Part of everybody's day job:
Effective and efficient ways of leading research in school

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This session

- The evidence base
- Two real world, practical examples
- What *we* know and think in this context
- What the evidence tells us
- Engaging in and with research
- Geese!
- A metaphor/ story – if we have time!

Knowledge models
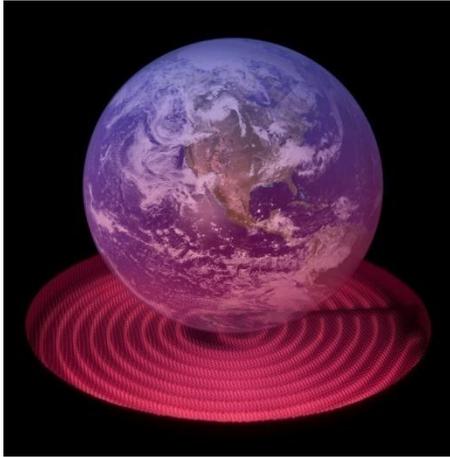
Research based knowledge?

Use of research?

Understanding Rationale/theory

Practice based knowledge?
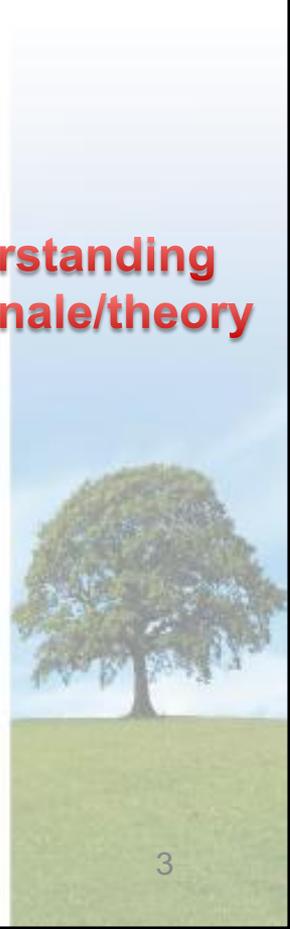
The evidence base

- A review of research about effective teacher engagement with the research of others and/ or their own research and its role in CPDL (Bell et al, 2010)

- A series of 4 EPPI reviews about effective CPD (Cordingley et al)

- A New Zealand Best Evidence synthesis (BES) about effective CPD (Timperley et al, 2007) and one re effective leadership contributions to teacher and pupil success (Robinson et al, 2009)

- A review of work based professional learning for teachers in preparation for MTL – *and a key shift towards continuing professional development and learning*

The contribution of the reviews

In and with research → PURR Reviews (Bell et al, 2010)

6 key components identified → EPPI 1 (Cordingley et al) | EPPI 2 (Cordingley et al) | EPPI 4 (Cordingley et al) | Timperley et al, 2007 | Robinson et al, 2009

**Findings mirrored from previous reviews + 1 extra component** → MTL - (Buckler et al, 2009)

An inclusive approach to doing and using Research

- There were similar benefits for teachers and their pupils from engaging in their own research and with that of others...

- ...whether it was teacher or researcher initiated...

- *So long as the key professional learning processes and support were in place*

- Doing formal research might be for xmas – engaging with it is probably for life...
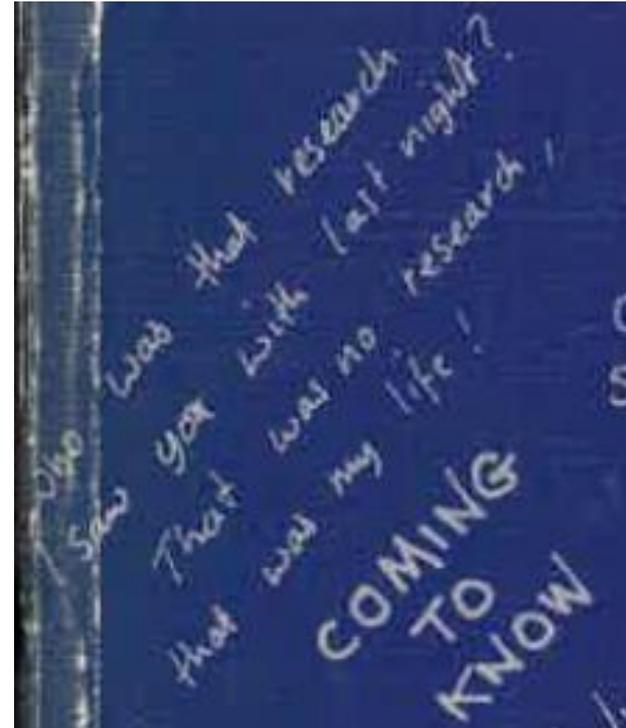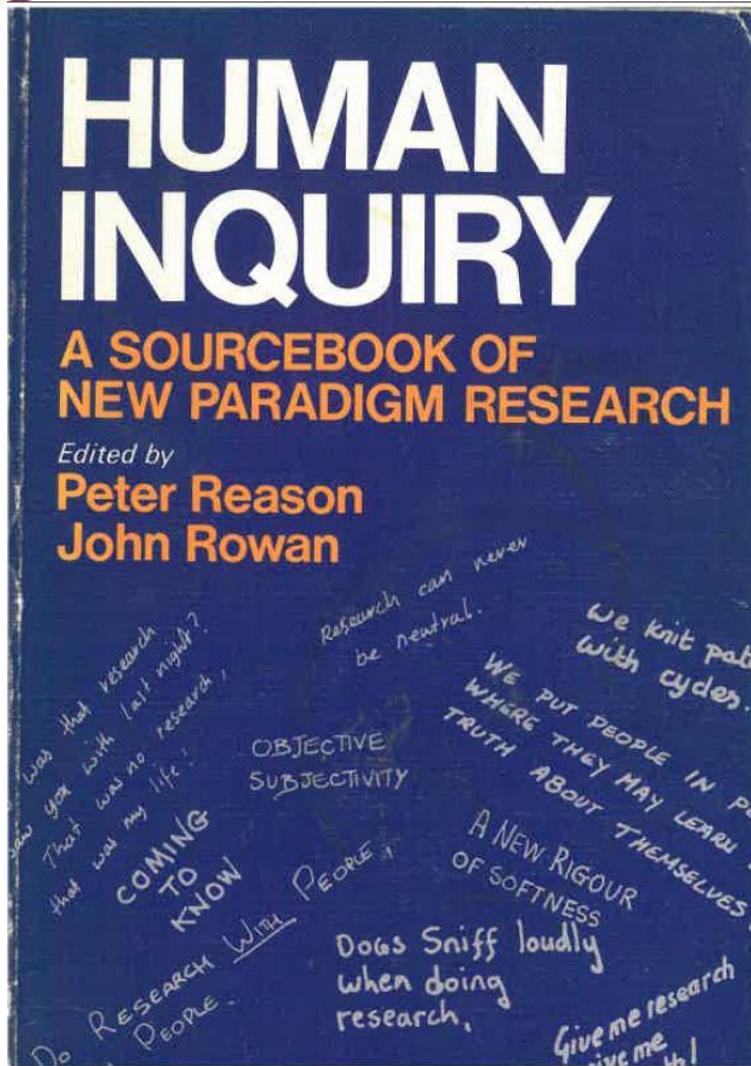
Who was that research I saw you with last night?
That was no research that was my life!

Not a zero sum game
The Engagement Spectrum
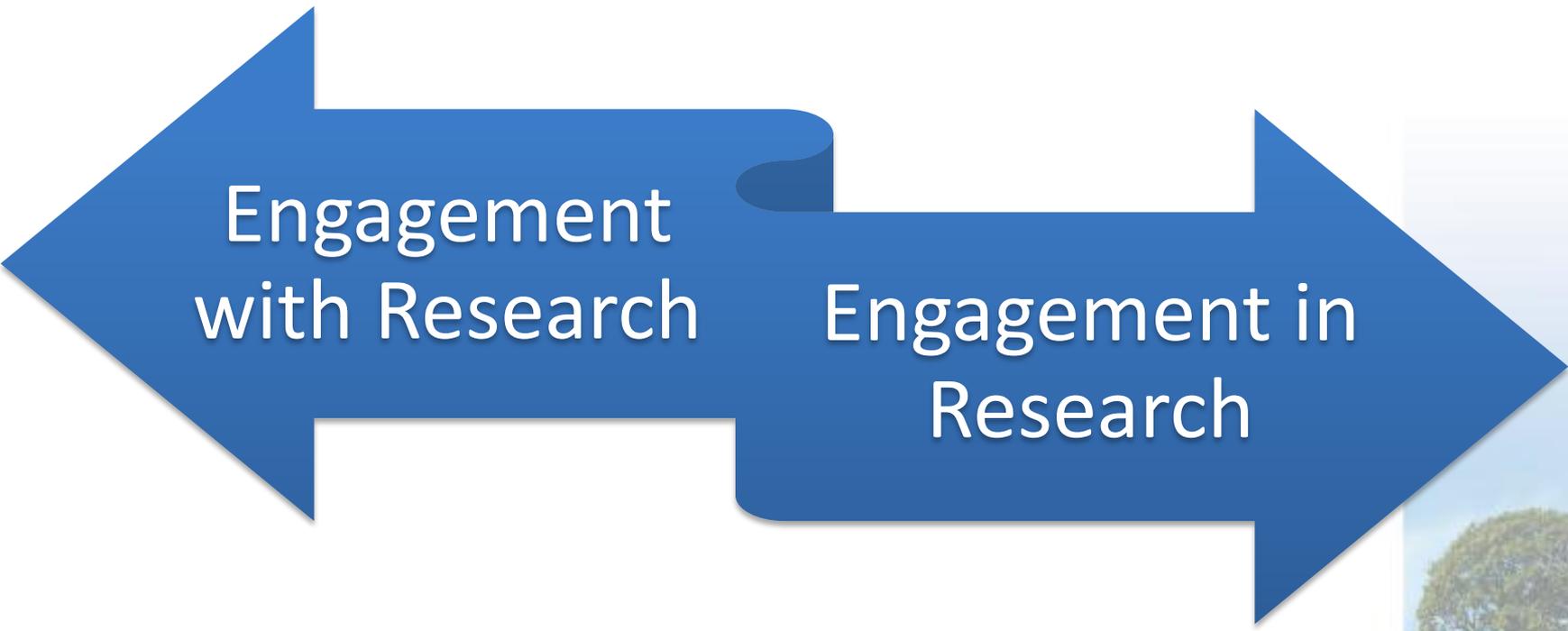
Engagement with Research

Engagement in Research

www.ntrp.org

The Engagement Spectrum

- At one end of the spectrum:
    - activities were wholly planned, implemented, analysed and reported by practitioners.
    - teachers drew on support from (e.g.) HEIs, Local Authorities and specialist organisations.
    - teachers involved in data collection, review, observation and refinement of questions and evidence, analysis and reporting
   - teachers used published research of others

    Engaging with others' research changed in England

The engagement spectrum - education

At the other end of the spectrum:

- research was planned, analysed and reported by researchers.

- active involvement of practitioners in implementation, data collection and review

- *some* teachers were introduced to research findings and underpinning rationale/ theory, by researchers

- support to help teachers interpret findings and adapt them for their contexts.

- but not identifying questions, analysis, interpretation or reporting

So what does it look like done well and at scale?

Two case studies for you to unpick

Kenton school

- Deputy head and CPDL leader designs and leads a Professional Learning Programme (PLP) for *all Staff*

- PLP via 2.30- 4.30 sessions each Wednesday, 3 day sessions, multiple enquiry/ R&D groups and degree and M level study

- PLP provides a mix of CPDL approaches e.g. Open space, interactive whole school sessions, departmental learning groups and special interest research and development groups

Kenton school

- PLP underpinned by co-coaching approach for *all* staff - partners work across departments and roles

  - supported by trained co-coaching champions

  - [Research](#) route maps to underpin co-coaching and video activity through research summaries, enquiry tools

  - practical tools and resources to secure quality now including bank of video cameras

- Staff choose activities, in context of goals/targets

- Ongoing investigation of quality and impact of PLP

http://www.curee.co.uk/block-content/route-maps-sample

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Wroxham School

- A Teaching School run through the "Lens of Learning Without Limits"

- School is involved in large scale academic research projects,

- Head is an active researcher and has made R&D a key part of TSA work eg via

  - Research lesson study and

  - Specific enquiries eg re developing growth mindsets in mathematics and learning without levels

- Whole school council organised vertically – meet fortnightly, runs enquiries and around big projects

Curriculum development as research and development

- Exploratory, real world projects are seen as central to enquiry based curriculum development
- Staff and pupils review curriculum every 12 weeks
- Pupils identify key contexts for learning
- Staff:
  - map results onto the National Curriculum and
  - develop schemes of work *with specialist sup*port
  - Investigate how well this works with pupils as the scheme of work unfolds and review in the next cycle

An example of innovative school and curriculum design Wroxham School
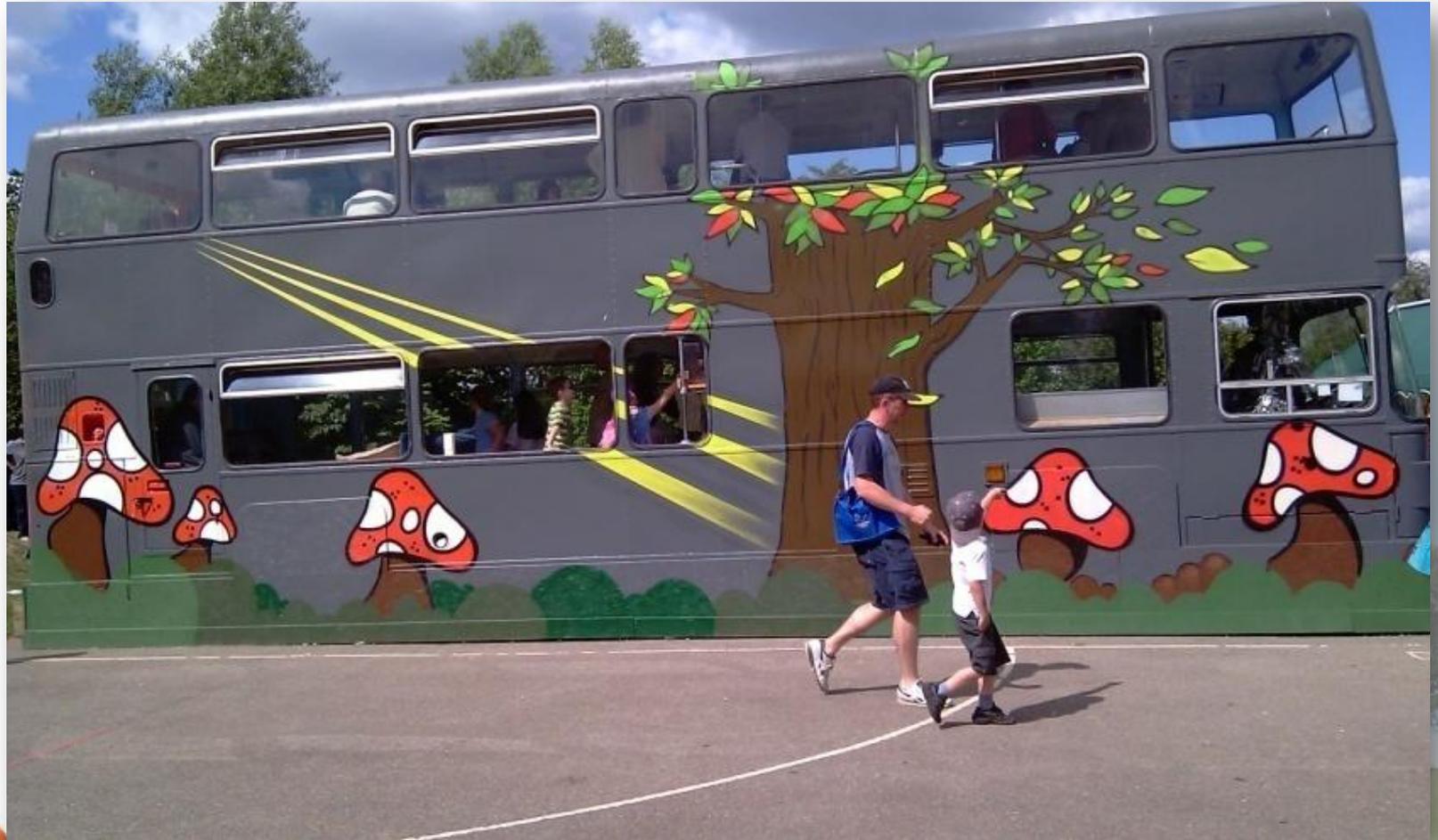
- Work with an artist on a sustainability project using rubbish from around the school to create a "driver"

- Working with an author on investigating and developing a reading environment

- **http://tinyurl.com/pty2pcq**

Engagement in and with research at Wroxham School

- Senior leaders use research techniques and often projects to identify and remove barriers to staff learning and curriculum implementation

- Teachers use enquiry to spot and remove barriers to learning for students focussed on learning without limits

- Enquiry oriented teacher learning is attended to intently – leaders "treat the staff as their class"

- Senior Leaders monitor all this very carefully working with naturally occurring evidence arising eg from diagnostic INSET coaching sessions and enquiries

What makes this coherent and efficient?

- Discuss with a neighbour the key features of these two examples that might have helped the schools make:

  - engaging with the research of others and/or

  - in their own enquiries

  feel both manageable and part of the day job?

Established features of effective CPDL and use of research

Contribution of specialist external expertise:

- Making use of external expertise, *including expertise in the form of research evidence*, to support planning in particular;

- However, use of external experts no guarantee of success; this depends on *pedagogical content knowledge* of providers.

Collaborative, structured peer support: especially use of reciprocal risk taking and professional dialogue *rooted in evidence from experiments with pupils* as core learning strategies. *AFL for Staff*

Use of data or evidence to **challenge prevailing orthodoxies:** particularly low expectations of students and beliefs about how to teach particular curricula most effectively.

Features of effective CPDL and use of research

Enquiry-oriented learning: Supported by use of tools and protocols to discipline learning and secure coherence and progression:

- **Learning to learn from looking** – though *exploration of evidence about pupil outcomes* in data rich settings; and through *observing* teaching and learning exchanges, especially when *experimenting with new approaches;*

- **Focusing on *why* things do or don't work** in different contexts to develop an underpinning rationale or *practical theory* alongside practice.

Enquiry-oriented leadership to create research-rich conditions:

- **Time** to engage – with one or two exceptions, an extended time frame appears to be needed to develop and embed teachers' professional learning.

- **Encouragement** and **modelling**, including specialist coaching

- **Proactivity** – taking responsibility for creating and using opportunities for professional learning within day-to-day school life.

5 key things leaders can do Robinson BES

- Ensure an orderly and supportive environment

- Establish goals and expectations

- Plan, coordinate and evaluate teaching, learning and and the curriculum

- Promote and participate in teacher learning

- Strategic resourcing

- Which do you think are most effective?

5 key things leaders can do
Robinson BES

- Promoting & participating in teacher learning (0.84)

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

- Establishing goals and expectations (0.35)

- Strategic resourcing (0.34)

- Ensuring an orderly and supportive environment (.27)

Embedding research in systems and processes – BEER?

- **B**uild formative engagement with outcomes and process evidence into professional learning process
- **E**mbed processes for engaging with *evidence plus debriefing* into all projects / initiatives – and model it
- **E**valuate how well support is working, refine and debrief together- modelling enquiry at every step
- **R**ecognise skills of engaging with others' research as well as skills in doing *it including differentiating activities for varying levels of engagement*

Geese!

What's sauce for the goose is sauce for the gander

http://www.curee.org.uk/content/sauce-goose-learning-entitlements-work-teachers-well-their-pupils
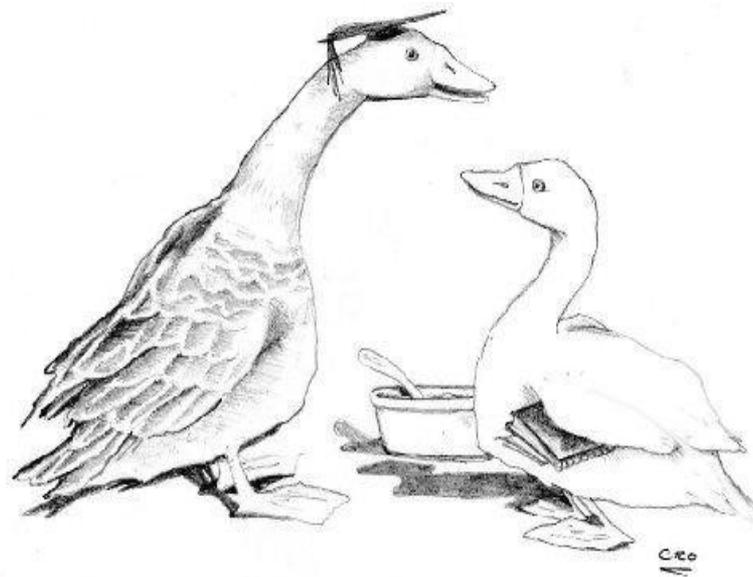
Conserving momentum and energy – a SKEIN!

Some questions

- How can we help *all* leaders notice the enquiry/ engagement with evidence embedded in their work to make their modelling explicit? What can I, as Research Lead, do to enhance it?

- What are the opportunities for catching other colleagues out being good at engaging in and with research and evidence?

- What are the new opportunities that offer a good springboard for growing research capacity? Eg might curriculum re-design, moving beyond gaming or assessment without levels help? .

Merlyn, Arthur and professional learning

"Merlyn" said the King, "tell me the reason for your visit. Talk. Say you have come to save us from this war." "No" replied his former tutor "it is hopeless doing things for other people. The only thing worth doing for the race is to increase the stock of ideas. Then, if you make available a larger and deeper stock, the people are at liberty to help themselves from out of it . By this process the means of improvement is offered, to be accepted or rejected according to their need. Such is our business, to open up new ideas *[and practices]*."

"You did not tell me this before." Replied Arthur "You have egged me into *doing* things all my life, the chivalry, the Round Table. What were these but efforts to save people and to improve how things are done?

"They were ideas" said Merlyn firmly, "rudimentary ideas. All thought in its early stages begins as action. The actions which you have been wading through have been ideas, clumsy ones of course, but they had to be established before we could begin to think in earnest. You have been teaching man to think."

"So my round table was not a failure Merlyn?"
"Certainly not, It was an experiment".

(**The Book of Merlyn T H White Ace Books; Reprint edition (Sept. 1987)**)

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