Schools working with Universities in a mutually supportive research partnership: *Lessons learned from SUPER*

Research Leads Network Day, 13/12/2015

Clare Hood, Research Lead, Samuel Whitbread Academy
Ruth Pineda, Research Lead, Biddenham School
Jacq Emkes, SLE, Biddenham School
Jan Schofield, Faculty of Education & Biddenham School
Ros McLellan, Bethan Morgan, Faculty of Education
11.25 – 12.00: Our Presentation - Overview

- Introductions: who are we?
- Faculty Ros/Bethan: the University perspective
- Research ‘Lead’: Ruth: philosophical underpinnings
- Faculty AND School: Jan
- Research ‘Lead’: Clare
- SUPER MEd Alumnus & School: Jacq
- To close: key questions for discussion . . .
12.00 - 12.45: Mediated Discussion

- 12.00 - 12.35: table level
- 12.35 - 12.45: Plenary: whole room
Who are we? 16 Schools + Faculty

Soham Village College

Bottisham Village College

Biddenham Upper School

Stratton Upper School

Maple Tree Lower School

Samuel Whitbread Academy

Faculty of Education
The 'Schools-University Partnership for Educational Research' (founded 1998) aims:

- to create useful educational research within a schools-university partnership;
- to document and explore partnership between schools and the university.

**Key Questions include:**

- What kinds of research knowledge do schools and teachers value and find useful, in what ways and why?
- How can research *with* teachers be facilitated from within and without schools?
Standing on the shoulders of . . .

Professor Donald McIntyre (1937-2007)
The ‘What’: Research - inquiry groups & support

- An inquiry group of Teacher Research Co-ordinators (TRCs) and faculty
  - meet around 6 times a year to discuss, share and plan research
- Critical friendship for all schools from faculty team members
The ‘What’: Research – online support for TRCs & all teachers via VLE/Moodle
Research projects: Within schools

SOHAM VILLAGE COLLEGE

SUPER Conference 2013

Research Schools Partnership

A Real Student Voice?
The BIG Picture

Why are we doing this?
The engagement of students in their own education is a crucial element of education. It is apparent from our own school-based evaluation work that the perceptions of teachers often contrast with the perceptions of students as professionals and that we need to further research to suggest that our efforts -- learning may be based upon our school. We have been exploring a variety of roles, focussed on...

How discourses for engagement can provide an insightful framework for explaining and evaluating the issues raised by a new mentoring scheme

Introduction

The school set up a new adult/student mentoring programme for 2011/12. The aim was to re-engage pupils who were identified as in need of this type of personalised support. The research was designed to observe and evaluate the outcomes of the programme over the first year. The notion of different discourses provided a valuable lens through which to view the changing focal points and events that occurred. The research is ongoing.

Which discourses were evident in the early stages of the programme?

During the setting up phase of the project, the title of the programme was Behavioural Mentors, however the document used to recruit mentors was firmly rooted in a relational/personal discourse. The title of the project subsequently changed to Personal Mentoring.

What discourse actually use with All mentors initially focused on an aspect of personal relationship with the student relationship with the student.

After this phase, the mentoring only supported the students' learning and revision strategies.
Research Project across Schools: Embedding / enhancing a research culture – the Network Survey

What are the opportunities?

What are the barriers?

What are the constraints?
Annual conference
Sharing & Planning
UNIVERSITY SEMINARS

SUPER Seminar Series 2011
Teaching & learning: what can we learn from research?

Professor Mary James
Teaching and Learning Research Programme (TLRP)
Thursday 5th May
5.15 – 7pm

Professor Michael Fielding
Pupil voice for pupil engagement: a perspective
Thursday 19th May
5.15 – 7pm

Dr Colleen McLauhlin
The Personal and Social Aspects of Learning
Thursday 26th May
5.15 – 7pm
Dissemination: External conferences

Dissemination of our work at national & international conferences:

CARN, BERA, AERA, ECER
Inspired to create a blog after first researchED conference!

SUPER MEd Summaries of Research Literature

Our current fifth cohort of MEd students – all teachers in our partnership schools – have produced the following summaries of literature reviews carried out for one of their first year assignments. Summaries were shared and distributed in hard copy to all participants at our annual conference on June 26th. Thanks to ISSUU we can now share them with a wider audience! Please click on the image below to start reading . . .
Welcome to the Network Study

This survey is a collaborative effort to improve our school’s practices and structures. The questions were developed in consultation with the SUPER Teacher Research Coordinators. We are collecting this data to better understand our professional networks and research culture in school.
International Links: SUPER in Kazakhstan
Opportunities for Research

The Impact of Creative Partnerships on the Wellbeing of Children and Young People

Final Report to Creativity, Culture and Education (CCE)

Ros McLellan, Maurice Galton, Susan Steward & Charlotte Page

Section 1: How I feel about Myself

Think about the statements below that are about the different feelings you may have. Using the scale below please indicate how you feel about yourself for each:

1  never  2  not often  3  sometimes  4  often  5  always

You may feel differently in the different places (contexts) where you spend your time. Therefore we would like you to give a separate indication of your feelings -

Inside School

and

Outside School (this can be your family home or any other place where you spend a lot of time with friends or others).

<table>
<thead>
<tr>
<th>(1) Feeling good about myself</th>
<th>Inside School</th>
<th>Outside School</th>
</tr>
</thead>
<tbody>
<tr>
<td>(2) Feeling healthy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(3) Feeling successful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(4) Feeling miserable</td>
<td></td>
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</tr>
</tbody>
</table>
Keeping us grounded and up-to-date
University: Collaborative Research & Critical Friendship

2009

Pupil Engagement in schools and classrooms
A Literature Review
Bethan Morgan
with Colleen McLaughlin, Ros McKellen
& Joanne Waterhouse
Faculty of Education
University of Cambridge

Inquiry: Next steps

Pupil voice
Professional knowledge
Collaboration
School contexts

Our Research Questions

SUPER Critical Friendship Visit
Biddenham School
Wednesday December 3rd 2014

Agenda

Meeting room: H15 10am-4pm

10-11am: BM to meet with RMP and DM re. outline of the day / strategic planning re. overarching school research plan

11.15-11.45am: BM to meet with DB to informal conversation over coffee

11.45am-12.45pm: BM to meet with AB, DM and RMP re. Pupil Premium Funding Impact Evaluation

12.45-1.30pm: Lunch and informal discussion about potential ‘through school research’ linked to cloud technologies with RMP, DM, KR and JE

1.30-2.30pm: Meeting with JES, DM and RMP: Interpreting and sharing Frank Cornelissen Network Research

2.30-3pm: Plenary with DM and RMP
University: Masters in Education – supporting & building research capacity in schools

Research Methodology & Methods
Research Project Skills & Strategies

SUPER Masters in Education 2013-2015
How can Schools develop Research Cultures?

YEAR 1: Feb 2014
- Essay 1 (6,500)
  Literature Review

YEAR 2: Aug 2014
- Essay 2 (6,500)
  Methodology Critique
- Thesis (20,000)
  Research study in a school setting

How can Research inform Teaching & Learning?


From this…

Third Space (Bhabha, 1994:56)

to this…

Behaviour is influenced by capital and habitus (Bourdieu, 1980)
Bridging the gap → Closing the gap

Faculty
- Research;
- Reflective;
- Discourse;
- Teaching;
- Supervision;
- Critical Friendship;
- Seminars;
- Research informed;
- Current, reliable and valid.

School
- Professional learning community;
- Calendared opportunities;
- Building leadership capacity;
- Teacher Researcher Coordinators;
- Research culture;
- Realistic;
- National demands;
- Data driven.

Learning within collaborative partnerships is a two-way process.

Annual SUPER Conference;
Closing the Gap research (pupil premium);
ResearchMeet;
Seminars;
Critical friendship;
BERA & CARN.
Research informed reflective practitioners

It is teachers who, in the end, will change the world of the school by understanding it.

(Stenhouse, 1981)

All SUPER members are teachers who understand and share expertise via research informed reflective practice and discourse.
Kazakhstan Internship

SUPER culture, values & ethos; TRC model; Action Research; Sharing pedagogy; Leadership practice; Student voice; Ongoing reflective discourse…
Working in SUPER; the perspective of a new TRC (teacher research co-ordinator)

Clare is head of music and dance at Samuel Whitbread Academy, whilst working alongside the senior team in her Head of Research role. She is currently completing her EdD at Cambridge, focussing on leadership, and is interested in teacher professionalism and networking.
Which hat?

SCHOOL

RESEARCH
Viewing school improvement with a research lens

School priorities → Action → Evidence of impact

- Are these research questions the right ones?
- What evidence suggests this action will work?
- Does the action match your research question?
- How do we disseminate this to staff and other schools?
I was an Accountant... and felt proud to be called a Professional.

SUPER means I engage with University, I have learnt to critique not criticise or moan!...and ended up feeling professional trusted and respected once more. As the alumni group grows I CONTINUE to DEVELOP PROFESSIONALLY daily...I’m confident that I can find an evidence base to challenge or support what I do...as a Teacher.

DURING SUPER
QT S NOT CPD SMT
SLT MSL...teachers*
arghhh...
...all these acronyms
..I don’t feel very professional*....
everyone moans about meetings after school
Conditions, structures & organisational arrangements to support school-university partnerships

- Determining the clarity of key purpose(s)
- Developing and sustaining supportive and invigorating relationships
- Building a range of effective and flexible communication strategies
- Engaging and maintaining the commitment of school leaders
- Learning from the perspectives of other institutions
- Sufficient resources in terms of time and money

[McIntyre & Black-Hawkins, 2006]
DISCUSSION: Schools working with Universities in mutually supportive research partnerships

- How can we bridge the gap between theory and practice? Do partnerships between universities and schools have a research evidence focus? Are shared ITT programmes evidence-led?
  - Can the differing needs / agendas of universities and schools be reconciled?
  - What ‘capital’ does each partner bring and how can this be realised?

- What structures are necessary for such partnerships to flourish? What are the features of successful school and university partnerships?
  - How can such partnerships be sustained?
  - What is in it for each partner - what is the motivation for continuing?
  - What are the potential difficulties of working together? How can these be overcome?

