Using evidence to promote student and staff learning 13th March

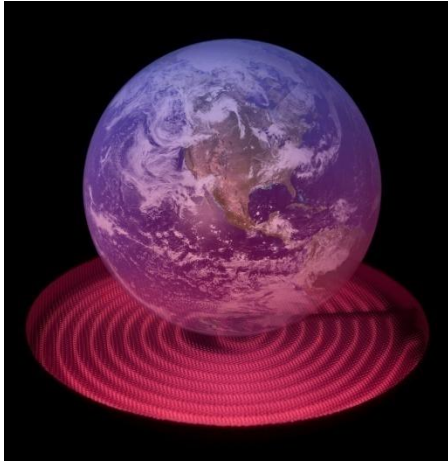Philippa Cordingley and Rebecca Raybould (CUREE)

Karen Manuel (BMET)

Session Two

By the end of this session participants will have:

- Explored the evidence base about practitioner use of evidence

- Understood the 4 elements needed to ensure teachers' use of evidence makes a difference to student learning

Evidence and research models and contexts

Research based knowledge?

Use of research?

Practice based knowledge?

Knowledge

Understanding

Action

Use of research – and CPDL research reviews

- Comprehensive electronic literature searches
- Screened titles & abstracts against published criteria
- Applied 3 levels of filtering to retrieved full studies
- Completed maps of the literature
- Double blind data extraction
- Assessment for weight of evidence for synthesis
- Synthesised evidence for review questions
- Commissioned anonymous peer review
- Implications explored in-depth with users
- See http://www.curee-paccts.com/resources/publications/purr-summaries
- And http://www.curee.co.uk/resources/publications/impact-collaborative-cpd-classroom-teaching-and-learning

All reviews highlight the importance of:

- *Link pupil and teacher learning* through aspirations
- *Teachers collaborating*
  - to take risks & use evidence to sustain commitment and ownership over time
  - structured dialogue re evidence from experiments
  - opportunities to learn from looking
  - developing practice and principles hand in hand
- A range of *specialist support* to illustrate approaches
- **Leaders** modelling support by e.g.
  - providing time for teachers to plan & reflect
  - encouraging experimentation and learning
  - providing tools to secure consistency/ quality

Barriers to development
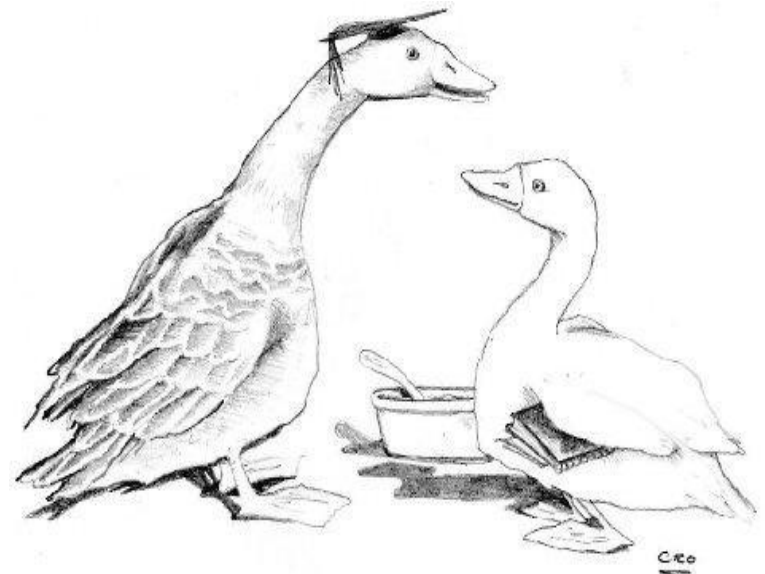
Barriers to success. These include:

- Time e.g. for initial training in new strategies

- Diverse foci – teachers found it difficult to engage in their own or with other people's research if they had to focus on too many different things at once

- Inadequate facilitation and/or external support – e.g. too little support, lack of expert knowledge, lack of knowledge re context or teacher starting points

- Practicalities of enquiry – setting up ways of collecting or interpreting evidence, connecting their own situation with that in studies

Sauce for the Goose

- Too much focus on *teaching* teachers instead of focussing on their learning?

- Learning for staff, as for young people depends on building on what they know, understand & believe

- It means teaching teachers "learning how to learn" skills e.g. how to make best use of research evidence or coaching sessions
  http://www.curee.co.uk/products-we-offer/effective-mentoring-and-coaching-suite/samples/taking-hold

- And helping teachers wrap this around the day job

- http://www.curee.org.uk/content/sauce-goose-learning-entitlements-work-teachers-well-their-pupils

"I'll have what he's having!"

Connecting external and internal expertise and evidence via professional learning

- Research route maps connect the two different worlds in a manageable practical form.
- Designed to operationalise research about CPD/ use of research
- Graphical, hyperlinked set of research based CPD resources
- Provide evidence about and support effective teacher and school development focussed on carefully identified school priorities
- They provide progressive layers of teacher friendly research based activities, tools and resources
- They prompt collaboration and proactive, enquiry oriented professional learning
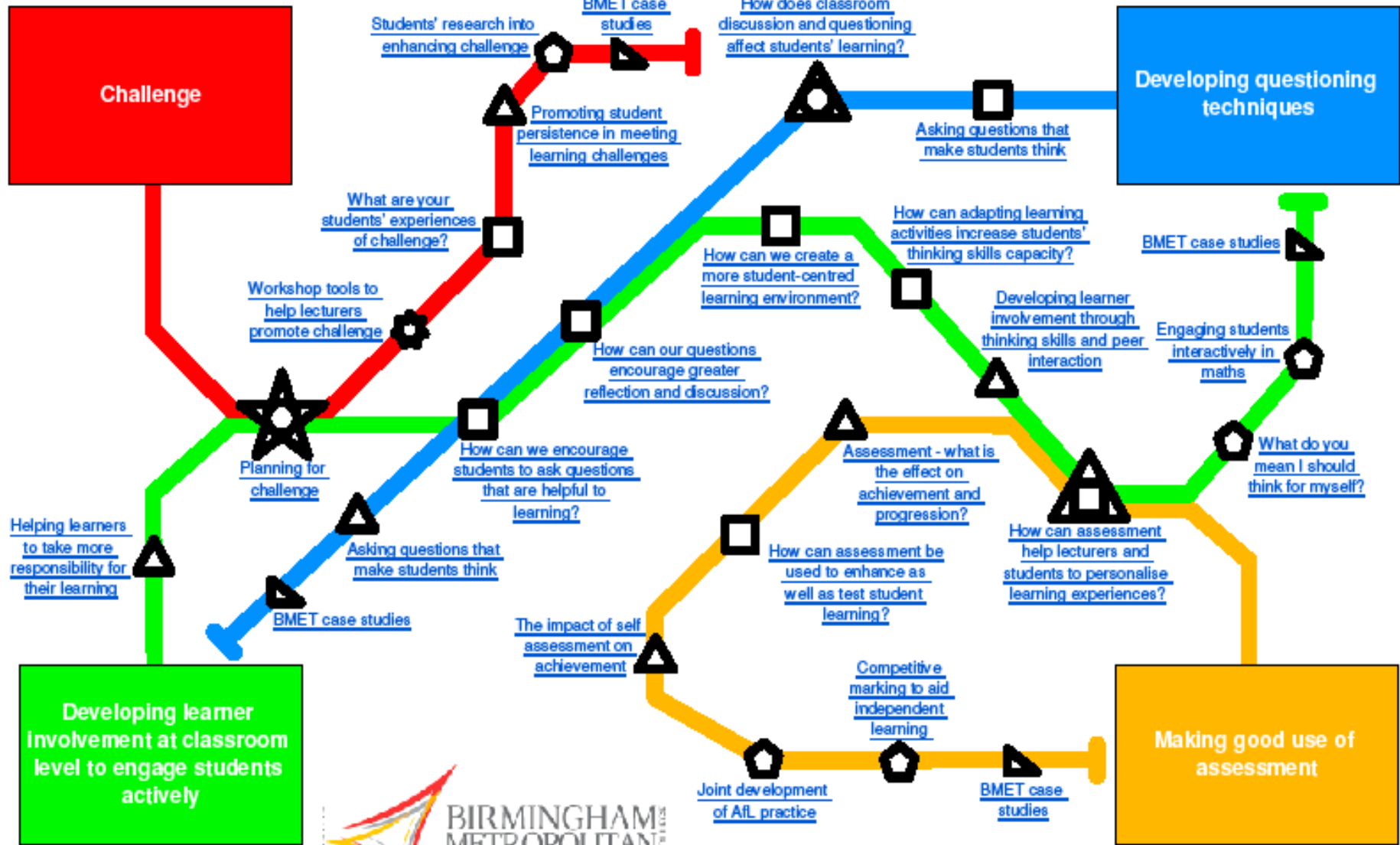
Challenge

Students' research into enhancing challenge

BMET case studies

How does classroom discussion and questioning affect students' learning?

Developing questioning techniques

Promoting student persistence in meeting learning challenges

Asking questions that make students think

What are your students' experiences of challenge?

How can adapting learning activities increase students' thinking skills capacity?

BMET case studies

How can we create a more student-centred learning environment?

Developing learner involvement through thinking skills and peer interaction

Engaging students interactively in maths

Workshop tools to help lecturers promote challenge

How can our questions encourage greater reflection and discussion?

Planning for challenge

How can we encourage students to ask questions that are helpful to learning?

Assessment - what is the effect on achievement and progression?

What do you mean I should think for myself?

Helping learners to take more responsibility for their learning

Asking questions that make students think

How can assessment be used to enhance as well as test student learning?

How can assessment help lecturers and students to personalise learning experiences?

BMET case studies

The impact of self assessment on achievement

Competitive marking to aid independent learning

Developing learner involvement at classroom level to engage students actively

Joint development of AfL practice

BMET case studies

Making good use of assessment

BIRMINGHAM METROPOLITAN
shaping futures - changing lives

Key

○ Bites - short and engaging PowerPoints

△ Practitioner friendly summaries of a research report

✿ Workshop tool

◣ BMET case studies

□ Tasters - micro enquiry tools to try with your students

★ Summaries of longer research reports

⬠ Summaries of teacher research

curee

Session Three

By the end of this session participants will have:

- Considered case studies of schools and colleges who have used hyper-linked route maps as a way of developing evidence-based practice
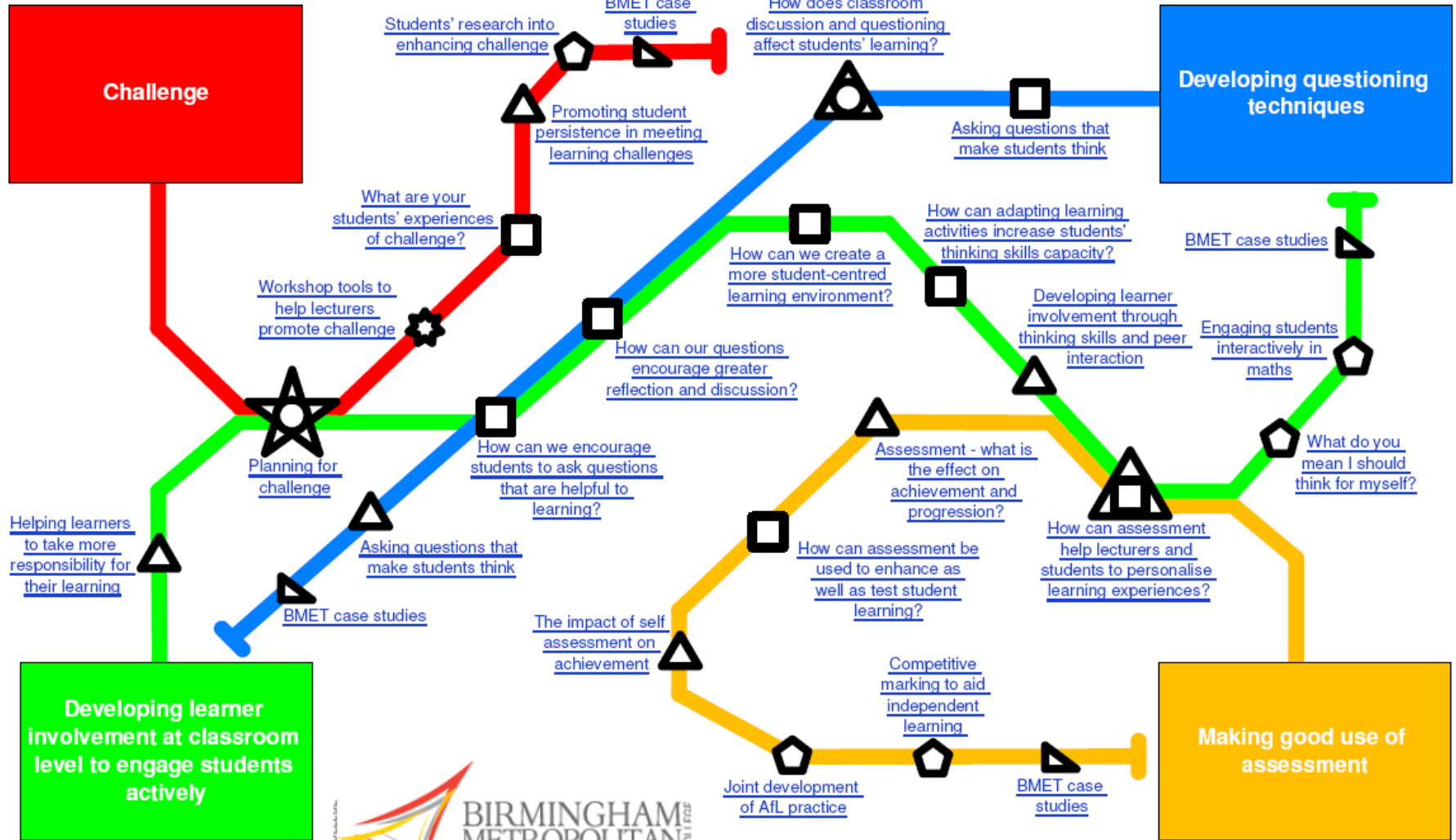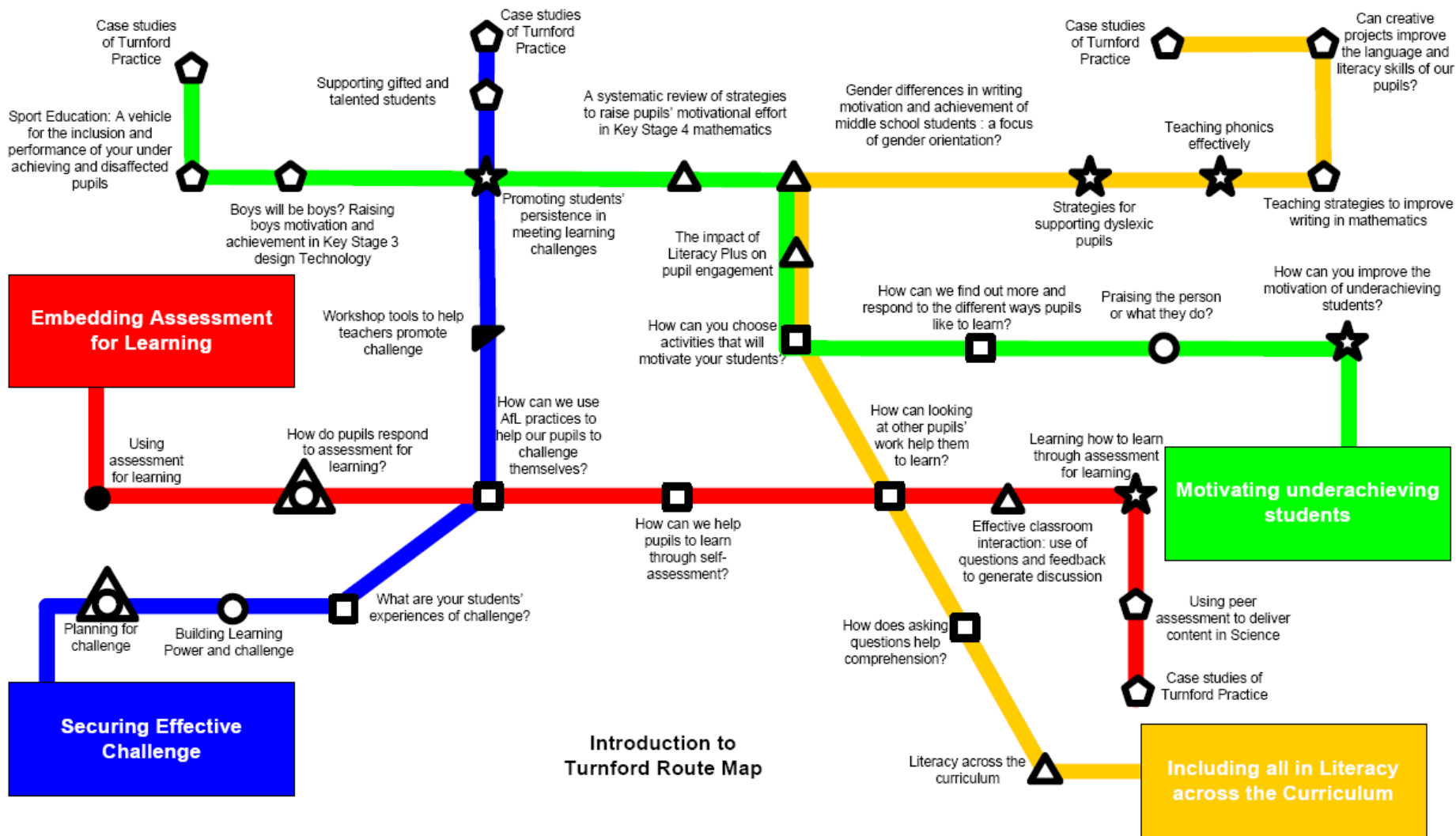
All reviews highlight the importance of:

- *Link pupil and teacher learning*

- *Teachers collaborating*

- A range of *specialist support* to illustrate approaches

- **Leaders** modelling support

BMET : Leadership support

Turnford: peer collaboration

Turnford School

Date of Coaching Meeting 7/12/2012 Name STEPHEN HILL
What was your research focus/question? HOW CAN LITERACY PLACE-MATS BE USED TO IMPROVE STANDARDS OF WRITTEN WORK?
What has been your success? STUDENTS USING SUBJECT SPECIFIC KEYWORDS TO WRITE IN MORE STRUCTURED SENTENCES
Where have you encountered difficulties? DEVELOPING AN APPROPRIATE FORMAT / LAYOUT
Have you seen any impact within your teaching? YES! IMPROVED SENTENCE STRUCTURE / SPELLING IN LESSONS
Parent/Student Feedback? STUDENTS FEEL MORE CONFIDENT WHEN WRITING.
Lesson Observation? MY PERFORMANCE MANAGEMENT AND EVIDENCED IN MY OBS OF OTHERS IN DEPT.
Work Scrutiny? AS ABOVE — EVIDENCED IN APRAISAL OBS / FEEDBACK

Thank you for your comments

Date of coaching meeting 25/6/2012 Name STEPHEN HILL
What was your research focus/question HOW TO WRITE FOR DIFFERENT PURPOSES — CHANGED TO — USING MORE SUBJECT SPECIFIC KEYWORDS IN WRITTEN WORK.
What is going well — DEVELOPMENT OF LITERACY PLACEMATS.
Even better if — WE COULD BUILD IN DIFFERENTIATION AND ROLL OUT WITHIN ALL PROJECTS
Next steps — DIFFERENTIATION BY COLOUR — DECIDE ON NEXT TOPICS — PRODUCE PLACE-MATS.

What evidence have you to demonstrate student outcomes work scrutiny?
Lesson Observation? Student Parent Feedback?
— EXEMPLAR STUDENT WORK BROUGHT TO MEETINGS
— LESSON OBSERVATION OF RESOURCES IN USE.

Gilbertstone: a journey
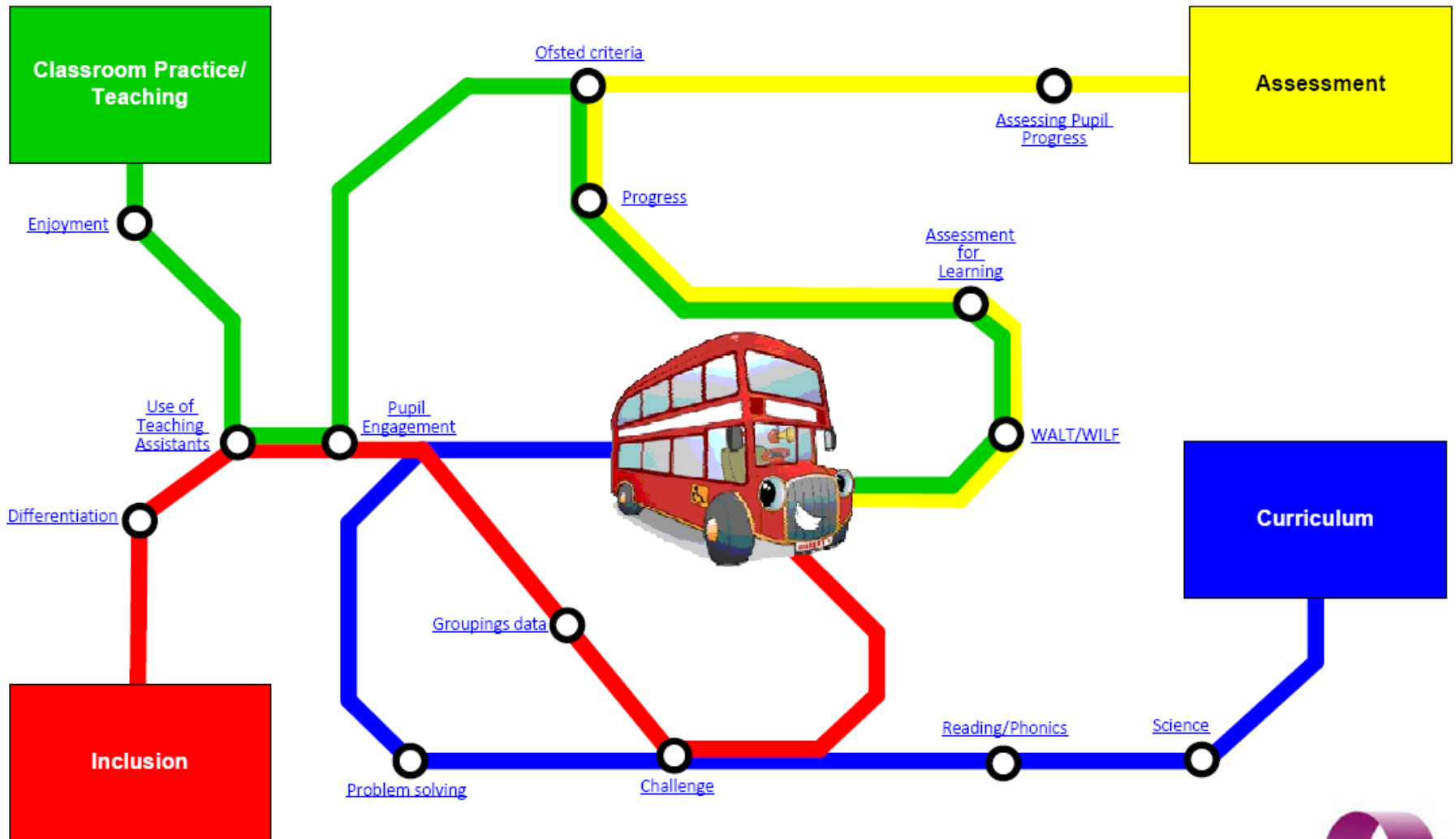
Case studies

Any questions?

Session Four

By the end of the session colleagues will have:

- Understood the features of CUREE evidence-based tools and resources

- Explored practical evidence-based tools and resources which can be used to improve staff and student learning, and sustain and focus enquiry

- Considered ways in which the resources can be used to support changes in classroom practice

Types of evidence-based resources
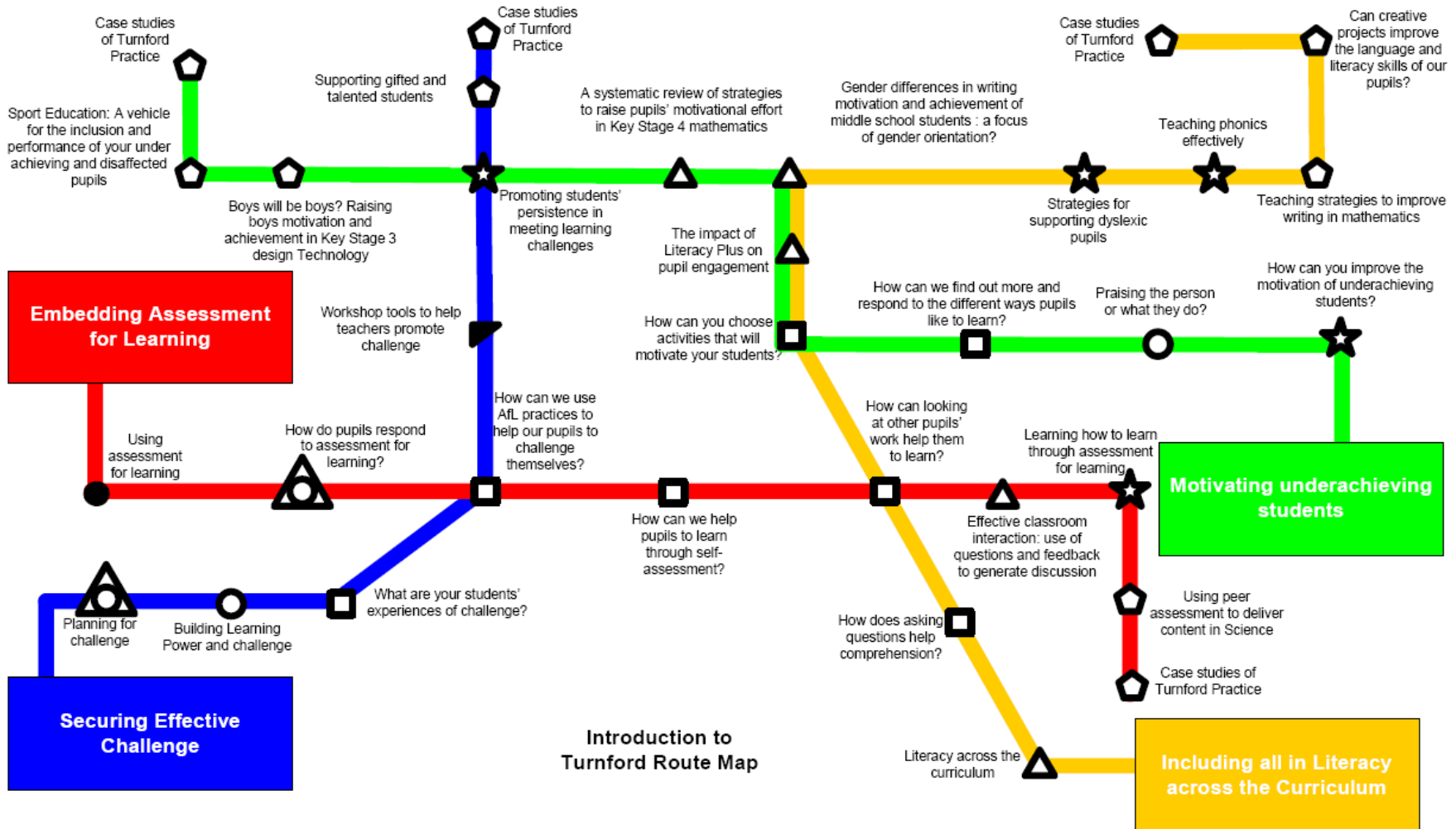
Introduction to Turnford Route Map

Stepping stones

Stepping stones

- Bites and digests - 2 ½ min Power Point and text summaries exploring a research study
- Research for teachers – summaries of findings of large-scale work with case studies
- Tasters
    - nuggets of evidence taken from research summaries
    - micro- enquiry activities based on the evidence
    - next steps suggested
    - where to find out more
- Teacher case studies
- Videos

Exploring the resources

- In pairs or threes take an evidence-based resource (10 mins)

  - Which aspect of teaching and learning does it focus on?

  - Does it confirm your thoughts about effective practice? Does it include anything new or surprising?

  - What type of resource do you think it is (taster, bite, teacher case study)

  - When would it be useful to use this resource? Who would find it useful?

- Describe your resource to other participants on your table (10 mins)

Use of route maps

Route maps :

- 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
    - demonstrate key connections between ideas and strategies to help people focus on why as well as what
- Build exploration and evaluation of impact into the CPD

Session Five

By the end of the session colleagues will have:

- Explored different types of evidence

- Reflected on current use of evidence

Use of evidence in staff development

How is evidence used in your setting?
How could it be used?

Monitoring staff performance

Professional learning

Session Six

By the end of the session colleagues will have:

- Used co-coaching to plan next steps

A thinking framework

Use the framework with a co-coach to support your action planning

1 . What ideas in this session have interested you most?	2. Of all the possibilities considered which might you most/first want to do? What resources, specialist input or support are needed? Are there things you can stop doing to make room?
3. What are the most useful activities going on in your setting at the moment that you would want to build on? What opportunities might be coming up to try out some of the new tools and strategies from today? What obstacles might there be to changing approaches? How might these be overcome?	4. What will success look like in 6 weeks time in a term, in a year? How will you know you have been successful?

Session Seven

By the end of the session colleagues will have:

- had a chance to ask contributors questions
- reflected on their learning
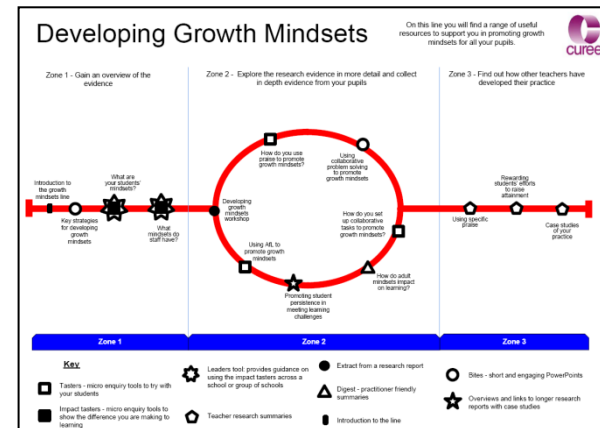
Panel questions

Any questions?

Growth Mindsets for All

- Why do some students persist when faced with challenges, but others give up?

- **26th June** from **2-5.30 pm** here at BMET

- Option to **book a place** at the event AND secure a **Growth Mindsets line** to take away with you includes:

  - evidence-based resources

  - impact tools

  - ready to use workshop

Merlin, Arthur and capacity building

The book of Merlin, T H White

Merlin" 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 Merlin 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 Merlin?" - "Certainly not, It was an experiment"

Feedback

- Please complete and return the feedback forms and …

Thank you for all your hard work and commitment

Opportunity to attend surgery

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