

The Learning to Learn Project

The Learning to Learn network of Primary, Second and Special Education Schools and Further Education Colleges ran for 10 years in England coordinated by Kate Wall (to be published this year as a book: *The Theory and Practice of Learning to Learn: making the process of learning explicit*). It offers a community model of professional learning via a school-university partnership that encouraged thinking about good learning across phases and stages. To do this we had to generate a shared language of learning and enquiry with a common repertoire of tools that encouraged dialogue about similarities and differences across the system. Within the project we saw teacher learning as equally important to student learning with many direct parallels – for example, if we wanted metacognitive students, then we had to have metacognitive teachers, if we wanted students to have a voice then we needed teachers to have a voice and if we felt enquiry was the most appropriate learning process, then this needed to be apparent in classrooms as well as professional learning.

HCR: School-based research centre

The Hutchesons' Centre for Research (HCR) is the first school-based research centre in Scotland. It supports research at three interlinking levels: pupil research, teacher research and external projects. Its overall aim is to support pupils and teachers to engage with research and to conduct research projects within the school or in collaboration with academic partners. We will discuss findings from a research project that explored the function of the HCR from the perspectives of school staff. Examples of research projects and suggestions for enhanced teacher engagement will be shared. It is hoped that this discussion will be useful for those who wish to create a culture of research engagement at school level.

SURE: Partnership between schools and universities

The School and University Research Enquiry group (SURE) is an established research collaboration between the University of Strathclyde and Glasgow secondary schools, established in 2017. It aims to begin to bridge the gap between research and practice, with teachers as equal stakeholders in decision making. Composed of eight school- and HE-based practitioners, SURE's structure fits well with the 2017 Scottish Government Research Strategy for Scottish Education, which stressed the need for "increasing the levels of collaboration and communication between all actors within the education system". Its current project is an interview-based study of Headteachers' choices over PEF funding. The overarching vision of the partnership and the collaborative process employed by both school and HE based researchers will be discussed.

The place of useful learning

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