

APPENDIX 2

ALL ANSWERS TO QUESTION 1:

'WHAT EDUCATIONAL RESEARCH IS CURRENTLY HAPPENING IN WALES?'

"Successful Futures for All" – funded by Welsh Government via HEFCW, co-ordinated by WISERD, carried out by all providers of ITE in 2018/19 • Research into cluster working in SE Wales (MMU) • Consortia (SE Wales) completing research in to their approaches to school to school working (USW and Cardiff Met) • Research into classroom groupings and impact on academic self-concept in the early years • There is a lot of research going on in a range of contexts and by a range of people – but perhaps the question is about what impact this is having.... • USW Research to establish a baseline for SEN system in Wales – in collaboration with Arad Research • Action research into the impact of gender on performance in mathematics – CSC • Professional learning small research projects • Factors affecting children's learning: A comparative study between Canada and Wales. Foci: bilingualism, diglossia, association/division between policy and practice, curriculum design" • Cardiff University – multilingual literacy approaches to teaching language • Research into multilingualism in Welsh schools is the Global Futures programme • Wrexham Glyndwr University researching the use of SCALE-UP pedagogy in ITE • Bangor University – PhD Language Dynamic in Schools • CSCJES annual pupil (years 6–11) and staff surveys: we're in the third year of the research looking at a range of issues. For example in the pupil survey we look at alienation from peers, teachers and school and the reason behind this. The staff survey covers changes in schools regarding Curriculum for Wales and schools as learning organisations. Working with Prof. Mark Hatfield and Dr Jemma Hawkins both of Cardiff university." • Research into implementation of Foundation Phase – Cardiff Uni • Secondary School Cardiff: Small-scale interventions from individual staff members as part of self-driven CPD. • Factors affecting implementation of DCF in primary schools (Oxford). • GWE: range of close to practice research projects in association with Bangor and Warwick Universities, e.g. quasi-experimental designs and RCTs • Fel Ysgol Arlosi Professional Learning dwi'n gweithio gyda Cardiff Met yn proffi yr AOLEs • Bryn Elian – wave 2 of whole-school multidisciplinary research projects • Staff independently completing master's and small-scale research into reading for pleasure with Open University. Always Primary. • USW postdoctoral research investigating inclusive pedagogies for pupils with autism in mainstream schools. • Metacognition and learning. • Action research into the impact of meta-cognitive strategies for pupils in year five with mathematical reasoning. St Mary's Newport. • Ysgol Cynwyd Sant. From my experience, research has not been widespread across Wales, but has been carried out in pockets in various establishments and mostly universities. However, on a personal note my school has started engaging over the past two years but low-scale stuff. • Research in to effective cluster-based working with EDT (SE Wales) • Foundation phase profile baseline data is collected across Wales. Could be used as part of a study. Lots of other data collected by Welsh Government is available on Stats Wales. • Use of educational resources in schools on Wales – WJEC • CSC – Developing online evaluation tools to support the evaluation of Hub schools. • Model newydd ar gyfer Cymraeg Ail Iaith? (A new model for Welsh second language?) – PhD project recently completed in Welsh Department, Swansea University. Alex Lovell. • Swansea University comparative study of leadership in SE Asia. • Small action-based research is happening in any schools around Wales. • Bangor-Ymchwil i WISERD wedi ei ariannu gan HEFCW. Ymchwil ar sut mae Cymwyseddau Digidol yn cael ei weithredu mewn ysgolion. Bangor- WISERD research funded by HEFCW, on how Digital Competency is being implemented in schools." • Bryn Elian have devised a handbook for staff to define terms for shared understanding. • Language awareness in trainee teachers. • Research into best practice at KS4 in science, mathematics & English – CSC. • We at Cardiff Met are conducting the Welsh Government professional learning/enquiry project, specifically working with health wellbeing and expressive arts professional learning pioneer schools. • Narratives of trust, accountability and autonomy (stakeholders at all levels) – USW. • ERW – exploring the rural advantage • All of our SLT attend researchED conferences to disseminate good practice to our staff. We have previously completed Lesson Study in staff triads. We now complete Action Research – although the quality varies depending on experience. Individual members of staff complete research for their own qualifications, e.g. MAs etc. – A secondary school based in Cardiff • Swansea University – impact of all-age schools • PLC research group investigating provision for More Able and Talented pupils. – St Mary's Newport • Cardiff Met: exploration of music literacies based on data gained from children making music in outdoor rural locations. • Independent post-grad study by teachers. – Cardiff Secondary School • The effects of a Physical Literacy professional development programme with primary school teachers – Cardiff Met • University collaboration with partnership schools to build research literacy. EWC bursary projects. • Maindee, Newport – Professional Learning targets have now been generated by all staff as part of Performance Management cycle this year. Staff have identified areas of interest that they would like to pursue - this has been collated to create whole school PLC's based on specific areas of our SDP. • Mae AGAA yn gwneud gwaith ymchwil ar arweinyddiaeth ar draws y byd. • NFER came in to work with research leads to guide and support action research. • Cardiff Met: study into collaborative computational thinking in key stage classrooms across Wales connected remotely using multitouch devices. • Ysgol Uwchradd Tryfan. Dechrau sefydlu strwythur Dysgu Proffesiynol yn canolbwyntio ar ymchwil gweithredol ymysg holl staff addysgu'r ysgol. • SE Wales – cluster-based approaches to Critical Collaborative Professional Enquiry with University of Stirling. • CIEREI – Bangor University research evaluating the implementation of a computer based literacy programme. • Olchfa School: action-based research on new curriculum and behaviour policy. Five part-time researchers and research leader developing pedagogy. ILearn Curriculum review, followed by action research. Working with SBLL, supporting and coordinating action research. Joint research on problem solving in Maths. • Independent postgrad learning. Small-scale research in schools. • Schools often get requests to join in with surveys etc., often through the headteacher or exams officers... As a teacher I am not always sure how/where these outcomes go. • Tegwen Ellis – on a personal level I've started engaging in research activities through the Professional Educational Doctorate at Athrofa Trinity St David's (UWTSD). This has certainly improved my understanding and I've been able to share this with my staff. • ERW – range

of close to practice research projects at cluster level. • Qualifications Wales – teacher and learner engagement on thoughts and views with regards to Non-Examination Assessment in 10 reformed GCSE subjects in Wales. • Mat cluster PLC. Work with the University of Stirling • Dissertation students engaged in MA Education at Wrexham Glyndwr University on work-based research into therapeutic pedagogy, practice nurse supervision, personalised learning in KS3, Dyslexia, Leadership in ALN setting. • We feel we need to know more about what people are doing – more dissemination needed! • Examples of Bryn Elian project – research into impact of wall displays • Research into classroom groupings and impact on academic self-concept in the Welsh foundation phase. • Gamification as an approach to developing engaged pupils who are resilient in a MLD Classroom. V.Girton-Smith Cefn Cribwr Primary School, Bridgend. • Rhys Lloyd @ Llanishen High School. On a whole-school level, we are currently running 10 small-scale action research projects, which are all cross-curricular in design. More individually, several staff including myself are more actively engaged in research projects, many of which are linked with Cardiff Met. • Exploring impact of professional learning networks across a cluster, with colleagues teaching the same year group identifying shared areas of priority, such as a continuity of curriculum design across years 5-8 (Haverfordwest). • Cardiff Secondary School: Incorporation of evidence base and theory into whole school development program for all teachers. • Another ongoing PhD project on Welsh Second Language, by Nia Mererid Parry in the School of Education Bangor University. • Dunvant primary: currently, we are undertaking research amongst and in collaboration with feeder schools to a Olchfa. We work closely with staff and collaborate to share expertise and practise that is currently happening/working/not working. Each school is researching an area of need within their school. Our school have undertaken research to investigate problem-solving within maths to ultimately improve reasoning skills. This was an area identified as a weakness throughout the school and the SDP. • USW exploration of how additional learning needs are being considered within development of new curriculum for Wales – WISERD/HEFCW-funded Successful Futures project. • WISERD are conducting research on a range of issues including: a cohort study on school pupils’ perspectives on a range of themes; research on the development of the new Welsh curriculum and potential impact on children from more disadvantaged backgrounds – these relate to various themes: rural schools (Aber), ALN learners (South Wales), development of the Expressive Arts AoLE (Cardiff Met), Digital Competencies (Bangor), mindfulness and the Health and Wellbeing AoLE (Trinity St David), development of school practices (Cardiff Uni). • Observatory on Human Rights of Children – Lleisiau Bach/Little Voices supporting Children as Researchers across primary, secondary schools and community groups supporting children with additional barriers to participate. Children researching lots of educational and wider human rights enquiries Working age inclusively to co create change. • Master’s- and doctoral-level research also going on with teachers on a smaller scale. • Welsh Government Social Research – Evaluation of Pupil Development Grant for looked-after children, Evaluation of Creative Learning through the Arts, evaluation of deployment of school support staff, evaluation of HLTA, evaluation of ITE equivalency testing. • Example of Bryn Elian – scaffolding and modelling in language and maths. • NACE/ prifysgol Met Caerdydd yn gweithio ar waith ymchwil yn ymwneud a dysgwyr mwy abl a thalentol. • Rhyl cluster has a significant number of research projects going on in conjunction with Bangor University. • Wide range in schools in response to context needs, but often not building upon similar research already undertaken. Time to read up, even on local CSC case studies, or search for specific areas is limited. Possibly better sharing of headlines on social media with links to keep teaching practitioners updated. Signing up to a wider range of sources not just consortia level is needed.” • We’re looking at the impact of visible learning in Ysgol Merilyn (Bagillt), north Wales. • Cardiff Met. Uni. Exploring how mindfulness in nature activities impact on children’s wellbeing and their perceptions of nature. • Arts Council of Wales: The Lead Creative Schools scheme is being evaluated independently but every school could produce research from their work however, there’s a skills gap to enable them to do this currently. • REAP tlodi ac addysg gwledig a chyrrhaeddiad addysgol. • Rhydym Cardiff Met wedi bod yn gwneud gwaith ymchwil intervention action research gyda ysgolion cynradd l amgylch ‘physical literacy’ syn gyslyktiedig gyda gwaith o fewn Addysg Gorfforol a Lles. Cafodd y prosiect PhD ei ariannu gyda Coleg Cymraeg. Cafodd yr ail Brosiect eu ariannu gyda Sport Wales. • We’re using Great Discussions (Swansea) in our school • Coleg Cymraeg funded project into impact of computer coding from primary to secondary. • USW master’s-level educational research by Professional Learning students. • USW – ALN and Successful Futures • (Personal research – Arts Council of Wales) Creative practitioner dialogue with pupils and how this develops pupil learning. • CIEREI – Bangor University researching the effects and feasibility of reading fluency interventions in primary schools • Miller Research – research, evaluation and consultancy. Current projects – research into barriers and drivers of the HLTA scheme, review of the school business manager pilot project, peer review of the diamond reforms evaluation, PCET consultation, online assessments learner report feedback. • Schools need to have support from researchers to develop their confidence. • Ysgol Cynwyd Sant blue has been asked by Central South Consortium to be a research Hub and is working in partnership with Athrofa UWTSO – this is to help develop the profession enquiry based activities and help improve their PL in this area in line with the new Professional Standards for teaching and leadership. • Metacognition and self-regulation. • Exploring children’s schema in the Foundation Phase. • Research into PDG spending and strategies utilised in primary and secondary schools in a bid to ‘close the gap’. CSCJES • Bangor University – Use of MAKATON in Flying Start settings. • Action research is currently a whole-school initiative where all teachers are encouraged to undertake an element of research as part of professional development. • Prifysgol Bangor: dulliau addysgu dwyieithog; dulliau addysgu iaith. • Central Staff consortium – annual survey and research practice partnerships. • USW PhD by research and by portfolio. • CIEREI, Bangor University: access to the curriculum for L2 pupils with SEN. • Cardiff secondary - research in to the effectiveness of Andy Buck’s work on Leadership • Bangor University - the implementation of ‘Active Support’ in special school settings to increase social and functional skill acquisition in post 16 pupils with LD – in particular focussing on workplace-related social skills. • We’re evaluating the impact of the new curriculum (Swansea) • Ymchwil ymwybyddiaeth newynau ieuencid gydag ysgolion GWE. • Qualitative study on pupils who serve on school councils. • Cardiff Met. Uni. Examining how musicking in outdoor rural locations impacts on KS2 children’s spiritual development. • Ysgol Cynwyd Sant blue – the strategic question for enquiry-led activities this year which forms our School Improvement Plan is Pedagogical Principle 6 (which is Authentic Contexts) • CardiffMet, established a research group focussing on applied practitioner-based research within context of health and wellbeing focused on high quality research that is shaped through and by the education community. To do this actively worked with schools in establishing research informed cultures. • The ARFer programme: shifting the linguistic habit context (LHC) and increasing the use of Welsh in the bilingual workplace context. • Ysgol Bryn Elian – use of digital technologies as a Pedagogic approach. • Swansea Uni – Alternative post-18 pathways in education. Impact of Flying Start on educational outcomes. • Bangor Uni/ysgol brynelian – Developing writing skills of learners with dyslexia. • Open University Wales – children’s experiences of learning in education in the South Wales valleys, plus experiences of transitions • Teaching MA students on various projects – supporting pupils with ASD; outdoor spaces... • Cardiff Uni – exploring the experiences of young people in alternative provision (Pupil Referral Units) and the practices/roles of staff • Mixed-methods study on Welsh as

a second language instruction. • Understanding Participation Initiative in school Governance via lleisiau Bach – little Voices approach (Observatory On the Human Rights of Children) • Qualifications Wales – upcoming survey (going live 4th December 2018) of Maths teachers in Wales to gather views on design, content, accessibility, manageability and examination entry approaches covering GCSE Mathematics, Mathematics-Numeracy and Level 2 Certificate in Additional Maths. • The linguistic dynamic at a bilingual workplace: piloting the Bilingual Dynamic Observational Tool (BiDOT). • WISERD Education have put together a database on those who are carrying out research – includes research-informed teaching. • CIEREI, Bangor University: how can schools measure implementation fidelity of approaches/programmes they adopt? • The School Health Research Network is run from DECIPHER a research centre at Cardiff University. It brings together all mainstream secondary schools, policymakers in Welsh Government and Public Health Wales to improve the health and wellbeing of young people in schools. By provision of rigorous data, conducting relevant research and feeding the evidence back into the system inform practice. • REAs on effective interventions for pupils with hearing impairment, visual impairment, multi-sensory impairment. • Evaluating the effectiveness of the Welsh-language mentoring scheme at increasing the use of Welsh in the bilingual workplace. • CIERIE, Bangor University Research on Headsprout Online reading Programme, Early reading skills / Headsprout Early Reading Programme, Large scale RCT. • Gwaith efo Erasmus+ yn edrych ar pedagogy tra mor. e.g. Staff yn mynd i Gwlad y la i edrych ar dysgu tu allan i'r dosbarth. • NNEM – carried out projects across Wales and presented at conferences – studies on retention, engagement and collaboration. • Staff perceptions of the Welsh-language mentoring scheme: a qualitative study. • PhD research at Bangor University. Developing an evidence informed cluster: an audit and evaluation of school based interventions. Improving wellbeing and behaviour: co-development of a social and emotional curriculum. • Estyn – 11 reports focussing on various topics including additional learning needs; health and wellbeing; traveller communities. • CIEREI, Bangor University: Exploring current literacy practices for children who are non-vocal. • CIEREI, Bangor University: North Wales Online Reading Trial Study (NorthWORTS). Early reading skills / Headsprout Early Reading Programme. Evaluating the impact of implementation support. • Quant study (survey) on teachers' perceptions of pupils and how young people view that relationship. • Working in HE – supporting MA students with the research for their dissertations and PGCE primary students with their action research projects. On a personal level undertaking research into 'early career teachers as researchers in the classroom' for my PhD. This research is based on the experience of cohort 1 MEP students and mentors. • CIEREI, Bangor University Conwy NorthWORTS-Supporting Parents Project: Train the trainer – Parents deliver catch up-reading / Headsprout Early Reading Programme. • USW children's participation in research, embedding children's rights in practice, children's national identity and what it means to be Welsh. • As teachers we are always doing action-based research... • We at Cardiff Met are conducting case study research with our master's students on the new curriculum in Wales. We have also set up a group of physical education research network of practitioners and are working with them on some pilot projects to improve research culture. • CIEREI Bangor University, SuccessMaker evaluation: Online reading programme. 1 school/40 pupils. One intervention and one matched control group. Pre-post non-random. • CIEREI, Bangor University: Evaluation of the GwE secondary challenge and support programmes All GwE secondary schools. Participants on the middle leadership programme. Mixed methods. • The Secure Anonymised Information Linkage (SAIL) Databank is a databank of anonymised data about the population of Wales. It is hosted by Swansea University Medical School and contains, among other datasets, a combination education data including Pupil Level Annual School Census, Key Stage and examination results, Attendance, and Education Other Than at School. Data is used for a wide range of projects. • Some work going on via the Successful Futures for all work on how schools and ITE providers are addressing the changes as a result of the Furlong/Donaldson reviews. • CIEREI, Bangor University: PISA Science rapid review: Evaluating teaching methods in higher attaining PISA schools 6 secondary schools in Anglesey, Gwynedd and Conwy, Mixed methods. • CIEREI, Bangor University, North Wales Online Reading Trial Study – Trans Regional Implementation Project (NorthWORTS-TRIP). Early reading skills / Headsprout Early Reading Programme. Regional implementation; 25 primary schools; one group Pre-post non-random. • CIEREI, Bangor University, SAFMEDS-GwE. ESRC PhD studentship. 'Evaluating SAFMEDS numeracy intervention in to improve outcomes for at risk pupils'. Evaluating the impact of implementation support. 65 primary schools; 650 pupils; cluster-randomised control design; 30 schools randomised to standard support; 30 randomised to implementation support. • CIEREI: Education economics in Education. Bangor University. • CIEREI, Bangor University, KESS-GwE PhD studentship, 'Using Education economics to evaluate the impact of strategic school improvement programmes'. Using Education economics to evaluate the impact of strategic literacy and numeracy programmes. To be confirmed in October 2017. Mixed methods. • CIEREI, Bangor University, iWaB-RLC. Cluster PhD project. 'Improving Wellbeing and Behaviour in the Rhyl Learning community'. Improving Wellbeing and Behaviour in the Rhyl Learning community; 10 schools; mixed methods including randomised control design study." • CIEREI, Bangor University, iSTER-GwE PhD project. (Improving Standards Through Effective Revision). Evaluating the impact of evidence-based revision strategies in KS4. Evaluating the impact of implementation support. Rapid review of evidence-based revision strategies and teacher-pupil survey followed by experimental study of promising strategies. • CIEREI, Bangor University, Readiness for Learning (R4L) and Wellbeing Project. Improving Wellbeing and Behaviour through improved strategies to develop learners' Readiness for Learning. Seven schools in 2018–2019; a further five schools by 2021. Mixed methods including three control schools being involved to provide comparative data. • CIEREI, Bangor University, SAFMEDS-GwE (Say All Fast Minute Every Day Shuffled) is a project to improve pupils basic mathematics fluency skills using an evidence-based teaching strategy. • Bangor – approaches to mathematical reasoning at early years and upwards and a systematic review of approaches including computational thinking. • Wiserd Education are continuing with their longitudinal cohort studies – this is a useful source of data for interrogation, particularly in the context of the implementation of changes over the period being surveyed. • NC primary Cwmbran: Collaborative Educational Research is taking place with all teaching staff across the school and is systematically planned for as part of staff meeting time, professional development, understanding of the new expectations within teaching standards, the schools development plan in both the short and long term, performance of pupils both regarding well being, skills and performance. This started as part of a collaborative project with the university in Newport but now feels like an individual crusade as there is no systemic procedure for keeping in touch with the university or other schools. We would really value closer links with the university for support to create robust research methodology/ethics etc., but realise that the university doesn't have capacity to meet the needs of schools... this would be a very valuable platform to create in order to become a catalyst to engaging schools. Confidence in staff viewing themselves as researchers is very low. • At CardiffMet we have thought carefully about a strategy that embraces/reflects principles of Taoism to develop theoretically driven, well-designed qualitative and quantitative based research... thinking about the problems and questions we explore is critical.