

ICSEI

Mediating research based professional development for student learning – application to whole school professional development

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Mediating research based professional development for student learning

A very warm welcome!



Outline of presentation

- **The problem** - Headline findings from synthesis of systematic reviews re CPD and use of research (3 slides)
- An **example of a response** - Route maps as an operationalisation of findings (2 slide e.g.)
- An **illustration of principles** and metaphor (2 slides)
- **Differentiation** - examples for schools at different stage of development (4 slides)
- **Extrapolating** –applying the principles to disseminating single studies
- **Some questions** for us to explore



Effective CPD/ Use of research

Both reviews highlight the importance of:

- linking pupil and teacher learning
- Specialists providing range of sustained, structured support
- Specialist setting up and supporting peer collaboration-
- Leaders showing their support by e.g.
 - Providing time for teachers to plan & reflect , and
 - encouraging experimentation and learning



The nature of the support

Range of Support was crucial & provided through:

- **Training** - including instruction in key components and rationale for new teaching and learning strategies
- **Modelling** - innovative teaching strategies were demonstrated in the classroom
- **Sustained, responsive guidance or critical friendship**, often called mentoring or coaching, sometimes enquiry or research
- Provision of **tools and resources** such as observation frameworks, questionnaires, analysis grids



Barriers to development

Barriers to success. These include:

- Time e.g. for initial training in new strategies
- Diverse foci – teachers found it difficult to engage in or with others' research if they had to focus on too many different things at once
- Inadequate facilitation and/or external support – e.g. too little support or lack of expert knowledge
- Practicalities of enquiry





Is remote specialist support from research possible? –Routemaps as an attempt...

- A graphical, hyperlinked set of research based CPD resources resource designed to provide evidence about and support effective teacher and school development
- Context - original route map supported open access to tools and resources developed for different contexts and purposes by a range of English national agencies – “busyness”
- Context - government wholesale withdrawal of resources

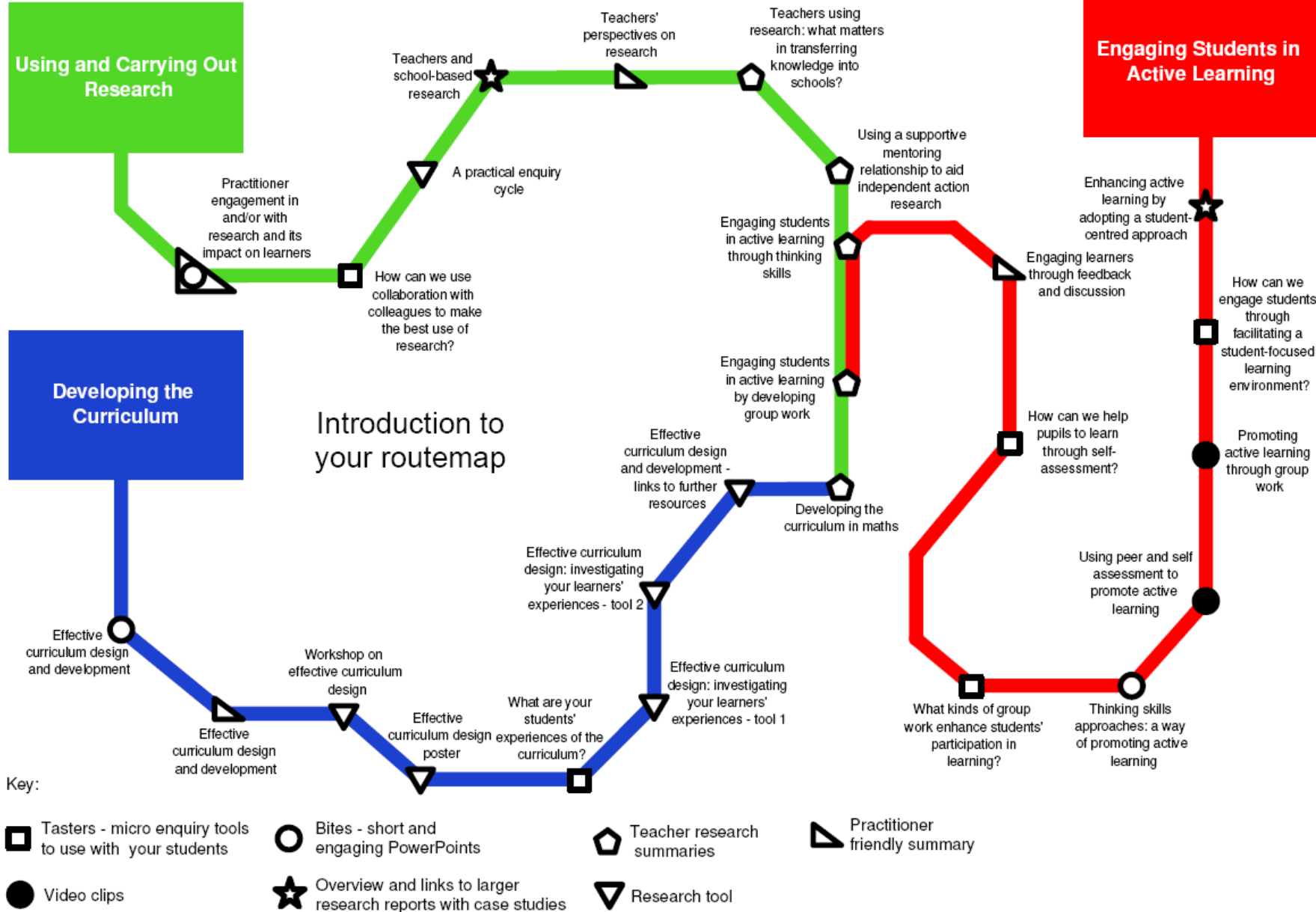


Using and Carrying Out Research

Engaging Students in Active Learning

Developing the Curriculum

Introduction to your routemap



Use of route maps

Route maps :

- based on analysis of school development capacity/ infrastructure and tailored for use in that context
- provide multiple points of entry e.g.
 - workshop sessions to be run by school, departmental or phase leaders,
 - bites and tasters for use by individuals and small groups of teachers (having read the associated digest)
 - more extended analyses for use by project leaders
- Build evaluation of impact into the CPD





How do route maps build on the evidence in PURR and EPPI? By

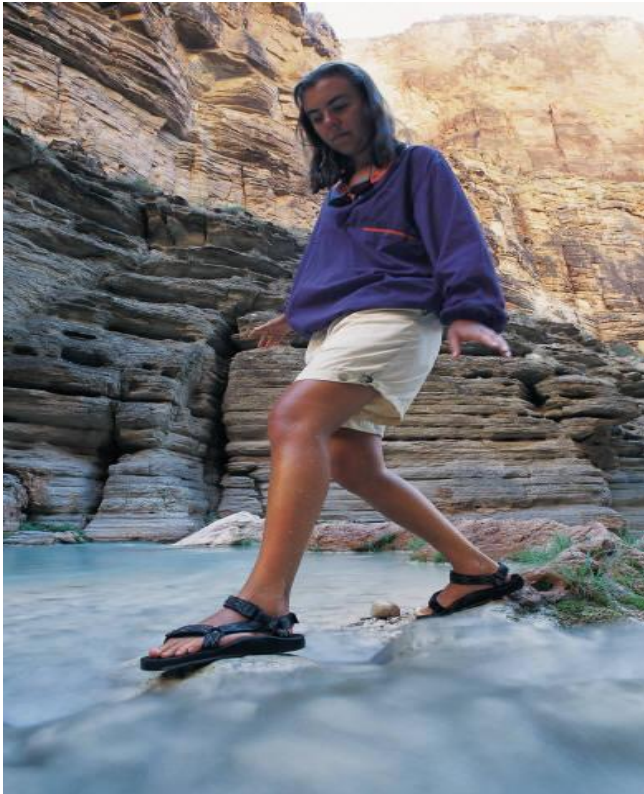
- **Linking pupil & teacher learning** – e.g. tasters
- Offering a **range of specialist support** (e.g. specialist knowledge (SK) re effective use of research, videos and bites summarise SK
- Making lines cumulative for **sustained development**
- **Encouraging collaboration** e.g. implications prompt collaborative development and workshop activity
- **Symbolising leadership** valuing of CPD – priorities often co-constructed with staff
- **Diagnostic** and introductory sessions to help grow culture of analytic, critical use of evidence



How we explain the routemap to schools

What experience would you like to try...

With a helping handrail?



Route maps for developing a research culture

School A

- Executive Headteacher keen to develop culture of reading and discussing research
- School identified need to develop independent learning skills of students
- SLT meeting to explore components of independent learning- map focussed on different aspects(e.g. teachers' beliefs, via AfL)
- Staff work in departments to explore particular aspects
- School now see selves as professional learning community





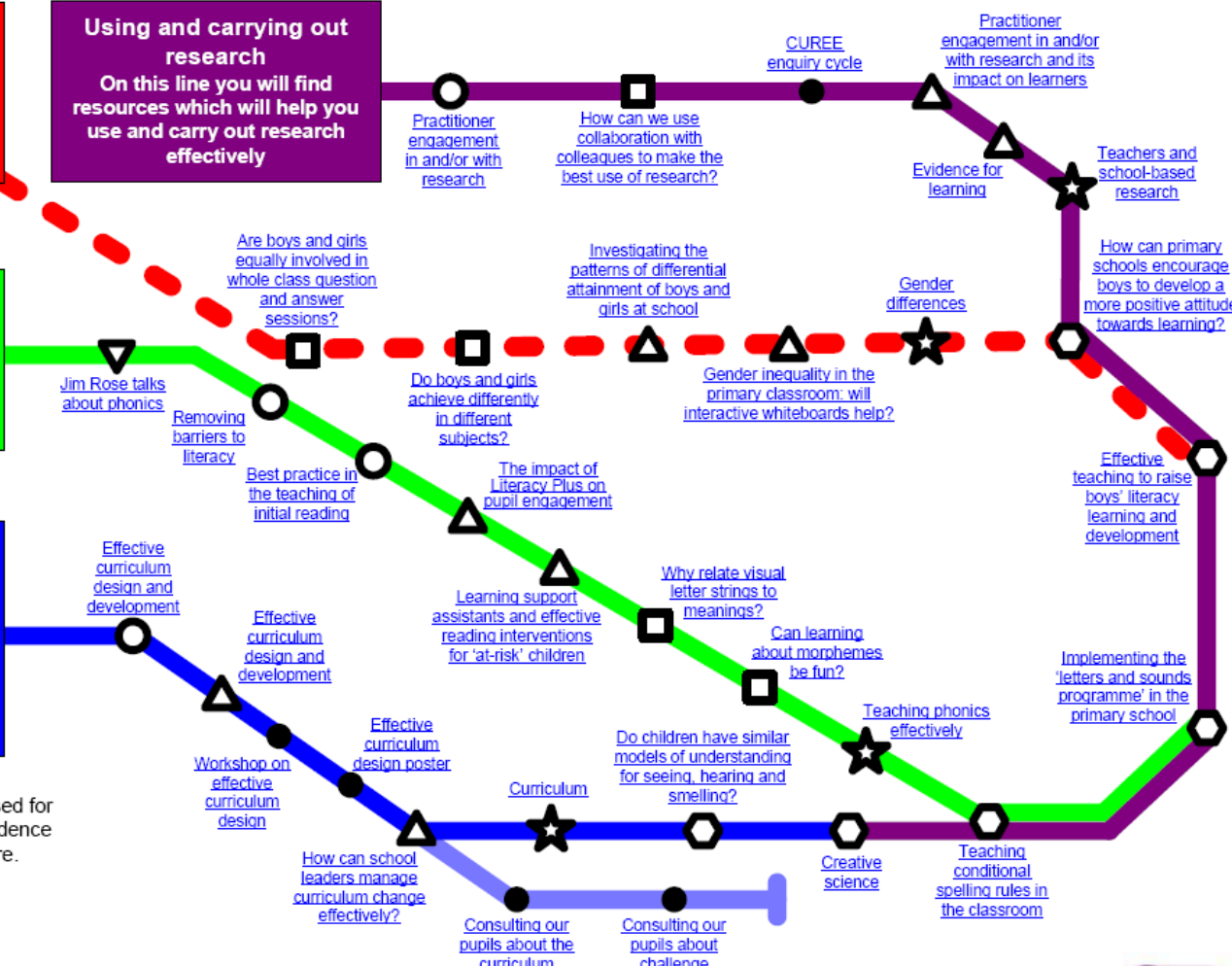
Gender Differences
On this line you will find resources which will help you investigate whether either gender is advantaged or disadvantaged at Blackthorns.

Using and carrying out research
On this line you will find resources which will help you use and carry out research effectively

Teaching Phonics
On this line you will find research about phonics which can be used to stimulate your own action research.

Developing our Curriculum
On this line you will find resources about the important factors to consider when developing our curriculum. As we are particularly looking at developing our curriculum in science we have included some examples from this subject.

The dotted line is used for areas where the evidence base is not so mature.



Key

- Bites - short and engaging PowerPoints
- Teacher research summaries
- Practitioner friendly summaries
- Links to RfTs - summaries of longer research reports with case studies
- Tasters - micro enquiry tools to try with your students
- Video clips
- Practitioner tool



Route maps for developing a research culture

School B

- Deputy Head wanted to develop use of research, especially to develop active learning strategies
- Lines included effective use of research and active learning
- Introductory session to explore active learning line and use via peer coaching to identify strategies to trial
- Group leader organises further sessions and mechanism for collecting their experiences to share with so techniques can be more widely used.

School C

As above but also integrating internally developed resources



Connecting practitioners with the research they need

- NTRP consultation of 1080 practitioners highlighted:
 - difficulty of practitioners accessing suitable research
 - top priorities for research:
 - improving motivation/tackling disengagement
 - strategies for teaching different ability groups
 - use of new technologies/ICT in the classroom
- Learning lines being developed to meet these needs



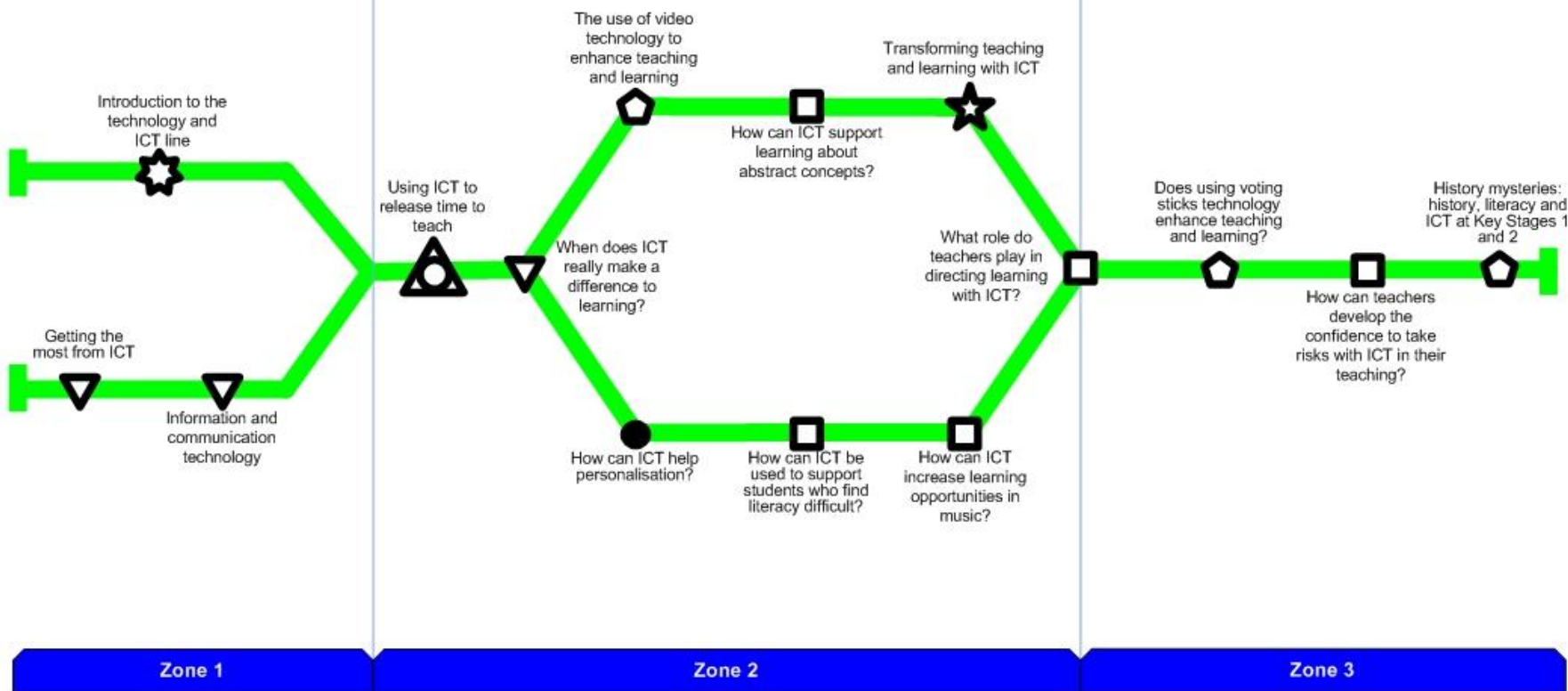
Use of New Technologies and ICT in the Classroom

On this line you will find a range of useful resources to support you in using new technologies and ICT in the classroom.

Zone 1 - Gain an overview of the evidence

Zone 2 - Explore the research evidence in more detail and collect evidence from your pupils

Zone 3 - Find out how other teachers have developed their practice



Key

- | | | | |
|---|--|---|--|
|  Bites - short and engaging PowerPoints |  Teacher research summaries |  TRIPS - practitioner friendly summaries |  Extract from a research report |
|  Tasters - micro enquiry tools to try with your students |  Research article |  Overviews and links to longer research |  Introduction to the line reports with case studies |

Scaffolding research use

- Conversations with schools practitioners suggest:
 - in some contexts more scaffolding needed
 - approach could be effective for unpacking large scale, single studies in depth.
- Working on approaches to support leading teachers (often least extensive research users) with background reading, workshop activities and resources and links to further research and development activity





Challenge



Some questions

- Do teachers really *only* want tips for action – or are tips a metaphor for bite sized, practical entry points?
- Are school leaders really only interested in research findings that confirm and underpin their plans – and what are our responsibilities in that context?
- Does integrating a school's policy documents and outputs from in-school research and development with large scale research findings obscure important boundaries between different kinds of knowledge?
- Are research publishers and quality assurers so concerned about complexity, connectivity and critique that they have lost sight of the pedagogy of making findings useful for practical learning?





- Do people often have learning conversations in your school/organisation/a school that you know well?
- What might improve learning conversations in your school/organisation/a school that you know well/schools?
- How might you study learning conversations in your school/organisation/a school that you know well?
- What new ways might researchers find to help practitioners and policy makers engage with research findings?
- How can policy stimulate learning conversations in schools?



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