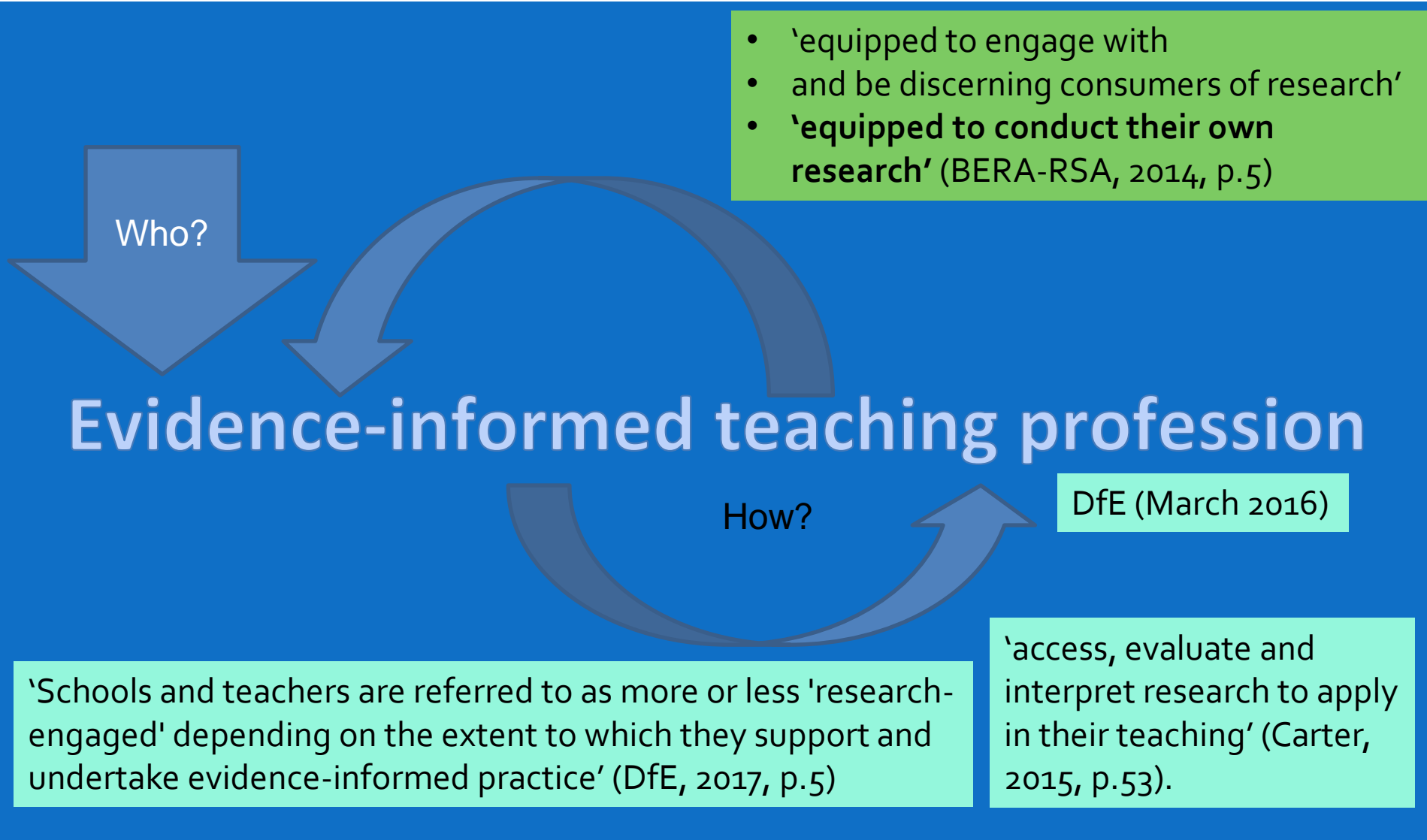


# A '3D' View of Research Engagement in the Teaching Profession



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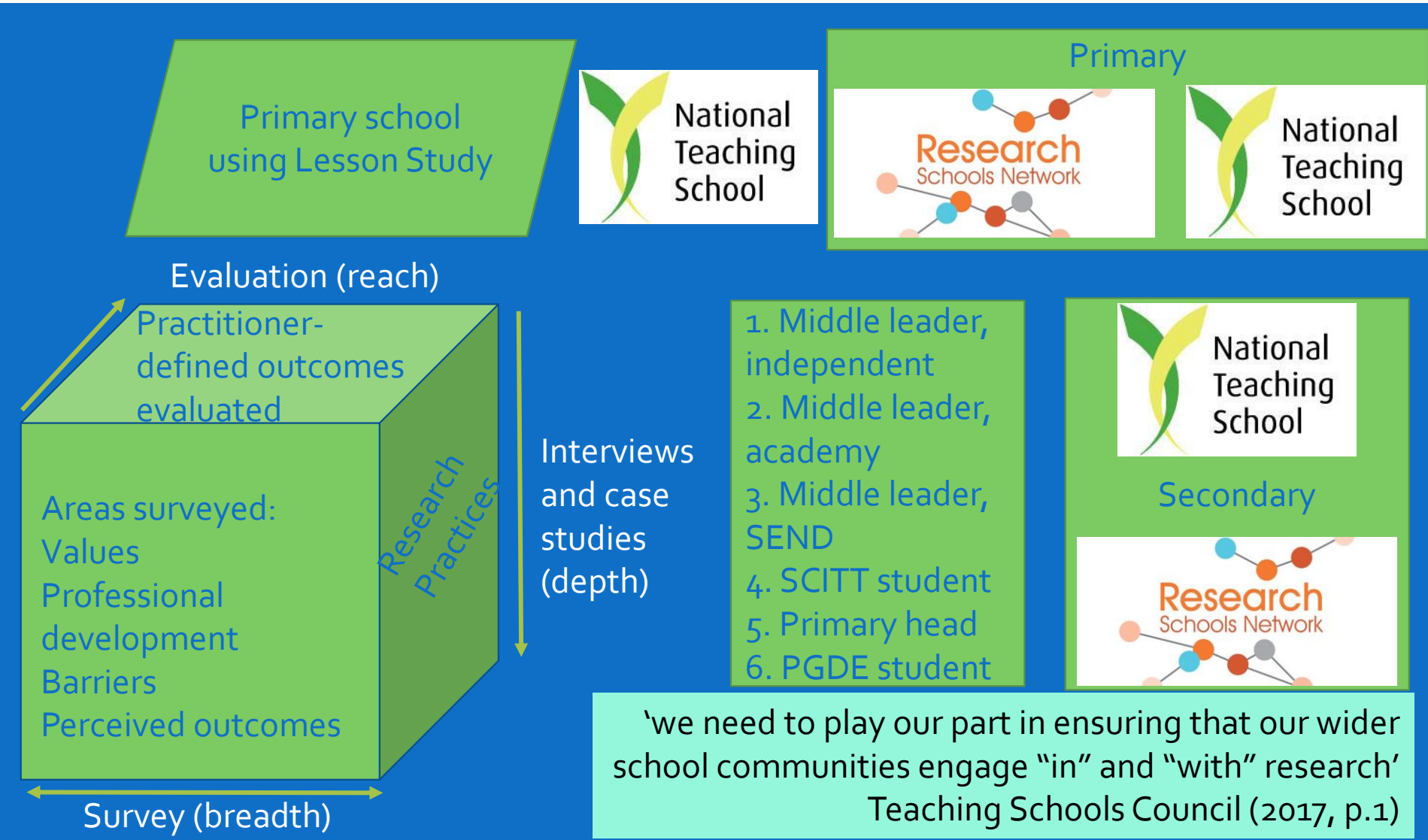
R.M.Jackson@2015.ljmu.ac.uk

Rachel Jackson MEd, PGDE, BA (hons)



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'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)

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

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

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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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## 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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SCITT: My colleagues who did the SCITT in previous years weren't offered a PGCE so they're being offered to do a Master's degree. It's actually open to all staff who don't have a Master's degree.

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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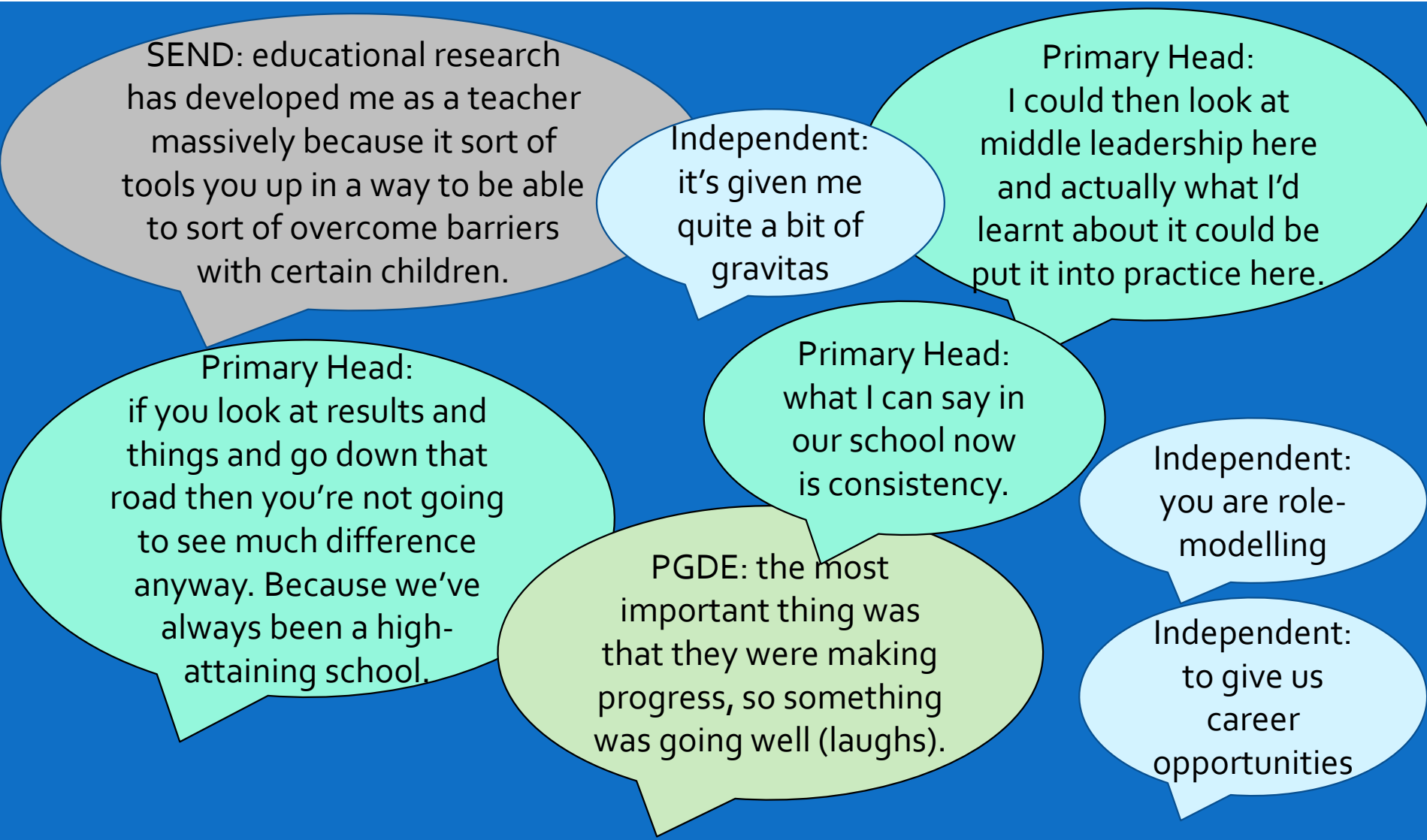
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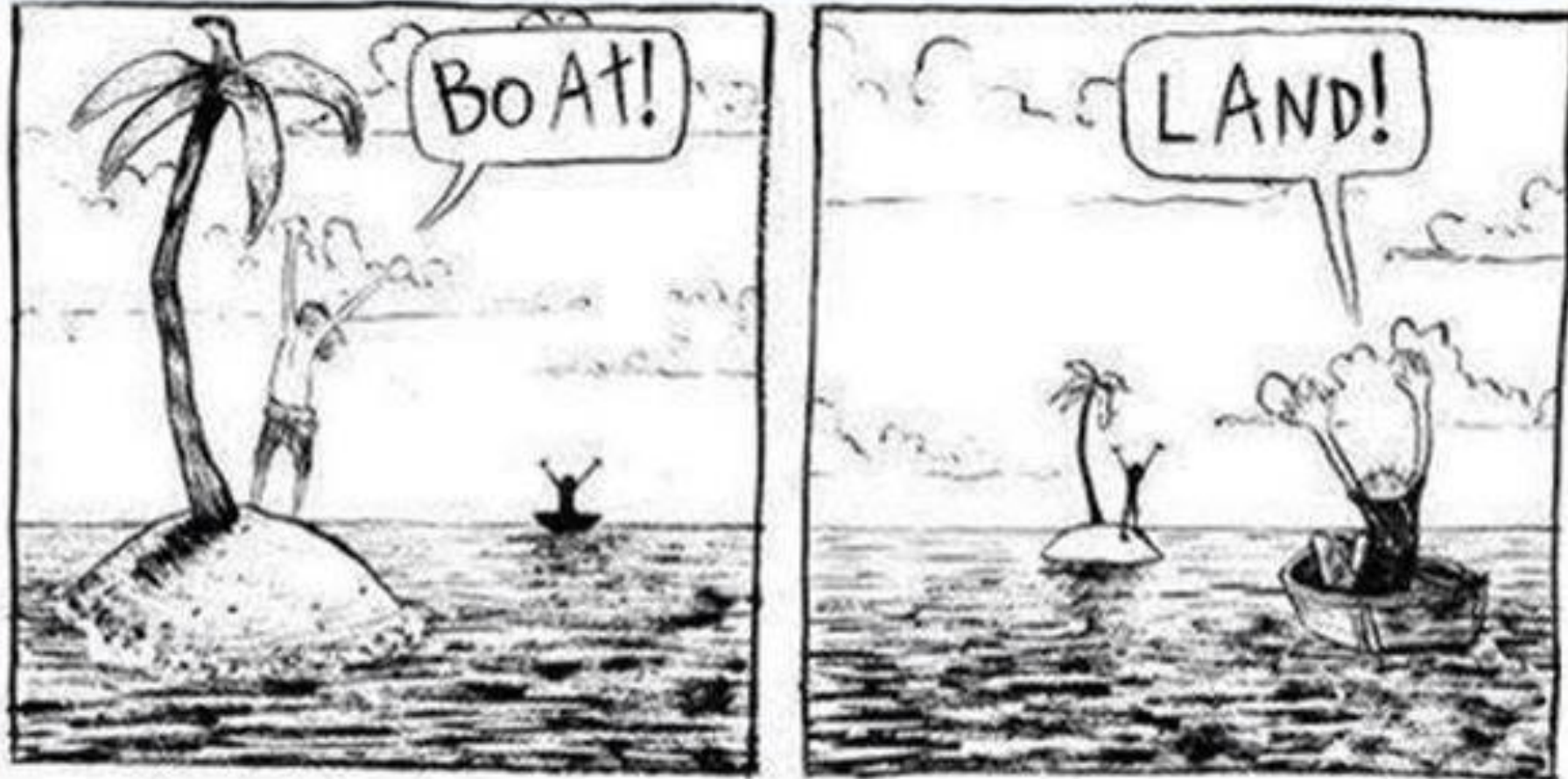
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Thank you! Any questions?



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