

A word cloud visualization centered around the themes of research and action. The words are arranged in a circular pattern, with 'research' and 'Action' being the largest and most prominent. Other significant words include 'practice', 'questions', 'researchers', 'theory', 'evidence', 'taken', 'working', 'work', 'process', 'deep', 'one', 'actions', 'understanding', 'look', 'practices', 'change', 'effective', 'learning', 'researchers', 'theory', 'evidence', 'taken', 'working', 'work'. The colors of the words vary, with 'research' in purple, 'Action' in red, and others in various shades of blue, green, and yellow.

Learning Outcomes

Upon the successful completion of this module, the student should be able to demonstrate the ability to:

- Design and apply appropriate research methodologies demonstrating a critical understanding of the nature of educational research
- Conduct a small scale research enquiry to improve an aspect of personal practice and learner outcomes, showing some originality and rigour in the application of appropriate research skills
- Critically evaluate research evidence, showing sound judgement of complex data to support pedagogic decisions
- Critically reflect upon the importance of ethical procedures within classroom based research, and apply these procedures appropriately

The Enquiring Teacher

► Assessment 100%

Written assignment based on a small scale research project

6000 words

Turnitin

TET Additional Task

- ▶ Ethics Form (1500 equivalent)

Module organisation

Date	Content
14/01	Intro to Lesson Study
15/01	Observing Children / Observation Schedule
16/01	Participatory Methods / Focus Groups
17/01	Reflection / Ethics
18/01	Ethics Form (laptop needed)
21/01	PTE1 School visit - obtain signature on Ethics Form
22/01	Writing at Level 7 / Submission of Ethics Form
23/01	Directed Study (Literature Review) NB You will be required to check your University email.
20/02	Research Day 1
21/02	Research Day 2
25/02	Data Review
26/02	TBC

Why do we research?

BERA/RSA (2014)

Research and the Teaching Profession: Building the capacity for a self-improving education system

<https://www.bera.ac.uk/wp-content/uploads/2013/12/BERA-RSA-Research-Teaching-Profession-FULL-REPORT-for-web.pdf?noredirect=1>

BERA/RSA (2014) (1)

- ▶ Internationally, enquiry-based (or 'research-rich') school and college environments are the hallmark of high performing education systems.
- ▶ To be at their most effective, teachers and teacher educators need to engage *with* research and enquiry – this means keeping up to date with the latest developments in their academic subject or subjects and with developments in the discipline of education.

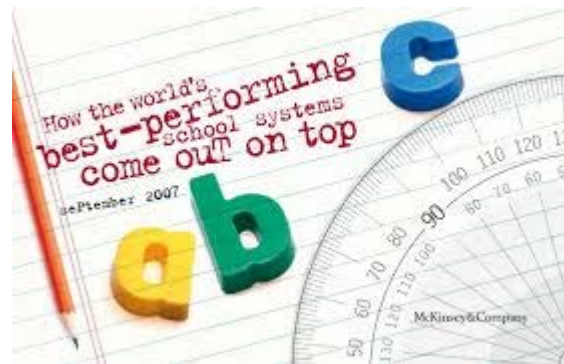
BERA/RSA (2014) (2)

- ▶ Teachers and teacher educators need to be equipped to engage *in* enquiry-oriented practice. This means having the capacity, motivation, confidence and opportunity to do so.
- ▶ A focus on enquiry-based practice needs to be sustained...throughout teachers' professional careers, so that disciplined innovation and collaborative enquiry are embedded within the lives of schools or colleges and become the normal way of teaching and learning, rather than the exception.

Reasons for research

“The quality of an education system cannot exceed the quality of its teachers.”

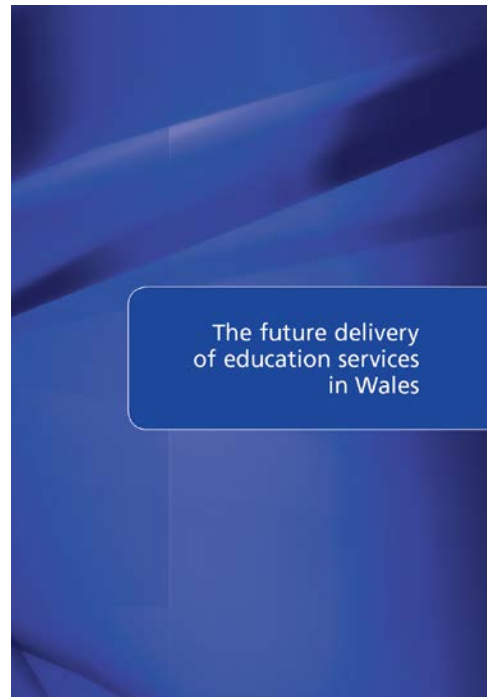
McKinsey & Company (2007)



Reasons for research

Hill (2013:5)

- ▶ *“The only way for schools in Wales to raise standards of achievement is to improve the quality of teaching and learning in the classroom. It is the quality of teaching that is the strongest within-school effect on pupils’ achievement.”*



Reasons for research

“Teachers need to be viewed as ‘knowledge workers’: the best way to foster this approach is through school-based teacher professional development that links teacher inquiry and development with school improvement”.

Hill, 2013:18

<http://gov.wales/docs/dcells/consultation/130621-delivery-of-education-report-en.pdf>

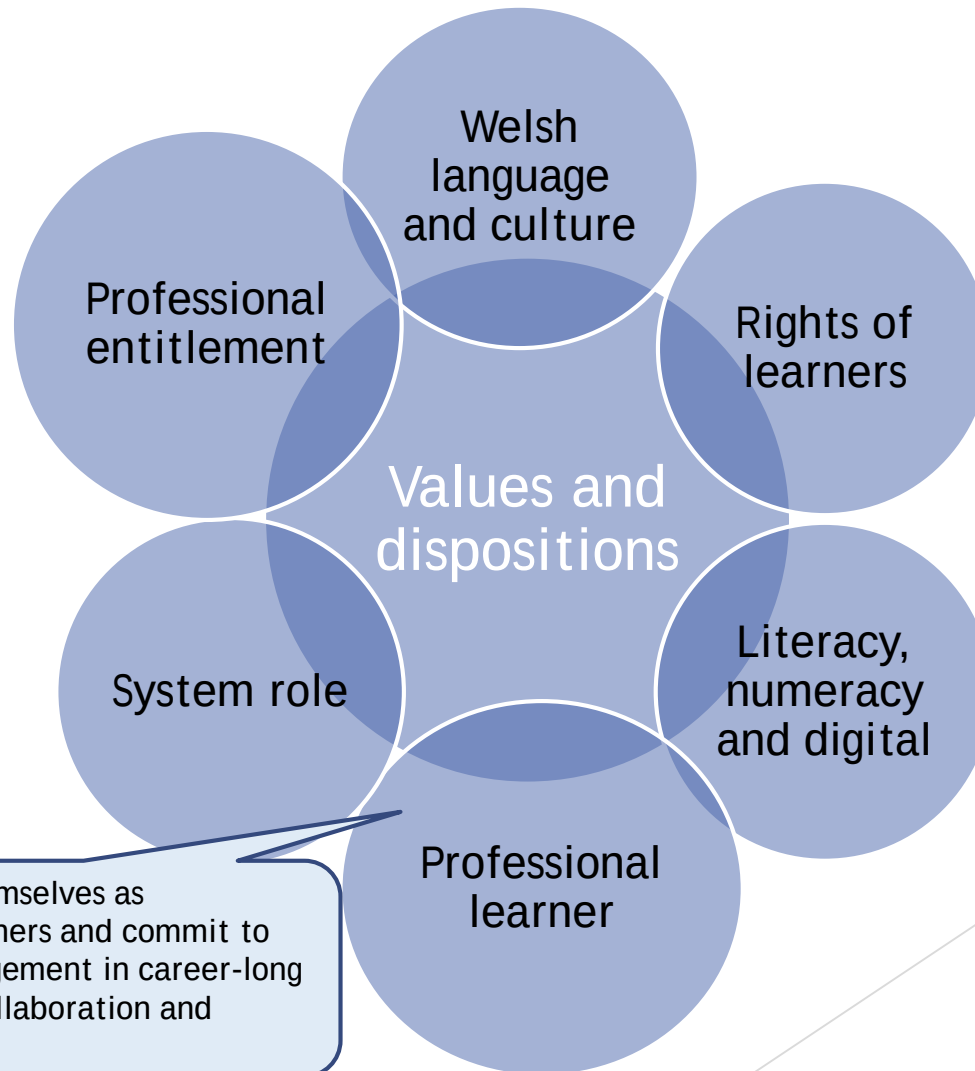
Reasons for research

Successful Futures:

Sound pedagogy “...requires high-quality teachers with a sound understanding of the ‘why’ and ‘how’ of teaching as well as the ‘what’.”

(Donaldson, 2015:71)

New Professional Standards



Professional learning

Wider reading and research findings

There is structured engagement in an action research community and evidence of practice informed by wider reading and research findings on a national and international scale.

The teacher makes reasoned decisions in terms of their pedagogy based upon relevant reading and research findings.

QTS

Teaching

Reasons for research

“...the biggest effects on student learning occur when teachers become learners of their own teaching.”

(Hattie, 2009:22)

Hattie, J. (2009) Visible learning: A synthesis of over 800 meta-analyses relating to achievement. London: Routledge.

Why do teachers research?

To:

- ▶ Improve practice;
- ▶ Add to knowledge;
- ▶ Fill 'gaps' in knowledge;
- ▶ Expand knowledge;
- ▶ Add pupils' opinions to our knowledge.

Reasons for research

“You do not have to begin with a ‘problem’. All you need is a general idea that something might be improved. Your general idea may stem from a promising new idea or the recognition that existing practice falls short of aspiration.”

Kemmis & McTaggart (1988)

Lesson Study (1)

Lesson Study is a model for collaborative classroom professional learning where:

- ▶ two or more teachers work together, developing practice in the classroom, focusing on the needs and learning of real pupils and trying to solve a teaching- or learning-based problem which is affecting pupils' progress;

Lesson Study (2)

- ▶ teachers are engaged in developing a teaching technique which is designed to improve a specific aspect of learning for identified pupils;
- ▶ teachers keep a record of what they learn and pass on the practice knowledge which they gain to others.

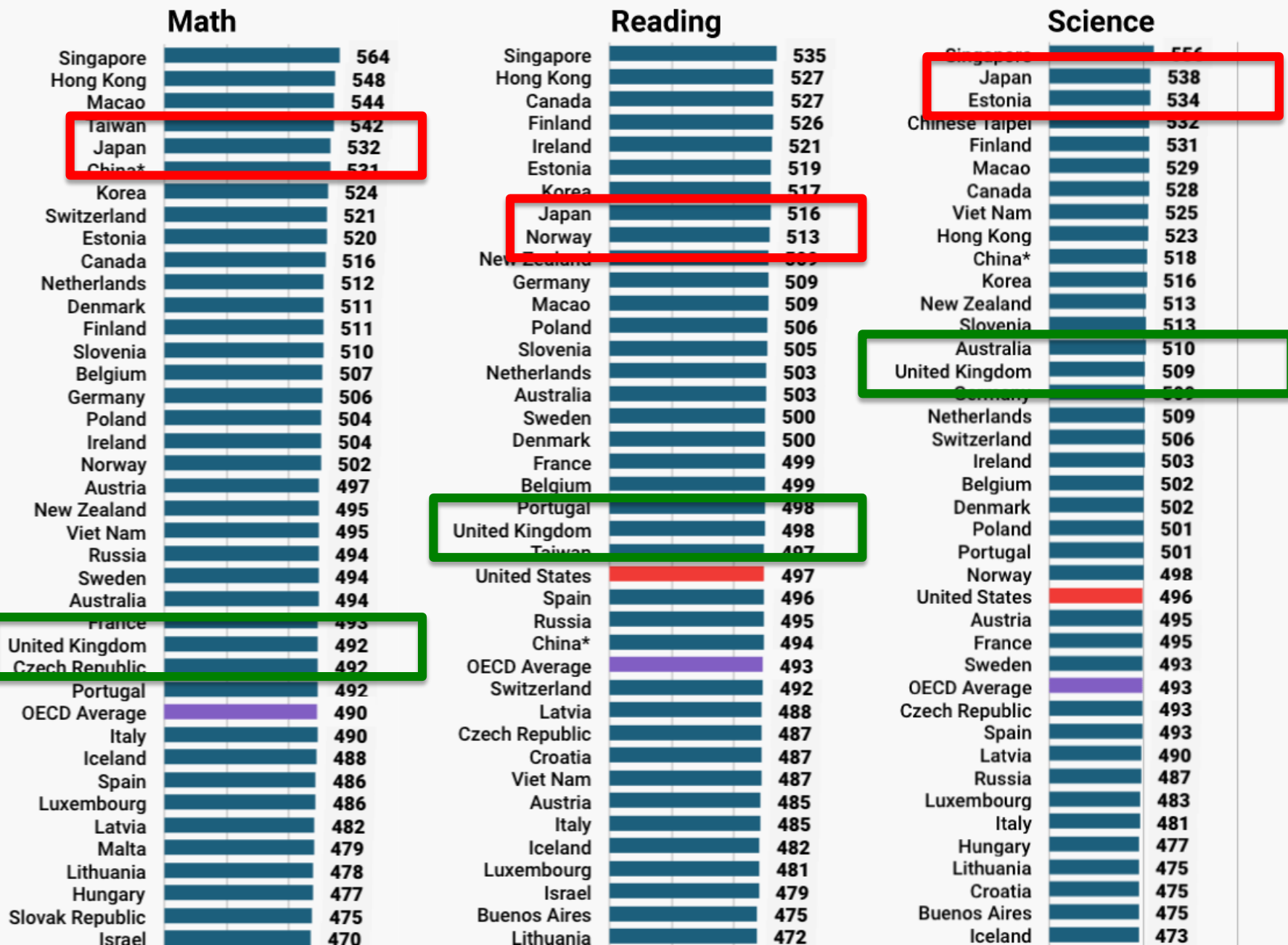
It is built on the premise that the best way to improve education is to “*get teachers together to study the processes of teaching and learning in classrooms, and then devise ways to improve them*” (Fernandes & Yoshida, 2004)

Fernandez, C. & Yoshida, M. (2004). *Lesson study: A Japanese approach to improving mathematics teaching and learning*. Mahwah, NJ: Lawrence Erlbaum Associates, Publishers.

The process was developed in Japan.



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Why Lesson Study?

- ▶ It encourages collaboration and reflection;
- ▶ Teachers have ownership of their CPD, choosing their own research question;
- ▶ It is based on evidence;
- ▶ It uses pupil voice to develop the quality of teaching.

Lesson Study

1. Plan

- **Plan** a lesson together.
- Address each activity to your enquiry question and **predict** how pupils will react and how you will assess this.
- Pick 3 **case pupils**.

2. Observe

- **Teach** the lesson with your colleagues observing.
- Pay particular attention to the **case pupils**.
- Conduct any **assessments** and/or **interviews** during & after.

3. Reflect & Plan

- As soon after the lesson as possible, **reflect** how each activity elicited the sought-after change. Were your **predictions** correct? Why?

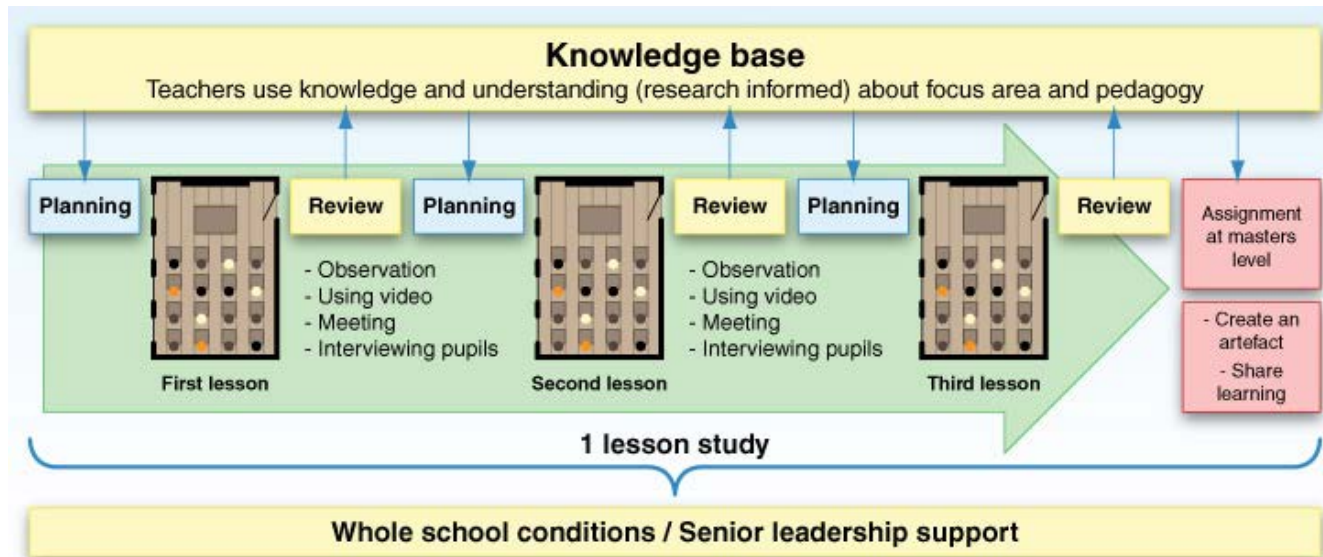
Lesson Study

- ▶ <https://www.youtube.com/watch?v=7YdugNFsfHo&t=64s>

Lesson Study - How does it work?

- ▶ Decide upon the intended focus of the Lesson Study;
- ▶ Plan a lesson that includes this focus;
- ▶ Teach the lesson and observe the learning;
- ▶ Review the lesson and its impact on the pupils (including pupil voice);
- ▶ Revise and adjust the lesson;
- ▶ Teach the second lesson...

Lesson Study



Lesson Study

- ▶ <http://lessonstudy.co.uk/what-is-lesson-study/>

Background to lesson study: Peter Dudley

- ▶ <http://lessonstudy.co.uk/2014/09/lesson-study-professional-learning-for-our-time-read-pete-dudleys-resume-of-the-case-for-lesson-study-made-in-his-new-book-out-on-10-september-which-can-be-ordered-at-httpwww-routledge-comb/>

