

# CUREE's approach

- Three areas of activity based on:
- Conceptualizing use of research as work based professional learning for educators
- Building strong professional learning environment
- Embedding research use goals into research processes





# Work related to the Royal Society's focus on Specialist Teacher Recruitment and Retention

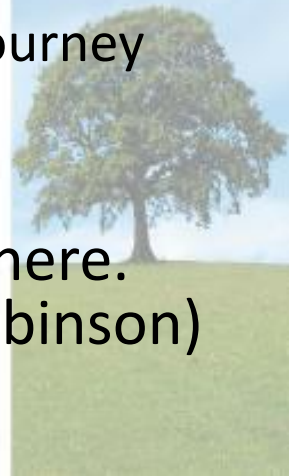
## Current CUREE project and reports:

- Membership of OECD Expert Group Teacher Ready - <http://www.oecdteacherready.org/>
- Research for EI on teachers' professional identities across seven different countries with a particular focus on the role of CPDL in recruitment and retention - <http://www.curee.co.uk/node/5158>
- Developing Great Teaching (DGT) - <http://www.curee.co.uk/node/5034>
- Wellcome Developing Great Subject Teaching - <http://www.curee.co.uk/node/5032>
- Teacher Development Fund for the Paul Hamlyn Foundation - embedding specialist expertise in learning through the arts (with big focus on leadership) - [https://www.phf.org.uk/wp-content/uploads/2019/03/PHF\\_Teacher\\_Development\\_Fund\\_evaluation\\_report\\_AW.pdf](https://www.phf.org.uk/wp-content/uploads/2019/03/PHF_Teacher_Development_Fund_evaluation_report_AW.pdf)
- Membership of the CPD Expert Group - [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/537031/160712\\_-\\_PD\\_Expert\\_Group\\_Guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/537031/160712_-_PD_Expert_Group_Guidance.pdf)



# Thoughts on the theme

- UK outlier- cos of our ITE model
- For secondary renewed emphasis can be positioned as strengthening teachers' professional identity which is key to R&R
- But trickier in primary –easy for it to seem undermining, especially given our ITE approach. ELTAC ok cos not expected, maths is
- Consider critiquing text books as a way in which creates agency ?
- Ditto attaching this to advances in science and technology moving science to earlier stages on school life
  - different for school at different stages on improvement journey
  - importance of deeper & wider relationships with HEIs
  - Ontario and middle leaders case study
- School leadership – senior and middle really matters here. Positioning them as lead learners pays dividends ( Robinson)





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