Action Research – Research into Action:
Disseminating and sharing outputs from research

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Questions to consider …

1. Why is it important in schools to disseminate and share the outputs from action research?

2. What can be done in schools to disseminate and share the outputs from action research?

3. How can barriers in schools to disseminating and sharing the outputs from action research be overcome?

4. Why is it important to seek ways to disseminate and share outputs from action research beyond a school community in order to provide a legacy for research?

Why is it important in schools to disseminate and share the outputs from action research?

- Learning organisations
- Modelling the learning process – pupils, staff, parents/ carers, governors, wider community
- School led knowledge production
- Enhanced learning outcomes for all
- Sustainable school improvement – solutions to everyday challenges

What can be done in schools to disseminate and share the outputs from action research?

Staff briefing and staff meeting inputs

TeachMeets/ ResearchMeets

Newsletters and other school publications

Professional Learning Communities

Workshops – create a Research Symposium

Blogs, Podcasts and Webinars

Use of Social Media

Displays – Learning Walls

Infographics

School Research Journal

GFM
Research
Journal
FLIPPED LEARNING:
TURNING TEACHING ON ITS HEAD?
IS YOUR CLASSROOM
AUTISM FRIENDLY?
WHOLE CLASS FEEDBACK

GFMTalks

- ✓ Celebrating the value of reflective practice
- ✓ Give profile to school-led knowledge production
- ✓ Recognise & celebrate achievements of colleagues

GFM Talks

Applying the TARGET Framework: Motivational Climate Theory and Education Pedagogy – Matthew Dacombe

Reflecting on the realities of trying to encourage a Mastery Motivational Climate in an educational setting. This talk discusses my personal action research on the implementation of motivational climate theory to challenge ego-orientated behaviours.

Mentoring in Schools: Theory to Practice – Daniel Stancliffe

A fundamental part of our careers as teachers is our training years. Our training years is where we learn our craft, utilising different pedagogical techniques to meet the individual needs of our pupils. This is all done under the watchful eye of a mentor whose job it is to steer us in the right direction. My piece of research analysed the effectiveness of a mentor implementing the 'GROW model' whilst mentoring a PGCE student teacher.

Pragmatism as an approach to classroom based research

Ben's talk explores the importance of using evidence based approaches in the classroom. It introduces pragmatism as an approach to classroom research, and encourages teachers to undertake research with their pupils as a means to improve outcomes for their learners.

THE
WONDER
WALL

Kahoot!

Pass the paper
&
Just a minute

PUPILS CREATE
GUIDANCE VIDEOS

How can barriers in schools to disseminating and sharing the outputs from action research be overcome?

Why is it important to seek ways to disseminate and share outputs from action research beyond a school community in order to provide a legacy for research?

- Deepening of the thinking process
- Enhanced learning outcomes for all pupils and students
- Opportunity to contribute new knowledge within the profession
- Sustainable school improvement
- Social mobility

Thank you for listening

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Questions