

Teaching and Learning

No 4 September 2002 Schools Edition

The Teaching and Learning Research Programme: Moving Forward



Professor Andrew Pollard,
Programme Director,
University of
Cambridge

This edition of the TLRP Newsletter comes from a new Directors' Team and from a new co-ordinating office at the Faculty of Education, University of Cambridge. A farewell from Charles Desforges and John Kanefsky, who did so much to establish the Programme, is to be found overleaf, and the new team is introduced on the back page.

There is a great deal of activity across the Programme, and this Newsletter is intended to convey something of its range and character. For example, there is excellent progress on the research front. Our four Phase I networks are now preparing to report on their findings. Nine Phase II projects are hard at work, having started a little later, and no less than 257 research teams applied to participate in Phase III, an explicitly post-compulsory element of the Programme (see 'TRLP's Phase III: an update'). Relationships with research users are broadening and deepening and this bodes well for the future impact of the projects. Important work on the development of educational research capacity has continued. This is a responsibility of all TLRP projects and a wide range of strategies are being used. Our Research Capacity Building Network, at Cardiff, will be facilitating a range of conferences, courses and other forms of support in various UK locations over the coming year (see the RCBN website at www.cf.ac.uk/socsi/capacity). We are delighted to have been able to liaise with the British Educational Research Association (BERA) for some of these activities.

Links to similar educational research programmes in Europe, the USA and other parts of the world are developing well and bring important comparative dimensions and benchmarking opportunities.

The commissioning of Phase III projects during 2002/3 introduces an exciting new dimension to the Programme. Applications cover Post-16 learning, FE, HE, workplace, family, adult and community learning. In combination with Phase I and II projects it is clear that the Programme will now address issues in teaching and learning across most of the lifecourse.

There is an opportunity, therefore, to consider how learners progress through successive learning contexts, how they progressively make sense of their lives and how educational provision as a whole can support the development of confident lifelong learners.

Given the growing project portfolio, we are also now able to develop a systematic strategy to add value to the programme through thematic work. A number of Thematic Groups are being established, involving users and researchers from inside and outside the Programme. Electronic discussion fora will enable others to contribute as the work evolves.

The TLRP website has been re-designed (see www.tlrp.org) to make it more accessible for research users and to provide for future development as more research findings become available. As a new Programme Director I have travelled widely in the past six months, meeting research users, project teams, administrators, journalists, etc. Whether talking to civil servants, managers, teachers, workers, researchers, students, parents or children, the overarching importance of the Programme's focus on teaching and learning is recognised. Our mission is to conduct research to enhance a broad range of learning outcomes of relevance to individuals, educational institutions, workplaces and our society as a whole. Our work will contribute to individual opportunity, economic productivity and social cohesion, and to the new foundations of evidence-informed policy and practice in education.

We are extremely fortunate that there is so much good-will towards the Programme, and the pages of this Newsletter convey something of the energy and commitment that researchers and users are offering. The goals of the Programme can only be delivered through such teamwork.



This Newsletter offers a profile of the Programme's Deputy Director, Mary James, who has a particular responsibility for TLRP projects in schools. Our Project Feature, by Ros Sutherland, conveys something of the complexity, fascination, teamwork and partnerships involved in many TLRP projects. The Programme relies on the commitment of a large number of excellent contract research staff – many of whom will become research leaders in the future. Whilst affirming all, we offer a case study pen portrait

of Andy Howes, from Manchester's project on inclusion. Philippa Cordingly, who has done so much to promote practitioner-based research, then provides an update on recent developments, and this is followed by a fascinating account of teachers from Lauriston Primary School adapting the methods of one of the TLRP projects and applying them to improve their teaching practices. Finally, News in Brief offers more updates on significant Programme developments.

Farewell from the Exeter Team

John Kanefsky, former Assistant Director

As most of you will know, Charles Desforges and the Programme Office at Exeter have now passed the baton of the Teaching and Learning Research Programme to Andrew Pollard and his new team based at Cambridge. We were able to work closely with Andrew as the ESRC sensibly agreed an extended hand-over period, so disruption to the Programme has been minimal. We wish the new Core Team every success in taking on the work we started. They will find the task even more challenging when Phase III starts and the number of projects more than doubles in 2003.

As I write this, we have packed up and sent all the files and other Programme information off to Cambridge and are busy with our Final Report to the ESRC. Writing it has made us

realise how busy we have been (and how much we have achieved, which is not necessarily the same thing) over the last three years. We hope we have laid the foundations for the Programme to make a real difference.

Charles will remain involved with a number of education policy initiatives, including the National Education Research Forum, for which he will chair the group working on research priorities. Anna is going to travel for a year with her partner, Simon, spending much of their time in Australia. Caroline has already started a new job, supporting a student at the West of England School for Children with Little or No Sight. Tess, who was Anna's predecessor as Office Manager, now has a similar role with a busy motor-cycle dealership in Exeter.

For myself, I will be taking early retirement in the Autumn and am returning to my other interests including landscape photography, travel and historical research. I'm looking forward to having more time to do creative things. I won't miss all the time spent on trains, which has become exhausting, and the relentlessness of the deadlines we have had to work to. But I've enjoyed my time with the Programme and will miss the comradeship and new thinking the Programme has engendered.

In Profile: Dr Mary James Deputy Programme Director

In addition to other roles as Deputy Director of TLRP, Mary has particular responsibility for the Programme's school-focused projects, hence her introduction in the schools' edition of this Newsletter.

Mary is a Senior Lecturer at the University of Cambridge's new Faculty of Education, and is a Fellow of Lucy Cavendish College. She holds degrees from Cambridge, London, Sussex and the Open University and is a member of the Assessment Reform Group (UK), British Curriculum Foundation, British Educational Research Association and American Educational Research Association. She now devotes 70% of her time to her role as Deputy Director of TLRP, with the remaining 30% spent directing one of the TLRP projects (see below).

The first ten years of Mary's working life was spent teaching in secondary schools. This left her with a strong commitment to



exploring what teachers can do to improve learning by investigating what happens in their interactions with students, the curriculum and school structures. After moving into higher education, this interest initially developed into research and academic work on school self-evaluation and teacher action-research.

When Deputy Director (1985-90) of a large government-funded evaluation of records of achievement schemes, she became increasingly interested in the idea that assessment by teachers in classrooms could be a powerful tool for improving learning. This often requires us to rethink what it means 'to teach' and 'to assess' and to place more emphasis on seeking and interpreting evidence of learning as a basis for planning teaching to support learners in their efforts to improve.

Traditional views of practice, cultural and institutional expectations, and external policy sometimes inhibit change and, for this reason, another area of Mary's research interest has been the impact of national, local and school policy on classroom practice and students' experience.

These two complementary strands of research activity have found expression in her work on the editorial boards of *The*

Curriculum Journal and *Assessment in Education*, with the Assessment Reform Group (www.assessment-reform-group.org.uk), in a number of funded research projects and publications, and in her teaching on masters courses, advanced diplomas and within in-service education for teachers.

Her research interests in assessment, teaching, learning, curriculum, teacher development and school improvement have most recently come together in a major project she now directs within TLRP. The project is called *Learning how to Learn - in classrooms, schools and networks*. This is a four year research and development project (2001- 2004) involving four universities (Cambridge, Reading, King's College, London and the Open University) and primary and secondary schools in five local education authorities (Essex, Hertfordshire,

Oxfordshire, Medway and Redbridge) and two virtual education action zones. A further network of interested schools and other organisations and individuals is also being developed via the internet. The project's overarching aim is to develop and test a model of how pedagogical knowledge about how pupils learn how to learn is created and applied in classrooms under particular organisational conditions, and how this can be successfully transferred between teachers and between schools. The project has a website at: www.learntolearn.ac.uk.

If you would like to contact Mary about any aspect of TLRP's work in schools, her personal email is: mej1002@cam.ac.uk. For further contact information, see the back page of this Newsletter.

Project Feature: teaching and learning in the information age

Ros Sutherland

TLRP's InterActive Education project, based in the Graduate School of Education at the University of Bristol, was developed in the context of a rapid expansion in all kinds of communications technology and in response to the massive drive to incorporate these new technologies into every aspect of school life and learning. "If the potential of computer-based technologies as powerful pedagogical tools – not just rich sources of information but extensions of human capabilities and contexts for social interactions supporting learning" – (Bransford et al 1999) is to be realized we need to understand more how to bring this about, to document and theorise more and less effective school and classroom-based strategies, to identify the challenges and the issues facing all those involved in the process. The design of the project therefore is multi-layered and operates at macro, meso and micro level within a number of schools. A particular feature of the research design is the creation of a community of learners made up of teacher practitioners and university-based researchers who collaborate in designing and researching classroom-based learning initiatives. The university team includes experienced and new researchers as well as teacher educators; the research design and methods are innovative. Given all this it is not difficult to see why there is a focus on knowledge transformation and research capacity building for all members of the project. It is not just the learning of the pupils we have in mind.



The subject-design initiative is central to the project. We are working across the primary, secondary and FE sectors in nine locations and seven curriculum areas. In all sixty teachers and seventeen members of the Graduate School (including four doctoral students) are involved in this strand of the project. Subject teams meet together to build mutual understanding, confidence and trust and to clarify and address what they see as key-points in relation to ICT and their subject. In pairs teachers and academic researchers develop a design informed by theory, research-based evidence on the use of computers for learning, teacher's craft knowledge and the expertise of the whole team. Piloting, on-going evaluation and substantive evaluation at the end of each design initiative all form part of the iterative process, an approach which informs the project at all levels. A dynamic record of classroom activity is created from video and audio recording, screen-capture, observation, pupil interviews, pupils' work. This forms both a data set for analysis and a stimulus for reflective discussion with teachers.

This is a large and complex project which requires careful management. Communication has, not surprisingly, emerged as centrally important. Weekly team meetings deal with ongoing administration and imminent crises but are used as well for research capacity building, discussion of data, identification of emerging themes. Teachers and university-based members of subject teams work intensively during a design research period but beyond this subject teams maintain contact through e-mail and VLE. The building of a learning community has been helped by creating all teacher members of the project as Visiting Fellows in the university. All are welcome at our regular reading group and at departmental seminars where we have engaged with the writing of a number of socio-cultural theorists whose work is informing the project. We are delighted that five of the teacher partners have been awarded Best Practice Scholarships which will enable them to be more closely involved with us as we analyse the lesson-based data.

As the first school year of the project nears its end most of our teachers have completed or are completing their first

substantial design initiative and are engaged with us in considering the process and the outcomes. Project team members are reflecting on the technical challenges we have encountered and the steep learning curve we have experienced in using so many new forms of data collection and in processing new forms of data. We are also very aware of the delicate nature of our relationship with our school and teacher partners who are negotiating a range of conflicting demands in order to work with us. Equally we are excited and energized by what we are finding and by disseminating this to teachers in the region and to colleagues at national and international conferences.

Project website: www.interactiveeducation.ac.uk



TLRP researchers and teachers: Andy Howes



Andy Howes is a Research Associate on the Phase I Network *Understanding and Developing Inclusive Practices in Schools*. He works closely with advisers and schools in Blackburn with Darwen LEA.

Andy read civil engineering at university on a 'thick sandwich' course sponsored by British Rail, but after his post-graduate year made a complete career change. He explains that in the middle of one night he "woke up with a blinding flash" and decided that he wanted to become a teacher. So he went off to Oxford to do a PGCE then taught for three years at Peers School in one of Oxford's slightly less fashionable areas.

Another step saw him move to Indonesia where he did primary level teacher training and taught science. "I loved this and didn't really want to come back, but after a while came to the reluctant view that I had 'run out of legitimacy' and it was time to leave further development to Indonesian colleagues."

So he returned to the UK and did supply teaching for a while before going back to university, undertaking an M.Sc. in Educational Research then a Ph.D. at Manchester, the latter on learning through volunteering and the relationships between volunteers as 'outsiders' and their colleagues in local institutions.

This has stood him in good stead since he has for the last two years been deeply immersed in the challenges of being part of a network of researchers, schools and education authorities across three varied areas. He explains: "A lot of my role is to help make the network happen by building and maintaining relationships. It's taken a while to achieve this both within and across the three LEA groups: I reckon 18 months is a realistic timescale for a complex partnership like this. Now, because we have mutual respect, we can resolve tricky issues between us without any of us feeling slighted, while keeping professional distance where that's necessary."

He adds: "All three Research Associates in the Network have been classroom teachers, so we tend to know instinctively what's possible and realistic for our partner schools and LEAs.

We talk a fair bit to each other about issues like the different cultures and approaches within the Network."

The Network has a year more to run, a lot of which will be spent writing up what they have achieved over its three-year life and discussing this with the schools, LEAs, the Programme and beyond. What then for Andy? "I'd like to do another substantial research project in a similar field - not necessarily directly on inclusion, maybe something broader. I don't have a defined career path mapped out. I'd like to become known as a key researcher in my field so as to make a difference. There's certainly a job to be done and maybe I can use my experience to help tap into the resources including goodwill which exist within the education system."

Project website: www.man.ac.uk/include

TLRP's Phase III: an update

Following the publication of the Phase III Specification at the New Year, 257 outline applications were received by the ESRC by the April deadline. The Steering Committee meeting to shortlist projects for further development took place in May, with the results published on the ESRC and TLRP websites in June.

Although the main focus of Phase III is on post-compulsory education rather than the school system, many of the applications are highly relevant to schools. They include topics such as induction and continuing professional development for teachers and transitions from school to other formal education or to the world of work. So there will be much to interest the school sector in Phase III, and we will continue to keep you informed of progress.

Recent practitioner-based developments in research and pedagogy



Philippa Cordingley

Chief Executive of the Centre for the Use of Research and Evidence in Education (CUREE).

If the rapid development of interest and involvement in systematic learning is a test of a healthy education system, then I think teachers in England and those who support them are fitter than we might suppose. Since I wrote about partnerships for education research in the first TLRP newsletter there has been an exponential growth of interest and activity. I want to paint a quick portrait of some central developments here. First of all, bottom-up as well as top-down interest is now well established. For example, I have been working for 2 years now with the National Union of Teachers to build a research-based CPD programme.

Details for the programme which involves the sponsorship and management of systematic peer coaching supported by leading researchers, and sponsoring a Review Group to carry out systematic reviews of research on the impact of CPD (the protocol for EPPI-registered first review) is highly relevant to many TLRP projects, and can be found on www.professionaldevelopmentreview.org.uk. Over 2000 teachers have participated in the programme, including a group of retired teachers who are directly involved in the EPPI review.

The GTCE website now offers interactive summaries of large-scale research illustrated through teacher case studies and can be found on www.gtce.org.uk/research. A similar website for DfES making research journal material accessible to practitioners is now being prepared.

Support for teacher engagement in and with research has spread across many national agencies and schemes ranging from TTA's small pilot research grant programme through the National College for School Leadership (NCSL) fellowship

Shortlisted applicants have until mid-October to develop full applications, which will need to have much more detail on research questions, methods and the researchers, practitioners and policy makers who will be involved. They will also include detailed Communication and Impact Plans showing how they will contribute to their main stakeholder groups including practitioners and policy makers as well as the research community.

The Core Team co-ordinated from Cambridge and the Research Capacity Building Network at Cardiff (www.cardiff.ac.uk/socsi/capacity) are working to support and advise shortlisted bidders on the development of their Full Applications.

There will be regular updating of Phase III progress on the Programme website at www.tlrp.org.

programme, schemes from NUT, NASUWT and ATL to the DfES' (1000 plus) Best Practice Research Scholarship scheme.

The support infrastructure is evolving and guidance to teachers is developing based on recent experience. Evidence from research and evaluation of such schemes is also becoming available. For example, TTA is about to publish a study by Maurice Galton of different approaches to steering teacher research, plus a comparison of the different schemes by Newcastle University (Baumfield, Lin and Todd 2002).

These schemes have also clarified the importance of locating teacher research within larger research and practice contexts, such as the four TTA/CfBT funded School Based Research Consortia. Their reports are now available and patterns from across the Consortia are analysed in a TTA overview report (Cordingley & Bell 2002) and a TTA commissioned evaluation (Kushner et al forthcoming). Key messages from these initiatives include the role of themes and research methods in building teacher ownership; the use of video and pupil perspectives in sustaining interest; and the role of different HEI personnel in supporting teachers. These lessons feed directly into the creation and implementation of the new DfES/NCSL funded Networked Learning Communities initiative.

A "one side of A4 map" of the different initiatives for communicating with teachers about research is available on the TTA website www.canteach.gov.uk (this features TLRP as an important component).

I am optimistic that engagement with and in research is part of the solution to the crisis of teacher morale and professional self esteem. We can have confidence that there is a growing, interested, discerning, supportive – and of course challenging – audience of teachers out there ready to test, interpret and build upon the work of TLRP and others in the research community.

Baumfield, V.M., Lin, M. & Todd, L. (In press) *A Comparison of the Different Schemes for Teacher Research by Newcastle University*. Newcastle University/ TTA.

Cordingley, P. & Bell, M. (2002) *The Work of the Four School-Based Research Consortia, 1998-2001*. London, TTA and CfBT.

Galton, M. (2002) *The Role of Steerers in the Teacher Research Grant Scheme*. London, TTA.

Kushner, S., (In press) *TTA School Based Research Consortia Initiative - the evaluation: the final report*. Southampton, UWE/University of Southampton.

Philippa Cordingley can be contacted at:
philippa@curee.org.uk

Research and Practice: information technology and its impact on literacy learning at Key Stages 1 and 2

Hilary Cook, *Lauriston Primary, Hackney* & Ursula Pretzlik, *Oxford Brookes University*

The introduction of the DfES Best Practice Research Scholarships has provided five of us – all teachers - with the opportunity to run our own school-based research project. Last year we worked on the application of a variety of approaches to classroom literacy and numeracy. This year we have carried our study forward by focusing on one particular aspect of literacy and made use of tasks devised and tested by Professors Bryant and Nunes, and Drs Pretzlik and Hurry in an ESRC TLRP supported project. These multisensory tasks, involving computer presentations, had previously been used – successfully - with individual pupils. We wanted to see whether using the computer in the classroom had the same impact on children's motivation and learning.

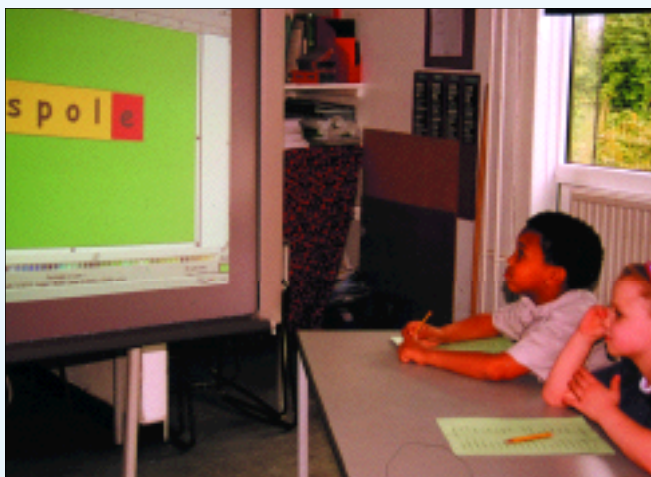
Sixty-two children between the ages of six and eight took part. Reading and spelling pre-tests and post-tests took place immediately before and after the block of intervention. Delayed post-testing followed five weeks later and interviews with a cross section of pupils were carried out four weeks after that. Pupils were randomised into two intervention groups; one acted as the control group for the other. The computer presentations, which featured moving, talking puppets and PowerPoint tasks, were used to teach three basic spelling rules. The children were tested and trained on a mixture of real and pseudo words.



All the children worked on the split diagraph *hat/hate* rule. One group also worked on the *hop/hope* rule, while the other group worked on the appropriate use of *k* and *ck* (the effect of a letter between the first vowel and the consonant(s) making the [kuh] sound – e.g. *look/lock*). The intervention consisted of four 60-minute sessions spread over a period of two weeks. Children were asked to look and listen and respond by holding up cards or by writing down the appropriate words or pseudo words. In our analysis of the data, as well as looking for evidence of overall improvement in performance, we were also comparing the results from the two groups. We wanted to find out if the

children, who had worked exclusively on the split diagraph rule, had a more secure grasp of this rule than the children who had undergone the *k/ck* intervention.

Overall improvement was established. The children trained in both forms of the split diagraph rule (*a-e*; *o-e*) showed significant improvement on seven of the eight scales at post-test and this improvement increased further at delayed post-test. The children trained in the split diagraph rule (*a-e*) and the *k/ck* rule showed significant improvement on three out of the eight scales at post-test and delayed post-test. It can be concluded therefore that this type of child-focused intervention, which has previously been shown to be effective in one-to-one situations, is transferable from the psychologists' experimental setting to the teachers' classroom environment.



The children were enthusiastic about the use of the computer in the classroom – they repeatedly ask when they are going to do more work of this kind. The five of us involved in the research also feel that this is an effective way of working with children. The children remained focused for extended periods and found the approach enjoyable and motivating. We would like this type of teaching to become a regular practice in our school.

The teachers from Lauriston Primary working on this project are: Natasha Bullock, Hilary Cook, Sue Dobbing, Heather Rockhold (Headteacher) and Alison Rosica - mentor Dr Ursula Pretzlik, Oxford Brookes University (upretzlik@brookes.ac.uk).

Future Newsletters

Please contact Mary James for initial discussion of contributions to future issues of the Programme Newsletter. Copy should be sent to Lynne Blanchfield, accompanied if available by illustrative photos (in JPEG format if possible).

News in Brief

Research Capacity Building Update

The Programme's Research Capacity Building Network (RCBN) is continuing to develop its work with vigour. For example, the RCBN website now supports personal reviews of research capacity, lists capacity building provision from RCBN and other organisations, recommends references on research methods, provides extensive web-links to support research development, and provides access to RCBN's journal and papers.

The Network continues to welcome information on research training courses or materials which may be relevant to research and user colleagues, and also suggestions for future activities which would contribute to developing research capacity in teaching and learning.

RCBN's regular journal includes many worthwhile articles on methodological and related issues. See the website at www.cardiff.ac.uk/socsi/capacity or contact Helen Taylor (taylorh1@cardiff.ac.uk, 029 2087 5345) for further information.

Annual TLRP Conference 2002

The conference this year has been designed to enable user and researcher colleagues who are directly involved in TLRP networks, projects and associated activities to take stock of present achievements and to begin to explore some key integrative themes across the Programme as a whole.

The conference begins with an exchange of information on key developments in relation to each TLRP activity. Phase I networks will be able to share preliminary findings. Phase II projects are more likely to offer examples of research in progress, such as design and intervention strategies, data collection and analysis techniques, evolving theoretical and interpretive frameworks, or approaches to user engagement.

The second day will enable us to identify and discuss the major themes which are associated with each of the Programme's aims. This addresses a major strategic challenge concerning how we should focus our efforts to maximise the coherence, relevance and added value of the Programme as a whole.

By the end of the conference, we hope that we will have learned much from each other and developed further a collective sense of purpose for the Programme as a whole. We will also review and plan further opportunities for support and synergy across the Programme. On this occasion, the conference will be held in Cambridge (23/24th September).

Phase I Network Conference

TLRP's four Phase I Networks held their own conference on 18/19th June at Bakewell, Derbyshire. Twenty-one participants, users and researchers, attended. The focus of the first day was on explaining the progress of their projects, identifying common ground and sharing good practice. This proved to be very productive and intensive, with discussions continuing long into the evening. The second day was spent drawing out common issues, and in exploring ideas about the value of networks. Final recommendations included the establishment of a Phase I promotion group to share ideas on dissemination and impact, and to facilitate communication with politicians and policy-makers. A further report on the activities and outputs of the Networks is planned for the next issue of the Newsletter.

www.tlrp.org

The TLRP website has been redeveloped with an eye to the future. In particular, building on the years in which the Programme has gradually been established, we are now expecting an increased flow of research outputs from projects and a greater number of site-visits by users of educational research. We also now need to work more systematically at themes across the Programme as a whole. With such developments in mind, the website now provides direct leads to aims, projects, themes, events, publications, links and management, as well as facilities for news, searching, registering, making contact and participating in WebBoard discussions. Research findings from individual projects are to be expected appear first on each specific project website, and these are easily accessible from <http://www.tlrp.org>. More generally, pages relating to each of the Programme's aims are expected to become important organisational devices on the site. These have been designed to provide access points for both developmental work (such as thematic discussions) and for the dissemination of more integrated, cross-Programme research findings. For this purpose, TLRP aims are represented in terms of: learning outcomes, lifecourse, synergy, capacity, transformation and impact.

Website development will continue over the years, for we see it as a major resource for networking, engagement and dissemination. Comments and suggestions regarding the new site are very welcome (please contact John Siraj-Blatchford on js303@cam.ac.uk).

Research Fellowship opportunities

The excellent opportunities provided by this DfES supported scheme are available for a third time. Fellowships are targeted at serving educational practitioners (eg: school teachers/heads/FE principles/lecturers/managers/LEA or other policy advisors, professional trainers, etc) who might want to study for a research doctorate whilst also continuing in their current post. Aimed at enhancing educational research capacity by drawing on colleagues with considerable professional experience, this generous scheme provides an opportunity for practitioners to develop research expertise in association with existing TLRP projects and thus with some of the leading UK research teams.

Further details and how to apply for fellowships are available from the ESRC website at <http://www.esrc.ac.uk/fundingopps.htm>. The closing date for this round is Monday 4th November 2002.

In the previous round, the results of which were recently announced, fellowships were awarded to Jennifer Brookes (Henleaze Junior School, Bristol), *Provision for More Able Pupils at Secondary Transfer*, attached to Martin Hughes' project *Home-School Knowledge*; and to Robin Bevan (King Edward VI Grammar School, Chelmsford), *From 'Black Boxes' to 'Glass Boxes': the application of computerised concept mapping in schools*, attached to Mary James' project *Learning How to Learn*.

The New Core Programme Team

A new Team, co-ordinated from Cambridge, began work in May 2002



Professor Andrew Pollard (Programme Director) leads the overall research effort and engagement with users. He is responsible for the co-ordination of the Core Team and, in particular, for projects in the Higher Education sector. He is also a team member of the TLRP project on *Home and School Knowledge Exchange and Transformation*. He is based in the Faculty of Education, University of Cambridge. (ajp67@cam.ac.uk)



Dr Mary James (Deputy Programme Director) is also from the University of Cambridge. She is particularly concerned with Phase 1 Networks and Phase II projects on school education. Combined with her present work as Director of the TLRP project, *Learning to Learn*, she works exclusively on the Programme. (mej1002@cam.ac.uk)



Dr Kathryn Ecclestone (Associate Director) supports work in the FE/Post-16 sector, including adult, community and family education. You may be interested in her book, *Learner Autonomy in Post-16 Education* (2002, RoutledgeFalmer). Kathryn is seconded to TLRP part-time from the University of Newcastle, School of Education. (Kathryn.Ecclestone@ncl.ac.uk)



Dr Alan Brown (Associate Director) supports work in the area of workplace and lifelong learning. See his *Review of Vocational Education and Training Research in the UK* (with Ewart Keep) (2000, European Commission). He also coordinates TLRP's European liaison activities. Alan is seconded part-time to TLRP from the Institute for Employment Research, University of Warwick. (alan.brown@warwick.ac.uk)



John Siraj-Blatchford (Associate Director) has particular responsibility for coordinating the development of the Programme's ICT infrastructure and for work on ICT in teaching and learning across the Programme. See his website www.educ.cam.ac.uk/staff/jsb.html. John is based at the Faculty of Education, University of Cambridge. (js303@cam.ac.uk)



Dr Lynne Blanchfield (Research Associate and Programme Office Manager) is responsible for the office systems in Cambridge and for carrying out research and administrative activities in support of the programme teams, projects, events and publicity. (Lsb32@cam.ac.uk)



Suzanne Fletcher (Programme Secretary) maintains the office systems and fulfils many core administrative roles on behalf of the Programme, including the organisation of major programme events. She is the first point of contact for enquiries regarding TLRP activities. (sf207@cam.ac.uk)

The Programme

The primary aim of the Teaching and Learning Research Programme is to support research which will lead to improvements in outcomes for learners of all ages, in all sectors and contexts of education, training and lifelong learning throughout the UK. The Programme comprises a number of large-scale research projects and other related activities designed to achieve that aim, co-ordinated by the Programme Office in Cambridge. Over £26 million in funding has been provided by the Higher Education Funding Council for England (HEFCE), the Scottish Executive, the Welsh Assembly, the Northern Ireland Executive and the Department for Education and Skills (DfES). TLRP is managed on their behalf by the Economic and Social Research Council (ESRC).

Strategic management of the Programme rests with a Steering Committee of practitioners, academics and other users chaired by Professor Sir David Watson, Director of the University of Brighton. Please see the Programme Website for a full list of members.

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