- 'equipped to engage with
- and be discerning consumers of research'
- 'equipped to conduct their own research' (BERA-RSA, 2014, p.5)

Evidence-informed teaching profession

How?

DfE (March 2016)

'Schools and teachers are referred to as more or less 'researchengaged' depending on the extent to which they support and undertake evidence-informed practice' (DfE, 2017, p.5) 'access, evaluate and interpret research to apply in their teaching' (Carter, 2015, p.53).



Context

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**Barriers** 

**Outcomes** 

References



Who?











#### Evaluation (reach)

Practitionerdefined outcomes evaluated

Areas surveyed:

Values

Professional

development

Barriers

Perceived outcomes

Survey (breadth)

Interviews and case studies (depth)

2. Middle leader, academy 3. Middle leader, SEND 4. SCITT student

1. Middle leader,

independent

5. Primary head 6. PGDE student

'we need to play our part in ensuring that our wider school communities engage "in" and "with" research' Teaching Schools Council (2017, p.1)



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Rachel Jackson MEd, PGDE, BA (hons)





Just interesting' (Deputy from Primary Case Study



'engage with empirical educational research and be capable of assessing its quality and its relevance to their practice' (Orchard and Winch, 2015, p.5)

#### SCITT:

that theoretical underpinning allows me to be more reflective... on the SCITT you don't really get that.

PGDE: you're looking at the evidence base of your own practice.



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#### Primary Head:

I could see the benefits of... doing some action research within the school setting. So, what was good was when I came to school a deputy head teacher was very focused on action research. He'd met Guy Claxton and was doing work with Guy Claxton.

Husebo (2012) argued for Norwegian teacher education to be more practical via collaborative action research between student teachers, in-service teachers and academics.

The co-operation between the new and in-service teachers in sharing 'the latest novelty in research and theory' (Musset, 2010, p.9)

Counsell et al. (2000) demonstrated how research could have practical relevance to Cambridge student teachers and their subject mentors.



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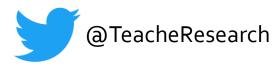
**Barriers** 

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#### Ethnographic Case Study

All teachers
conduct their
own individual
trial facilitated
by a 'research
lead'

Teachers with this role from the TSA are trained by deputy.
Control group recommended.

SCITT: a lot of the people struggled to conceptualise that you weren't doing like a (laughs) you know control group (laughs).

'Prospects for the active cultivation of a researcherly disposition are enhanced where the university connection is strong' (Cochran-Smith, 2016, p.229)

Independent: the school has a policy of giving £600 per year for each of the first two years of somebody doing a Master's course

Academy: we were lucky enough to have... the Master's was taught on site at school

PGDE: I would say as well, though, that in school... there wasn't a great deal of support for the research side of this (shakes head)... they didn't *not* allow me to do it. They didn't facilitate it either



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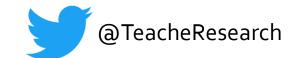
**Barriers** 

**Outcomes** 

References



Rachel Jackson MEd, PGDE, BA (hons)



SCITT: My colleagues who did the SCITT in previous years weren't offered a PGCE so they're being offered to do a

open to all staff who don't have a Master's degree.

Master's degree. It's actually

SEND: being a little bit older than your traditional teacher who's just come through the system, it got, it was the, that was the barrier.

SEND: [time] can't be a barrier because we've all done action research projects so we're given time in this school.

Independent: things like ethics The Deputy from
the Primary Case
Study wants more
dialogue between
teachers and
researchers but
they don't have the
confidence to
dispute claims



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SEND: educational research has developed me as a teacher massively because it sort of tools you up in a way to be able to sort of overcome barriers with certain children.

Primary Head:
if you look at results and
things and go down that
road then you're not going
to see much difference
anyway. Because we've
always been a highattaining school.

Independent: it's given me quite a bit of gravitas Primary Head:
I could then look at
middle leadership here
and actually what I'd
learnt about it could be
put it into practice here.

Primary Head: what I can say in our school now is consistency.

PGDE: the most important thing was that they were making progress, so something was going well (laughs).

Independent: you are rolemodelling

Independent: to give us career opportunities



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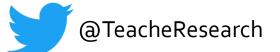
**Research facilitation** 

**Barriers** 

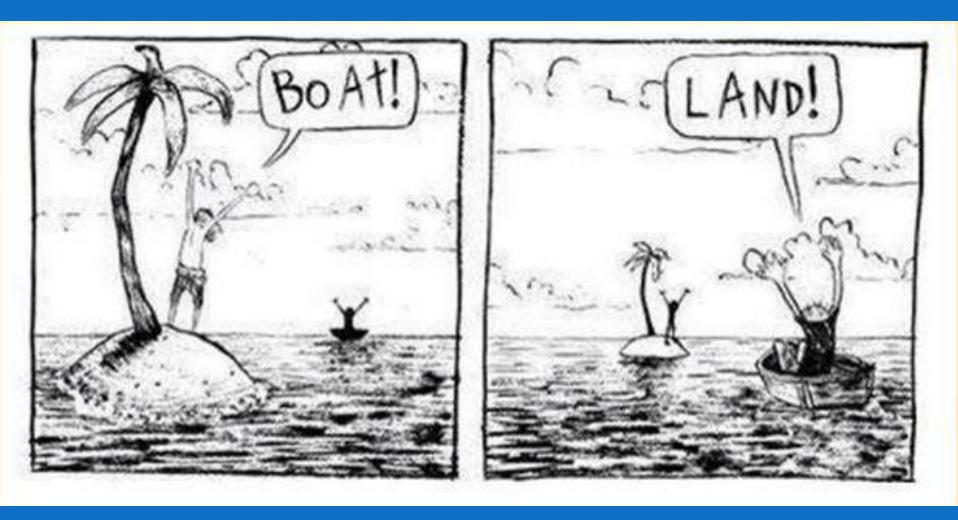
**Outcomes** 











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#### Context

Thank you! Any

questions?

search Design

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