

Research and evidence based capacity building in disadvantaged communities

The role of tools in embedding use of
research – lessons from Blackpool
and North Wales

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This session will explore

- Key building blocks for building momentum in school improvement through the lens of 9 months of Research and Development work in Blackpool secondary schools and 30 schools in North Wales.
- Research underpinning this kind of work
- The role and nature of tools in supporting colleagues in challenging circumstances
- Practical benefits and challenges
- A metaphor



A case in point

- Take a moment to identify:
 - A natural enthusiast colleague/pupil you like to use as a champion/ cheerleader for change
 - A convertible sceptic who always questions and challenges new approaches but, when convinced, tackles them well
 - A “Skilled disappearer” someone whose role suggests they should be a champion for change but who seems to slip / keep below the radar
- Keep them in mind through this presentation as a way of thinking through how you might apply it

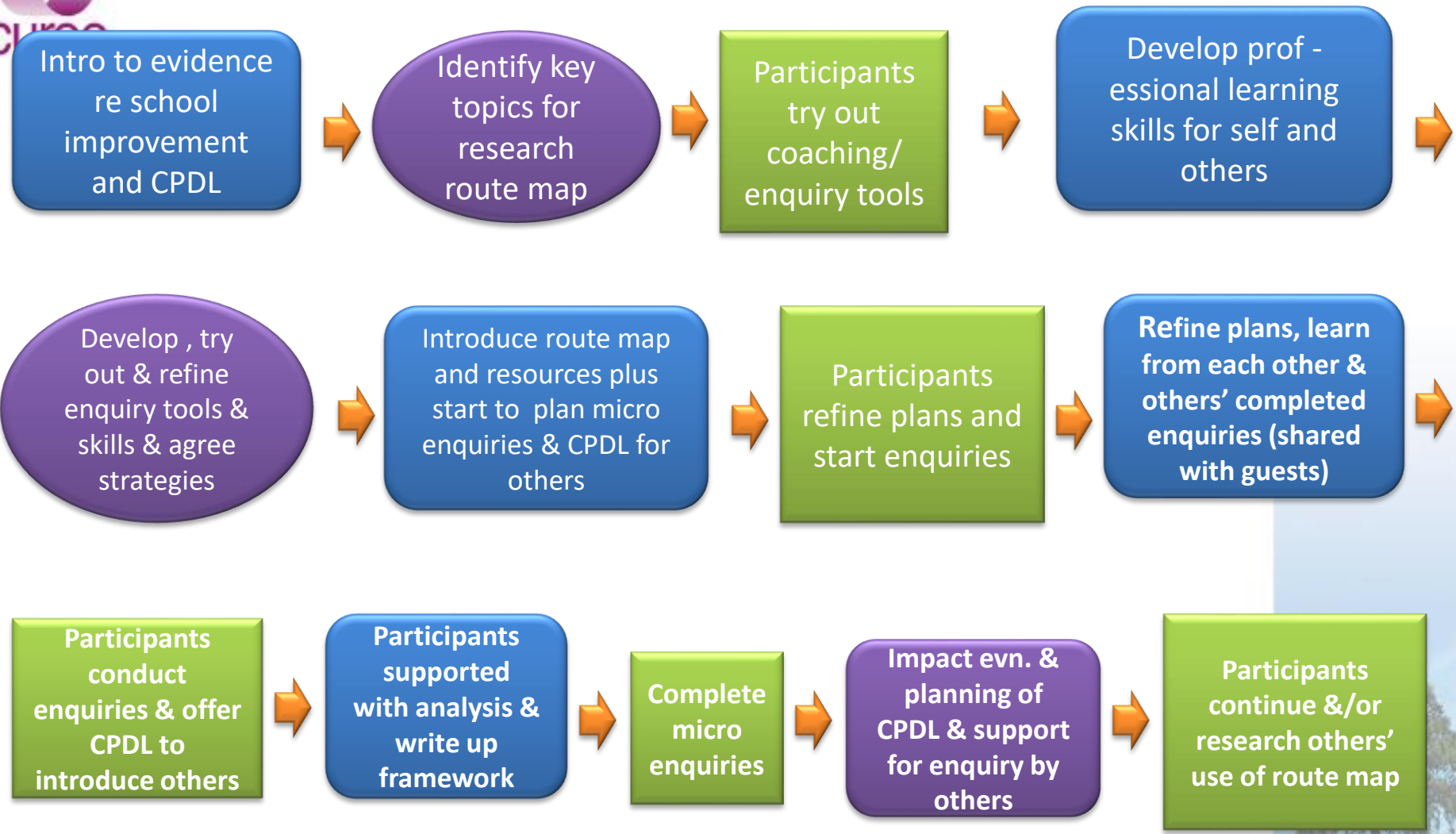


The core process

- Capacity, needs and aspirations
 - Blackpool – diagnostic, based on intense work with Right to Succeed focussed on mental toughness, researched interventions and research & evidence informed practice (REIP) & CUREE research into school improvement capacity
 - In GWE - co-constructed, based on new, welcome school driven policy formation & Challenge Adviser/ subject lead contributions & additional time for co-construction
- CUREE CPDL for capacity building Champions of REIP
- Research based tools and resources to embed/systematise use of research based strategies, initially via micro enquiries and coaching



The rhythm of co-construction , CPDL and enquiry

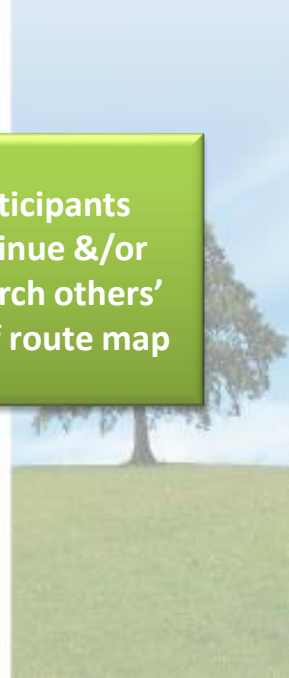


Key

In session support

Between session activity

Co-construction



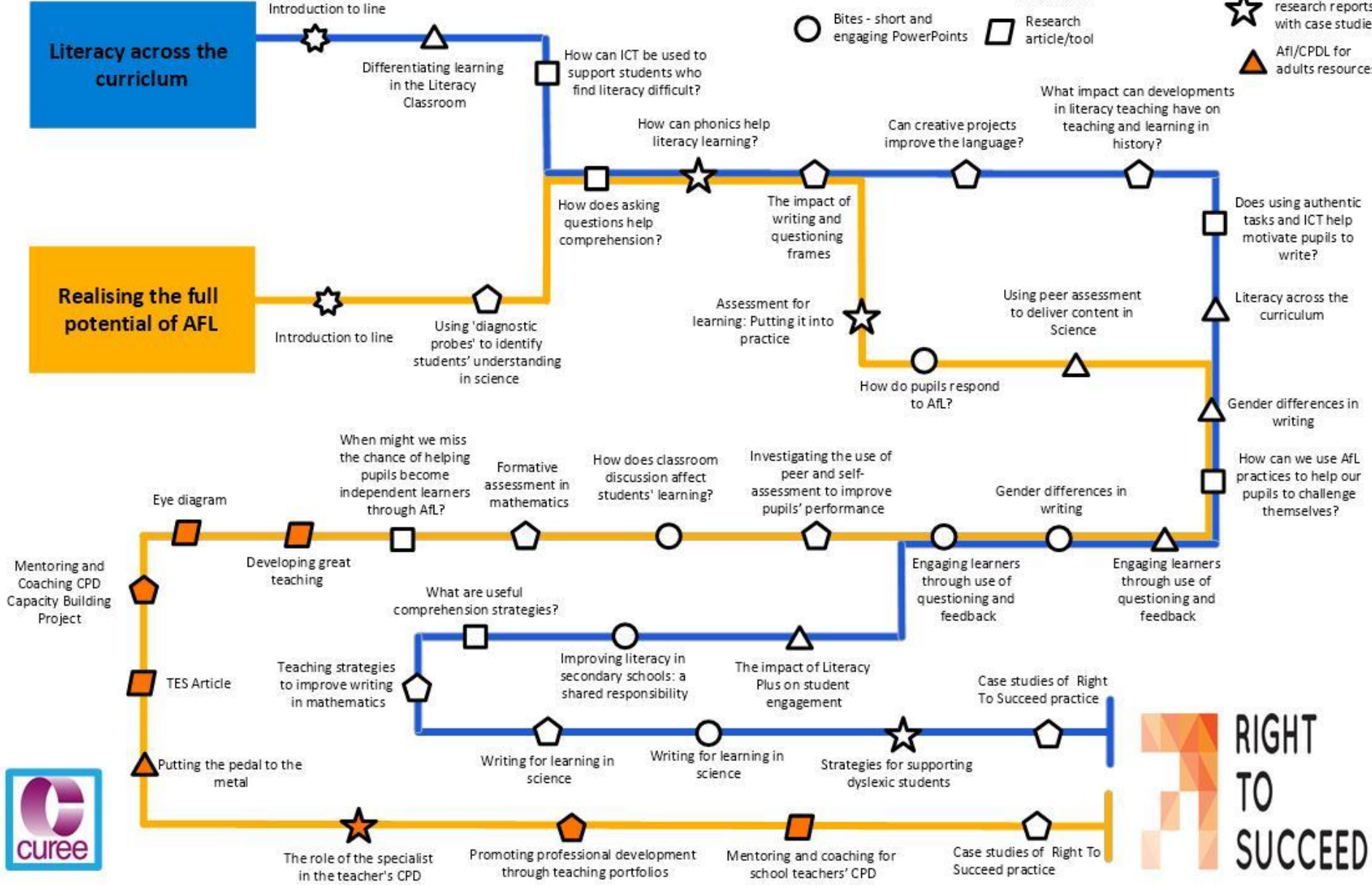
Right To Succeed Route Map

- Key**
- Introduction to line
 - Bites - short and engaging PowerPoints
 - Tasters - micro enquiry tools to try with your students
 - Practitioner friendly summaries
 - Research article/tool
 - Teacher research summaries
 - Overviews and links to longer research reports with case studies
 - Afl/CPDL for adults resources

Literacy across the curriculum

Realising the full potential of AFL

Mentoring and Coaching CPD Capacity Building Project



The different Route Map tools

- The strategies explored through Route Maps are based on systematic reviews relevant to local priorities
- There are four major types of resource on Research Route Maps:
 - Micro-enquiry tools
 - Research summaries of 3 different lengths/ depths – Bites, Digests, illustrated summaries of findings plus theory
 - Supported theory - illustrated by case studies for teachers
 - Quality assured, teacher or school leader-researched case studies; and now, studies from GWE!
- ... supplemented with action planning and reporting frameworks focused on a particular topic.



Reflection

- How could working with or appointing evidence help your focus colleagues?
- How might having a visual overview of a CPDL journey through the evidence help them to embed this in day to day practice?
- Where might colleagues share their experiences of stations and or micro-enquiries?





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



Research re use of research

- Experimenting with approaches, with specialist support for:
 - Selecting the most effective approaches (*RM, RL*)
 - Modelling new approaches (*champions, SLEs etc*)
 - Designing research tools, analysis and reporting (*RM, RL*)
- Identifying goals in relation to aspirations for pupils (micro enquiry tools)
- Reviewing and refining approaches with peers and in light of evidence from own classrooms (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/news/2015/06/developing-great-teaching-new-report-effective-teachers-professional-development>



FOUNDATIONS FOR GOOD IMPLEMENTATION



1

Treat implementation as a process, not an event; plan and execute it in stages.

- Allow enough time for effective implementation, particularly in the preparation stage; prioritise appropriately.

2

Create a leadership environment and school climate that is conducive to good implementation.

- Set the stage for implementation through school policies, routines, and practices.
- Identify and cultivate leaders of implementation throughout the school.
- Build leadership capacity through implementation teams.



EXPLORE

3

Define the problem you want to solve and identify appropriate programmes or practices to implement.

- Specify a tight area of focus for improvement that is amenable to change.
- Determine a programme of activity based on existing evidence of what has – and hasn't – worked before.
- Examine the fit and feasibility of possible interventions to the school context.
- Make an adoption decision.



PREPARE

4

Create a clear implementation plan, judge the readiness of the school to deliver that plan, then prepare staff and resources.

- Develop a clear, logical, and well-specified implementation plan:
 - Specify the active ingredients of the intervention clearly: know where to be 'tight' and where to be 'loose'.
 - Develop a targeted, yet multi-stranded, package of implementation strategies.
 - Define clear implementation outcomes and monitor them using robust and pragmatic measures.
- Thoroughly assess the degree to which the school is ready to implement the innovation.
- Once ready to implement an intervention, practically prepare for its use:
 - Create a shared understanding of the implementation process and provide appropriate support and incentives.
 - Introduce new skills, knowledge, and strategies with explicit up-front training.
 - Prepare the implementation infrastructure.



DELIVER

5

Support staff, monitor progress, solve problems, and adapt strategies as the approach is used for the first time.

- Adopt a flexible and motivating leadership approach during the initial attempts at implementation.
- Reinforce initial training with follow-on coaching within the school.
- Use highly skilled coaches.
- Complement expert coaching and mentoring with structured peer-to-peer collaboration.
- Use implementation data to actively tailor and improve the approach.
- Make thoughtful adaptations only when the active ingredients are securely understood and implemented.



SUSTAIN

6

Plan for sustaining and scaling an intervention from the outset and continually acknowledge and nurture its use.

- Plan for sustaining and scaling an innovation from the outset.
- Treat scale-up as a new implementation process.
- Ensure the implementation data remains fit for purpose.
- Continually acknowledge, support, and reward good implementation practices.

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>



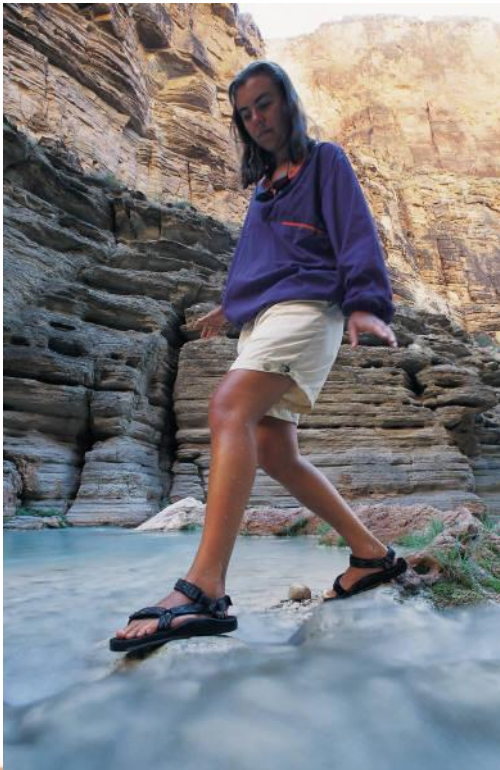
Robinson's notion of "Smart" tools

- 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
 - (Section 6.2, Dimension F)

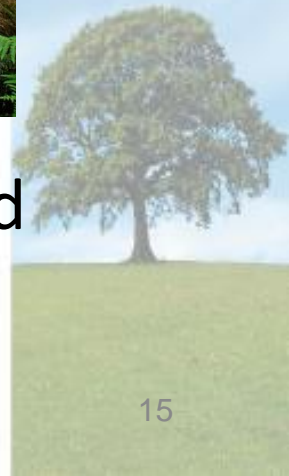


A metaphor for the role of tools and evidence

Collaboration and shared risk taking focussed on aspirations for pupils represent stepping stones...



... and the evidence generated and explored via the tools creates a handrail



Responses

- 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
- All schools are doing this again through a literacy focus
- 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



Teacher Education: An International Perspective

International research shows that our schools could improve teaching and learning through a stronger focus on **subject-specific CPD (SSCPD)**. Share in CUREE's **international research** on effective teacher education including through our membership of the **OECD Expert Group on Initial Teacher Education**

By attending CUREE's Teacher Education Seminar, you can:

- Understand how international approaches to curriculum content and the critique of text books can enhance trainee placements and support for NQTs
- Improve Trainee, NQT and RQT retention by:
 - Exploring how high quality in-school SSCPD contributes to ITE
 - Improving links between pedagogical and curriculum learning
- Improve CPD Programmes within school by:
 - Understanding school leaders' contribution to SSCPD and ITE
 - Exploring what inhibits or enhances demand for SSCPD
 - Refining CPD priorities for subjects and the curriculum
- Meet new OFSTED targets by:
 - Developing your understanding of OFSTED's new focus on ensuring balance in the curriculum



Join internationally renowned educational research expert **Philippa Cordingley** (CUREE's Chief Executive) and **Yoon Young Lee** (previously from OECD's Directorate for Education and Skills) at this interactive workshop designed to demonstrate how teacher training in the UK can benefit from Subject Specific CPD and the integration of curriculum knowledge within Initial Teacher Education.

When: Thursday 5th July 2018
Where: President Kennedy School, Coventry, CV6 4GL
Time: 9.30 am until 4.00pm
Cost £299 (+ VAT) including buffet lunch

To book a place or find out more, please contact Matias Landini: matias.landini@curee.co.uk or ring 02476 524036





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