



Coalition for Evidence-based Education

How do we create the conditions in schools for research-engagement to flourish? **A consultation by CEBE** **#CEBErEd16**

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Agenda

1. About CEBE and the origins of this project
2. Introduction to main concepts
3. Effective and ineffective strategies for research engagement
4. Preconditions for effective research engagement
5. Support services and tools

About CEBE

- An unfunded alliance of researchers, policy makers and teachers.
- Shared interest in improving the way research evidence is accessed, and used, across the sector.
- Share effective practice across the sector
- Aims to share ideas, set up new collaborative projects, host events and promote independent activity
- Recent projects include the *Education Media Centre* and *Evidence for the Frontline*.

How To Be A Research-Engaged School or College Working Group

- Attendees at a CEBE event in December 2014 first identified aspects of work needed to encourage the development of research-engaged schools.
- A working group was formed with representatives from Ashford TSA, Sandringham School, Manchester Metropolitan University, NFER, SSAT and The Future Leaders Trust.
- Focus of recent discussions has been on the conditions/expertise that are foundations for effective research use.
- Group has identified the need to produce a publication that draws on recent evidence. Its aim is to help stimulate the conditions under which engagement flourishes.

Aims today

1. To share our work on How to Be a Research Engaged School
2. To hear what's useful to you
3. To discuss the best way to get it used



Have we got
these right?
What have
we missed?

Introduction to main concepts

- Engagement
- Readiness
- Purpose
- Expectations
- Challenges



The phases of research engagement

Do you have examples of this process working in practice?

Clarification of core aims and values

Initial review of challenges in relation to these aims

Consultation *with* relevant research literature

Engagement *in* local research/investigation

Evaluation

“Those who want to determine what works in education are doomed to fail, because in education, “What works?” is rarely the right question, for the simple reason that in education, just about everything works somewhere, and nothing works everywhere.”

(William 2016:63)

Reflective Practice: Full Improvement Cycle

Do you have examples of this process working in practice?



Effective & ineffective strategies for research engagement

Do you have examples of where this has worked? Or where it looked like it should work...but didn't.

Understanding – How will staff be helped to understand the key principles, processes, and implications of educational research?

Volition – How does research use help solve a problem which matters to your staff? What makes engaging with the process important and significant to staff?

Senior Leader Support- Does the senior leadership team actively support research engagement? Who is responsible for integrating research and development across school life? Does the ethos of the school support research engagement?

Structures – Do school structures support research engagement? Do staff have access to resources – including necessary time - to develop new approaches? Is there sufficient support and autonomy for developing and evaluating new practice in relation to marking, lesson planning, feedback homework etc?



Preconditions for effective research engagement: a check list

Have we missed anything?

- Gain SLT support
- Understand your baseline level of engagement
- Start small
- Balance personal motivation and school needs
- Align priorities to the SIP



Create a supportive environment

An environment for research

Have we
missed
anything?

- Access to CPD
- Access to resources e.g. journal articles or evidence summaries
- Formalised research groups, or group cluster , if all staff are expected to be involved
- Time set aside to read and interpret research, to plan lessons reflecting the literature, to reflect and iterate in research groups
- Time allowed for strategies that are ineffective to be iterated before they are stopped
- A clear approach to measuring the impact of research-engagement on outcomes



Support services and tools

What would
you add?

Understand preparedness:
NFER audit tool

Access support:
Local cluster meetings
ResearchED conferences

Find evidence:
EEF toolkit
Alumni journal access
Systematic reviews from EPPI
JRF reports on education
CfBT research reports

Engage in ongoing research:
Education faculty at a university
Educational Endowment Fund
Randomised Controlled trials



What do you think?

- Have we got this right?
- Who needs to read this?
- How can we get this shared with and used by the right people?

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