Research and evidence based capacity building in disadvantaged communities

Lessons from research and from R&D in Blackpool and North Wales

Philippa Cordingley

- This session will explore the key building blocks for building momentum in school improvement through the lens of 9 months of research and evidence based development work in Blackpool secondary schools and in North Wales.

- It will focus on issues such as understanding both capacity and barriers in depth, phasing, co-construction, scaffolding and harnessing the contributions of significant others e.g. Local charities, Local Authorities and targeted "guests"
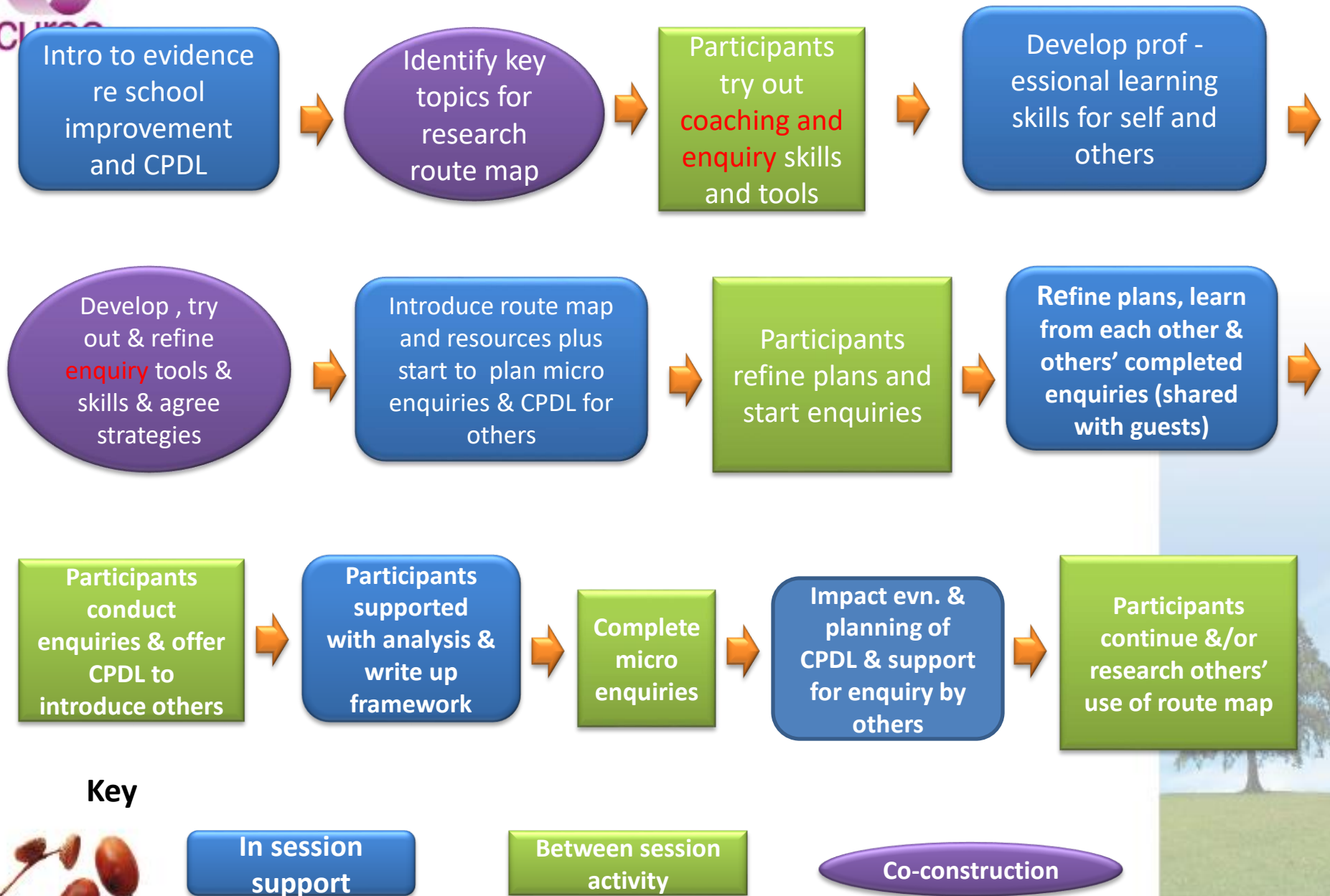
The core process

- Diagnostics re capacity, needs and aspirations
  - Blackpool - based on intense work with Right to Succeed focussed on mental toughness, researched interventions and research & evidence informed practice (REIP)
  - In GWE - based on new, welcome school driven policy formation & Challenge Adviser/ subject lead contributions & additional time for co-construction
- CUREE supported CPDL for capacity building in REIP over 12 m with Champions
- Route maps to support use of research based strategies, initially via micro enquiries and coaching

The rhythm of co-construction , CPDL and enquiry

Intro to evidence re school improvement and CPDL	**Identify key topics for research route map**	**Participants try out coaching and enquiry skills and tools**	**Develop prof - essional learning skills for self and others**

Develop , try out & refine enquiry tools & skills & agree strategies	**Introduce route map and resources plus start to plan micro enquiries & CPDL for others**	**Participants refine plans and start enquiries**	**Refine plans, learn from each other & others' completed enquiries (shared with guests)**

Participants conduct enquiries & offer CPDL to introduce others	**Participants supported with analysis & write up framework**	**Complete micro enquiries**	**Impact evn. & planning of CPDL & support for enquiry by others**	**Participants continue &/or research others' use of route map**

Key

In session support	Between session activity	Co-construction

Right To Succeed Route Map

Key

- ⬜ Tasters - micro enquiry tools to try with your students
- ☆ Introduction to line
- ⬡ Teacher research summaries
- ○ Bites - short and engaging PowerPoints
- △ Practitioner friendly summaries
- ⭐ Overviews and links to longer research reports with case studies
- ▱ Research article/tool
- 🔶 AfI/CPDL for adults resources

Literacy across the curriclum

Introduction to line

Differentiating learning in the Literacy Classroom

How can ICT be used to support students who find literacy difficult?

How can phonics help literacy learning?

Can creative projects improve the language?

What impact can developments in literacy teaching have on teaching and learning in history?

How does asking questions help comprehension?

The impact of writing and questioning frames

Does using authentic tasks and ICT help motivate pupils to write?

Realising the full potential of AFL

Introduction to line

Using 'diagnostic probes' to identify students' understanding in science

Assessment for learning: Putting it into practice

Using peer assessment to deliver content in Science

Literacy across the curriculum

How do pupils respond to AfL?

Gender differences in writing

When might we miss the chance of helping pupils become independent learners through AfL?

Formative assessment in mathematics

How does classroom discussion affect students' learning?

Investigating the use of peer and self-assessment to improve pupils' performance

Gender differences in writing

How can we use AfL practices to help our pupils to challenge themselves?

Eye diagram

Mentoring and Coaching CPD Capacity Building Project

Developing great teaching

What are useful comprehension strategies?

Engaging learners through use of questioning and feedback

Engaging learners through use of questioning and feedback

TES Article

Teaching strategies to improve writing in mathematics

Improving literacy in secondary schools: a shared responsibility

The impact of Literacy Plus on student engagement

Case studies of Right To Succeed practice

Putting the pedal to the metal

Writing for learning in science

Writing for learning in science

Strategies for supporting dyslexic students

The role of the specialist in the teacher's CPD

Promoting professional development through teaching portfolios

Mentoring and coaching for school teachers' CPD

Case studies of Right To Succeed practice

CUREE

RIGHT TO SUCCEED

GwE Route Map

CUREE

GwE
Tuag at Ragoriaeth
Towards Excellence

STEM

Introduction to line

Challenge
Introduction to line

Feedback
Introduction to line

Literacy across the curriculum
Introduction to line

Could you do more to uncover and build on your students' misconceptions?

The effects of integrated, activity-based science
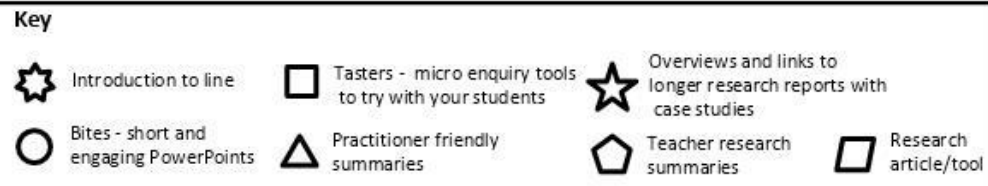
How can we use AfL practices to help our pupils to challenge themselves?

Different types of praise and the effects on motivation for challenge

What causes G&T students to underachieve?

Key strategies in planning for challenge

Connecting mathematics with the real world

The impact of enquiry-based science teaching on students' attitudes and achievement

Promoting learners' persistence in meeting learning challenges

Promoting learner persistence

Consulting learners about their learning

Getting learners to rethink their ideas: how can we challenge and build on learners' misconceptions?

How does asking questions help comprehension?

Gender differences in writing motivation and achievement

Engaging learners through use of questioning & feedback

A thinking skills approach to learning maths

Differentiating learning in the literacy classroom

Does using authentic tasks and ICT help motivate learners to write?

Writing for learning in science

Maths is good for you

Teaching strategies to improve writing in mathematics

Cross-curricular work involving maths

Using diagnostic probes to identify students' understanding of science

What is independent learning and what are the benefits for learners?

How can ICT be used to support students who find literacy difficult?

Case studies of your practice

Developing self-assessment skills in geography

Using the thinking frames approach in science

Using stimulating tasks to promote reading skills

Literacy across the curriculum

Assessment for learning: putting it into practice

Classroom talk and questioning in science

Can creative projects improve the literacy skills of our pupils?

How can phonics help literacy learning?

The impact of writing and questioning frames

Supporting gifted and talented students

The use of diagnostic probes to aid teaching and learning in science

Do children have similar models of understanding?

Case studies of your practice

Learner responses to new challenges

Developing a need for algebra

What impact can developments in literacy teaching have on teaching and learning in history?

How can we help poor readers recognise words?

Case studies of your practice

Improving literacy in secondary schools

Case studies of your practice

Strategies for supporting dyslexic students

Key

☆ Introduction to line

◯ Bites - short and engaging PowerPoints

☐ Tasters - micro enquiry tools to try with your students

△ Practitioner friendly summaries

✬ Overviews and links to longer research reports with case studies

⬠ Teacher research summaries

⬡ Research article/tool

Creating a research route map

- Identify priorities/ lines from evidence with schools
- Orient to key aspects of disadvantage eg mental toughness in Blackpool
- Use systematic reviews *to identify strategies*
- Refine iteratively with partners and schools & build shared language
- Source and code balanced resources – tailored to local capacity. Refine iteratively with partners.
- Check for balance, relevance, coverage and overlaps
- Refine iteratively initially through micro enquiries & later eg by adding new resources esp. local reports

Literacy across the curriculum

Cross-curricular planning
Supporting pupils in using language to solve problems
Improving the quality of classroom talk including using technical vocabulary
Using writing exercises to encourage explanation and reasoning
Linking reading and writing effectively
Using thinking skills to promote cross-curricular literacy
Structured peer assisted learning of specific literacy techniques and skills to reinforce/ enhance access to the curriculum

Strategies stayed the same but contexts differed markedly eg re mental toughness and or Numeracy /science

Separating the sensible studies from the snake oil

It can be difficult to know which education research to trust. Luckily, there are tools out there to help you find what works

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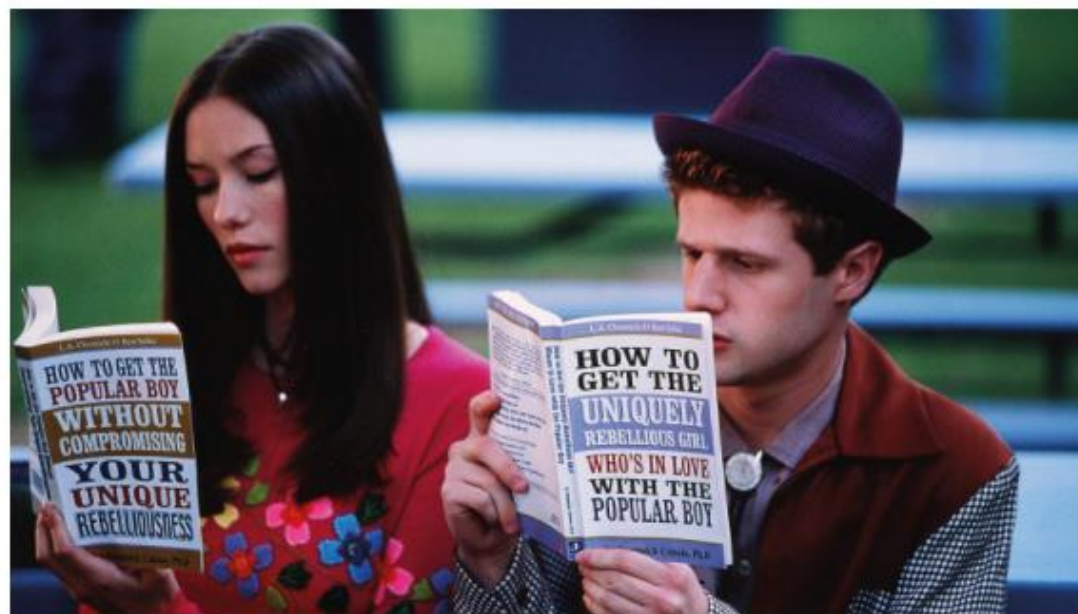
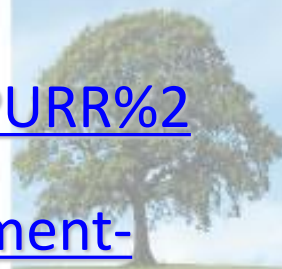# How to choose the right source for your sources

If you want to improve your own or your colleagues' evidence-informed practice, you need to work out exactly what kind of research you are looking for

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Research re use of research: important processes

- Experimenting with new approaches with support from specialists (re form and content) key for :
  - Selecting the most effective approaches (*RM*)
  - Modelling new approaches (*champions , SLEs etc*)
  - Designing research tools, analysis and reporting (*RM*)
- Reviewing and refining results with support from peers and in light of evidence from classrooms (*used by pairs)*
- *Identifying goals in relation to pupil outcomes (micro enquiry tools)*
- *Creating space to focus on an issue in depth and over time (SLT involvement, scaffolding via tools)*
- Processes also closely linked to CPDL findings
- http://www.curee.co.uk/files/publication/1292498712/PURR%20Practitioner%20Summary.pdf
- http://www.curee.co.uk/publication/enhancing-achievement-vulnerable-students

Effect sizes for leadership interventions

- Ensuring an orderly and supportive environment
- Establishing goals and expectations
- Planning, coordinating and evaluating teaching and the curriculum
- Promoting and participating in teacher learning
- Strategic resourcing- *alignment and tools*

http://www.curee.co.uk/resources/publications/robinson-summary

Effect sizes for leadership interventions

- Promoting and participating in teacher learning (0.84)

- Planning, coordinating and evaluating teaching and the curriculum (0.42)

- Establishing goals and expectations (0.35)

- Strategic resourcing - *alignment and tools* (0.34)

- Ensuring an orderly and supportive environment (.27)

  http://www.curee.co.uk/resources/publications/robinson-summary

A metaphor for the role of tools and evidence

Collaboration, tools and shared risk taking focussed on aspirations for pupils represent stepping stones...
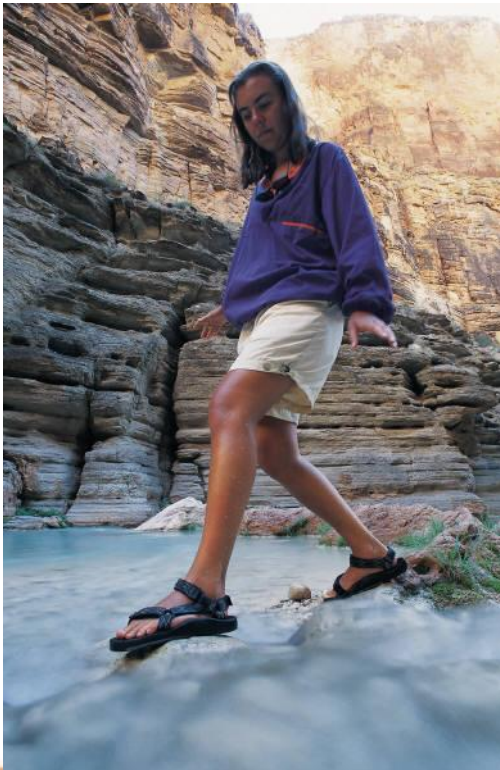
... and the evidence generated and explored create a handrail

Robinson's notion of "Smart" tools

- Benefit of tools *is capacity to embody knowledge and ideas* in ways that shape/scaffold actions for *coherence*
- Tools with evidence of success are:
  - Underpinned by evidence/research based knowledge
  - Designed around sound theories re both goals and process
  - Define what good practice looks like
  - Take account of/manage the cognitive, practical and affective load
  - Scaffold navigation of complexity to focus effort on depth

Responses GWE

- Most subject leads grasp it quickly (tho 1-2 not at all)
  - coached others in micro enquiries early on
  - modelled evidence informed practice via larger scale enquiries designed using route map frameworks and resources
  - use coaching to sustain effort and role
- Most Challenge Advisers rely on coaching rather than modelling but also
  - build in to ESTYN action plans
  - some are setting up cross school enquiries
- Welsh contextualisation & lack of prior REIP big issue

Responses Blackpool

- Take up/enthusiasm about use high in 5/7 schools
- Tailored report with specific recommendations re CPDL helped schools see why and how to support it
- One school asked for a meta-cognition map to reinforce this - as a move from top down CPD
- Several schools involved 3-6 Champions not just 2
- The more confident the school, the easier it is to prioritise/ give time to this/ involve SLT
- But continuity and prioritisation much harder in very fragile schools

Challenges

- Fragile schools committed and valiant but want knowledge, quick fixes & evidence as defence – ideally some magic. Job = prioritising CPDL & supporting natural enthusiasts

- Stronger schools see structured use of evidence as way of distributing ownership & building capacity. Job = creating a sustainable rhythm & structure

- Mediators need to work deductively, from principles and via others- sometimes dramatically. Job = creating space for internalising tools so they can match to need & introduce them persuasively
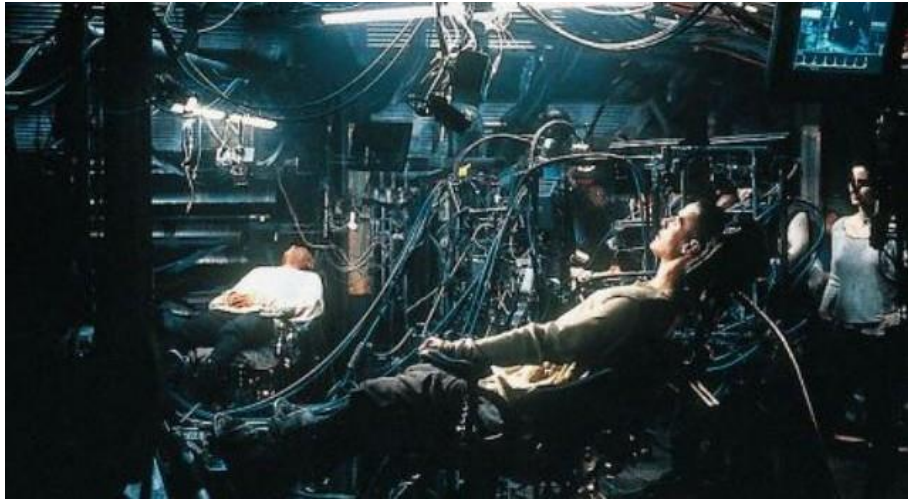
A focus on evidence that helps rather than just evidence that counts

Key is re-framing systematic use of evidence as a formative professional learning tool focussed on aspirations for pupils

Matrix, Time turners or Sherlock?

Contact details

philippa.cordingley@curee.co.uk

www.curee.co.uk

Twitter @PhilippaCcuree
Twitter @curee_official

Centre for the Use of Research and Evidence in Education
8th Floor
Eaton House
1 Eaton Road
Coventry
CV1 2FJ

024 7652 4036