

# 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

Spring 2017 / Volume 1 / Issue 1

# GFM Research Journal



# GFM Talks



# GFM Research Journal



**FLIPPED LEARNING:  
TURNING TEACHING ON ITS HEAD?**  
IS YOUR CLASSROOM  
AUTISM FRIENDLY?

WHOLE CLASS FEEDBACK



## CLOSING THE READING AGE GAP

Reading to learn in a secondary school environment  
By Adele Hawksworth

"Good literacy is the single most important educational building block from which all other learning follows. We need to recognise that literacy is not just important for the English teacher but matters for geography, science and maths" (Topping, 2018, What Kids Are Reading).

As school librarian I'm committed to promoting and fostering a love of reading. In my ideal world, everyone would discover and develop a love of reading, be enthusiastic about reading and not feel embarrassed to share their love of reading. But we aren't living in Utopia and I know that as a school librarian I need to be adaptable and mindful of the ever changing divide our young people find themselves in. Where in a

this is that there are growing concerns that reading progress is slowing when children get to secondary school and that the gap is growing year-on-year between children's reading ability and their chronological age (Topping, 2018). And coupled with young people avoiding challenging and preferring to read that 'remind them of the landscape. It's difficult to look at and develop.

## WHOLE CLASS MARKING: A SILVER BULLET FOR WORKLOAD?

By Eliza O'Driscoll

Whole class marking and feedback sheets have become a bit of a hot topic in education circles recently. This article looks at how it has been introduced at Bay House School and the impact so far

Towards the end of the 2016-2017 academic year, I was asked, along with a colleague, Linda Dennis, to take on responsibility for devising some whole school CPD. As I

had had some input into designing our new whole school assessment policy, I was requested to deliver a session on marking and feedback.

September 2017. The Bay House assessment policy is the general principles under which departments then develop their own policies. The idea was that the school department time to be used for looking at how individual use of marking and feedback in their own subjects.

I had done across Greg Thomson's work on whole class marking (2017) in the year...



## ENGINEERING HABITS OF MIND

By Kevyn Dight

How Gomer Junior School is pioneering a new approach to the STEM curriculum to help encourage pupils to become the engineers of the future

In 2017, the Government's 'Lightbulb' strategy highlighted the importance of Science, Technology, Engineering and Mathematics (STEM) in the curriculum. The strategy was to ensure that all children have the opportunity to become the engineers of the future.

At that point, there was a growing concern that the gap between the number of students studying STEM related A-levels and those going on to gain a STEM degree, and many of those listed to gain work in STEM related careers.

The problem of course did not begin in 2017, but the recognition that we should be doing something to address this was a growing concern. STEM related A-levels could not, were welcomed by many of



## DANCE YOUR WAY TO HAPPINESS

By Lesley Ferguson

Could dance help pupils to combat

treatment for anxiety, particularly in younger people. I was keen to investigate this link between psychology and dance, particularly with the teaching talent we have in Bay House in the Dance department, but could not find an opportunity to do so.

In December 2018 the BBC broadcast a documentary with Dancer Russell. Dancing to



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who in turn lead and support the further development of the quality of teaching across the 7 - 14 age range in and across both schools. A project that has practical and strategic impact...

And so grew the idea for a GFM joint research project with Rowner Junior and Brune Park Schools working together on a research project to

## IMPROVING TEACHING CROSS-PHASE COLLABORATION

By Kerry Payne and Kirstie Andrew

How might collaborating secure greater improvement in teaching and learning was the question posed by Rowner Junior School and Brune Park School

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- ✓ 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.





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

