ECAD 6017- RESEARCH ASSIGNMENT SCRAPBOOK

OUTDOOR LEARNING AND ENGAGEMENT

The Natural Curriculum- was used in Year 6 maths lesson.

APATHY, MOTIVATION AND THE CHALLENGE OF RELEVANCE

JOY, CURIOSITY AND PURPOSEFUL LEARNING

TRAUMA-INFORMED PRACTICE AND BEHAVIOUR

JOY, CURIOSITY AND PURPOSEFUL LEARNING

FOCUS

I've noticed pupils engage more when learning feels joyful, relevant and curiosity-driven. Lower-attaining pupils, in particular, responded to contextualised learning through resources like the Natural Curriculum.

RESEARCH QUESTION ?

How does linking learning to real-world contexts and curiosity-inciting hooks influence pupil engagement and motivation in the primary classroom?

PLAY CONNECTION ?

The continuum of play: it's central in EYFS and KS1, but in KS2 (years 3-6) it often gets replaced by more formal institution, even though curiosity, engagement and motivation remain just as important.

A belief that pupils learn best when lessons are joyful and curiosity-driven resonates with play-based approaches.

In older years, playful, game-like, or exploratory tasks could maintain joy and engagement.

Possible research question?
To what extent can playful approaches enhance pupil engagement and motivation in KS2?

IMPACT ON FUTURE PRACTICE?

Can lessons be designed that explicitly link abstract topics, (like algebra or angles) to real-world contexts, embedding 'hooks' that spark curiosity?

TRAUMA-INFORMED PRACTICE AND BEHAVIOUR

FOCUS

I am personally and professionally invested in trauma-informed practice. I have observed tensions between trauma-sensitive approaches (calm, re-engagement opportunities) and more traditional behaviour management (shouting, strict authority'.

RESEARCH QUESTION ?

How do trauma-informed approaches to behaviour management influence pupil re-engagement and classroom relationships?

PLAY CONNECTION ?

The continuum of play: it's central in EYFS and KS1, but in KS2 (years 3-6) it often gets replaced by more formal institution, even though curiosity, engagement and motivation remain just as important.

Play can provide low-key stakes opportunities for pupil to re-engage after conflict, regulate emotions, or rebuild confidence. For trauma-affected pupils, playful learning could create safety and belonging.

Possible research question?
How can playful approaches enhance-based approaches support re-engagement and well-being for pupils with behavioural, or trauma-related challenges in KS2?

IMPACT ON FUTURE PRACTICE?

the development of behaviour management framework that balances authority with trauma-informed principles (e.g. restorative practices, structured opportunities to re-engage after conflict).

APATHY, MOTIVATION AND THE CHALLENGE OF RELEVANCE

FOCUS

I have noticed pupil sometimes appear apathetic, questioning the value of their education ('I wont use this when i'm older, what's the point?') his raises questions about motivation, resilience and pupils' perception of relevance.

RESEARCH QUESTION ?

What factors influence pupil perceptions of the relevance of learning and how does this affect their motivation to engage?

PLAY CONNECTION ?

The continuum of play: it's central in EYFS and KS1, but in KS2 (years 3-6) it often gets replaced by more formal institution, even thoughcuriosity, engagement and motivation remain just as important.

IMPACT ON FUTURE PRACTICE?

Co-construct learning goals with pupils, or build iin reflective discussions where they connect to classroom learning o future aspirations, roles, or personal interests.

Pupils appear apathetic, suggesting a lack of of perceived relevance and intrtinsic motivation. Play-based approaches- games, playful problem-solving, role play, or inquiry-led challenged- could provide a meaningful way to reframe abstract, or 'boring' content. through play, learning become experiential, engaging and purpose driven, which may reduce apathy and build resilience.

How can playful approaches ine KS2 reduce pupil apathy and increase motivation to engage with learning perceived as irrelevant by pupils?

OUTDOOR LEARNING & ENGAGEMENT

FOCUS

I have observed that some pupils (notably lower-attaining ones) respond positively when learning is framed through outdoor, or natural-world contexts. This suggests outdoor learning may support engagement, motivation and accessibility.

RESEARCH QUESTION ?

How does outdoor, or nature based learning influence pupil engagement and understanding in education?

PLAY CONNECTION ?

The continuum of play: it's central in EYFS and KS1, but in KS2 (years 3-6) it often gets replaced by more formal institution, even though curiosity, engagement and motivation remain just as important.

Outdoor learning naturally lends itself to play- exploration, discovery, problem-solving in a hands-o way. It could test whether play retains value beyond the early years.

Possible research question?
How does outdoor, play-based learning support engagement and understanding of concepts in KS2?

Links to personal philosophy of 'always find the joy'. Allows to explore how environment and context shape learning behaviours. Is also a strong match to differentiation- outdoor/natural approaches might give alternative entry points for pupils who struggle with abstract concepts.

IMPACT ON FUTURE PRACTICE?

Integrate outdoor/nature based tasks (e.g. measuring angles in playground structures, collecting data from natural environments) into lessons to support accessibility and motivation?

ELECTIVE PLACEMENT CATEGORIES

- GENERAL ALN NEEDS
- ASSESSMENT FOR LEARNING
- NURSERY PROVISION/NON-MAINTAINED CURRICULUM
- CHILD WELL-BEING
- PARENTAL ENGAGEMENT
- LRC
- COMMUNITY FOCUS
- INCLUSION/NURTURE PROVISION

How can I link any of my previous enquiries to fit into the electives available? Do they fit? What adjustments are needed? How does this impact the phrasing of the research question? Can I maintain a common theme between the options and my enquiries?

JOY, CURIOSITY AND PURPOSEFUL LEARNING

ASSESSMENT FOR LEARNING

ADJUSTMENT-

Link curiosity and joy to *how assessment is used.* For example , if pupils are apathetic because they don't see purpose in learning, how can AfL strategies (feedback, peer/self assessment, visible learning goal) help connect tasks to meaning and motivation?

Possible Research Question:
How can curiosity-driven and playful assessment for learning strategies support engagement and motivation in KS2?

TRAUMA-INFORMED PRACTICE & BEHAVIOUR

INCLUSION/ NURTURE PROVISION/ CHILD WELL-BEING

ADJUSTMENT-

Trauma-informed practice can fit here. Nurture provision and well-being approaches often use playful, relational and restorative strategies.

Possible Research Question:

How can trauma-informed and playful approaches within nurture provision support the re-engagement and well-being of pupils with behavioural challenges?

APATHY, MOTIVATION & RELEVANCE

GENERAL ALN NEEDS/ INCLUSION

ADJUSTMENT-

Apathy is not limited to ALN pupils, but ALN pupils are often at higher risk of disengagement if they don't see learning as relevant. This could tie to differentiation (this is an area I need to improve my knowledge upon)

Possible Research Question:
How can playful, differentiated approaches support motivation and engagement for pupils with ALN? (KS2 or in general).

JOY/CURIOSITY + ASSESSMENT FOR LEARNING

Potential Reflections for Future Practice-

- **Knowing: that assessment doesn't have to be 'tests and marks'- it can be playful, visual and curiosity-inciting (e.g. quizzes, self-reflection games, peer assessment through creative tasks?**
- **Being: AfL should be feel purposeful and joyful, not punitive. This aligns with my 'always find the joy' motto.**
- **Acting- Can I integrate AfL techniques (exit tickets, quizzes, self-check games) into my everyday lessons to sustain engagement?**

TRAUMA IFORMED PRACTICE + INCLUSION/NURTURE/WELL-BEING



Leaning more towards this concept.
Have selected electives.
Option 1: Inclusion/ Nurture Provision
Option 2: Well-Being

Potential Reflections for Future Practice-

- Knowing: Can I deepen my understanding of the relationship between trauma, behaviour and learning. Play and joy can serve as powerful de-escalation and re-engagement tools.
- Being: Does this research strengthen my belief in relational practice- balancing authority with empathy?
- Acting- Can I create routines that give pupils opportunities to re-engage after conflict? (Calm corners, playful resets, restorative conversations)

APATHY/MOTIVATION +ALN/INCLUSION

Potential Reflections for Future Practice-

- **Knowing: Can I identify if disengagement isn't always defiance?**
- **Being: Will the experience make me more reflective about how I scaffold tasks, ensuring every pupil feels capable of success? (Remember the importance of failure for growth mindset.)**
- **Acting- Can I plan lessons with layered entry points (games, hands-on tasks, scaffolded supports) to ignite motivation for all, particularly ALN learners.**

OUTDOOR/NATURE-BASED LEARNING + COMMUNITY/WELL-BEING

Potential Reflections for Future Practice-

- **Knowing: Can I learn whether learning environments beyond the classroom can support well-being, reduce stress ad foster engagement?**
- **Being: Will I feel more committed to valuing community and environment as partners in education?**
- **Acting- Can I identify opportunities to bring nature into lessons- using the playground, school garden, or local parks as extensions of the classroom? Is it done enough? Or there areas not considered applicable to the curriculum?**

KEY ELEMENTS OF CASE STUDY

Case Study as Research Genre

Pros- Case study as a research genre offers rich, n-depth insights into a specific context, allowing complex educational phenomena to be explored holistically.

Cons- However, findings from case studies are often critiqued for their limited generalisability and potential researcher subjectivity.

How to balance- this can be addressed by maintaining transparency in design, grounding interpretations in literature and acknowledging positionality to enhance validity and trustworthiness.

Bounded Unit- a person, a group, an institution or organisation.

Pros- Defining a bounded unit, such as a person, group or institution, allows case study research to focus clearly on a manageable context.

Cons- Yet, the boundaries may oversimplify complex educational realities and risk excluding wider influences.

How to balance- Researches can address this by explicitly acknowledging the scope and limitatins of the chosen unit while situating findings within broader theoretical and practical contexts.

Located within personal, professional, local and national communities.

Pros- Situating a case study within personal, professional, local and national communities ensures the research is contextually grounded and socially meaningful.

Cons- However, multiple layers of context can complicate analysis and risk blurring the focus of the study.

How to balance- This can be managed by clearly defining the study's scope, while acknowledging how wider communities shape and influence the bounded case.

KEY ELEMENTS OF CASE STUDY

Involves interactions, communications, relationships and practices between the case and the wider world; and vice versa.

Pros- Considering interactions and relationships between the case and the wider world captures the dynamic and reciprocal nature of educational practice.

Cons- yet, this complexity can make it challenging to isolate variables and maintain analytical clarity.

How to balance- Researchers can mitigate this by using clear frameworks to trace interactions while situating findings within broader educational discourse.

Focus on collecting rich data- capturing the complexity of the case.

Pros- A focus on collecting rich data enables case study research to capture the depth and complexity of the case in its real-life context.

Cons- However, the volume and richness of data can make analysis time-consuming and risk overwhelming the study with detail.

How to balance- his can be addressed by using clear coding frameworks and aligning data collection tightly to the research questions, ensuring depth without losing focus.

KEY ELEMENTS OF CASE STUDY

Data may collected over extended periods with repeated collections, or may be collected during an intensive, but short period of time.

Pros- Case study research offers flexibility in data collection, allowing either extended engagement for depth, or short, intensive periods for focus.

Cons- Yet, both approaches carry challenges: long-term studies may be resource-heavy, while short-term studies may miss developmental change over time.

How to balance- Researchers can mitigate this by justifying the chosen timeframe in relation to the research aims and ensuring methods capture sufficient richness within those constraints.

Requires spending time within the world of those being researched.

Pros- Immersing oneself in the world of participants allows the researcher to build trust and gain authentic, contextually rich insights.

Cons- However, prolonged involvement risks researcher bias and can blur professional boundaries, becoming too familiar with the case, subject or environment.

How to balance- This can be managed through reflexivity, ethical awareness and maintaining clear professional roles engaging meaningfully with participants.

KEY ELEMENTS OF CASE STUDY

Uses a variety of data collection tools (interviews, observations, reflective journals ad others) ad different perspectives (child, teacher, parent, researcher) to provide depth.

Pros- Drawing on multiple tools and perspectives enhances the richness and credibility of case study research by capturing varied viewpoints.

Cons- However, managing and analysing diverse data sources can be complex and time-intensive.

How to balance- this challenge can be addressed by carefully selecting complementary tools and triangulating findings to strengthen validity and coherence.

Employs two or more forms of data collection tools and/or two or more perspectives. this helps to triangulate the data and reinforces the legitimacy of the conclusions drawn.

Pros- Using multiple tools and perspectives allows for triangulation, which strengthens the validity and legitimacy of the conclusions.

Cons- Yet, combining several methods can create practical challenges in design, implementation and data analysis.

How to balance- These issues can be managed by ensuring methodological coherence, selecting tools aligned with the research question and being transparent about limitations.

APPLICABLE TO ASSIGNMENT??

These statements could be compiled and used in order to address the 250-300 assignment section 'case study as research approach'?

Will need to find supporting literature to embed and refer to, try to collate/synthesise sources.

For example:

Case study as a research genre offers the strength of producing rich, in-depth insights into a specific educational context, capturing phenomena holistically. However, it is often critiqued for limited generalisability and potential researcher subjectivity. these challenges can be addressed through transparency of design, reflexivity and grounding interpretations in existing literature to enhance validity.

Central to case study design is the concept of a bounded unit, such as a person, group, or institution, which provides focus and manageability. yet, the act of bounding can risk oversimplifying complex realities and excluding wider influences .Researchers can balance this by clearly defining scope while situating findings within broader educational contexts. Case studies are also located within personal, professional, local and national communities, ensuring contextual depth and social relevance, though multiple layers of context may complicate analysis.

This complexity can be managed by clarifying scope while acknowledging how wide communities shape the case. Case studies emphasise interactions, relationships and practices between the case and the wider world, highlighting the dynamic nature of education. While such complexity risks blurring analytical clarity, this can be mitigated by employing conceptual frameworks that trace these interactions systematically. Collecting rich data further allows researches to capture complexity authentically, though the resulting volume may overwhelm analysis. Careful coding and alignment to research questions ensures depth without losing focus.

Data may be collected over extended or intensive short periods, offering flexibility, but raising challenged of either resource demands or limited developmental insight. Immersion in participants' worlds builds trust and authentic understanding, though risks of bias and blurred boundaries require careful reflexivity. to add depth, case studies often draw n varied data collection tools and perspectives, which enhances credibility , but can be complex to manage. Employing two, or more tools, or perspectives enables triangulation, reinforcing the legitimacy of

NARROWING MY FOCUS!!

TRAUMA-INFORMED PRACTICE & BEHAVIOUR

INCLUSION/ NURTURE PROVISION/ CHILD WELL-BEING

Possible Research Question:
How can trauma-informed and playful approaches within nurture provision support the re-engagement and well-being of pupils with behavioural challenges?

Breakdown further to narrow focus of research and be explicit with study

What do I want to see?

- Are different teaching styles more affective in supporting pupils with re-engagement?
- Is a pupils re-engagement based more upon intrinsic or extrinsic factors?
- Are re-engagement strategies flexible? Focus on a specific strategy?

Is re-engagement from behavioural challenges intrinsically or extrinsically motivated?

How do schools cater support toward ACE's pupils, and is there a measurable impact?

How do teaching styles impact behavioural re-engagement?.

POSSIBLE STRATEGY FOCUS?

Re-engagement is a key focus in trauma-informed practice, since pupils with adverse experiences often present with withdrawal, voidance, or heightened stress responses. Trauma-informed training usually emphasises safety, relationships and regulation first before re-engagement with learning.

Relationship-based strategies:

- Consistent adult presence- having a key adult or 'trusted champion' who checks in daily builds security.
- Relational repair- after incidents, calmly re-establishing connection rather than focusing solely on consequences.
- Use of restorative conversations- helping the pupil feel heard and valued while addressing ruptures in relationships.

Regulation before engagement:

- Calm corners/ regulation spaces- allowing pupils to reset when overwhelmed, rather than forcing immediate compliance.
- Grounding techniques- breathing exercises, sensory tools (stress balls, weighted items, fidgets), or short movement breaks.
- Predictable routines- using visual timetables, clear expectations and advance warnings of transitions to reduce anxiety.

Learning re-engagement strategies:

- Small achievable step- breaking tasks down to reduce feelings of overwhelm and build confidence.
- Choice & voice- offering controlled choices 9where to sit, which task to start with) to increase a sense of agency.
- Flexible entry points- allowing pupils to re-join activities at a point they can manage (e.g. listening first, then contributing.
- Strength-based approaches- highlighting what the pupil does well, using 'catch them being good moments'.

Social & emotional re-engagement:

- Check-in/ check-out routines- short emotional check-ins at start/ end of day to help students feel noticed.
- Peer co-regulation opportunities- carefully chosen peer buddies, or group work that promotes positive connection.
- Circle time or restorative circles- safe, structured ways to build a sense of belonging,

Whole-school/ system level:

- Staff atunement training- adults learning to 'read' behaviour as communication of need, not defiance.
- Safety cues in the environment- warm greetings, predictable routines, safe spaces, culturally responsive displays.
- 'Regulate - Relate - Response' (Bruce Perry) - ensuring staff support regulation and relational connection before attempting reasoning, or discipline.

THE GOLDEN THREAD ACROSS TRAUMA-INFORMED RE-ENGAGEMENT IS : REGULATE FIRST, CONNECT SECOND, TEACH LAST.

RESEARCH STATEMENT: 'THE PURPOSE OF THIS RESEARCH PROJECT IS TO EVALUATE THE EFFECT OF RELATIONSHIP-BASED STRATEGIES FOR KS2 PUPILS WITHIN A PRIMARY SCHOOL.'



ETHICS

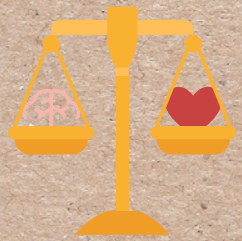
Consent & Assent

A legal term.

Dependant upon age.

Consent- giving full permission or approval to something, (a legal and formal agreement, usually given by adults or people with the capacity to decide).

Assent- agreeing or showing willingness to do something (often used for children, or people who cannot legally give full permission, but can still agree.

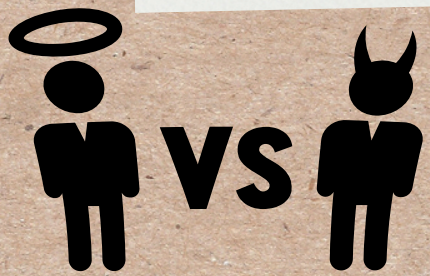


Include in consent form:

- Who I am.
- Organisation- UWTSD
- The purpose of the research- part of qualification, as well as research focus.
- Right to withdraw.
- Anonymous or confidential.
- The handling of data- GDPR compliance.

- **Who needs to give consent? Informed consent, parents, guardians, schools, teachers, headteachers, pupils.**
- **How will this be achieved? Through formal requests, correspondence with school, formal letters to parents/guardians.**
- **Participants right to withdraw? Ensure this is maintained throughout the continuation of the research and reflected within the planning.**

CONSIDERATIONS





Right to withdraw

Embed the right to withdraw throughout the plan and process, frequently offering opportunities to withdraw, as well as offering none communitive ways to pupils who may feel pressure when required to speak up. Ensure age appropriate communication. For questionnaires ensure that declaration waiver states once responses are given and anonymised the window to withdraw is closed.

Unconscious implicit bias

- Affinity
- Beauty
- Contrast
- Gender
- Halo
- Thorns

Inherent bias is unavoidable, but should be consciously mitigated.

RESEARCH QUESTION

'What is the effect of relationship-based strategies on KS2 pupil engagement in a primary school?

Tools to use:

- Observation- note engagement levels (participation, attention, co-operation)
- Questionnaires- ask pupils about their feelings of belonging, comfort, or support. Questionnaires to both staff and pupils in order to gain fuller perspective.

PRESENTING MY RESEARCH DESIGN



Introduction

What ae relationship-based strategies?

- Positive teacher-pupil interactions, e.g. praise, encouragement, restorative communication.

Why this is important?

- Pupils who feel supported and respected tend to engage more, learn better and feel more confident in school according to existing research (Fredericks, Blumenfeld & Paris, 2004; Pianta, Hamre & Allen, 2012). By understanding which strategies help engagement, teachers can use practical approaches to create a positive classroom that supports both academic and social development.

Aims:

- Explore how strategies influence engagement.
- Understand pupils' experiences.
- Understand teachers' perspectives.
- Identify practical strategies for positive classroom environments.



RESEARCH QUESTION: WHAT IS THE EFFECT OF RELATIONSHIP-BASED STRATEGIES ON KS2 PUPIL ENGAGEMENT?



METHODS- WHY MIXED METHODS?



Observations:

- Conducted in Years 3-6 for 15-20 minutes per class.
- Focus on teacher interactions, pupil engagement and behaviour.
- Observation schedule used for consistency.
- Ethical note: consent from teachers, parents and pupils; non-intrusive.

Questionnaires:

- Pupil and teacher versions.
- Pupils: age-appropriate questions, using Microsoft Form or paper; confidential but not fully anonymous if completed in class.
- Teachers: electronic questionnaires with consent disclaimer; anonymous responses.

Why these methods?

- Observations give real-time behaviours.
- Questionnaires give perspectives and reflections.
- Mixed methods provide a full picture of strategy effectiveness.

Participants

- Pupils: 4-6 per year group for observations (years 3-6), random selection for fairness.
- Questionnaires: Aim for at least 10 pupil response and 5 teacher responses.
- Teachers: participation voluntary, link distributed directly via school admin for ethical neutrality.

Ethical Considerations

- Participation is voluntary, informed consent obtained.
- Pupil and teacher responses confidential and anonymised.
- Safeguarding: researcher aware of pupil wellbeing, school policies will be read and adhered to.
- Sensitive topics: none intended, but prepared to act if unexpected issues arise.
- Observations: discreet, non-disruptive, random selection of pupils to ensure fairness.
- Data Protection:

– Microsoft Forms data downloader to secure, password-protected accounts.
– No identifying information stored, anonymised before analysis.

