4TH RESEARCH LEADS SYMPOSIUM

‘A Network of networks’

Hosted by SUPER

5pm – 7pm, Tuesday March 7th, 2017
SYMPOSIUM AGENDA (from printed hand-out)

Title: What tools can be used to create and sustain teacher practitioner enquiry networks and partnerships?

Theory and practice in a schools-university partnership for educational research

4.30 - 5pm: Arrival & refreshments
5pm - 5.10: Welcome & introduction: Prof Geoff Hayward, Faculty of Education
5.10 - 5.25 (15 mins): 3x5 minute inputs from SUPER on how partnership research has impacted on schools and university (faculty).
   - 5.10 – 5.15: A Teacher Research Lead perspective David Hall, Samuel Whitbread Academy
   - 5.15 – 5.20: A Head’s perspective Rob Robson
   - 5.20 – 5.25: A faculty perspective: Bethan Morgan
5.25 - 5.55 (30 mins): Table Discussion 1
5.55 – 6.10 pm: Comfort break [and for informal networking etc]

6.10 pm - 6.15pm: An input on SUPER’s current research project ‘How do we promote character, resilience & well-being in an educational climate of outcome accountability?’
   Ros McLellan (Faculty) & Teacher Research lead Brian Barham (Soham Village College)

6.15pm – 6.20: 3 x 2 mins on current progress
   - School 1 Primary - Dunmow Primary Schools’ Consortium, Abi Thurgood-Buss
   - School 2 Secondary – Soham Village College Krista Carson
   - School 3 Secondary – Impington Village College Mike Murray
6.20 - 6.45: Table discussion 2 (25 mins)
6.45 - 6.55: Plenary (10 mins)
   One point from each table (from either first or second discussion)
6.55 - 7pm: Closing remarks
   - What next for this ‘network of networks’? Another meeting?
     • Kayleigh Betterton, Sue Sing and Anna Tsakalaki, Laela Adamson: setting up Research-in-Residence support group
   - Final thanks to all involved Jennie Richards (Teacher Research Lead Emerita)

SYMPOSIUM CLOSE
Our Symposium: Overview

- Welcome: Geoff Hayward, Head of Faculty

- Perspectives on a school-university partnership
  - Table Discussion 1

Brief break

- SUPER current research project
  - Table Discussion 2

- Plenary
- What next? & Close
What tools can be used to create and sustain teacher practitioner enquiry networks and partnerships?

A Teacher Research Lead perspective
Dave Hall, Samuel Whitbread Academy
Developing Teacher Researchers at Samuel Whitbread Academy

- **Departmental Lesson Study**
  
  All teachers including SLT involved

- **Marketplace and Anthecology**
  
  Sharing research/enquiry through Lesson Study

- **Academy Lesson Study**
  
  All teachers including SLT involved

- **Masters with SUPER (Cambridge University)**
Mapping the network

Key
Nodes – Teachers
Colours – Departments
Line - Interactions
Finding the key players

• **Gatekeepers**
  
  Teacher *brings* research ideas from another department into their department

• **Representative**
  
  Teacher *takes* research ideas from their department to another department

• **Liaison**
  
  Teacher takes research ideas from one department to another department
  (They are not a member of either department)
Symposium Questions for Discussion

• How can we use network mapping to help develop this ‘network of networks’ or the networks in our institutions?

• What information is being shared?

• What information do we want to be shared?
What tools can be used to create and sustain teacher practitioner enquiry networks and partnerships?

A leader’s perspective – creating the conditions

Rob Robson
What leaders can do to create the conditions for teacher practitioner enquiry

• Know when to expend energy on change
• Share beliefs about education and the school
• Embrace dissonance
• Create the right partnerships
• Lead, model and value research
• Create capacity and the budget for research
Getting ready to change

The Sigmoid Curve

Where change needs to happen

When organisations often change
The case for change
What can a leader do

Know when to expend energy on change

Share beliefs
My beliefs about research in a school

1. Everybody’s learning should be visible.
2. Learning is a perpetual journey we are never ‘there’.
3. Research is more effective when it is driven outside a formal hierarchy.
4. Teachers are professionals and should research to inform their professionalism.
Teachers are professionals

Doctor: studies medicine to ensure health

Lawyer: studies law to ensure justice

Teacher: studies pedagogy to ensure learning
What leaders can do to create the conditions for teacher practitioner enquiry

- Know when to expend energy on change
- Share beliefs about education and the school
- Embrace dissonance
The dissonance of change
Who challenges you and your thinking?

- Leaders
- Teachers
- Students
- Parents
- National Priorities
- Digital Media (twitter)

Can you make a public mistake?
What leaders can do to create the conditions for teacher practitioner enquiry

- Know when to expend energy on change
- Share beliefs about education and the school
- Embrace dissonance
- Create the right partnerships
“In all that we do our work has a central element: teachers researching their own practice. Research should inform practice, it should develop the work of schools and it should be informing action hence the phrase ‘Action Research’.”

Professor Colleen McLaughlin

On-line video lecture: Action Research: Creating Knowledge about Education - [https://sms.cam.ac.uk/media/1300961](https://sms.cam.ac.uk/media/1300961)
What leaders can do to create the conditions for teacher practitioner enquiry

• Know when to expend energy on change
• Share beliefs about education and the school
• Embrace dissonance
• Create the right partnerships
• Lead, model and value research
Leading, modelling and valuing research

Leaders can:

1. Be open about not knowing the answers AND that answers change.
   • Neuroscience.
2. Challenge easy implementation of ‘bad research’
   • Visual Audio Kinaesthetic.
3. Invest in and reward research
   • Use the two budgets (time and money) to fund research
   • Implement findings
4. Model research
   • Be seen to both do research and implement the research of others.
5. Look for soft and hard signs that the school culture is changing
   • Has research improved practice in the classroom? Do learning walks show this?
   • Do the students think it is working?
   • Have the results gone up?
   • What are the conversations about during staff meetings?
Leading, modelling and valuing research
Building research into the school year

To what extent can one-to-one tuition improve the proportion of 4c students making EP?

Department Development Plan

Link to PM Targets

First Review (January TD 2015)

Activity (Spring)

Final Review (June AD 2015)

Activity (Summer)

Second Review (Easter TD 2015)

Activity (Autumn)

Data Pred SEF WS LWs LOs SV

SEF Data

Pred

WS

LWs

LOs

SV

To what extent can one to one tuition improve the proportion of 4c students making EP?

SEF Data

Pred

WS

LWs

LOs

SV

Building research into the school year

To what extent can one to one tuition improve the proportion of 4c students making EP?

Final Review (June AD 2015)

Activity (Summer)

Second Review (Easter TD 2015)

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Activity (Autumn)

Department Development Plan

Link to PM Targets
What leaders can do to create the conditions for teacher practitioner enquiry

- Know when to expend energy on change
- Share beliefs about education and the school
- Embrace dissonance
- Create the right partnerships
- Lead, model and value research
- Create capacity and the budget for research
What tools can be used to create and sustain teacher practitioner enquiry networks and partnerships?

A SUPER Faculty of Education/University perspective: Bethan Morgan
SUPER: Who are we? 15 Schools + Faculty

Soham Village College

Biddendenham Upper School

Stratton Upper School

Samuel Whitbread Academy

Bottisham Village College

Stebbing Primary School

Takeley Primary School

University of Cambridge

Faculty of Education

FELSTED PRIMARY SCHOOL
Nurturing Today's Minds for Tomorrow’s Challenges
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)
“When the super partnership was formed in 1997, there were some things that we were clear about, other things about which we knew we were ignorant. Among the things that we thought we knew was that we had a common interest in educational research, and that that common interest stemmed from the shared belief that the primary purpose of educational research is to inform practice. We shared, and still share, the view that if educational research does not lead to educational practice that is in some sense better – more thoughtful, more just, more effective, more rewarding for pupils or teachers – then there is not much point to it.”

(University Academics)
http://doi.org/10.1080/03057640500319065
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
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>Feeling good about myself</th>
<th>Inside School</th>
<th>Outside School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Feeling healthy</th>
<th>Inside School</th>
<th>Outside School</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Feeling successful</th>
<th>Inside School</th>
<th>Outside School</th>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Feeling miserable</th>
<th>Inside School</th>
<th>Outside School</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
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</tbody>
</table>
Welcome to the SUPER Network Moodle!

Welcome to Moodle at the University of Cambridge

The University’s Virtual Learning Environment (VLE) used to support the delivery of teaching and learning

Key Links
- SUPER Blog
- SUPER Twitter
- SUPER Faculty Website

What should we be doing now?
January - February 2015: Key Action Points

Key Contacts
Click here for Faculty team, TRC and school contact details

Member Schools
- Aldenham School
- Aldenham Village College
- Cottenham Cottenham
- Impington Village College
- St Mary’s Waltham Academy
- Stalham Upper School
- Somer Valley College
- Stratton Upper School & Rapley Wible School

Structure & Organisation

Research Support
Resources for planning, carrying out research

Research Topics
- What do teachers understand by engagement?
- What do teachers understand by engagement?
- What do researchers understand by engagement?
- What do researchers understand by engagement?
- What doesn’t engagement look like?

Research Area
Access to meetings (agendas, readings, external links)

SUPER Events
Information and links to Conferences & Workshops

SUPER MEd & EdD
Information about opportunities

*Please note that content might be extracted inaccurately and does not reflect the actual layout of the page.*
Annual conference
Sharing & Planning
University: Masters in Education –
supporting & building research capacity in schools

Research Methodology & Methods

What is Educational Research?
SUPER Masters in Education
2013-2015

How can Schools develop Research Cultures?

How can Research inform Teaching & Learning?

YEAR 1
Feb 2014

Essay 1 (6,500)
Literature Review

Essay 2 (6,500)
Methodology Critique

YEAR 2
Aug 2014

Thesis (20,000)
Research study in a school setting

http://www.educ.cam.ac.uk/research/projects/super/
http://schooluniversitypartnership.wordpress.com/
@SUPER_Network
Keeping the university grounded and up-to-date
“We did lots of research but it became like a little comet in the firmament for a while and then fizzled. The individual teacher may have changed practice but did many others?”

(Headteacher, SUPER Network)
“This research enabled me to come out of the box we all live in, the classroom. I could seek, see and reach out for new horizons. You're never too old. After 36 years in the classroom did I know it all? Research made me sit up and re-evaluate my ideas and take on new challenges.”

(Teacher in a SUPER school)
Access to Research

The aim of this page is to post links to any freely available research that is not hidden behind paywalls e.g. Journal articles, conference papers, reports, research digests etc (presented A-Z).

*Helpful advice from Dr Dav via her blogpost [Finding Research Papers](#)*

[Assessment and Learning: State of the Field Review](#) (via Oxford University Centre for Educational Assessment)

[Access to Research – Public Library Initiative](#)

[BELMAS Publications](#) (free access via free first year membership)

[BERA Research Intelligence](#)

[BERA Insights and Briefings](#)

[BERA Why Educational Research Matters](#)

[BERA Research and Teacher Education](#)

[Best Evidence in Brief](University of York, Institute for Effective Education)

[Best Evidence in Brief Archive](University of York, Institute for Effective Education)
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

Questions for Discussion

• How can we use network mapping to help develop this ‘network of networks’ or the networks in our institutions?
  ➢ What information is being shared?
  ➢ What information do we want to be shared?

• What can school leaders do to create the conditions for an effective school university partnership?

• How can universities best support & sustain research partnerships with schools e.g. in terms of staffing, resources, the need for academics to publish?
Research Approaches in School-University Partnerships: SUPER’s Current Project

Ros McLellan & Brian Barham
Collaboration to agree Research Question

July 2015
- Big vision: School improvement, professional learning, knowledge creation
- A common research project

Nov 2015
- School audit of priorities
- Common focus on intervention relating to ‘closing the gap’

Jan 2016
- Agreement to an umbrella RQ
- Agreement to be researching approaches that have a positive impact on vulnerable students’ learning
Collaboration to agree Research Question

Mar 2016
- Failure to agree to a common research question
- Schools had different priorities – back to drawing board

May 2016
- Wide-ranging discussion but eureka moment
  - How can character, resilience and well-being be promoted in an educational climate of outcome accountability?

Jul 2016
- Confirmation of RQ
- Start of planning data collection
Research Design: Y1 – Identifying the Issues

Phase 1: Assessing Wellbeing
- Survey
- 1364 secondary
- 403 primary

Phase 2: Exploring further
- Interviews
- Yet to be planned

Collaboration
Discussion at TRL meetings
Quantitative Working Group
## Wellbeing Questionnaire (33 questions)

<table>
<thead>
<tr>
<th>Wellbeing Scale</th>
<th>Example Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hedonic (feeling good)</td>
<td>I feel happy</td>
</tr>
<tr>
<td></td>
<td>I feel things are fun</td>
</tr>
<tr>
<td></td>
<td>I feel close to people</td>
</tr>
<tr>
<td>Eudaimonic (functioning well)</td>
<td>I feel successful</td>
</tr>
<tr>
<td></td>
<td>I feel capable of coping with challenges</td>
</tr>
<tr>
<td>Negative Emotion</td>
<td>I feel stressed</td>
</tr>
<tr>
<td></td>
<td>I feel bored</td>
</tr>
<tr>
<td>Resilience / Social Support</td>
<td>I feel capable of dealing with challenges</td>
</tr>
<tr>
<td></td>
<td>My friends will help me if I need it</td>
</tr>
</tbody>
</table>

5-point scale: 1=never  5=always  

McLellan & Steward 2015
Questions for discussion:

• How can groups of schools work together with a university on a common project given differing agendas and priorities?

• How can robust tools be agreed upon for use in school-university partnership research?

Details of questions and background to wellbeing:

Research Approaches in School-University Partnerships: SUPER’s Current Project

Abi Thurgood-Buss, Dunmow Consortium

Faculty of Education
Dunmow Consortium

Well-Being

Response-bias, Investigation, Resilience, Teachers, Development, Feeling, Gender, Energetic, Included, Safe, Boredom, Boys, Priorities, Communication, Girls, Caring, Intervention, Age, Encouragement, Children, Holistic, Year-3, Research, Year-6, Analysis, Perseverance, Schools, Questioning, Questionnaire
Dunmow Consortium

Improve Well-Being of pupils in every school

Intervention

Individual school priorities

Consortium wide project

SUPER Network Project

Interviews

School Break Down

Further analysis

Gender and Age groups

What Next?
Research Approaches in School-University Partnerships: SUPER’s Current Project

Krista Carson, Soham Village College
<table>
<thead>
<tr>
<th>Question</th>
<th>Year 10</th>
<th>Year 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>I feel miserable</td>
<td>53% said ‘Most of the time’ or ‘Always’</td>
<td>53% said ‘Most of the time’ or ‘Always’</td>
</tr>
<tr>
<td>I often feel like giving up</td>
<td>41% said ‘Most of the time’ or ‘Always’</td>
<td>50% said ‘Most of the time’ or ‘Always’</td>
</tr>
<tr>
<td>My teachers really care about me</td>
<td>33% said ‘Most of the time’ or ‘Always’</td>
<td>63% said ‘Most of the time’ or ‘Always’</td>
</tr>
<tr>
<td>I feel safe</td>
<td>21% said ‘Most of the time’ or ‘Always’</td>
<td>43% said ‘Most of the time’ or ‘Always’</td>
</tr>
<tr>
<td>Often I do not feel very good at what I do</td>
<td>88% disagreed to some extent</td>
<td>90% disagreed to some extent</td>
</tr>
<tr>
<td>When things go wrong it generally takes me a long time to get back to normal</td>
<td>60% said ‘Most of the time’ or ‘Always’</td>
<td>63% said ‘Most of the time’ or ‘Always’</td>
</tr>
<tr>
<td>I feel bored</td>
<td>51% said ‘Most of the time’ or ‘Always’</td>
<td>57% said ‘Most of the time’ or ‘Always’</td>
</tr>
<tr>
<td>I don’t mind making mistakes in my work</td>
<td>14% said ‘Most of the time’ or ‘Always’</td>
<td>12% said ‘Most of the time’ or ‘Always’</td>
</tr>
</tbody>
</table>

43 Year 10s
51 Year 8s
Questions

• What is causing students to feel miserable so much of the time?
  • How can schools alleviate this?
• What happens between Year 8 and 10 in terms of students perceptions of how much teachers care?
• What can teachers do in terms of ‘boredom’?
• How can we improve resilience in terms of attitudes towards mistakes?
Well-Being Survey

Impington Village College

Mike Murray: Assistant Principal and TLR
Do we have any proof that the emergence of more frequent student mental health issues relates to increased performativity and accountability in schools?
What does a College like IVC do with its own data?

• Difficulties with sampling and admin
• Patterns in decline in encouragement, fun, feeling of capability, loss of appreciation, loss of confidence and feelings of stress by age
• Gender gap in feeling good about self and healthy
• Comparison to general
• Other factors: PP
• Intervention and ethics
• How to expand the study locally and through our teaching alliance and Trust
TABLE DISCUSSION 2

Questions for Discussion

• How can groups of schools work together with a university on a common project given differing agendas and priorities?

• How can robust tools be agreed upon for use in school-university partnership research?
WHAT NEXT FOR OUR NETWORK OF NETWORKS?
SUPER
School-University Partnership for Educational Research

http://www.educ.cam.ac.uk/research/projects/super/

http://schooluniversitypartnership.wordpress.com/

@SUPER_Network      #researchSUPER