good local school for every child? It's the quality of teaching and learning, stupid!' *CSCS Journal*, 18(1), Summer, pp. 8-9.

### **Chapters in books**

James, M. (2009) 'Chapter 2: Assessment for Learning: research and policy in the (dis)United Kingdom': in R. Berry and R. Adamson (Ed.) *Assessment Reform and Educational Change*, New York, Springer. (Commissioned, submitted and under review)

Daugherty, .R., Black, P., Ecclestone, K., James, M. and Newton. P. (2009) 'Chapter 9: Assessment of Significant Learning Outcomes': in R. Berry and R. Adamson (Ed.) *Assessment Reform and Educational Change*, New York, Springer. (Commissioned, submitted and under review)

James, M., (2008) 'Assessment and Learning': in S. Swaffield (Ed.) *Unlocking Assessment*, London: David Fulton, pp. 20-35.

### **TLRP commentary, booklets and monographs**

James, M., Mansell, W. et al. (2009) *Assessment fit for purpose*. London: TLRP. (This is a TLRP/Assessment Reform Group Commentary on assessment that is in preparation.)

James, M. and Pollard, A. (2008) 'Learning and Teaching in Primary Schools: insights from TLRP', *Primary Review Research Survey 2/4*, 28pp. (available for download at [http://www.primaryreview.org.uk/Downloads/Int\\_Reps/9.Teaching-learning/RS\\_2-4\\_report\\_160508\\_Learning\\_teaching\\_from\\_TLRP.pdf](http://www.primaryreview.org.uk/Downloads/Int_Reps/9.Teaching-learning/RS_2-4_report_160508_Learning_teaching_from_TLRP.pdf))

James, M. (2008) *Only Connect! Improving teaching and learning in schools*. London: Institute of Education, 28pp. (Professorial lecture delivered at the Institute of Education, University of London on 17<sup>th</sup> October 2007),

## **Annex C Fellowship Activities**

### **Communication activities, conference papers and keynote lectures**

1. 'TLRP's ten principles for effective teaching and learning'. Concluding plenary keynote at final annual TLRP Conference 'Improving Teaching, Enhancing Learning', Queen Elizabeth Conference Centre, Westminster, 24<sup>th</sup> December 2008.
2. 'Improving teaching and learning in schools: ten principles from TLRP'. Keynote to conference organised by the Swedish Research Council, Committee of Educational Sciences, University of Karlstad, October 2008.
3. 'Promoting Learner autonomy and engagement: insights from TLRP'. Keynote to the annual conference of the Association for Achievement and Improvement through Assessment (AAIA), Newcastle, September 2008.
4. 'Learning How to Learn and Assessment for Learning'. Keynote to a conference on 'Policies and practices of educational assessment of learning', sponsored by the Cantabria Government, at the Universidad Menendez Pelayo, Santander, July 2008.
5. 'Developing, embedding, spreading and sustaining AfL in schools' and 'Assessment should be congruent with learning – and other principles of effective teaching and learning in schools'. Two keynotes to the Association for the Study of Evaluation and Assessment in Southern Africa, University of Pretoria, July 2008. Also 'Applying the [TLRP] principles of effective teaching', a workshop at the same conference.
6. 'Assessment for Learning, Learning and Teaching' and 'Formative and Summative Assessment: the teacher's role', keynotes given at four meetings for officers, inspectors, teachers and headteachers, organised by the Education Bureau, Hong Kong, April to May 2008.
7. 'The UK's Teaching and Learning Research Programme', introductory keynote given at a joint TLRP/ HKIED international symposium, Hong Kong Institute of Education, April 2008. Also a paper in the symposium entitled. 'Assessment for Learning: research, policy and practice in the (dis)United Kingdom'.
8. 'What the UK's Teaching and Learning Research Programme has learnt about learning processes, fields of knowledge and benefits of learning'. Keynote given at the final 'Norsk skole og utdanning – hva vet vi?' conference of the Norwegian Research Council's KUL (Knowledge, Education and Learning) Programme Conference, Oslo, April, 2008. The audience was made up of politicians, bureaucrats, school leaders, union representatives, and academics and researchers.
9. 'What helps AfL take root in schools? Findings from the Learning How to Learn Project'. Keynote at the annual conference of Thame Partnership Schools, Thame, Oxon, February 2008.
10. 'What makes a good teacher? Ten principles from the UK's Teaching and Learning Research Programme'. Talk given at a House of Commons Seminar chaired by the Chair of the Education Select Committee, January 2008.
11. 'Improving teaching and learning in schools: ten principles from TLRP'. Keynote to Strathclyde University Faculty of Education, January 2008.
12. 'The UK's Teaching and Learning Research Programme: adventures in conducting high quality research for high impact'. Keynote given at the 4<sup>th</sup> annual ROERCE conference, Roehampton University, December 2007.
13. 'What helps AfL take root in schools? Findings from the Learning How to Learn Project'. Keynote at Cambridge Assessment conference, Downing College, Cambridge, November 2007.

14. 'Embedding, spreading and sustaining AfL: 12 key messages from the Learning How to Learn Project'. Keynote at Scottish Qualifications Authority event for teachers involved in the Scottish Survey of Achievement, Glasgow, November 2007.
15. 'Learning and teaching in schools: a commentary and audit from TLRP'. Paper written with Andrew Pollard and presented at a DCSF National Strategies Workshop entitled 'What have we learned about pedagogy from TLRP and what do we need in the future?', October 2007.
16. 'Implications of TLRP's work for teacher educators'. Keynote to UCET R&D Committee, London, October 2007.
17. 'What counts as 'evidence' in evidence-informed approaches to 'teaching for learning' (in HE) policy and practice. Keynote to Cambridge University teachers and researchers at St John's College Cambridge, October 2007.
18. 'Only Connect! Improving teaching and learning in schools'. Professorial Lecture, Institute of Education, London, October 2007.
19. 'TLRP's 10 Principles for Effective Teaching and Learning'. Introductory keynote to 250 IOE PGCE students who were about to begin the first M level course framed around these principles, September 2007.
20. 'Teachers Learning to Learn'. Paper presented with Robert McCormick in the European Learning to Learn Network Symposium, ECER Annual Conference, Ghent, Belgium, September 2007.
21. 'Investigating the alignment of assessment to curriculum'. Paper written with R. Daugherty, P. Black, K. Ecclestone and P. Newton and given by Richard Daugherty at the BERA Annual Conference, London, September 2007. (This is an output from the TLRP Thematic Seminar Series ASLO)
22. 'Assessment and Learning: meeting the need for better alignment'. Keynote at a GTCE teacher conference on assessment, Guildford, July 2007.
23. 'Can we be creative about the assessment of creative learning?' Keynote at the final conference of the CLPE/Lewisham Creative Learning Partnership project on assessment, London, July 2007.
24. Keynote on LHTL Project findings to AFL Network of 27 schools, Redbridge LEA, June 2007.
25. Keynote to 'Learning about Learning' Conference, IOE, London, May 2007.
26. 'Teaching and Learning Research Program – an \$80 million 12-year strategic initiative to enhance the quality of educational research in the United Kingdom'. Invited Presidential Session, American Educational Research Association conference, Chicago, April 2007.
27. 'Assessment for learning for school improvement'. Keynote to conference of 250 Cambridgeshire teachers, April 2007.
28. 'It's the quality of teaching and learning, stupid!' Educational Alliance Conference, Institute of Education, London, March 2007.
29. 'Embedding, spreading and sustaining AfL: 12 messages from the LHTL Project.' Keynote to the East Midlands CPD Partnership conference, March 2007.
30. 'The TLRP Learning How to Learn Project: key messages for teacher development, school leadership and national strategies'. Keynote given at Hong Kong University, December 2006.

31. 'The Teaching and Learning Research Programme: a UK response to academic challenges'. Keynote given with Andrew Pollard at the NZARE annual conference, Rotorua, December 2006.
32. 'Improving Teaching and Learning in Schools'. BERA TLRP Presentation at AARE annual conference, Adelaide, November 2006.
33. 'Engaging Practitioners in TLRP research'. Presentation at the Institute of Education Conference on applied and practice based research, November 2006.
34. 'Assessment and Learning'. Keynote to Mantle of the Expert conference for 150 practitioners organised by Essex LEA, November 2006.
35. Interviewed by Libby Purves on Radio 4's 'Learning Curve' in conjunction with the publication to all UK schools of TLRP's teachers' guide 'Principles into Practice', the Ten Principles poster and accompanying DVD, October 2007.
36. 'How schools support the successful promotion of learning how to learn'. Symposium at the BERA annual conference, Warwick, September 2006.

### **Contributions to policy discussions and advisory roles**

#### In UK

Invited, in 2006, by Rt Hon. Stephen Dorrell MP and Baroness Perry to be an independent (non-aligned) member of the steering group of the Conservative Party's Public Services Improvement Policy Task Group and chair of the Education Sub-group. This was a major activity and involved taking evidence from a wide variety of interest groups in a series of meetings, writing a report on education policy for the steering group and commenting on the final report written by the politicians and submitted to the Shadow Cabinet in May 2007. There were nine meetings of the steering group, six meetings of the education sub-committee and the Fellow spent up to eight days writing and negotiating the sub-committee's report. She was also occasional adviser to the Shadow Secretaries of State for Education (David Willetts MP and Nick Gibb MP) on the school curriculum and on the 'professionalism of teachers'.

Invited to advise the Prime Minister's Strategy Unit on 'Raising teacher quality; insights from the TLRP'. The Fellow prepared the briefing paper on this theme, which she and Professor A. Pollard presented to the Cabinet Office in September 2007.

Invited to communicate the findings of TLRP schools projects at a one-to-one meeting with the new Liberal Democrat spokesperson on Education, David Laws MP, November 2007.

Met with DCSF National Strategies leaders (Sue Hackman, Peter Walker and Pete Dudley) to discuss the policy implications of TLRP's findings, October 2007.

Commissioned by Professor Robin Alexander to provide a survey of research evidence from TLRP for the Esmee Fairbairn Primary Review. This was published with a research briefing in May 2008.

Member, 2005-8, of ACCAC (now DCELLS) Advisory Group for its Thinking Skills and Assessment for Learning Development Programme, funded by the Welsh Assembly Government. This large development programme (almost £1m) built directly on the findings of two TLRP projects – 'Learning How to Learn' and 'Sustainable Thinking Classrooms (ACTSII)'.

Adviser in 2008 to Cambridge Assessment on the development of a proposal for a post-graduate diploma/masters' level course on educational assessment.

Advisory Group member in 2006-7 for 'Assessing Communication and Learning in Creative Contexts', a development project supported by CfBT, Lambeth EAZ and CLPE.

### In Europe

Adviser in November 2008 to a team of five professors in the University of Bergen, Norway, on a proposal for a major research project on 'Assessment and Feedback' to be submitted to a new programme on Knowledge, Education and Learning, supported by the Norwegian Research Council. If this is successful the Fellow is asked to be a member of the advisory group.

Following the presentation at the conference in Karlstad, Sweden (October 2008, see above) the Deputy Director-General of the Institute for Labour Market Policy Evaluation (Erik Mellander) requested permission to send the presentations on TLRP to the Swedish Ministry of Education (for the attention of Kjell Nyman) that has launched a public investigation into ways to strengthen the connection between educational research and teaching practices. In conversation, Mr Nyman had expressed great interest in the TLRP as described to him.

Participant, in 2006-7, of a European network of researchers interested in the concept and practice of learning to learn. This was co-ordinated by the European Commission's Joint Research Centre, the Institute for the Protection and Security of the Citizen and the Centre for Research on Life Long Learning, based at Ispra, Italy. This was set up to explore further some of the issues arising from the work of the Expert Group, set up in 2006 by the European Network of Policy Makers for the Evaluation of Educational Systems, to advise on the development and piloting of a European indicator for Learning to Learn. The Fellow was nominated by the DfES to be the representative for England on this expert group.

### In Hong Kong

Appointed (2007-9) as the Overseas Member of the Curriculum Development Council, Education Bureau, Government of Hong Kong Special Administrative Region, People's Republic of China (The Fellow attends regular meetings via video link). In this capacity, she met with all teams in the Curriculum Development Institute, gave six seminars to officers, inspectors and teachers, visited schools and commented on materials produced to support the new senior secondary curriculum, during a three week visit to Hong Kong in April/May 2008. The Fellow returns for a further week in March 2009. She works directly with Dr KK Chan who is Deputy Permanent Secretary for Education.

Member, in 2006-7, of a small independent international panel (with Professor Robert Stake of The University of Illinois) to provide a mid-term review of the 10-year reform programme instituted by the Hong Kong Curriculum Development Institute (part of the Education and Manpower Bureau's wider educational reforms).

### In New Zealand

Subsequent to presentations and meetings with the Directors of the NZ Centre for Educational Research, in Wellington, in December 2006, the Fellow was invited to become a member of the Editorial Board of their journal, *SET Research Information for Teachers* and to provide feedback on its contents. Meetings at NZCER will be held in March 2009 when she visits again.

## **Annex D: Project Updates**

*The following are digests of impact outcomes from the TLRP schools projects that the Fellow was responsible for managing directly (Andrew Pollard had responsibility for some others). They exclude publications that are available and updated regularly on the TLRP website.*

### **Plowman: INTERPLAY**

- Further project: *E-play: Young children learning with technology at home*, funded from September 2007 by ESRC (£595k). L Plowman with C Stephen, J McPake and A Prout.
- An information leaflet for parents distributed to all families in Scotland via schools called 'Making the Difference: New Technology in Learning' draws on the research, although it is not directly cited.
- Prof Plowman invited as a participant at seminar of international experts convened by OECD on *New Millennium Learners*, Florence, 5-7 March 2007.
- Prof Plowman an invited member of the National Toy Council, a forum established by the British Toy and Hobby Association to ensure dialogue between the toy industry and the public in matters concerned with children's play and welfare.
- Prof Plowman an invited keynote speaker to debate 'Do technologies undermine or underpin the family' at *Happy families? An international conference* organised by the National Family & Parenting Institute in partnership with DfES and NSPCC, London, November 2006. This resulted in page leads in The Times, Guardian, Daily Telegraph and Daily Mail.

### **Hughes: HSKE**

- Presentation of research in form of a drama showcased in National Science week 2007.
- Two books published in the Improving Practice series: *Improving Primary Literacy* and *Improving Primary Numeracy*.

### **Nunes: Role of awareness in teaching literacy and numeracy**

- Hilary Cook, from Lauriston Primary School - a school that participated in this project throughout its life - won the national award of best special needs teacher of the year. She was interviewed by the TES in November 2006 and spoke about the morphology work
- Follow on projects: findings from the TLRP project were extended to work with deaf children both in the domain of literacy (supported by The Nuffield Foundation) and numeracy (supported by the RNID).
- DfES digest of a paper on morphology:  
<http://www.standards.dfes.gov.uk/research/themes/literacy/spellingthrough/?view=printerfriendly>

NB. Unfortunately, although the work on morphology was all set up to be taken up into the National Primary Strategy, and a paper was commissioned from Laura Huxford for this, the media interest in the debate about synthetic phonics put the whole thing on hold.

### **McGuinness: ACTS II**

- CCEA have taken up the ACTS five themes framework and have commissioned an Irish Story Teller to illustrate these for children in booklets with talking animal characters.
- DCELLS (ex ACCAC) in Wales have completed their Thinking Skills/AfL development programme. Professor McGuinness contributed to materials and two DVDs produced by BBC Wales.
- Thailand wants to reinvigorate its curriculum with Thinking Skills so the British Council invited Prof McGuinness to visit. She has returned to work on a year plan to produce materials.
- CCEA/DENI are interested in funding a project on the assessment of thinking skills.

### **Christie: ScotSPRinG**

- Follow-up “Progression” Project, “Group Work Transition” jointly funded (£85K) by ESRC and the Scottish Executive Education Department. Researchers in Dundee and Strathclyde University (Topping, Christie, Tolmie and Thurston) was funded to track progress of cohort of primary pupils involved in the initial study through into the first two years of secondary school and foster collaborative group work in secondary science classes. Final report presented and papers in preparation.
- Invited presentation to SEED Schools Research Conference for researchers and policy makers (Christie, D (2005) *The impact of collaborative group work in primary classrooms*). Professors Christie and Topping were invited back to address Scottish Executive Education Department policy makers and researchers on collaborative group work and peer learning.

### **Millar: EPSE**

- The work of this project has fed directly into the development of new ‘21<sup>st</sup> Century Science’ GCSE courses for secondary pupils: see <http://www.21stcenturyscience.org/>

### **Davies: Teacher Engagement in more Inclusive Practices**

- The project contributed to improved access to Welsh medium materials for practitioners. The construction of a ‘toolkit’ to support those educational psychologists who were struggling with the subtle and often demanding challenges of the facilitation task in schools has been a particularly important development.

### **Rudduck: Consulting Pupils**

- The many talks Professor Rudduck and her colleagues have given have had a very tangible impact on policy statements in the UK. For example Prof Michael Fielding, together with Prof Mary James and Prof Bob McCormick from the Learning How to Learn Project, and teachers and students working with them, contributed three keynotes to the first two conferences put on by the Specialist Schools and Academies

Trust in its Gateways to Personalising Learning series. This in turn fed directly into the Gilbert Review: *2020 vision* (DfES Publications 2006), which states that ‘a combination of assessment for learning, learning how to learn and pupil voice has the potential to contribute to developing all aspects for learning’ (p.20).

### **Blatchford: SPRinG**

- Follow-on projects include:
  - EC funded ‘Relational approaches in early education: enhancing social inclusion, personal growth and learning’, European Community, Socrates Observation and Innovation 6.1, 6.2, €328000.
  - ‘Developing a relational approach to peer-based, pre-school experience’, Esmee Fairbairn Foundation £58300.
  - ‘Enhancing classroom practice of training teachers and establishing educational evaluation in the Caribbean’, British Council Higher Education Link £24000, and £10000 Gender and Development Grant
- At University of Brighton, development of Working with Others Unit (see: [workingwithothers.org](http://workingwithothers.org)), has extended the group working approach to approximately 100 schools in the southeast of England, and has received interest for expansion from Canada and New Zealand.
- DfES contract for study of grouping in KS2 & 3. Publications:
  - Kutnick, P., Sebba, J., Blatchford, P., Galton, M., & Thorp, J. with Ota, C., Berdonini, L. & MacIntyre, H. (2005) An extended review of pupil grouping in schools. Research Report 688. Nottingham: DfES Publications.
  - Kutnick, P., Hodgkinson, S., Sebba, J., Humphreys, S., Galton, M., Steward, S., Blatchford, P., & Baines, E., (2006). Pupil grouping strategies and practices at Key Stage 2 and Key Stage 3; Case studies of 24 schools in England. Research report 796. Nottingham: DfES Publications.
- Work with teachers forms part of a project in Hong Kong which attempts to introduce group-work into reduced size classes (from 40 to 20). Professor Galton acts as consultant to this project funded by the Special Autonomous Region of China’s Department of Education, Manpower and Planning. Professor Blatchford has also recently visited Hong Kong (Feb 2007) and made presentations to teachers, government advisers and officials.
- SPRinG findings and ideas have been reported on the teacher training resource bank, the teaching expertise website, the NFER and DfES websites, the INRP website in France and a range of other websites for different organisations.
- Media interest:
  - BBC ‘Today’ programme – Prof Blatchford presented findings from SPRinG in a Today interview about collaborative learning, plus other media coverage at the same time.
  - Hong Kong (e.g. the South China Morning Post and the ‘Standard’ as well as Cable TV News) coverage of the International Symposium of Class Size: Research, Policy and Practice’, in February 2007 at which Prof Blatchford gave a key note speech.

### **James: Learning How to Learn**

- Prof James was nominated by the DfES to be the UK nominated ‘expert’ on Learning to Learn to contribute to an expert group of the European Commission

charged with developing proposals for a pilot European Indicator of Learning to Learn (in accord with the Lisbon Agreement).

- As recorded in relation to Jean Rudduck's project, Prof Mary James and Prof Bob McCormick, and LHTL project teachers, contributed keynotes to the first two conferences put on by the Specialist Schools and Academies Trust in its Gateways to Personalising Learning series. This in turn fed directly into the Gilbert Review: *2020 vision* (DfES Publications 2006), which states that 'a combination of assessment for learning, learning how to learn and pupil voice has the potential to contribute to developing all aspects for learning' (p.20).
- Learning How to Learn builds on Assessment for learning and Prof Paul Black and Prof Dylan Wiliam are team members. Their work has fed into the DfES National Strategies in England, the Assessment is for Learning programme in Scotland and into similar work in Wales (see below).
- DCELLS (ex ACCAC) in Wales have completed their Thinking Skills/AfL development programme which builds on the LHTL jointly with the ACTS II project (see McGuinness). Prof James is on the Advisory Group for this.
- Prof James is also a member of the international review panel to assess mid-term progress on the Ten Year Educational Reform Programme in Hong Kong, which has a substantial AfL component stimulated partly by the work of this project.
- LHTL featured as Research of the Month on the GTCE website in March 2007.
- The project attracted extensive press coverage in August and September 2006.

#### **Dudley: Lessons for Learning**

- This RTF, associated with the LHTL project, is now Director of the DfES Primary Strategy and has integrated his work into CPD materials.
- As a direct outcome of his fellowship he has produced materials for the NCSL: see <http://networkedlearning.ncsl.org.uk/collections/nexus/issue-leadershipnetwork/nexus-se-leadership-network-22-networked-research-lesson-study.pdf>
- Elected to the World Council on Lesson Study

#### **Howe: Mathematics in Scotland**

- This project informed the review and revision of the mathematics curriculum in Scotland, especially work on fractions, proportion and ratio.

#### **Kennewell: ITICT**

- Dr Kennewell represents the HE sector on the Welsh Assembly Government's Schools ICT Strategy Working Group, and the emerging findings from the project and other recent ICT research were represented in the report to the minister.